



Universidad
**Católica de
Valencia**
San Vicente Mártir



Course Guide Spanish Philosophical Thought
DEGREE IN PHILOSOPHY

COURSE GUIDE
SPANISH PHILOSOPHICAL THOUGHT
2nd YEAR

Academic Year 2025-2026



Course of the Subject: Spanish Philosophical Thought

	ECTS
SUBJECT: Spanish Philosophical Thought	6
Module: History of Philosophy and Contemporary Trends in Philosophy	42
Type: Basic	CURSO: 2º Semestre: 1º
Lecturer(s): Ph. D. José Luis Sánchez García. Juan María Díez Sanz.	Department:
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MODULE ORGANIZATION

Spanish Philosophical Thought		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 /



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				semester
Philosophy	6	Spanish Philosophical Thought	6	2/1

BASIC AND GENERALCOMPETENCIES	Weighting			
	1	2	3	4
1. Organization and planning.			X	
2. Basic computer skills.			X	
3. Troubleshooting.			X	
5. Interpersonal skills.			X	
6. Intradisciplinary and interdisciplinary teamwork.			X	
7. Ability to communicate with people who are not experts in the field.			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. Be able to pose philosophical questions.				X
18. Ability to relate different philosophical topics.			X	
23. Write philosophical essays, showing analytical and synthetic skills.				X
25. Being able to understand and evaluate philosophical arguments.			X	
26. Being able to build philosophical arguments.			X	
30. Be able to examine and apply philosophical methods.			X	
32. Know how to search, select and cite bibliographic information of philosophy.			X	
35. Be able to interpret texts from different periods or cultural traditions, relating them to others from the same or different periods.		X		
37. Use specialized philosophical terminology and recognize category errors.				X
41. Recognize and describe stages, figures and central works of the philosophical tradition.				X



LEARNING OUTCOMES	COMPETENCIES
AR1. Descriptive and familiarity knowledge of philosophical activity, recognizing its different methods and paradigms and identifying interchangeable topics.	CG: 1 CE: 17, 18, 37
AR2. Understand the relationship of thought with the historical-social framework where it occurs.	CG: 7, 11 CE: 35, 41
AR3. Reading, interpretation and dialogue with the texts and problems of the philosophical tradition.	CG: 3, 12 CE: 25, 30, 35
AR4. Construction of a philosophical discourse that prioritizes conceptual clarity and the critical evaluation of arguments.	CG: 2 CE: 17, 23, 26, 37
AR5. Explore the possibilities offered by the philosophical tradition to understand our time in conceptual terms.	CG: 7, 12 CE: 26, 30
AR6. Enter the practice of cooperative research and patient discussion of philosophical questions.	CG: 5, 6, 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.	RA 1 RA 2 RA 3 RA 4	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 RA 4 RA 5 RA 6	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 RA 4	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	RA 1 RA 2 RA 3 RA 4 RA 5 RA 6	0,1
TOTAL			1,30

¹The 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.



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.	CG: 7 CE: 25, 41	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.	CG: 7 CE: 25, 41	0,1
CONTINUOUS EVALUATION ACTIVITIES	<p>Group work:</p> <p>preparation and group commentary on readings (at least one of the compulsory ones of the course), essays, problem solving, seminars, papers, reports, etc. for discussion or delivery.</p> <p>Discussion forums: participation and contributions to discussion forums related to the subject, moderated by the professor of the subject.</p> <p>Resolution of problems, comments, reports to deliver in installments throughout the course, making videos individually or cooperatively, answering questionnaires.</p>	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%
Note on the use of Artificial Intelligence (AI)	AI will only be permitted for the identification of fundamental concepts, and its use for expository developments is ruled out.	----

CONTENTS DESCRIPTION	COMPETENCIES
• The issue of Spanish philosophy.	CG: 7 CE: 25, 37, 41
• Thought in Roman and Visigoth Hispania.	CG: 7 CE: 25, 37, 41
• Thought during the Middle Ages and the Golden Age.	CG: 7 CE: 25, 37, 41
• Spanish philosophers of the 20th century: M. de Unamuno; J. Ortega y Gasset; X. Zubiri; M. Zambrano; J. Marias.	CG: 7 CE: 25, 37, 41
• Valencian thought: A. March, J. L. Vives & Julián Marías' School of Thought flourished in Valencia.	CG: 7 CE: 25, 37, 41



REFERENCES

Basic reading:

- López Molina, A. M., Maestre Sánchez, A., & Trías Mercant, S. (2002). *Pensamiento filosófico español*. Vol. I De Séneca a Suárez. Síntesis.
- Abellán, JL., Fernández Sanz, A., Jiménez García, A., Jiménez Moreno, L., Mandado Gutiérrez, R., & Sánchez Cuervo, A. C. (2002). *Pensamiento filosófico español, Vol. II Del Barroco a nuestros días*. Síntesis.

