



Universidad
**Católica de
Valencia**
San Vicente Mártir



Course Guide Evolution of aesthetic ideas until the
18th century

COURSE GUIDE
Evolution of aesthetic ideas until the
18th century

Curso 2025-2026



**Course of the Subject: Evolution of aesthetic ideas until the
18th century**

		ECTS
SUBJECT: Evolution of aesthetic ideas until the 18th century		6
Module: Aesthetic and Philosophy of Arts		12
Type: Compulsory	CURSO: 3º Semestre: 2º	
Lecturer(s):	Department: Philosophy	
Dr. Guillermo Gómez-Ferrer	E-mail: g.gomezferrer@ucv.es	

MODULE ORGANIZATION

Evolution of aesthetic ideas until the 18th century		Nº ECTS 6		
Duration and temporary location within the study plan: It is part of the "Aesthetics and Philosophy of the Arts" module, which contains two subjects (offered in the third year Evolution of aesthetic ideas until the 18th century in the 2nd semester and in 4, Aesthetics in the contemporary world in the 2nd semester), which consists of 12 ECTS.				
Subject Matter and Subjects				
Subject Matter	ECTS	Subject	ECTS	Curso/ semestre
ESTÉTICA	6	Evolución de las ideas estéticas hasta el siglo XVIII	6	3/2



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BASIC AND GENERALCOMPETENCIES		Weighting			
		1	2	3	4
1	Organization and planning				x
2	Basic computer skills	x			
3	Problem-solving	x			
10	Ability to apply knowledge to practical situations				x
11	Ability to learn and teach			x	
12	Ability to adapt to new situations and generate new ideas			x	

SPECIFIC COMPETENCIES		Weighting			
		1	2	3	4
17	To be able to pose philosophical questions				x
18	To be able to relate different philosophical topics				x
23	To write philosophical essays and show evidence of analytical and synthetic skills				x



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25	To be able to understand and evaluate philosophical arguments			x	
26	To be able to construct philosophical arguments			x	
35	To be able to interpret texts from different eras or cultural traditions, relating to others in the same or different times				x
36	To be able to reflect on the aesthetic experience and the nature of the arts				x
37	To use specialized philosophical terminology and recognize categorical errors				x

LEARNING OUTCOMES	COMPETENCIES
RA1. That students are able to identify the conceptual elements and issues of the Western aesthetic tradition around	[CG1, 2,11 y CE18, 25, 36 y 37]
RA2. That students are able to pin down the categories of aesthetic thought from antiquity to the eighteen century, and its relationships with the artistic expressions of every age	[CG2, 10 y CE17, 18, 35, 36 y 37]
RA3. That students are able to interpret philosophical texts and documentary sources on Art performing critical exercises of commentary using with precision terminology in the field of aesthetics.	[CG2, 3,10 y CE17, 23, 26, 35, 36y 37]
RA4. That students are able to describe the object of study of aesthetics as a discipline and its contribution to the philosophical training	[CG2, 3,11 y CE 18y 37]
RA5. That students are able to build a reflexive and contextualized critique of an artwork	[CG2, 4, 12 y CE23, 26, 36 y 37]



LEARNING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS
VIRTUAL SESSION	Presentation of the content by the teacher, analysis of competencies, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	R1; R2; R3; R4	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.	R1; R2; R3; R4	0,3
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	R1; R2; R3; R4	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	R1; R2; R3; R4	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 electronic format.	R1; R2; R3; R4	2,3
INDIVIDUAL TUTORSHIP	Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing	R1; R2; R3; R4	0,1



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	and discussing the materials and topics, seminars, readings, carrying out assignments, etc.		
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..	R1; R2; R3; R4	2,3
TOTAL			4,70

EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM		
Evaluation Instrument	EVALUATED LEARNING OUTCOMES	Granted percentage
R.1	Attendance and participation in synchronous communication activities	10%
R.2	Periodic evaluation through questionnaires	20%
R.3	Carrying out deliverable activities	20%
R.4	Final Evaluation	50%

Aquí tienes la traducción al inglés con un registro académico y preciso:

Assessment Criteria

- **Passing the exam is a necessary requirement** for the rest of the continuous assessment grades to be taken into account.
- The following will be considered indicators of **philosophical maturity**: the proper and diverse use of bibliographic sources, **clear and concise writing**, **originality** in arguments and reflections, and the **appropriate structure** of the work or paper submitted.



