

The Conditions Necessary to the Possibility of Teaching Philosophy at the University

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Abstract

By referring to the thoughts of **Karl Jaspers** (concerning the definition of University), Jose Ortega y **Gasset** (regarding the meaning of philosophy), Jacques **Derrida** (pertaining to the description of Education), and **Paulo** Freire (in relation to the classification of Education), this paper briefly examines the problem represented in its title. In four concise but interconnected sections, it aims to contribute towards generating a more sufficient, though not necessarily complete or definitive, examination of the above mentioned problem. The first section of this paper explores the most significant characteristics of the idea of university, in contrast to the concept of university as institute, from the work of **Jaspers**. I conclude that the first condition for the possibility of teaching philosophy at the university is trying to advance the university from as it is to as it must be. The second section of this paper is based on **Gasset's** book *What is Philosophy?* His conception of philosophy as discontent is another narration of philosophy as making being the nothingness, as making present the absence and as making possible the impossibility. I argue that having an existential conception of philosophy instead of either an epistemological or ontological one, could be considered the second condition for the possibility of teaching philosophy at the university. The third and the fourth conditions, articulated in the last two sections of this paper, have been constructed on **Derrida's** conception of the ethics of responsibility in education and **Freire's** Pedagogy of the Oppressed and hope and his conception of participatory education.

Keywords: idea of the University, philosophy as discontent, participatory education, ethics of responsibility

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