



COURSE DATA

DATA SUBJECT

Code: 35363
Name: Theories of the rationality
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	3	Second quarter
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1012 - Degree in Philosophy	Theories of the rationality	ELECTIVES
1012 - Degree in Philosophy	Theories of the rationality	ELECTIVES

COORDINATION

ESCRIBANO CABEZA MIGUEL

SUMMARY

The current debate around the way of conceiving rationality is strongly based on the difference between empiricism and rationalism that had its origin in the early modern period. The aim of this course is to deconstruct this last distinction and to examine the categories that support it (empiricism and rationalism) as part of the main works and protagonists of this period. This inquiry will allow a deeper understanding of the various current positions around the problem of defining the notions of reason and rationality.

This course is conceived as a seminar in which we will discuss some of the major works of modern empiricism and rationalism.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.



OTHER REQUIREMENTS

Restrictions have not been specified with other subjects in the curriculum.

COMPETENCES / LEARNING OUTCOMES

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Accurately describe the results of the analysis of controversial and complex problems.

Appreciate autonomy and independence of judgement.

Be able to communicate professionally both orally and in writing in the Universitat de València's native languages.

Be able to convey information, ideas, problems and solutions to others (experts or not).

Be able to learn autonomously.

Have critical and self-critical capacity.

Identify the fundamental issues that underlie any type of debate.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

DESCRIPTION OF CONTENTS

1. Theoretical part

1. Science and reason in the Regulae of Descartes.
2. Leibniz's theory of knowledge. Subject and principles of reason.
3. The nature of human understanding in Locke and Hume.

2. Seminar

Discussion seminar around two representative works of the empiricist and rationalist positions of early modern period.

WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	5,00
Theory	30,00
Seminar	15,00
Total hours	50,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	35,00
Independent study and work	65,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	100,00

TEACHING METHODOLOGY

PRESENCIAL CLASSES: 20 hours of theoretical classes and 40 seminar hours, taught by the lecturer and in which the students must participate.

THEORETICAL CLASSES PREPARATION: Students must attend the theoretical classes and seminar having read the recommended material for each session.

PREPARATION OF THE SEMINAR: Throughout the course, students will have to prepare at least one work under the direction and supervision of the teacher. It is also expected that they will make a presentation of some of the texts that will be discussed in the practical seminar.

TUTORIALS: There will be two types of tutorials, some programmed for the preparation and supervision of practical work and others for consultations.

EVALUATION

First call



The evaluation will be done through a written work and a series of evaluation activities continuous to be carried out during the course. The written work and the activities proposed in the classes will determine 80% of the final grade, while participation in the seminar will determine the remaining 20%. To pass the course it is necessary to obtain a grade equal to or greater than 5 in the written work.

Second call

The evaluation will be done through a final written test on the entire syllabus that will determine the 100% of the final grade.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- M. Ayers. *Locke (epistemology and logic)*. London: Routledge, 1991.
- R. Descartes. *Reglas para la dirección del espíritu*. Madrid: Alianza, 2018.
- D. Hume. *Investigación sobre el entendimiento humano*. Madrid: Istmo, 2004.
- N. Jolle. *The light of the soul. Theories of ideas in Leibniz, Malebranche and Descartes*. Oxford: Clarendon Press, 1990.
- N. Jolle. *Leibniz and Locke. A study of the New essays on human understanding*. Oxford: Clarendon Press, 1984.
- G.W. Leibniz. *Nuevos ensayos sobre el entendimiento humano*. Madrid: Alianza, 2021.
- G.W. Leibniz. *Escritos filosóficos*. Madrid: Antonio Machado Libros, 2003.
- J. Locke. *Ensayos sobre el entendimiento humano*. México: FCE, 2005.
- J.-L. Marion. *Sobre la ontología gris de Descartes. Ciencia cartesiana y saber aristotélico en las Regulae*. Madrid: Escolar y Mayo Editores, 2008.
- F. Martínez Marzoa. *Cálculo y Ser: aproximación a Leibniz*. Madrid: Antonio Machado Libros,



1991.

- J. Ortega y Gasset. *La idea de principio en Leibniz y la evolución de la teoría deductiva: Del optimismo en Leibniz*. Madrid: CSIC, 2020.
- B. Stroud. *Hume*. México: UNAM, 1986.