

**COURSE DATA****DATA SUBJECT****Code:** 46506**Name:** Visual arts, literature and thought**Cycle:** Master's Degree**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2256 - Master's Degree in Contemporary Philosophical Thought	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2256 - Master's Degree in Contemporary Philosophical Thought	Visual arts, literature and thought	ELECTIVES

COORDINATION

FERRER MAS ANACLETO

SUMMARY

See the Spanish version.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

OTHER REQUIREMENTS

No further requirements.

COMPETENCES / LEARNING OUTCOMES**2256 - Master's Degree in Contemporary Philosophical Thought**

Capacidad de analizar, sintetizar e interpretar datos de índole cultural, social, política, ética o científica y de



emitir juicios reflexivos sobre ellos en los trabajos escritos que se presentan.

Comprensi3n en profundidad de las relaciones y conflictos entre distintos 3mbitos de la cultura y el pensamiento: filosofa, ciencia, derecho, pol3tica, etc.

Comprensi3n en profundidad de los conceptos involucrados en discursos te3ricos y pr3cticos sobre arte, con vistas a identificar su significado, sus dial3cticas espec3ficas y sus implicaciones metadiscursivas

Conocimiento en profundidad del estado de la cuesti3n de los debates est3ticos en el contexto del pensamiento filos3fico contempor3neo

Desarrollo de la capacidad de reflexi3n cr3tica sobre el presente y sus problemas est3ticos y culturales sobre la base de los recursos conceptuales procedentes de las diferentes disciplinas y tradiciones filos3ficas

Mejorar las destrezas relacionadas con la exposici3n y defensa oral de una disertaci3n o ensayo, as3 como la participaci3n en debates y el trabajo en equipo.

Saber manejar con soltura las diversas fuentes de informaci3n, relevantes para la investigaci3n (bibliogr3ficas, electr3nicas, etc.), as3 como la recopilaci3n de dicha informaci3n y bibliograf3a con vistas a la creaci3n de textos propios.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

DESCRIPTION OF CONTENTS

1. Pensar, narrar, cantar y ver al filo de Auschwitz

2. Pensar: Walter Benjamin, Theodor W. Adorno, Hannah Arendt y G3nter Anders

3. Narrar: Primo Levy, Jean Am3ry, Jorge Sempr3n, Stanisław Lem

**4. Cantar: Paul Celan, Rose Ausländer****5. Filmar la palabra: Claude Lanzmann****6. Imágenes a contrapelo: Harun Farocki, Ariella Aïsha Azoulay****WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	40,00
Classroom practices	20,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	52,50
Independent study and work	15,00
Preparation of lessons	30,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	97,50

TEACHING METHODOLOGY

In each session there will be an article, book chapter or basic text for the development of the syllabus.

Each theoretical session will consist of a presentation of a topic of the syllabus by the professor.

Each practical session will consist of a group discussion based on the summary that the students will have to make of the texts indicated or of the viewing of the projected images.

EVALUATION



- a) Attendance to theoretical sessions: 15%.
- b) Attendance and participation in the practical sessions: 15%.
- c) Writing an essay (10-12 pages) on a subject related to the program: 70%.

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

- ADORNO, T. W.: *Minima moralia. Reflexiones desde la vida dañada*, Akal, Madrid, 2004.
- AMÉRY, J.: *Más allá de la culpa y la expiación. Tentativas de superación de una víctima de la violencia*, Pre-Textos, Valencia, 2001.
- ANDERS, G.: *Nosotros, los hijos de Eichmann*, Paidós, Barcelona, 2006.
- ARENDT, H.: *Eichmann en Jerusalén. Un estudio acerca de la banalidad del mal*, Debolsillo, Barcelona, 2006.
- AZOULAY, A. A.: *Errata*, Fundación Tapies, Barcelona, 2020.
- AUSLÄNDER, R.: *Poemas* (selección y traducción propia).
- BENJAMIN, W.: *El Narrador*. Metales pesados, Santiago de Chile, 2008.
- CELAN, P.: *Obras Completas*, Editorial Trotta, Madrid, 1999.
- DIDI-HUBERMAN, G.: *Imágenes pese a todo*, Paidós, Barcelona 2004.
- FAROCKI, H.: *Desconfiar de las imágenes*, Caja negra, Buenos Aires, 2013.
- LANZMANN, C.: *La liebre de la Patagonia*, Seix Barral, Barcelona, 2010.
- LEM, S.: *Provocación*, Impedimenta, Madrid, 2020.
- LEVY, P.: *Trilogía de Auschwitz*, Península, Barcelona, 2019.
- SEMPRÚN, J.: *La escritura o la vida*, Tusquets, Barcelona, 1995.
- TRAVERSO, E.: *La historia desgarrada. Ensayo sobre Auschwitz y los intelectuales*, Herder, Barcelona, 2012.