LFILO2251

2015-2016

Advanced Studies in Metaphysics B

5.0 credits	30.0 h	1q	This biannual course is taught on years 2014-2015, 2016-2017, ...

Teacher(s) :	Depré Olivier ; Maesschalck Marc (coordinator) ;
Language :	Français
Place of the course	Louvain-la-Neuve
Prerequisites :	Basic instruction in the history of modern philosophy ; Reading knowledge of German sufficient at least to allow the identification of the key concepts in the original texts. Advanced reading knowledge of German, while helpful, is not a strict requirement.
Main themes :	The course will be devoted to a major theme in German idealism, and refer to a text or set of texts judged particularly good illustrations of that theme. Beyond the exegetical approach required by this type of text and its contextualisation within the systematic development of a given major work, the course will attempt to illuminate the role played by the particular theme studied in the works of various German idealist philosophers insofar as it leads to differences between their positions.
Aims :	Upon completion the student will be able to : - Define major concepts employed by German idealist philosophers; - Explain various philosophical methods that differentiate one philosopher from another ; - Interpret in general terms some famously difficult passages with the help of reading hints furnished in the course. *The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".*
Evaluation methods :	/
Teaching methods :	/
Content :	/
Bibliography :	Basic bibliogrraphy: M. C. Altman & mp; C. D. Coe, The Fractured Self in Freud and German Philosophy, Palgrave Macmillan, New York, 2013. A. BEGUIN, L'âme romantique et le rêve, Essai sur le romantisme allemand et la poésie française, Librairie José Corti, Paris, 1939. M. Gabriel & mp; S. 'i'ek, Mythology, Madness and Laughter, Subjectivity in German Idealism, Continuum, London/New York, 2009. G. GUSDORF, L'homme romantique, Payot, Paris, 1984. M. Maesschalck, « Eshétique et psycho-analyse. La réponse du jeune Fichte à Schiller concernant l'éducation », in Revue roumaine de philosophie, 56 (2012), n. 1, pp. 5-22. M. Maesschalck, « L'engendrement du commencement selon Schelling : signification et enjeux d'une protologie de la conscience », in M. Vetö (dir.), Philosophie, théologie, littérature. Hommage à Xavier Tilliette, Peeters, Louvain/Paris, 2011, pp. 293-318. K. Regenspurger et T. van Zantwijk (dir.), Wissenschaftliche Anthropologie um 1800? Franz Steiner Verlag, Wiesbaden, 2005. R. J. Richards , « Kant and Blumenbach on the Bildungstrieb: A Historical Misunderstanding », in Stud. Hist. Phil. Biol. & mp; Biomed. Sci., Vol. 31, 2000, n. 1, pp. 11'32. V. Safatle, La passion du négatif, Lacan et la dialectique, Olms, Hildesheim, 2010. H.G. SandKühler (ed.), Handbuch Deutscher Idealismus, Metzler, Stuttgart/Weimar, 2005 (trad. Fr. Kervegan, Cerf, 2015: Manuel de l'idéalisme allemand) J.-M. Vaysse, L'inconscient des Modernes, Gallimard, Paris, 1999.
Other infos :	/
Faculty or entity in charge:	EFIL

Programmes / formations proposant cette unité d'enseignement (UE)				
Intitulé du programme	Sigle	Credits	Prerequis	Acquis d'apprentissage
Master [60] in Philosophy	FILO2M1	5	-	🔍
	FILA9CE	5	-	🔍
Master [120] in Philosophy	FILO2M	5	-	🔍