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- **Assignments—both questionnaires and the final paper—may not be resubmitted once delivered, and must be handed in by the deadline set by the professor.**
- **Extra assignments to improve the final grade will not be accepted.**
- **In the second examination session, the continuous assessment grade will be retained.**

Use of Artificial Intelligence

The use of Artificial Intelligence (AI) tools will be subject to the **specific instructions provided by the professor** for each task or assignment.

The use of AI is **prohibited in evaluation tests** (quizzes, exams, etc.), whereas in written assignments or essays, it is considered legitimate **solely as a tool for information search, but never as a source of authorship.**

AI is therefore to be regarded as an **informational source**, and its use **must always be cited.** It is **not considered an academic authority**, and the **student remains fully responsible** for the content submitted.

Improper use of AI will be treated as plagiarism and sanctioned accordingly.

Honours Distinction (Matrícula de Honor)

The awarding of **Honours Distinctions** will follow the criteria established by the University's regulations. A **minimum final grade of 9 out of 10** is required, and **one Honours may be granted per every 20 enrolled students**, at the **professor's discretion.**

CONTENTS DESCRIPTION	COMPETENCIES
Topic 1. Why aesthetics? The anthropological condition of aesthetics	[CG1, 2,11 y CE18, 25, 36 y 37
Topic 2. Presocratic aesthetics: Pythagoreans, Heraclitus and Democritus	[CG1, 2,11 y CE18, 25, 36 y 37
Topic 3. Aesthetics in Plato: Sophists, Socrates and Plato	[CG1, 2,11 y CE18, 25, 36 y 37



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Topic 4. Aristotle's aesthetics	[CG1, 2,11 y CE18, 25, 36 y 37
Topic 5. Hellenistic aesthetics. Cicero. Plotinus	[CG1, 2,11 y CE18, 25, 36 y 37
Topic 6. High medieval aesthetics. Iconoclasm, Saint Augustine, Islam, Romanesque	[CG1, 2,11 y CE18, 25, 36 y 37
Topic 7. Low medieval aesthetics. Saint Thomas, Abbot Suger, Saint Bernard, Gothic	[CG1, 2,11 y CE18, 25, 36 y 37
Topic 8. The Renaissance: Humanism and fundamentals. Alberti, Bruno, Leonardo, Ficino	[CG1, 2,11 y CE18, 25, 36 y 37
Topic 9. The aesthetics of the Baroque. art, religion, change	[CG1, 2,11 y CE18, 25, 36 y 37
Topic 10. The aesthetics of the 18th century: Empiricism, Hume, Shaftesbury	[CG1, 2,11 y CE18, 25, 36 y 37
Topic 11. The aesthetics of the 18th century: Enlightenment, Diderot, Dalambert	[CG1, 2,11 y CE18, 25, 36 y 37
Topic 12. The aesthetics of the 18th century: Idealism, Kant	[CG1, 2,11 y CE18, 25, 36 y 37

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Notes prepared by Guillermo Gómez-Ferrer for the subject "Evolution of aesthetic ideas up to the 18th century".

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Tomás de Aquino. (2014). Suma Teológica. Volumen I: Dios y la creación. BAC.

Edmund Burke. (2022). Indagación filosófica sobre el origen de nuestras ideas acerca de lo sublime y de lo bello (L. Villacañas, Trad.). Alianza Editorial.

Immanuel Kant. (2019). Crítica del juicio (S. Rueda, Trad.). Alianza Editorial.

TEMPORAL ORGANIZATION OF LEARNING		
	CONTENT BLOCK/DIDACTIC UNIT	NR. OF SESSIONS
	Topic 1. Why aesthetics? The anthropological condition of aesthetics	1



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	Topic 2. Presocratic aesthetics: Pythagoreans, Heraclitus and Democritus	1
	Topic 3. Aesthetics in Plato: Sophists, Socrates and Plato	1
	Topic 4. Aristotle's aesthetics	1
	Topic 5. Hellenistic aesthetics. Cicero. Plotinus	1
	Topic 6. High medieval aesthetics. Iconoclasm, Saint Augustine, Islam, Romanesque	1
	Topic 7. Low medieval aesthetics. Saint Thomas, Abbot Suger, Saint Bernard, Gothic	1
	Topic 8. The Renaissance: Humanism and fundamentals. Alberti, Bruno, Leonardo, Ficino	1
	Topic 9. The aesthetics of the Baroque. art, religion, change	1
	Topic 10. The aesthetics of the 18th century: Empiricism, Hume, Shaftesbury	1
	Topic 11. The aesthetics of the 18th century: Enlightenment, Diderot, Dalambert	1
	Topic 12. The aesthetics of the 18th century: Idealism, Kant	3