



Universidad
**Católica de
Valencia**
San Vicente Mártir



Course Guide Contemporary philosophical trends

COURSE GUIDE
Contemporary philosophical trends
4th Year

Academic Year 2025-2026



Course of the Subject: Contemporary philosophical trends

		ECTS
SUBJECT: Contemporary philosophical trends		6
Module: History of Philosophy and Contemporary Philosophical Trends		42
Type: Compulsory	CURSO: 4º Semestre: 1º	
Lecturer(s): Dr. Carreño Aguado, Julen Dr. Lana Tuñón, David	Department:	
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MODULE ORGANIZATION

Contemporary philosophical trends		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 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 of Aquinas (second semester), 3 subjects in the second year: Rationalism and Empiricism, Enlightenment and Philosophical Romanticism and Spanish Philosophical Thought (first semester), and a subject of 4 course and first semester: Contemporary Philosophical Currents				
Subject Matter and Subjects				
Subject Matter	ECTS	Subject	ECTS	Year/ semester
Contemporary philosophical trends	6	Contemporary philosophical trends	6	4/1



BASIC AND GENERALCOMPETENCIES	Weighting			
	1	2	3	4
1. Organization and planning			X	
2. Basic computer skills	X			
5. Interpersonal skills		X		
7. Ability to communicate with non-experts		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
25. To be able to understand and evaluate philosophical arguments			X	
26. To be able to construct philosophical arguments			X	
32. To be able to search, select and quote bibliography related to philosophy			X	
35 To be able to interpret texts originated in different historical periods or cultural traditions and to related them to others of the same or a different period		X		
37. To use specialized philosophical terminology and recognize categorical errors			X	
41 To recognize and describe the major stages, figures and works of philosophy				X



LEARNING OUTCOMES	COMPETENCIES
RA1. Descriptive and familiar knowledge of philosophical activity, recognizing its different methods and paradigms and identifying interchangeable topics.	CG: 1 CE: 17, 18, 37
RA2. Understand the relationship of thought with the historical-social framework where it occurs.	CG: 7, 11 CE: 35, 41
RA3. Reading, interpretation and dialogue with the texts and problems of the philosophical tradition.	CG: 12 CE: 25, 35
RA4. Making of a philosophical discourse that prioritizes conceptual clarity and the critical evaluation of arguments.	CG: 2, 17 CE: 23, 26, 37
RA5. Explore the possibilities offered by the philosophical tradition to understand our time in conceptual terms	CG: 7, 12 CE: 26
RA6. Introduce in the practice of cooperative research and patient discussion of philosophical issues	CG: 5, 11 CE: 32



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.	1, 2, 3, 4, 5, 6	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.	3, 4, 6	0,3
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	1, 2, 3, 4, 5, 6	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	1, 2, 4, 5	0,1
TOTAL			1,30

¹ The subject and/or course is organized into VIRTUAL TEACHING and STUDENT INDEPENDENT WORK, with an estimated percentage in ECTS. An appropriate distribution is as follows: 40% for TEACHING Training Activities (60 hours) and 60% for supervised Independent Work (90 hours) for a 6-credit course.



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.	1, 2, 3, 4, 5	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.	1, 2, 3, 4, 5, 6	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.	1, 2, 3, 4, 5, 6	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	1, 2, 3, 4, 5, 6	10%
Carrying out deliverable activities and Periodic evaluation through questionnaires	1, 2, 3, 4, 5, 6	50%
Final Evaluation	2, 3, 4	40%

Specifically, the student will perform the following tests, with the corresponding percentage value:

1. Participation and monitoring of the sessions 10%
2. Deliverable activities 50%
 - 4 Short text comments 25%
 - 1 Test 5%
 - 1 monograph of an author from Part II 20%
3. Final exam 40%
 - Two short essay questions to choose from four proposals (two from each professor) (2 points each)
 - Two medium-long essay questions or text commentary (one from each professor) (3 points each)

The continuous assessment activity for short comments will be graded according to the following criteria:

- ✓ 15%: Formal presentation: heading, wording, style, structure.
- ✓ 30%: Outline of the author's ideas.
- ✓ 40%: Personal assessment.
- ✓ 15%: Alternative title.



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The monograph activity must adhere to the following instructions:

- Author not covered in any subject in the degree (confirm your choice with the professor).
- Reference: Use at least one work by the author and two about them (confirm with the professor).
- Structure:
 - o Schematic presentation of the author's thinking (or an aspect of it) grounded in the author's texts studied (no bio or generalities),
 - o Commentary or reception by other authors,
 - o Relationship with an author in the subject, and
 - o Personal positioning.

Length: 7-minute oral presentation.

