



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO  
**MÁSTER UNIVERSITARIO EN  
 PLURALISMO RELIGIOSO: JUDÍOS,  
 GRIEGOS Y ÁRABES DESDE LA  
 TARDOANTIGÜEDAD A LA**



2024/25 YEAR

**LA UNIVERSALIDAD DEL SABER  
 CIENTÍFICO. FILOSOFÍA Y CIENCIA  
 ARÁBIGO-JUDÍAS EN EL MUNDO  
 LATINO MEDIEVAL (V)**

### Course details

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**Course name:** LA UNIVERSALIDAD DEL SABER CIENTÍFICO. FILOSOFÍA Y CIENCIA ARÁBIGO-JUDÍAS EN EL MUNDO LATINO MEDIEVAL (V)

**Code:** 631106

**Degree/Master:** MÁSTER UNIVERSITARIO EN PLURALISMO RELIGIOSO: JUDÍOS, **Year:** 1  
 GRIEGOS Y ÁRABES DESDE LA TARDOANTIGÜEDAD A LA

**ECTS Credits:** 5.0

**Classroom hours:** 0

**Face-to-face classroom percentage:** 0.0%

**Study hours:** 125

**Online platform:** <https://moodle.uco.es/>

### Coordinating teacher

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**Name:** MASOLINI, SERENA

**Department:** CIENCIAS SOCIALES, FILOSOFÍA, GEOGRAFÍA Y TRADUCCIÓN E INTERPRETACIÓN

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### Brief description of the contents

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#### Philosophy and Happiness in the Middle Ages:

#### Cross-cultural Perspectives

This course offers an overview of the theories of happiness that emerged during the Middle Ages. It will explore the ways authors belonging to both the Islamic and the Latin traditions reinterpreted Aristotle's understanding of *eudaimonia* and its relationship with contemplative and active life. We will read texts dealing with fundamental topics in medieval philosophy: the classification of sciences, the relationship between faith and reason, the nature and limits of human knowledge, the purpose of political association, and the best form of government. The philosophical analysis of the texts will be accompanied by considerations on the historical and institutional contexts in which they were written.

## Prerequisites

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### Prerequisites established in the study plan

None

### Recommendations

None

## Study programme

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### 1. Theory contents

The course is organized into seven thematic units (plus one introductory unit):

- Introduction: Themes and Contexts
- T.1. *Eudaimonia* in Ancient Philosophy: Aristotle
- T.2. *Sa'ada* and the Virtuous City: Al-Farabi
- T.3. Intellectual Pleasure, Prophecy, and the Afterlife: Avicenna
- T.4. Reason, Religion, and the Happiness of Thinking: Averroes
- T.5. Latin Aristotle, Christian Faith, and the Twofold Human Happiness: Thomas Aquinas
- T.6. The 'Professional' Philosophers and the Parisian Condemnations of 1277: Boethius of Dacia
- T.7. December Desire for Knowledge and Universal Monarchy: Dante Alighieri

For each unit, the students will find in Moodle:

(a) the **mandatory study material**:

- a pre-recorded video lecture accompanied by a handout with excerpts from primary sources;
- readings from secondary literature;
- podcasts from Peter Adamson's *History of Philosophy without any Gaps*;

(b) a series of **further recommended readings from primary sources, secondary literature, and podcasts**;

(c) a **unit assignment**.