Further reading:

- Bueno, G. (2005), *España no es un mito. Claves para una defensa razonada*, Temas de Hoy.
- Cervantes Saavedra, M. (1605), *El ingenioso hidalgo Don Quijote de La Mancha*. (Diversas ediciones).
- Calderón de la Barca, P. (1635). *La vida es sueño*. (Various editions available).
- Calderón de la Barca, P. (1636). *El alcalde de Zalamea*. (Various editions available).
- Cantera, S. (2016). *Hispania. Spania. El nacimiento de España*, Actas Editorial.
- Gracián, B. (1647). *Oráculo manual y arte de la prudencia*. (Various editions available).
- Gracián, B. (1651-7). *El criticón*. (Various editions available).
- González Fernández, E. (2010). *Filosofía política de la Corona en Indias. La Monarquía Española y América*, 3ª ed., Fundación Ignacio Larramendi.
- González Fernández, E. (2012). *Pensar España con Julián Marías*. Rialp.
- González Fernández, E. (2017). *Julián Marías, apóstol de la divina razón*, San Pablo.
- Kenny, A. (2005). *Breve historia de la filosofía occidental*. Paidós.
- Marías, J. (1970). *Antropología metafísica*. Alianza Editorial.
- Marías, J. (1990). *Cervantes clave española*. Alianza Editorial.
- Marías, J. (2014) *España inteligible. Razón histórica de las Españas* (1985). Alianza Editorial.
- Marías, J. (2016). *Historia de la filosofía*. Alianza Editorial.
- Ortega y Gasset, J. (1983). Ideas y Creencias. En *Obras Completas* (Vol. 5). Alianza Editorial.
- Ortega y Gasset, J. (1922). España invertebrada. En *Obras Completas* (Vol. 2). Alianza Editorial.
- Ortega y Gasset, J. (1998). ¿Qué es filosofía? En *Obras Completas* (Vol. 7). Alianza Editorial.
- Raley, H. (1977). *La visión responsable de la realidad*. Espasa-Calpe.
- Raley, H. (1997). *Julián Marías. Una filosofía desde dentro*. Alianza Universidad.
- Rodríguez Alcalá, I. (2011). *El cine en Julián Marías: Una exaltación estética y antropológica*. Fundación Universitaria Española.
- Sánchez García, JL. (2005). *La educación de los sentimientos en la obra de Julián Marías*.



Fundación Universitaria Española.

- Sánchez García, JL. (2016). *El amor en la antropología de Julián Marías*. Fundación Universitaria Española.
- Sánchez García, JL. (2016) Las categorías antropológicas de Julián Marías, en *SCIO. Revista de Filosofía*, 12, supl. Diciembre 2016, 159-176.
- Sánchez García, JL. (2017) Semblanza biográfica: Cardenal Cisneros, en *Cuadernos de Investigación Histórica*, 35. Fundación Universitaria Española, 29-50.
- Sánchez García, JL. & Díez Sanz, JM. (2019), 500 años de la expedición española que completó la primera circunnavegación de la Tierra, en *Cuadernos de Investigación Histórica*, 36. Fundación Universitaria Española.
- Séneca, L. A. (41). *Sobre la ira*. (Various editions available).
- Séneca, L. A. (48). *De la brevedad de la vida*. (Various editions available).
- Unamuno, M. (1966). Del sentimiento trágico de la vida, en *Obras Completas*. Escelier.
- Unamuno, M. (1970). *Diario íntimo*. Alianza Editorial.
- Unamuno, M. (2013). *La agonía del cristianismo*. Alianza Editorial.
- Zambrano, M. (2020). *El hombre y lo divino*. Alianza Editorial.
- Zambrano, M. (2022). *Horizonte del liberalismo*. Alianza Editorial.
- Zambrano, M. (2023). *Filosofía y poesía*. FCE.
- Zubiri, X. (1982). *Inteligencia y logos*. Alianza Editorial.
- Zubiri, X. (1994). *Naturaleza, historia, Dios*. Alianza Editorial.
- Zubiri, X. (2008). *Sobre la esencia*. Alianza Editorial.



TEMPORAL ORGANIZATION OF LEARNING		
	CONTENT BLOCK/DIDACTIC UNIT	NR. OF SESSIONS
Lesson 1	Introduction. The «question of Spanish philosophy».	1
Lesson 2	First thinkers of Roman Hispania: Lucio Anneo Seneca.	1
Lesson 3	First thinkers of Visigoth Hispania: Isidore of Seville.	1
Lesson 4	Thought in the Middle Ages: Scholasticism.	1
Lesson 5	Thought in the Middle Ages: Averroes, Maimonides and Avicenna.	1
Lesson 6	The School of Salamanca: Francisco de Vitoria.	1
Lesson 7	Late Spanish Scholasticism: Francisco Suárez. <i>The disputes.</i>	1
Lesson 8	Thought in the «Golden Age»: Cervantes and Gracián.	1
Lesson 9	Spanish philosophers of the 20th century: Miguel de Unamuno.	1
Lesson 10	Spanish philosophers of the 20th century: José Ortega y Gasset.	1
Lesson 11	Spanish philosophers of the 20th century: Xavier Zubiri.	1
Lesson 12	Spanish philosophers of the 20th century: Julián Marías.	1
Lesson 13	Spanish philosophers of the 20th century: María Zambrano.	1
Lesson 14	Valencian thought: Juan Luis Vives and Ausiàs March.	1
Lesson 15	Valencian thought: The Valencian School of Julián Marías.	1