COURSE GUIDE

PLATO AND MEDIEVAL AUGUSTINISM

1ST YEAR

Academic Year 2023-2024

Course of the Subject: Plato and Medieval Augustinism

	ECTS
SUBJECT: Plato and Medieval Augustinism	6
Module: History of Philosophy and Contemporary Trends in Philosophy	42

Type: Basic	**CURSO**: 1º **Semestre**: 1º
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MODULE ORGANIZATION

Plato and Medieval Augustinism	**ECTS 6**
Duration and location within the study plan: It is part of the "History of Philosophy and Current Trends in Philosophy" module, which contains four subjects and seven subjects programmed in the semesters: 3 subjects in the first year Plato and Medieval Augustinianism and Introduction to Philosophy (first semester), Aristotle and Thomas Aquinas (second semester), 3 subjects in the second year Rationalism and Empiricism, Enlightenment and Philosophical Romanticism and Spanish Philosophical Thought (first semester), and one subject in the 4th year and first semester Contemporary Philosophical Currents.	

Subject Matter and Subjects				
Subject Matter	**ECTS**	**Subject**	**ECTS**	**Year/ semester**
Ancient and Medieval Philosophy	6	Plato and Medieval Augustinism	6	1/1

BASIC AND GENERALCOMPETENCIES	Weighting			
	1	2	3	4
7. Ability to communicate with non-experts in the field.			X	

SPECIFIC COMPETENCIES	Weighting			
	1	2	3	4
25. Being able to understand and evaluate philosophical arguments.			X	
37. Recognize and describe stages, figures and central works of the philosophical tradition		X		
41. Recognize and describe stages, figures and central works of the philosophical tradition				X

LEARNING OUTCOMES	COMPETENCIES
AR1. That the student identifies the characteristic of the philosophical level of reflection, so that he can communicate it to a non-expert.	**CG:** 7
AR2. That the student begins to distinguish between good and bad philosophical arguments.	**CE:** 25
AR3. That the student knows some classic works of ancient and Christian philosophy.	**CE:** 37, 41
Additional considerations: More specific results to be achieved are as follows: a) Know the first steps of Western philosophical reflection; b) Identify the Platonic and Augustinian philosophical paradigms; c) Begin to evaluate both paradigms.	

LEARNING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION

ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS [1]
VIRTUAL SESSION	Presentation of the content by the teacher, analysis of competencies, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	RA 1 RA 2 RA 3	0,7
PRACTICAL SESSION	Group work sessions through chat moderated by the teacher. Case studies, both true and fictitious, for the construction of knowledge through the interaction and activity of the student, critical analysis of values and social commitment.	RA 1 RA 2 RA 3	0,3
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	RA 1 RA 2 RA 3	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	RAI 1 RAI 2 RAI 3	0,1
		TOTAL	**1,30**

LEARNING ACTIVITIES THROUGH ASYNCHRONOUS COMMUNICATION

ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS
INDIVIDUAL ACTIVITIES	Preparation of the final evaluation: student study, individual preparation of readings, essays, problem solving, assignments, reports, etc. for discussion or delivery in	**CG:** 7 **CE**: 25, 41	2,3

[1]The subject and/or matter is organized in VIRTUAL TEACHING and in AUTONOMOUS WORK OF THE STUDENT, with an estimated percentage in ECTS. An adequate distribution is as follows: 40% for TEACHING Training Activities (60 hours) and 60% for tutored Autonomous Work (90 hours) for a 6-credit subject.

	electronic format.		
INDIVIDUAL TUTORSHIP	Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing and discussing the materials and topics, seminars, readings, carrying out assignments, etc.	**CG**: 7 **CE**: 25, 41	0,1
CONTINUOUS EVALUATION ACTIVITIES	**Group work**: group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. **Discussion forums**: participation and contributions to discussion forums related to the subject, moderated by the professor of the subject. Resolution of problems, comments, reports to deliver in installments throughout the course, making videos individually or cooperatively, answering questionnaires.	**CG**: 7 **CE**: 25, 37, 41	2,3
		TOTAL	**4,70**

EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM		
Evaluation Instrument	**EVALUATED LEARNING OUTCOMES**	**Granted percentage**
1	Attendance and participation in synchronous communication activities	10%
2	Carrying out deliverable activities	30%
3	Periodic evaluation through questionnaires	20%
4	Final Evaluation	40%

CONTENTS DESCRIPTION	COMPETENCIES
• The birth of philosophy. The Presocratics.	**CG:** 7 **CE:** 25, 37, 41
• The «humanistic turn» of philosophy I: The sophists. Socrates.	**CG:** 7 **CE:** 25, 37, 41
• Plato. *Dialogues.* Neoplatonism.	**CG:** 7 **CE:** 25, 37, 41
• The Patristic.	**CG:** 7 **CE:** 25, 37, 41
• Saint Agustin. Thought and main writings.	**CG:** 7 **CE:** 25, 37, 41
• Medieval Augustinianism.	**CG:** 7 **CE:** 25, 37, 41

BIBLIOGRAPHY

• Dynamic text of the subject of Plato and Medieval Augustinism, elaborated by the teachers of the subject.

• PLATÓN, *Dialogues* I, Madrid, Gredos, several editions.

• PLATÓN, *Dialogues* II, Madrid, Gredos, various editions.

• S. AGUSTÍN, *Confessions*, Madrid, BAC, several editions.

• S. AGUSTÍN, *The City of God*, Madrid, BAC, several editions.

Further reading:

• REALE, G and ANTISERI, D., *History of Philosophy*. Volume 1.1. Ancient philosophy, Barcelona, Herder, 2010.

• REALE, G and ANTISERI, D., *History of Philosophy*. Volume 1.2. Patristic and Scholastic, Barcelona, Herder, 2010.

• REALE, G, *Eros, mediator demon. The game of masks at Plato's Banquet*, Barcelona, Herder, 2004.

• JAEGER, W, *Primitive Christianity and Greek paidea*, Mexico, FCE, 1979.

• KRAUT, R (ed), *The Cambridge Companion to Plato*, Cambridge (UK), Cambridge University Press, 2006.

• BROWN, P, *Agustin of Hipona*, Madrid, Accent, 2001.

• MACINTYRE, A., *Justice and Rationality*, Barcelona, EUNSA, 1994.

• GUARDINI, R., *The death of Socrates*, Madrid, Word, 2016.

• KRÜGER, G., *Eros and myth in Plato*, Madrid, Escolar and Mayo, 2017.

TEMPORAL ORGANIZATION OF LEARNING

	CONTENT BLOCK/DIDACTIC UNIT	NR. OF SESSIONS
Lesson 1	The birth of philosophy. The Presocratics.	1
Lesson 2	The «humanistic turn» of philosophy I: The sophists.	1
Lesson 3	The «humanistic turn» of philosophy II: Socrates.	1
Lesson 4	Plato: Life and antecedents of his thought.	1
Lesson 5	Plato: The Theory of Ideas (Eidos).	1
Lesson 6	Work of Plato I: *the dialogues*.	1
Lesson 7	Work of Plato II: Reading and commentary on a platonic dialogue.	1
Lesson 8	Neoplatonism. Sakkas, Plotinus.	1
Lesson 9	The Christian Patristic.	1
Lesson 10	Saint Augustine: Life and stages.	1
Lesson 11	Saint Augustine: thought.	1
Lesson 12	Works of Saint Augustine I: *The Confessions*.	1
Lesson 13	Works of San Agustín II: *The city of God.*	1
Lesson 14	Influence of Augustinianism I: M Luther, Saint Teresa of Jesus.	1
Lesson 15	Influence of Augustinianism II: S. Tomas of Villanueva, J. L. Vives.	1