### 2. Practical contents

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## Bibliography

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### Bibliography

#### T.0. Introduction: Themes and Contexts

- video lecture
- handout

### **T.1. *Eudaimonia* in Ancient Philosophy: Aristotle**

- video lecture
- handout
- C.D.C. Reeve, *Action, Contemplation, and Happiness. An Essay on Aristotle*, Cambridge, AM & London, UK: Harvard University Press, 2012, ch. 7-8
- Peter Adamson, *HPWAG*, Ep. 44 - *The Goldilocks Theory: Aristotle's Ethics* (<https://historyofphilosophy.net/aristotle-ethics>)
- Peter Adamson, *HPWAG*, Ep. 45 - *The Second Self: Aristotle On Pleasure And Friendship* (<https://historyofphilosophy.net/aristotle-friendship>)

### **T.2. *Sa'ada* and the Virtuous City: Al-Farabi**

- video lecture
- handout
- Majid Fakhry, *Al-Farabi, Founder of Islamic Neoplatonism: His Life, Works and Influence*, Oxford: Oneworld, 2002, chapters 3, 7,
- Nadja Germann, "al-Farabi's Philosophy of Society and Religion", in Edward N. Zalta (ed.), *The Stanford Encyclopedia of Philosophy* (Spring 2021 Edition, <https://plato.stanford.edu/archives/spr2021/entries/al-farabi-soc-rel/>)
- Peter Adamson, *HPWAG*, Ep. 129 - *The Second Master: al-Farabi* (<https://historyofphilosophy.net/al-farabi>)
- Peter Adamson, *HPWAG*, Ep. 130 - *State of Mind: al-Farabi on Religion and Politics* (<https://historyofphilosophy.net/al-farabi-political>)

### **T.3. Intellectual Pleasure, Prophecy, and the Afterlife: Avicenna**

- video lecture
- handout
- Olga Lizzini, "Avicenna: the Pleasure of Knowledge and the Quietude of the Soul", *Quaestio* 15 (2015), pp. 265- 273
- Peter Adamson, *HPWAG*, Ep. 138 - *The Self-Made Man: Avicenna's Life and Works* (<https://historyofphilosophy.net/avicenna-life-works>)

### **T.4. Reason, Religion, and the Happiness of Thinking: Averroes**

- video lecture
- handout
- Richard C. Taylor, "Ibn Rushd/Averroes and 'Islamic' Rationalism", *Medieval Encounters*, 15 (2009), pp. 225-235
- Fouad Ben Ahmed & Robert Pasnau, "Ibn Rushd [Averroes]", *The Stanford Encyclopedia of Philosophy* (Fall 2021 Edition) (<https://plato.stanford.edu/archives/fall2021/entries/ibn-rushd/>)
- Peter Adamson, *HPWAG*, Ep. 149 - *Back to Basics: Averroes on Reason and Religion* (<https://historyofphilosophy.net/averroes-reason-religion>)
- Peter Adamson, *HPWAG*, Ep. 151 - *Single Minded: Averroes on the Intellect* (<https://historyofphilosophy.net/averroes-intellect>)

### **T.5. Aristoteles Latinus, Christian Faith, and the Twofold Human Happiness: Thomas**

**Aquinas**

- video lecture
- handout
- G. Wieland, "Happiness (Ia IIae, qq. 1-5)", in S. J. Pope (ed.), *The Ethics of Aquinas*, Washington, D. C., Georgetown University Press, 2002, pp. 57-68
- John Finnis, "Aquinas' Moral, Political, and Legal Philosophy", *The Stanford Encyclopedia of Philosophy* (Spring 2021 Edition), in Edward N. Zalta (ed.) (<https://plato.stanford.edu/archives/spr2021/entries/aquinas-moral-political/>)
- Peter Adamson, *HPWAG*, Ep. 229. *Do the Right Thing: Thirteenth Century Ethics* (<https://historyofphilosophy.net/thirteenth-century-ethics>)
- Peter Adamson, *HPWAG*, Ep. 243. *The Ox Heard Round the World: Thomas Aquinas* (<https://historyofphilosophy.net/aquinas>)
- Peter Adamson, *HPWAG*, Ep. 245. *What Comes Naturally: Ethics in Albert and Aquinas* (<https://historyofphilosophy.net/albert-aquinas-ethics>)

