COURSE GUIDE

Introduction to Philosophy

1st Year

Academic Year 2023-2024

Course of the Subject: Introduction to Philosophy

	ECTS
SUBJECT: Introduction to Philosophy	6
Module: History of Philosophy and Contemporary Trends in Philosophy	42

Type: Compulsory	**CURSO**: 1st **Semester**: 1st
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MODULE ORGANIZATION

INTRODUCTION TO PHILOSOPHY	**ECTS: 6**

Duration and location within the study plan: It is part of the "History of Philosophy and Contemporary Trends in Philosophy" module, which consists of 42 ECTS credits and contains seven subjects (Introduction to Philosophy is offered in the 1st semester of the 1st year; Plato and the medieval agustinism is offered in the 1st year (1st semester), Aristotle and Tomas of Aquinas is offered in the 2nd semester of the 1st year, Rationalism and Empirism is offered in the 2nd year (1st semester), Spanish Philosophical Thought is offered in the 2nd year (1st semester), Enlightenment and philosophical Romanticism is offered in the 2nd year (2nd semester) and Contemporary philosophical trends is offered in the 4th year (1st semester) .

Subject Matter and Subject					
Subject Matter	**ECTS**	**Subject**	**ECTS**	**Year/ semester**	
Philosophy	6	Introduction to Philosophy	6	1/1	

BASIC AND GENERALCOMPETENCIES	**Weighting**			
	1	**2**	**3**	**4**
1. Organization and planning.			*	
2. Basic computer skills.			*	
3. Problem solving.			*	
5. Interpersonal skills.				*
6. Intradisciplinary and interdisciplinary teamwork.			*	
7. Ability to communicate with non-experts in the field.				*
11. Ability to learn and teach.			*	
12. Ability to adapt to new situations and generate new ideas.				*
SPECIFIC COMPETENCIES	**Weighting**			
	1	**2**	**3**	**4**
17. Being able to pose philosophical questions.			*	
18. Ability to relate different philosophical topics.			*	
23. Write philosophical essays, showing analytical and synthetic			*	

capabilities.				
25. Be able to understand and evaluate philosophical arguments.				*
26. Be able to construct philosophical arguments.			*	
30. Be able to examine and apply philosophical methods.				*
32. Know how to search, select and cite bibliographic information specific to philosophy				*
35. Be able to interpret texts from different eras or cultural traditions				*
37. Use specialized philosophical terminology and recognize categorical errors.			*	
41. Recognize and describe central stages, figures and works of the philosophical tradition.				*

LEARNING OUTCOMES	COMPETENCIES
RA1. That the student is capable of having a descriptive and familiarity knowledge of the philosophical activity, recognizing its different methods and paradigms and identifying interchangeable topics.	**CG:** 1. **CE:** 17, 18, 37.
RA2. That the student is able to understand the relationship of thought with the historical-social framework where it occurs.	**CG:** 7, 11. **CE:** 35, 41.
RA3. That the student becomes familiar with the reading, interpretation and dialogue with the texts and problems of the philosophical tradition	**CG:** 3, 12. **CE:** 25, 30, 35.
RA4. That the student is able to build a philosophical discourse, in which conceptual clarity and critical evaluation of arguments prevail	**CG:** 2. **CE:** 17, 23, 26, 37.
RA5. That the student is able to explore the possibilities offered by the philosophical tradition to understand our time in	**CG:** 7, 12. **CE:** 26, 30.

conceptual terms	
RA6. That the student is able to enter the practice of cooperative research and patient discussion of philosophical issues	**CG:** 5, 6, 11. **CE:** 32.
Additional considerations, More specific results to be achieved are as follows: a) Distinguish clearly between philosophical questions and answers and those that are not. b) recognize the basic concepts and principles of the human conceptual scheme; c) Know a substantive philosophical offer, at least, and some arguments for and against it.	

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.	**RA1, RA2, RA3.**	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.	**RA1, RA2, RA3.**	0,3
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	**RA1, RA2, RA3.**	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	**RA1, RA2, RA3.**	0,1
		TOTAL	**1,30**

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[1]   The subject 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 subject of 6 credits.

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 electronic format.	**RA1, RA2, RA3.**	2,3
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.	**RA1, RA2, RA3.**	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.	**RA1, RA2, RA3.**	2,3
		TOTAL	**4,70**

EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM

Evaluation Instrument	EVALUATED LEARNING OUTCOMES	Granted percentage
Attendance and participation in synchronous communication activities	RA1, RA2, RA3, RA4, RA5, RA6.	10%

Presentation of a topic and commentary of a book	RA1, RA2, RA3, RA4, RA5, RA6.	40%
Final Evaluation Final with development issues and practical assumptions	RA1, RA2, RA3, RA4, RA5, RA6.	50%

CONTENTS DESCRIPTION	COMPETENCIES
• Philosophy. The topic and the method. Western and Eastern Philosophy.	**CG:** 1, 2, 3, 5, 6, 7, 11, 12. **CE:** 17, 18, 23, 25, 26, 30, 32, 35, 37, 41.
• The (hermeneutical) relation between Philosophy and history.	**CG:** 1, 2, 3, 5, 6, 7, 11, 12. **CE:** 17, 18, 23, 25, 26, 30, 32, 35, 37, 41. .
• The main theoretical models of Western Philosophy: substantialism, philosophy of conscience, philosophy of language.	**CG:** 1, 2, 3, 5, 6, 7, 11, 12. **CE:** 17, 18, 23, 25, 26, 30, 32, 35, 37, 41.

BIBLIOGRAPHY

- Texto dinámico de la asignatura producido por el profesor.
- MARCO, G., *Lealtad*, Valencia, Tirant lo Blanch, 2020.
- LÓPEZ, P. y MARCO, G. *Manual de Antropología para andar por casa,* Valencia: Tirant lo Blanch, 2021.

Bibliografía Complementaria:
- TEICHMAN, J. & EVANS, K. C., *Filosofía. Una guía para principiantes*, Madrid, Alianza Editorial, 1994.
- STRAWSON, P., *Análisis y Metafísica. Una introducción a la filosofía*, Barcelona, Paidós, 1997.
- SPAEMANN, R., *Personas. Acerca de la distinción entre "algo" y "alguien",* Pamplona, EUNSA, 2000.
- SCHMITZ, K, *The Gift: Creation*, Milwaukee, Marquette University Press, 1982.

TEMPORAL ORGANIZATION OF LEARNING

	CONTENT BLOCK/DIDACTIC UNIT	NR. OF SESSIONS
1	The specificity of philosophical exercise	2
2	The gift	1
3	God´s existence	2
4	Causality	1
5	Human dignity	2
6	Knowledge	1
7	Truth	2
8	The status of ethics	1
9	Political authority	2