

**COURSE DATA****DATA SUBJECT****Code:** 35480**Name:** Introduction to ancient philosophy**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	2	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1013 - Degree in Classical Philology	Filosofía	BASIC

**COORDINATION**

TERUEL RUIZ PEDRO

**SUMMARY**

This subject is taught in second year, it is mandatory, and it is included in the general subject Philosophy.

The course aims to promote an understanding of the key concepts developed by the leading thinkers of ancient philosophy, whose work had a significant impact on the contemporary Greco-Roman world and subsequent intellectual history. Students will learn to understand these ideas in the context of the general philosophical and historical-cultural landscape, approaching them in a reflective and critical manner. The course will adopt a systematic approach to the theory, presenting the epistemological, metaphysical, and ethical problems from which the ideas arise, as well as their textual development. Particular attention will be paid to those related to language and philology. As specific objectives, participants will: (a) interpret key texts by the selected authors considering their position and meaning in the history of ideas; (b) use these texts to inform their understanding of current intellectual debates; and (c) improve their linguistic register, with an emphasis on oral and written expression. Details of the specific authors chosen and the theoretical itinerary to be followed in each academic year will be provided in the teaching programme at the beginning of the course.

This course helps develop elements related to several Sustainable Development Goals (SDGs): Quality Education (SDG 4), Gender Equality (SDG 5), the promotion of Just, Peaceful and Inclusive Societies (SDG 16), and the protection of cultural heritage, promotion of linguistic and cultural diversity, and intercultural



dialogue (in connection with SDG 17), as these themes are reflected in Greco-Roman language, culture, and literature.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

Ningún requisito previo

## COMPETENCES / LEARNING OUTCOMES

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Acquire the ability to interrelate the knowledge of classical philology with that of other areas of knowledge.

Apply information and communication technologies and computer tools to language studies.

Apply quality criteria in philological work.

Be able to work and learn autonomously and to plan and manage work time.

Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

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

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work as a team in the environment of language studies and develop interpersonal relations.

## DESCRIPTION OF CONTENTS



### 1. Plato

- The problem of knowledge.
- Systematization and sources.
- Fundamental ontological crossroads.
- Anthropological and metaphysical categorization.
- Love and paideia.

### 2. Aristotle

- The problem of change.
- Systematization and sources.
- Fundamental ontological crossroads.
- Anthropological and metaphysical categorization.
- Tragedy and catharsis.

### 3. Hellenistic schools

- The problem of the achieved life.
- Epicureanism: systematization and sources. Epicurus.
- Stoicism: systematization and sources. Seneca.

### 4. Closing remarks: Hypatia of Alexandria

- The swan song of Greco-Roman philosophy.
- Systematization and sources.
- Hermeneutic question.

This content will be reflected in the following learning outcomes:

Understanding the influence of ancient thought on the foundational principles of Greek and Roman cultural, literary, and linguistic expressions. This includes analyzing detectable differences in both contexts regarding dominant schools of thought on gender and the progress made in the social and cultural integration of women.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
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Theory	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	40,00
Preparation of lessons	10,00
Preparation for assessment activities	30,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

The course methodology will include theoretical lectures, practical sessions and face-to-face tutorials. These will be delivered in a variety of formats, depending on the needs and opportunities, such as face-to-face, synchronous virtual and asynchronous virtual.

### EVALUATION

The overall grade for the course will be based on the following proportions of activities:

- 40% participation activities carried out throughout the course;
- 60%: final written exam.

Further methodological details on the assessment system to be used in the corresponding academic year will be provided at the beginning of the course via the teaching programme.

There is no difference between the first and second examination periods.

There are no non-recoverable assessment activities.

Academic integrity is fundamental to the academic community and essential for the fair evaluation of student work. All work submitted in this course must be the student's own original creation. The use of fraudulent collaboration or the composition of work with the assistance of artificial intelligence (e.g., ChatGPT) is strictly prohibited, unless the use of such tools is an explicit part of the course curriculum and has been expressly authorized by the instructor. In all such cases, this use must be properly cited as a source.

The general grading system is governed by the regulations of the Universitat de València, as approved by the Governing Council on May 30, 2017 (ACGUV 108/2017).