**T.6. The 'Professional' Philosophers and the Parisian Condemnations of 1277: Boethius of Dacia**

- video lecture
- handout
- Lidia Lanza & Marco Toste, "Boethius of Dacia", in Henrik Lagerlund (ed.), *Encyclopedia of Medieval Philosophy*, Dordrecht: Springer, 2020
- David Piché, "Parisian Condemnation of 1277", in Henrik Lagerlund (ed.), Dordrecht: Springer, 2011, pp. 910-916
- Peter Adamson, Ep. 249. *Paris When it Sizzles: the Condemnations* (<https://historyofphilosophy.net/condemnations>)
- Peter Adamson, Ep. 251. *Masters of the University: "Latin Averroism"* (<https://historyofphilosophy.net/latin-averroism>)

**T.7. Desire for Knowledge and Universal Monarchy: Dante Alighieri**

- video lecture
- handout
- Winthrop Wetherbee and Jason Aleksander, "Dante Alighieri", in Edward N. Zalta & Uri Nodelman (eds.), *The Stanford Encyclopedia of Philosophy* (Spring 2023 Edition (<https://plato.stanford.edu/archives/spr2023/entries/dante/>))
- C.T. Davis, "Dante and the Empire", in R. Jacoff (ed.), *The Cambridge Companion to Dante*, 2<sup>nd</sup> ed., Cambridge: Cambridge University Press, 2007, pp. 257-269
- Peter Adamson, *HPWAG*, Ep. 268. *To Hell and Back: Dante Alighieri* (<https://historyofphilosophy.net/dante>)
- Peter Adamson, *HPWAG*, Ep. 269. *Our Power is Real: the Clash of Church and State* (<https://historyofphilosophy.net/church-state>)

**Further (optional/recommended) bibliography will be provided during the course.**

## Methodology

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### Clarifications

The students are required to:

- cover the mandatory material
- browse the recommended material (especially the primary sources!)
- **submit 3 unit assignments of their choice**
- choose the texts most aligned with their interests, and expand their study through the recommended material (and their own bibliographical research)
- **arrange a remote meeting with the lecturer** to discuss the theme and bibliography of the final assignment
- **submit the final assignment: an essay of a maximum of 3,500 words** on the topic agreed upon with the lecturer

The essay will comment on the primary sources included in the handouts and among the recommended readings on Moodle, using the suggested secondary literature (yet students are free to expand their exploration of secondary literature on the topic).

### Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	50
<i>Information processing activities</i>	60
<i>Information search activities</i>	15
<b>Total hours</b>	<b>125</b>

## Results of the training and learning process

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### Knowledge, competencies and skills

- CB6 Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación
- CB8 Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios
- CB9 Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades
- CT1 Saber analizar, sintetizar y razonar críticamente sobre los orígenes de la cultura europea y su actualidad
- CT2 Conocer y analizar las características históricas del fenómeno religioso, su situación actual, perspectivas e interrelación con la realidad social de cada época
- CE1 Conocer la realidades lingüísticas, culturales, históricas, filosóficas, artísticas y religiosas de las culturas mediterráneas

- CE3 Conocer la realidad cultural y lingüística del entorno mediterráneo
- CE5 Conocer las realidades de pensamiento desde la tardoantigüedad hasta la edad moderna
- CE8 Ser capaz de asimilar los diversos enfoques teóricos y aplicar las principales metodologías de trabajo a un corpus de datos con objeto de obtener unos resultados que redunden en implicaciones teóricas originales sobre el área de estudio del pluralismo religioso

### Assessment methods and instruments

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Tools	Percentage
Attendance checklist	10%
Examination	50%
Students assignments	40%

### Period of validity for partial qualifications:

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### Clarifications:

The aforementioned three tasks consist of:

- submitting **3 unit assignments of their choice** (Students' assignments, 40%)
- arranging a **remote meeting with the lecturer** to discuss the theme and bibliography of the final assignment (Attendance checklist, 10%)
- submitting a **final essay (max. 3,500 words)** on the topic agreed upon with the lecturer (Examination, 50%)

### Sustainable development goals

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Unrelated

*The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).*