



SAINT LOUIS UNIVERSITY
MADRID

PHIL 4760 M01: Spanish Philosophy
Spring 2018

Class days and time: MW 16:00–17:15

Classroom: PRH 2

Prerequisites: PHIL 1050, PHIL 2050

Credits: 3

Instructor: Welch

Instructor's email: jwelch7@slu.edu

Instructor's campus phone: 91 554 5858, ext. 209

Office: SIH 307

Office hours: MWF 13:00–14:00, TR 12:30–14:00, and by appointment

Course Goals and Student Learning Outcomes

The Spanish philosophical tradition is uneven; it has steep ups and downs, *sol* as well as *sombra*. Our objective in this course is to get some sun, that is, to retrieve some of the best moments in Spanish philosophy. Students who successfully complete this course will be able to:

- integrate the Spanish philosophical tradition in an overview of western philosophy
- correct a tendency to undervalue or ignore Spanish contributions to speculative thought
- interpret some Spanish philosophy as practical attempts to “steer history” in Spain, Europe, and the Americas
- critically evaluate some Spanish philosophy as theory concerning the ethical limits of persuasion, the effects of biology on human personality, the right way to respond to religious disagreement, whether war can ever be just, and the legitimacy of political power
- develop students’ awareness of the problems and possibilities of cultural diversity in the European Union.

Course Description

We will proceed historically, working with the writings of the Spanish philosophers listed below. It is important to keep in mind, however, that Spanish philosophy developed primarily *as philosophy* and only secondarily as Spanish. Even when Spanish philosophers write in Spanish (which is not always the case), they are taking part in a dialogue with other philosophers, some of whom are Spanish and some are not. So, in order to understand what Spanish philosophers are saying, we will have to make frequent references to non-Spanish philosophers. Among them are Plato, Aristotle, Aquinas, Leibniz, Kierkegaard, and Dilthey.

Roman Spain

The Stoicism of the younger Seneca (4 BC–65 AD), paying special attention to his view of philosophy as self-defense. Reading: excerpts from *Epistulae morales*.

The philosophical rhetoric of Quintilian (ca. 35–ca. 96), emphasizing his response to Plato's critique of rhetoric. Reading: excerpts from *Institutio oratoria*.

Visigothic Spain

The seminal encyclopedia of Isidore of Seville (ca. 562–636), particularly his discussions of the trivium, quadrivium, and law. Reading: excerpts from *Etymologiae*.

The High Middle Ages

The Islamic scholasticism of Ibn Rushd (Averroës) (1126–1198), notably his defense of reason against religious fundamentalism. Reading: excerpts from *Faṣl al-Maqāl* (The Decisive Treatise Determining the Nature of the Connection between Religion and Philosophy).

The Jewish scholasticism of Moses Maimonides (1135–1204), especially his handling of demonstrative argumentation concerning God's existence and the world's eternity. Reading: excerpts from *Dalālat al-Ha'irīn* (The Guide of the Perplexed).

The Ars Magna of Ramon Llull (1232?–1316), which included a combinatorial logic that spurred Leibniz and others in their search for a logic of discovery. Reading: excerpts from *Ars brevis*.

The Renaissance

The Renaissance humanism of Juan Luis Vives (1492–1540), stressing his theory of the passions and his empirical approach to psychology. Reading: excerpts from *De anima et vita*.

The Age of Discovery

The just war theory of Francisco de Vitoria (1492–1546), including his extension of the law of nations to the Americas. Reading: excerpts from *De Indis relectio posterior*.

The Christian humanism of Bartolomé de Las Casas (1474–1566), focusing on his defense of the Indians against Spanish imperialism in the debate with Sepúlveda before the Spanish court. Reading: excerpts from *En defensa de los indios*.

The Counter-Reformation

The political theory of Francisco Suárez (1548–1617), particularly his insistence, in the face of the divine right theory of monarchy, that power comes from the people. Reading: excerpts from *De legibus*.

The Generation of '98

The quixotic ethics of Miguel de Unamuno (1864–1936), who proposed that we act so as to merit immortality even if reason tells us there is no such thing. Reading: excerpts from *Del sentimiento trágico de la vida en los hombres y en los pueblos*.

The School of Madrid

The existentialist ethics of José Ortega y Gasset (1863–1955), who emphasized (before Sartre) that we are condemned to be free, forced to compose the drama of our own lives. Reading: excerpts from *Historia como sistema*.

Required Text and Materials

The text for the course is *Other Voices: Readings in Spanish Philosophy*, ed. John R. Welch (Notre Dame: University of Notre Dame Press, 2010). It is required and available in the bookstore. Additional course materials can be found on SLU's intranet, which can be accessed via the Blackboard Learn server.

Required Reading

Reading assignments consist of period introductions, author introductions, and writings by Spanish philosophers. All are from *Other Voices*. Each set of readings should be done while we cover that section of the course in class. Unannounced quizzes will be given on the readings. To give you credit for doing the readings, quiz scores will be averaged into the participation grade for the course.

Grading and Attendance

A university course is a collaborative effort among students and professor. A final grade should reflect the student's contribution to this effort throughout the entire course—not just exam and paper days. In this course, then, final grades are calculated as a weighted average of four scores: two exams, a paper, and participation. The scores are weighted as follows:

Midterm exam:	21%
Paper:	27%
Final exam:	33%
Participation:	19%

Exams and paper: The exams must be taken and the paper turned in on the dates assigned (see course calendar below). Violations of this policy will result in the loss of a grade point (from B to C, for example) in all but the most exceptional cases.

Participation: This component of your final grade is based on attendance, quizzes on the readings, oral and written exercises, effort, and punctuality. Meaningful participation requires regular class attendance. Students with six or more absences can expect that their final grade will be no higher than C+ and will probably be lower. Cell phones are to be switched **OFF** in class. Computers are to be used **SOLELY** for taking class notes. Students are expected not to interrupt class by leaving the room and returning during the class period.

Spring 2018 Course Calendar

January 21	Drop/Add ends; last day to choose Audit or Pass/No Pass options
February 21	First exam
March 9	Last day to drop a course with a grade of W
March 26–April 1	Semana Santa
April 4	Paper due
April 4	Registration for Fall 2018 begins
May 9	Final exam (12:00-14:00)

E-mail: Campus and course announcements will often be handled by e-mail. Students should check their “@slu.edu” e-mail regularly.

Academic Integrity

Please note that, as a student in this course, you are required to adhere to the university's Academic Integrity Policy. Cheating, falsification, and plagiarism are strictly forbidden. Plagiarism is the intentional representation of someone else's thoughts or words as if they were one's own. Any violation of this policy will result in an F for the pertinent academic exercise. In addition, the violation will be reported to the chair. In consultation with the professor, the chair will write a report, which will then be sent to the Madrid Campus Committee on Academic Honesty.

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#). Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your professor, the chair of the department of your academic program, or the Academic Dean of the Madrid Campus.

University Title IX Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's

Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Students with Special Needs

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/academics/student-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Assessment

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including*

written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes. If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.