

**COURSE DATA****Data Subject**

Code	33249
Name	Introduction to ethics
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1004 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	1	First term
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	1	Second term

Subject-matter

Degree	Subject-matter	Character
1004 - Degree in Philosophy	2 - Ethics	Basic Training
1012 - Degree in Philosophy	2 - Ethics	Basic Training

Coordination

Name	Department
GRACIA CALANDIN, JAVIER	359 - Philosophy

SUMMARY

The subject «Introduction to Ethics», in which the subject of Basic Training «Ethics» is specified, is conceived to develop thematic contents with which the student obtains a frame of reference of interest for the development of the set of general competences of the degree Graduate in Philosophy. The agenda presents the most prominent conceptions of happiness, goodness, value, justice and citizenship, which enable coexistence through civic and intercultural ethics in an open, pluralistic and democratic society.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

N o p r i o r k n o w l e d g e i s r e q u i r e d

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1004 - Degree in Philosophy

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Be able to communicate professionally both orally and in writing in the Universitat de València's native languages.
- Be able to communicate in a foreign language.
- Be able to obtain information from different primary and secondary sources.
- Be able to analyse, synthesise and interpret relevant cultural, social, political, ethical or scientific data, and to make reflective judgements about them from a non-androcentric perspective.
- Be able to organise and plan work times.
- Have critical and self-critical capacity.
- Know how to work in a team avoiding gender discrimination.
- Be able to take on social and ethical commitments.
- Be able to apply knowledge to practice.
- Be able to learn autonomously.
- Develop innovation and creativity.
- Be competent in the philosophical study of particular areas of research and human praxis, such as mind, knowledge, language, technology, science, society, culture, ethics, politics, law, religion, literature, arts and aesthetics, avoiding androcentric biases.
- Be familiar with the ideas and arguments of the main philosophers and thinkers, extracted from their texts, and with the investigation of their traditions and schools, identifying the possible androcentric biases.



- Use and rigorously analyse specialised philosophical terminology.
- Identify the fundamental issues that underlie any type of debate.
- Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.
- Work with an increasing degree of self-motivation and self-demand.
- Appreciate autonomy and independence of judgement.
- Be able to take on social and ethical commitments.
- Recognise plurality and respect differences.
- Experience the routine and less attractive aspects of the profession.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- Acquire an adequate understanding of the field of ethics and the methods used by it.
- Be able to distinguish different lines of research in the field of ethics.
- Familiarize with the problems and central authors of ethics. At the end of the course, the student will be able to identify some of the central positions on the topics studied.
- Develop their own points of view and arguments on these problems, and be able to present them in the written and oral medium.

DESCRIPTION OF CONTENTS

1. The field of ethics

2. The Examined Life: Socrates and the Sophists

3. The Dialogue of Origins: Plato

4. Being happy in the City: Aristotle

5. The origins of hedonism: Epicurus and Epicureanism



6. In search of autarky: Stoicism and Lucio Anneo Seneca

7. Darwin and the origin of morality

8. The framework of ethical theories: Foundations

9. The main ethical challenges in today's world

10. The ethical purpose of education

11. Ethical education and the common good of humanity

12. Educate for a critical, compassionate, responsible and solidarity citizenship

13. The values of ethical-civic education

14. Ethics for neuroeducation

15. Ethical education so as not to get demoralized

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Seminars	15,00	100
Tutorials	5,00	100
Attendance at events and external activities	5,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY**THEORETICAL CLASSES**

Presentation of theoretical content and discussion in the classroom. The teacher will propose to the students the elaboration of dissertations around the topics that are being dealt with in the sessions, applying the flipped classroom method. Student participation in the sessions will be encouraged.

SEMINARS

Each student will be in charge of making, individually or as a team, a brief presentation of the proposed text in the practical sessions. The rest of the time will be spent analyzing and discussing the text. The teacher will guide students in the content and methodology, as well as in the most important aspects of each text. The presentation of each student may be expanded later (incorporating the elements that arise in the discussion) and written, individually or as a team, in the form of a short essay, under the direction and supervision of the teacher.

Although in each session there will be two or three students who will make the presentation, all students have to read and work previously on the practice texts to participate in the dynamics of the seminar. Teachers will be able to carry out specific checks by asking some questions about the contents of the texts.

