



PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE

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I. PROGRAMA DEL CURSO

CURSO	:	Seminario de Filosofía Optativo B. (Aristóteles. Metafísica Z – H.)
TRADUCCIÓN	:	Aristotle. <i>Metaphysics</i> Z – H.
SIGLA	:	FIL 168
CRÉDITOS	:	10
MÓDULOS	:	02
REQUISITOS	:	Sin requisitos. [Deseable: haber cursado asignaturas <i>Platón</i> y <i>Aristóteles</i>].
RESTRICCIONES	:	Sin restricciones
CARÁCTER	:	Mínimo
TIPO	:	Seminario
CALIFICACIÓN	:	Estándar
PALABRAS CLAVE	:	Substancia. Materia. Forma. Actualidad. Potencialidad. Hilemorfismo.
NIVEL FORMATIVO	:	Pregrado
PROFESOR	:	Jorge Mittelmann

II. DESCRIPCIÓN DEL CURSO

El seminario propone una lectura secuencial de los llamados “libros centrales” de la *Metafísica* de Aristóteles, con el propósito de abarcarlos en una interpretación de conjunto que ponga de relieve sus preguntas dominantes, sus principales tesis, sus secciones (más o menos) discontinuas y sus estrategias argumentativas. A partir del examen inicial de los cuatro candidatos a la condición de “substancia” (esencia, género, universal y substrato: Z 1–2), se explicitará la reaparición de cada uno de ellos en los diversos grupos temáticos que vertebran Z y H. Particular atención recaerá sobre el modo en que el programa de investigación desplegado en los libros centrales de la *Metafísica* se corresponde con una “ciencia del ente en cuanto ente” (E.1–4; Δ 7). Esa ciencia elabora una teoría general de aquella entidad primera (la substancia) que proporciona el hilo conductor de la metafísica y le brinda su peculiar unidad conceptual no-genérica.

En orden a ese fin, se explotarán los recursos analíticos que Aristóteles puso a punto en su teoría de la predicación desarrollada en el *Órganon*, y que dominan los capítulos 4 a 6 del libro Z. Posteriormente, se prestará atención a la importación del análisis del devenir entre los capítulos 7 y 9 del libro Z, procurando decidir si se trata de una intrusión editorial ajena al libro, o de una integración orgánica homogénea con los desarrollos de Z.4–6. La mereología definicional de Z.10–12, y el examen de la “tesis de Z13” – “ningún universal es substancia” – se abordarán en conexión con el problema de lo uno y de lo múltiple. Enseguida se atenderá al “nuevo comienzo” de Z.17 – H.2 y al modo en que el libro H refina la noción causal de “substancia” y diseña un modelo de unidad acto-potencial que no excluye (sino que presupone) la multiplicidad (H.5–6).

Desde el punto de vista metódico y hermenéutico, el curso se sitúa en la línea de recepción de la tradición analítica anglosajona (1950 – 2025). Se explorarán tanto lecturas rupturistas (G.E.L. Owen; M. Frede; D. Graham; M. Loux; F. Lewis; M. Wedin) como lecturas continuistas (W. Sellars; M.L. Gill; A. Kosman) de la metafísica aristotélica. Las primeras sugieren que los “libros centrales” y las *Categorías* identifican, respectivamente, entidades diferentes como “substancias”; las segundas, en cambio, sostienen que los particulares sensibles continúan ocupando el lugar prioritario en la ontología de Aristóteles.

III. OBJETIVOS

- Identificar y describir los problemas y posiciones hermenéuticas alternativas suscitadas por los libros centrales de la *Metafísica*, ponderando las credenciales textuales y las ventajas y desventajas comparativas de cada interpretación.
- Identificar los principales grupos temáticos y problemáticos que vertebran la estructura formal del libro Z.
- Distinguir los instrumentos lógico-conceptuales acuñados por el *Órganon* y su rendimiento teórico en sede metafísica.
- Discriminar entre problemas epistemológicos, lógicos y ontológicos que se plantean a propósito de la substancia sensible y de sus características específicas.
- Formular, analizar y evaluar ejemplos y contraejemplos que pueden aducirse en favor y en contra de las posiciones teóricas consideradas por Aristóteles en los libros Z y H.
- Adoptar una posición reflexiva e informada acerca de las principales alternativas teóricas disponibles para comprender la unidad del compuesto hilemórfico, tanto desde un punto de vista histórico como sistemático.