Observations

A 4.5 on the exam will be required to apply the percentages obtained from the practical section, as well as the grade obtained for attendance and participation in class, to the final grade for the course, which must obviously be equal to or greater than 5.

The 10% attendance and participation percentage will be distributed as follows: 5% for mere attendance and 5% for active participation in class and the submission of practicals and case studies discussed during the sessions.

Students must attend at least 60% of the sessions (duly justified absences accredited to the instructor will not be counted for this purpose), either synchronously or asynchronously (in the latter case, students must demonstrate their progress in the course through comments in the course forum). If they anticipate exceeding this limit, they must opt for the Single Assessment system.

Use of AI in the Course

Students may use AI for any course-related questions and even provide it with statements, exercises, or assessment tests to obtain automatic answers, as long as these are verified and validated by the students themselves. For this purpose, faculty may perform the appropriate checks.

Students may NOT use AI:

- To record or transcribe, in whole or in part, any classroom activity, in order to obtain summaries or notes created by AI.



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- To enter notes or any other material created by the faculty who provided it into AI tools such as ChatGPT or other non-institutional tools whose information is not located in controlled environments.

Citation and Attribution Criteria:

- Any use of AI tools must be explicitly declared in the submitted document (e.g., in a footnote or an appendix).

- The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the part of the work where it was used will be indicated.

- Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty.

CONTENTS DESCRIPTION	COMPETENCIES
<ul style="list-style-type: none">• Positivism• Philosophy of life: Dilthey, Bergson• Phenomenology and hermeneutics• Ontology and intramundane metaphysics• Marxist and neo-Marxist philosophies• Existentialism• Structuralism and post-structuralism• The Vienna Circle and Analytic philosophy	<p>CG: 11, 12</p> <p>CE: 17, 23</p>



TEMPORAL ORGANIZATION OF LEARNING		
	CONTENT BLOCK/DIDACTIC UNIT	NR. OF SESSIONS
	PART I: BASIC GUIDELINES IN THE TWENTIETH CENTURY	
1	Framing the twentieth century thought: 1.1 Historical and social context 1.2 The reception of nineteenth-century philosophy 1.3 Philosophical itineraries open in twentieth century	3
2	Philosophies of spirit and life: Bergson and Dilthey	2
3	Phenomenology: Husserl	1'5
4	Metaphysics option: Hartmann	1'5
5	After Phenomenology 5.1 The Vital-Reason of Ortega y Gasset 5.2 Heidegger or the Understanding of Being	2
6	Sentient intellection and reality: Zubiri	2
7	Critical Theory: Frankfurt School 7.1 Critical Theory vs. Traditional Theory. Adorno and Horkheimer. 7.2 Dialogic Theory. Jürgen Habermas and K.-O. Apel. 7.3 Recognition Theory: Axel Honneth. 7.4 School of Valencia: Adela Cortina.	3
	PART II: OTHER LINES OF THOUGHT	
8	Others philosophical trends 8.1 Philosophical hermeneutics: Gadamer 8.2 The weak thought: Vattimo 8.3 Jaspers and the philosophies of the existence 8.4 Mounier and the personalism 8.5 The structuralism 8.6 The american philosophy: Peirce, James, Dewey 8.7 Biological anthropology: Lorentz, Gehlen, Völlmer	
9	Relevant authors 9.1 Arendt and the revision of democracy 9.2 The linguistic turn of Rorty 9.3 The authentic postmodernism of Taylor 9.4 The critique of technological civilization: Jonas 9.5 Levinas and philosophy of fase 9.6 The little ethics of Ricoeur 9.7 The metaphysics of creativity: López Quintás	

Topics 1, 2, 3, 4, and 6 will be taught by Professor Dr. Julen Carreño Aguado.

Topics 5 and 7 will be taught by Professor Dr. David Lana.



BIBLIOGRAPHY

- Dynamic text for the course (Contemporary philosophical trends) and other academic material produced by the teachers.
- GABAS, R. (2011). *Historia de la Filosofía III (Hirschberger). Filosofía del siglo XX*. Barcelona: Herder.
- HIRSCHBERGER, J. (1994). *Historia de la Filosofía II. Edad Moderna, Edad Contemporánea*. Barcelona: Herder.
- CRUZ, M. (2010). *Filosofía contemporánea*. Madrid: Taurus.

Bibliografía Complementaria:

- BODEI, R. (2014) *La filosofía del siglo XX*. Madrid: Alianza.
- ZUBIRI, X. (2002). *Cinco lecciones de filosofía*. Madrid: Alianza.
- GADAMER, H.G. (1988). *Verdad y método*. Salamanca: Sígueme.
- CONILL, J. (1988). *El crepúsculo de la metafísica*. Barcelona: Anthropos.