

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

<b>Code</b>	33283
<b>Name</b>	Bioethics and ecological ethics
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1004 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	4	First term
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	4	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1004 - Degree in Philosophy	23 - Bioethics and ecological ethics	Optional
1012 - Degree in Philosophy	22 - Bioethics and ecological ethics	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
DOMINGO MORATALLA, AGUSTIN	359 - Philosophy

**SUMMARY**

The Bioethics and Ecological Ethics subject groups together two of the great developments in which applied ethics have taken shape. The horizon of Applied Ethics has had an intense development during the last decades in the set of Life Sciences, both those related to life itself "human" and those related to: (i) the "human" life itself and those related to (ii) the conditions that make it possible, grouped as "environment" issues.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Relationship with other subjects of the same degree.

Enrollment restrictions have not been specified with other subjects in the curriculum.

Other types of requirements: no prior knowledge.

## OUTCOMES

### 1004 - Degree in Philosophy

- Be able to apply knowledge to work in a professional manner and have competences for preparing and defending arguments and for solving problems within the 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.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- 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.
- Acquire the capacity to pose and solve problems, as well as to make decisions, in a limited time.
- Be able to convey information, ideas, problems and solutions to others (experts or not).
- Have critical and self-critical capacity.
- Be able to take on social and ethical commitments.
- Be respectful of difference and plurality and avoid gender discrimination.
- Be able to apply knowledge to practice.
- 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.



- Know how to apply and develop the professional's intervention.
- Identify the fundamental issues that underlie any type of debate.
- Saber aplicar los conocimientos adquiridos para clarificar o resolver determinados problemas ajenos al propio ámbito de conocimiento.
- Accurately describe the results of the analysis of controversial and complex problems.
- Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.
- Acquire suitable professional skills.
- Appreciate autonomy and independence of judgement.
- Recognise human fallibility.
- Be able to take on social and ethical commitments.
- Recognise plurality and respect differences.
- Become aware of the ethical component and deontological principles of professional practice.

## LEARNING OUTCOMES

- A.- To know the genesis, development, and functions of Bioethics as an application to the socio-sanitary practice of moral and political Philosophy.
- B.- To analyze the theories and philosophical paradigms that intervene in the moral foundation of Bioethics.
- C.- To analyze the value and importance of Bioethics in public spaces of democratic deliberation.
- D.- To discover the ways in which a philosophy of life/death is present in legislative initiatives, political programs, and cultural trends.
- E.- To know the genesis, structure, and functions of ecological ethics in all applied ethics.
- G.- To analyze the moral problems posed by the scientific and technological transformations of the concept of nature.
- H.- To know the genesis, structure and functions of the ethics of human development in the set of public policies of a democratic society.

## DESCRIPTION OF CONTENTS

### 1. The imperative of responsibility: hermeneutics and professional ethics

Ethics of responsibility and Ethics of Conviction. Hermeneutics and the birth of applied ethics. Research with human beings: ethical, political and cultural problems. Possibilities and limits of instrumental rationality. Genesis of Bioethics and Ecological Ethics as applied ethics. Will Bioethics save Ethics?



## **2. Bioethics and ethics of the health professions**

The birth of bioethics. The principlist model: the principles of Bioethics. Genesis, development and application of the principles of Bioethics. Belmont report. The traditional principles: Beneficence, Autonomy, Justice and Non-maleficence.

## **3. The communitarian model**

## **4. The European model of deliberative Bioethics**

The European model of deliberative Bioethics: bioethics and hermeneutics. Health care and justice ethics committees. Ethics of Justice and Ethics of Care. Environmentalism, Pacifism and Feminism as derivations in the Ethics of Care. The aims and goals of medicine

## **5. Ethics of the health professions**

Ethics of the health professions. Ethics of health organizations. Institutions and Practices. Internal Assets and External Assets. Instruments for the ethical evaluation of healthcare organizations: codes of ethics, codes of good practices, quality and management assessment systems (ISO, EFQM, etc.).

## **6. From clinical bioethics to global bioethics**

From clinical Bioethics to global Bioethics. Nature as an ethical, political and axiological problem. Biology and Ethics. Neurosciences and Neuroethics. Environmentalism, Pacifism and Feminism. Animals rights. The rights of future Generations

## **7. Paradigms of Ecological Ethics**

Paradigms of Ecological Ethics: Macro-Bioethics and Environment. The debate on Humanism and the concept of Quality of Life. Liberal Eugenics and the future of human Nature. The biotechnology revolution.

## **8. Development ethics.**

Development ethics. Genesis, structure and models of sustainability for a global justice. Sustainability, Climate Change and the Environment. Ethics of development professionals: development projects, cultural traditions and moral convictions. Genesis, structure and evolution of the capabilities approach. Development on a human scale.

**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
Study and independent work	20,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	40,00	0
Preparing lectures	15,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

**THEORETICAL CLASSES:** We will start from the students' own experience and from the daily problems related to each of the topics. This experiential starting point will pose certain problems that will be tackled in the classes through the corresponding syllabus. The hermeneutical method based on the dialectic of the question and the answer will allow us to pose the “theoria” as an answer and, in turn, to rethink the problems. Discover the problem, analyze, and clarify the different options or theoretical answers, contribute to an integration of ecological challenges to the history of ethics and contemporary philosophy.

We will use classic ecological ethics texts to carry out this hermeneutical approach.

The purpose is to promote students' judgment capacity in the teaching/learning process, and, for this in the theoretical classes the reasoned participation and the philosophical foundation of the answers will be encouraged.

**SEMINARS:**

Their purpose is to promote personalized information research work and deliberation by moral traditions. This personalized work will be put together with several classmates in order to generate groups that represent or symbolize the different ethical traditions. By doing so, we will promote teamwork and an interdisciplinary approach to the challenges or problems posed by ecological ethics.

By promoting meaningful participation, we facilitate both the theoretical class and the practice (through deliberately shared personalized work) which are tools to promote what dialogical hermeneutics propose as “fusion of horizons”. In this way we update the Socratic method, a typical approach in the most classical philosophical tradition and the renewal of dialectics from hermeneutics.



## EVALUATION

The evaluation will consist of 3 parts:

1. A final written test: 80%.
2. Participation in seminars-practices: 15%.
3. Tutorials and complementary activities:  
5%.

TOTAL 100%

Fraudulent performance in the of evaluation tests and plagiarism in any evaluation work will be considered in accordance with the ACGUV 108/2017 and ACGUV 123/2020 regulation. The use of technologies (including AI), which is not previously authorised by the teaching staff, to create assessment materials will mean that these will not be considered as self-authored and will be treated according to current regulations.

## REFERENCES

### Basic

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#### Additional

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