IV. CONTENIDOS

1. Introducción breve. El “marco teórico” de *Metafísica Z – H*.

- 1.1 El lugar de los libros centrales y la unidad del texto “*Metafísica*”.
- 1.2 Las aporías de *Metafísica B* y ‘lo que es en cuanto es’. *Metafísica E*. 1-2.
- 1.3 Una interpretación de la expresión ‘lo que es en cuanto es’ (Gómez-Lobo, 1976).
- 1.4 *Analíticos Posteriores* B.1-2. Charles Kahn y los valores de la cópula.
- 1.5 Los cuatro ámbitos de predicación del ‘es’. *Metafísica Δ*. 7.

2. Plan Z. La estructura o diseño del “libro Z”.

- 2.1 La organización de ‘lo que es’ en torno de la substancia (*oúσία*).
- 2.2 Doble valencia de la palabra griega *oúσία*. La herencia de Sócrates y Platón.
- 2.3 La organización temática del estudio de ‘lo que es’. Las cuatro grandes secciones del libro Z: (3-6); (7-9); (10-14); (15-17).
- 2.4 Hipótesis interpretativas 1: “The aporematic approach to primary being” (A. Code, 1976).
- 2.5 Hipótesis interpretativas 2: *A Map of Metaphysics Z* (M. Burnyeat, 2001).
- 2.6 Hipótesis interpretativas 3: “The Hitch-Hiker’s Guide to *Metaphysics Zeta*” (F. A. Lewis, 2005).
- 2.7 Narrativas rivales. (i) La primacía de la forma y “el Platonismo de Aristóteles” (Owen, 1965). (ii) La primacía de la forma y el “hilemórfismo fregeano” (Loux 1979; 1991). (iii) La primacía del compuesto y la “unidad quick-fix” (Sellars 1957; Scaltsas 1989; M.L. Gill 1987).

3. Lectura Secuencial de Z – H. Doxografía y Primer Bloque Temático. *Oúσία* como substrato.

- 3.1 Doxografía filosófica en Z.1-2. La discusión dialéctica de opiniones autorizadas acerca de la *oúσία*.
- 3.2 *Metafísica Z.1 – 2*. La pregunta extensional (qué entidades son substancia) y la pregunta intensional (en qué consiste ser substancia; cuál es la substancia de X).
- 3.3 Cuatro candidatos. Esencia; Universal; Género; Substrato.

3.4 Primer Bloque. (a) La *oúσία* como substrato. La *reductio* de Z.3 y su significación. Forma, substrato y compuesto: ¿Tres candidatos a *oúσία* o a substrato?

3.5 Primer Bloque. (b) La *oúσία* como substrato: Z.3 y el receptor del *Timeo* (M.L. Gill).

4. Lectura Secuencial de Z – H. Segundo Bloque Temático. Oúσία en el sentido de esencia.

4.1 Segundo Bloque. La discusión *logikós* (λογικῶς) de la *ousía* entre Z.4 y Z.6.

4.2 Esencia y definición de compuestos accidentales como ‘hombre blanco’ (Z.4)

4.3 Esencia y definición de compuestos *per se* como ‘nariz chata’ (Z.5).

4.4 Condiciones formales que los portadores de esencia *stricto sensu* deben satisfacer (Z.4).

4.5 La tesis de Z.6 : “Cada cosa [primaria: Z.4] es idéntica a su esencia”. *Analíticos Posteriores* B.9.

4.6 El análisis de “nariz chata” en *Refutaciones Sofísticas* 13 y 31. “A nose by any other name” (F.A. Lewis, 2005)

5. Lectura Secuencial de Z – H. Tercer Bloque Temático. Primer momento. La oúσία del compuesto sensible.

5.1 Tercer Bloque. La discusión *physikós* (φυσικῶς) de la *ousía* entre Z.7 y Z.9.

5.2. Paronimia y prioridad en Z.7. Implicancias para la *reductio* de Z.3.

5.3 La síntesis de la teoría de la generación natural y su contribución al plan del libro Z.

5.4 *Principium individuationis*. Las esferas de Max Black; la individuación por la materia; el problema de las formas individuales; el debate Charlton – Gill (1994). M. Frede (1987).

