UCLouvain

lfial1190

2026

Historical introduction to philosophy & Philosophy and environmental ethics

5.00 credits	45.0 h	Q1

Teacher(s)	Depré Olivier ;Frogneux Nathalie ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	The course is divided into two parts. The first part (30h) is an introduction to philosophy and philosophizing. Generally speaking, the emergence of the discipline will be described, with emphasis on a historical and cultural approach. We will also seek to understand the tasks that philosophy, understood as both method and content, has set itself to date, and how it proposes to fulfill them. Emphasis will be placed on the similarities and differences between philosophical discourse and a whole series of related discourses (mythological, theological, scientific, literary, artistic, etc.), which have all played a part in the construction of a specific reflexive path. Considerable time will be devoted to presenting "moments" in the history of philosophy, which have been exemplified by specific currents or authors and which, by initiating a creative conceptual discontinuity, have generated new or alternative understandings and representations of the world. This historical section will be supported by commented extracts from key texts. The second part (15h) builds on the historical background to address questions of environmental philosophy and ethics. An overview is given of the main currents that have emerged since the 1960s as critiques of the roots of the ecological crisis (anthropocentrism, dualism, technology, capitalism, patriarchy, colonization, industrial society, etc.) or as possible solutions to this crisis (responsibility, consideration, sensitivity to living things, etc.). Starting from the problematic of transition and its lexicon (i.a. Gaia hypothesis, anthropocene, collapse, Deep ecology, symbiosis of the living, ecofeminism, future generations, sentience, nature, capitalocene, pyrocene, animal liberation, environmental justice, etc.), we attempt to clarify the issues at stake in contemporary debates in environmental philosophy and ethics, emphasizing on the one hand their contribution to an ever clearer awareness of the ecological crisis and to the problematization of this crisis. On the other hand, we study the theoretical and practical proposals that emerge directly or indirectly from this contribution. The aim is to familiarize students with the major currents in environmental philosophy and ethics, using texts and documents representative of contemporary discussions on the subject.
Learning outcomes	**At the end of this learning unit, the student is able to :** 1 Master disciplinary knowledge: · Master a foundation of knowledge in the fields of history, philosophy, arts and literature . · Articulate this knowledge in a historical, social and cultural context. · Master knowledge related to the ecological crisis and transition. 2 Understand and analyze resources: · Examine sources critically. · Prioritize sources according to reliability and relevance. 3 Make sense of a text, event or work: · Consider the systemic nature of the cological and social crisis.
Evaluation methods	The exam (2 hours long) will be written and will consist of: · 24 multiple-choice questions (6 points) · 3 short-answer questions (9 points) · 1 open-ended question (5 points)
Teaching methods	Lecture open to interaction with students.
Content	For the first part: the major currents of philosophy and the major authors, who will be situated in the currents they have illustrated. The content should be balanced and placed in an international context.

	For example · Ancient Greek and Latin thought: Socrates, Plato, Aristotle, the philosophical movements and schools of Stoicism and Epicureanism; Augustine · Multicultural medieval philosophies · Modern philosophy: Descartes, Pascal, Spinoza, Leibniz; English Empiricists; German Idealists; French Encyclopedists; Hegel; Contemporary philosophy: Marx; Freud; Nietzsche; Schopenhauer; Husserl; Heidegger; Philosophers of difference and post-modernism. For the second part: mainly works from 1960 to the present day. By way of illustration: Hans Jonas, Gunther Anders, Alfred North Whitehead, John Lovelock, Bruno Latour, Philippe Descola, Catherine Larrère, Dominique Bourg, Gérald Hess, David Abram, Isabelle Stengers, Joëlle Zask, Corine Pelluchon, Val Plumwood, etc.
Bibliography	Elle est donnée au fur et à mesure de la progression du cours magistral.
Faculty or entity in charge	FIAL

Programmes containing this learning unit (UE)

Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Ancient Languages and Literatures : Classics	CLAS1BA	5		
Bachelor in History of Art and Archaeology : General	ARKE1BA	5		
Bachelor in Modern Languages and Literatures: German, Dutch and English	GERM1BA	5		
Bachelor in Ancient and Modern Languages and Literatures	LAFR1BA	5		
Bachelor in Philosophy, Politics and Economics	PPE1BA	6		
Bachelor in Ancient Languages and Literatures: Oriental Studies	HORI1BA	5		
Bachelor in History of Art and Archaeology : Musicology	MUSI1BA	5		
Bachelor in Philosophy	FILO1BA	5		
Bachelor in religious studies	RELI1BA	5		
Bachelor in History	HIST1BA	5		
Bachelor in French and Romance Languages and Literatures : General	ROM1BA	5		
Bachelor in Modern Languages and Literatures : General	ROGE1BA	5		