## REFERENCES

### 1. Primary Sources:

- PLATÓ: Lletra VII. Traducció de Raül Garrigasait: Cartes, Fundació Bernat Metge / Editorial Alpha, Barcelona 2009.
- PLATÓ: La República. Traducció de Manuel Balasch, Fundació Bernat Metge / Editorial Alpha, Barcelona 1992.
- PLATÓ: Fedre, traducció de Manuel Balasch, Fundació Bernat Metge / Editorial Alpha, Barcelona 1988.
- ARISTÒTIL: Metafísica. Traducció de Miguel Candel, volum I, Fundació Bernat Metge / Editorial Alpha, Barcelona 2018.
- ARISTÒTIL: Ètica nicomaquea. Traducció de Josep Batalla, Fundació Bernat Metge / Editorial Alpha, Barcelona 1995.
- ARISTÒTIL: Poètica. Traducció de Xavier Riu, Fundació Bernat Metge / Editorial Alpha, Barcelona 2017.
- EPICUR: Lletra a Meneceu, traducció de Montserrat Jufresa: Lletres, Fundació Bernat Metge / Editorial Alpha, Barcelona 1975, p. 131-135.
- SÈNECA: Lletres a Lucili, traducció de Carles Cardó, Fundació Bernat Metge / Editorial Alpha, Barcelona 1928.
- SEXT EMPÍRIC: Esbossos pirrònics [selecció], traducció de Jordi Cortés: Diccionari de Filosofia, Herder, Barcelona 2000.
- SINESI DE CIRENE: Epistole. Operette. Inni, UTET, Torí 1989. Traducció de Francisco A. G<sup>a</sup> Romero: Cartas, Gredos, Madrid 1995.

### 2. Secondary Sources.

#### 2.1. Required reading:

- COPELSTON, FREDERICK: A History of Philosophy. Traducció de Juan Manuel García de la Mora: Historia de la filosofía, Ariel, Barcelona 2004.
- CORTÉS MORATÓ, JORDI / MARTÍNEZ RIU, ANTONIO: Diccionari de filosofia, Herder, Barcelona 2000, exclusivament en línia: web Filoxarxa.
- FERRATER MORA, JOSÉ: Diccionario de filosofía, nova edició revisada, augmentada i actualitzada per Josep-Maria Terricabras, Ariel, Barcelona 2009 (reimpressió: 2012).
- HADOT, PIERRE: La philosophie comme manière de vivre. Traducció de María Cucurella: La filosofía como forma de vida: conversaciones con Jeannie Carlier y Arnold I. Davidson, Alpha Decay, Barcelona 2009.

#### 2.2. Further reading:

- ALCOBERRO, RAMON: Epicur. Una filosofía moral, en xarxa: bloc ¿Filosofía i pensament¿ (www.alcoberro.info/planes/epicur.htm). Ídem: Estoïcisme, en xarxa: ¿Filosofía i pensament¿ (www.alcoberro.info/estoicismo.html).
- ALEGRE, ANTONIO: Estudi introductor a PLATÓ: Diálogos, Gredos, Madrid 2010.
- BALASCH, MANUEL: ¿Problemas de la República platónica¿, epíleg a PLATÓ: La República, Fundació Bernat Metge, Barcelona 1992. Ídem: ¿Notícia preliminar¿, introducció a PLATÓ: Fedre, Fundació Bernat Metge, Barcelona 1988.
- CANDEL, MIGUEL: Introducció a ARISTÒTIL: Metafísica, volum I, Fundació Bernat Metge, Barcelona 2018.
- GARCÍA GUAL, CARLOS: Epicuro, Alianza, Madrid 1981, 1996, 2002. LLEDÓ, EMILIO: El epicureísmo: una sabiduría del cuerpo, del gozo y de la amistad, Montesinos, Barcelona, 1984.



LLEDÓ, EMILIO: Introducció a PLATÓ: Diàlogos, Gredos, Madrid 1981.

DZIELSKA, MARIA: Hypatia y Alexandrii, Nakladem Uniwersytetu, Cracòvia 1993. Traducció de José L. López: Hipatia de Alejandría, Siruela, Madrid 2009, 2ª ed. TERUEL, PEDRO JESÚS: Filosofía y ciencia en Hipatia, Gredos, Madrid 2011.

Salvo aquellas que se encuentran solo en red, todas las obras señaladas están disponibles en la Biblioteca de Humanidades "Joan Reglà".