5.5 Diferenciación cualitativa e identidad de los indiscernibles. La referencia a *Metáfisica* Iota 1-2.

6. Lectura Secuencial de Z–H. Tercer Bloque Temático. Segundo momento. La mereología lógico-definicional del compuesto sensible (Z.10 – 12).

6.1. *Metáfisica* Z.10–11. La síntesis de λογικῶς y φυσικῶς. Partes del compuesto, partes materiales, partes formales y partes de la definición.

6.2. ¿Es esencial a una cosa su materia? ¿Qué materia? La alternativa abierta en Z.11

6.3 Funcionalismo, prioridad formal, y las objeciones contra el Joven Sócrates (M. Frede 1989)

6.4 Purismo e impurismo en la definición aristotélica del compuesto sensible (M. Peramatzis 2015).

6.5 La recapitulación de todas las *differentiae* en una última nota esencial y la unidad fundamental del *definiendum* (Z.12).

6.6 El problema de la unidad del *definiendum* en los *Analíticos Posteriores*. Colección aditiva de rasgos diferenciales *versus* unidad lógica del compuesto. El *canon* de Z.4. La lectura proléptica de Z.12: ¿Una anticipación de H.6?

7. Lectura Secuencial de Z–H. Cuarto Bloque Temático. Oúσία en el sentido de “universal” y “género” (Z.13 – 14).

7.1 La “Tesis de Z.13”, su alcance y sus interpretaciones (Gill, Lewis, Loux).

7.2 La tesis “ningún universal es substancia” y el rechazo categorial del Platonismo.

7.3 La Tesis de Z.13 y el Argumento del Tercer Hombre.

7.4 Demócrito, las entidades numéricas y las colecciones de unidades. Primera figuración de la palabra ‘entelequia’. Anticipación prospectiva de la solución definitiva al problema de la unidad todo – partes en H.6.

8. Lectura Secuencial de Z-H. Quinto Bloque Temático. Oúσία en el sentido de “causa primera del ser” (Z.15–17 H.1–6).

- 7.1 Resultados extensionales de los criterios formales y revisión del “catálogo de substancias” esbozado en *Metafísica* Z.2.
- 7.2 Montones, colecciones aditivas y unidades substanciales: Z15–16.
- 7.3 El “nuevo punto de partida” de Z.17. La unidad de la casa, de la carne y de la sílaba.
- 7.4 Oúσία como “causa formal”. Interpretaciones de la expresión “causa primera del ser” en Z.17. La contribución decisiva de A. Gómez-Lobo (1976).
- 7.5 Recapitulación del libro Z en *Metafísica* H.1
- 7.6 Causalidad formal a la luz de *Metafísica* H.2–3. Las pseudo-substancias y su rol paradigmático. Significado focal de la expresión ‘animal’.
- 7.7 Pluralismo causal en *Metafísica* H.4–5.
- 7.8 ¿La última palabra de Aristóteles acerca de la ούσια? El empleo de nociones modales y el diseño de un modelo de unidad hilemórfica no-aditiva en *Metafísica* H.6. El aporte de M.L. Gill (1987; 2005).

V. METODOLOGÍA PARA EL APRENDIZAJE

- Clases expositivas acompañadas por material gráfico (powerpoints correspondientes a cada unidad listada en los Contenidos).
- Lectura y discusión de textos filosóficos seleccionados.
- Análisis y discusión de pasajes críticos mediante exposiciones orales calendarizadas.
- Recurso a material audiovisual pertinente que los estudiantes puedan consultar en casa (conferencias especializadas disponibles en plataformas online).

VI. EVALUACIÓN DE APRENDIZAJES

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|---------------------|-------|
| – 1 Exposición Oral | : 50% |
| – 1 Ensayo final | : 40% |
- En la primera sesión del Seminario se especificarán los requisitos relativos a cada una de ambas modalidades de Evaluación.

VII. BIBLIOGRAFÍA

- Bibliografía Mínima

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