TUTORIALS

Guidance by the teaching staff in those aspects of the subject that require greater attention and depth.

COMPLEMENTARY ACTIVITIES

Participation in activities (conferences, seminars, etc.) organized by the Moral, Political and Social Philosophy teaching unit.

EVALUATION



The evaluation will consist of 3 differentiated parts:-Course content (exam and written assignments): 70%-Exhibitions and participation in practical sessions: 20%-Participation in the theoretical sessions, tutorials and complementary activities: 10% TOTAL: 100%

REFERENCES

Basic

- PLATÓN: Gorgias, Madrid: Gredos, 2000.
- ARISTÓTELES: Ética a Nicómaco, Madrid, Centro de Estudios Políticos y Constitucionales, 1999.
- EPICURO: Carta a Meneceo, Madrid, Alizanza, 2010.
- SÉNECA: Sobre la vida feliz, Madrid, Gredos, 2011
- HUME, David: Investigación sobre los principios de la moral, Madrid, Alianza, 2015.
- DARWIN, Charles: El origen del hombre, Barcelona, Crítica, 2009.
- NUSSBAUM, Martha C.: Sin fines de lucro, Madrid, Katz ediciones, 2010.
- NUSSBAUM, Martha C. y otros: Los límites del patriotismo, Barcelona, Paidós, 1999.
- RICOEUR, Paul: Amor y justicia, Madrid, Caparrós, 1993.
- CORTINA, Adela: Alianza y contrato, Madrid, Trotta, 2000.
- ROSA, Harmut: Alienación y aceleración, Buenos aires, Katz editores, 2016
- GRACIA, Javier: El desafío ético de la educación. Madrid, Dykinson, 2018.

Additional

- ARANGUREN, José Luis L.: Ética. En: Obras completas. Vol. II. Madrid: Trotta, 1994.
- BILBENY, Norbert: Aproximación a la ética. Barcelona: Ariel, 1992.
- BRANDT, Richard B.: Teoría ética. Madrid: Alianza Universidad, 1982.
- CAMPS, Victoria (ed.), Historia de la ética. 3 vols. Barcelona: Crítica, 2008.
- CAMPS, Victoria; GUARIGLIA, Osvaldo; SALMERÓN, Fernando (eds.): Concepciones de la ética. Madrid: Trotta, 1992.
- CORTINA, Adela: Ética mínima. Madrid: Tecnos, 1986.
- CORTINA, Adela; MARTÍNEZ, Emilio: Ética, Akal, Madrid, 1996.
- GÓMEZ, Carlos; MUGUERZA, Javier (eds.): La aventura de la moralidad. Madrid: Alianza, 2007.
- HÖFFE, Otfried: Diccionario de ética. Barcelona: Crítica, 1994.
- HORTAL, Augusto: La ética. Los autores y sus circunstancias. Madrid: UPCO, 1994.
- MACINTYRE, Alasdair: Historia de la ética. Barcelona: Paidós, 1981.
- SIURANA, Juan Carlos: Felicidad a golpe de autoayuda. Tu vida en manos de un best seller. Madrid: Plaza y Valdés, 2018.



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1.- Contents

The essential contents are maintained, in any case, since they are necessary to master the competences linked to this subject, although the length and emphasis can be adapted to the circumstances of each moment.

2.- Volume of work and temporary planning of teaching

The volume of work required to pass this subject is maintained, trying to adapt the procedures and activities to that end.

3.- Teaching methodology

In this subject teaching combines face-to-face with non-attendance, synchronous or asynchronous. The level of attendance will be adapted to the social and health conditions of each moment and to the specific conditions of the subject. It will be a hybrid model, so that the classes will be taught with the possible presence and the rest will be carried out in person. In any case, this hybrid model must necessarily be flexible in order to adapt to the circumstances.

In non-face-to-face teaching, synchronous modalities will be prioritized, which favor direct interaction with students

4.- Evaluation

Continuous assessment activities will be promoted, which, on the other hand, can be combined with the requirement to pass specific activities, including a final global assessment. The details of the process will be specified in the classroom guide, taking into account the circumstances.

Students are guaranteed that, if necessary, the teaching modality (online, hybrid or face-to-face), as well as the evaluation modality, will be adapted to the health requirements formulated by the competent authorities, maintaining the parameters assessment procedures provided for in the guidelines and without this implying an additional burden on students' work.