

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

<b>Code</b>	35365
<b>Name</b>	Ethic, gender and liberty
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

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

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1012 - Degree in Philosophy	34 - Ethic, gender and liberty	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
CANTARINO SUÑER, MARIA ELENA	359 - Philosophy

**SUMMARY**

The optional subject “Ethic, Gender and Liberty” is conceived to develop the fundamental thematic content related to moral and political philosophy with whom the students will obtain a reference frame in order to develop the general competences of the Philosophy Degree.

The themes present philosophical relevance regarding the concept of Liberty as well as some of the main theories that have been articulating it throughout the history. After comparing the eldest Liberty with the modern one, we will study the arguments for and against freedom in the human being in order to understand the main liberal positions nowadays (positive liberty/negative liberty); but also, the scientific-like objections that are raised today to from freedom from the neurosciences and the revision from other theories; without forgetting the controversies between determinists and indeterminists and the debates between compatibilists and incompatibilists. We will analyze some of these objections and debates and observe how the philosophical reflection on freedom contributes in a very significant way to the type of society and political community that we want to build.



It's relationship with democracy as well as the rest of the values – such as equality, tolerance, etc. – demonstrate so. Lastly, we will see how Liberty clashes with several rights all of them included in our legal system. In all the subjects' content the gender perspective will be adopted.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

There are no specific requirements to take this course. However, it would be recommendable for students to have prior knowledge of the main modules "Theories of Ethics" and also of "Political Philosophy"

## OUTCOMES

### 1012 - 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.
- 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 developed the learning skills needed to undertake further study with a high degree of autonomy.
- 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 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.
- Know how to work in a team avoiding gender discrimination.
- Be able to take on social and ethical commitments.
- Be respectful of difference and plurality and avoid gender discrimination.



- Be able to learn autonomously.
- Be able to take on leadership, coordination and representation tasks.
- 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.
- Acquire a basic knowledge of the problems, texts and methods that philosophy has developed throughout its history and recognise possible 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.
- Identify the fundamental issues that underlie any type of debate.
- Relate problems, ideas, schools and traditions.
- 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.
- Recognise human fallibility.
- Be able to take on social and ethical commitments.
- Recognise plurality and respect differences.

## LEARNING OUTCOMES

At the end of this module students are expected to be capable – in matters related to “Ethics, Gender and Liberty” of:

- To assimilate techniques and to develop typical skills of the studies of philosophy and moral and political philosophy.
- To locate and know the typical information sources of the degree.
- To organize and plan individual and group work.
- To develop their ability to work and learn autonomously.
- To use new techniques and strategies of conceptual and methodological knowledge (i.e. concept maps)
- To identify and to evaluate clearly and rigorously concepts and arguments presented in philosophy texts.
- To become aware of the ethical component of the exercise of the profession.
- To manage information and communication technologies (PowerPoint presentations, Prezi, etc.)



- To use networks and other ICTs in an ethical way.

## 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	15,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	20,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

### 1. Theoretical classes

Number of credits or hours: 2.4 credits.

Students' exposition with the lecturer's follow-up as a dynamic element in the classroom. The dynamics of the classes is fundamentally based on a constructivist model where learning is a personal and social construction and reconstruction. Students are responsible of their own learning and the lecturer plans, directs and evaluates the activities. Group work is carried out with the preparation of texts for their presentation in PowerPoint or Prezi and their oral presentation. After their presentation and discussion in class, the materials generated are posted in the virtual classroom (*Aula Virtual* in Spanish) so that all enrolled students can have them available.

Competences to be acquired: 1-5, 6-8, 12, 16, 21-24, 25, 32, 39, 40

### 2. Classroom practices and Virtual Tasks.

Number of credits: 1.20 credits.

Students' participation and, in general, of all those present in order to debate the points of view presented, to carry out practical exercises and to solve cases. Classroom practices are carried out in class and are worked both individually or collectively. Virtual tasks are done at home. Subsequently, both the practices and the tasks are uploaded to the corresponding section the virtual classroom (*Aula Virtual*) in a



convenient time and manner (analysis of texts, analysis of contexts, of films, videos or other audiovisual materials related to the subject, practical cases, journalistic articles, etc.)

Competences to be acquired: 6-8,12-16, 20, 21 25-31, 32-40.

### **3. Tutorials** (individual or collective)

Number of credits: 0.40 credits.

Personal interview of the agents involved or electronic consultation (through the virtual classroom, e-mail, blogs, etc.)

Competences to acquire: 4, 10, 12, 16, 21, 33, 39.

### **4. Complementary activities**

Number of credits: 0.40 credits

Participation in activities organized by the Moral, Political and Social Philosophy Teaching Unit (in Spanish, *Unidad Docente*) and other Departments at the Faculty or activities proposed by research groups.

Competences to acquire: 6-8, 12, 16, 17, 18, 19, 24, 32-40.

### **5. Study, task preparation and testing**

Number of credits: 6,00 credits

Teaching and learning methodology: Autonomous work (through concept maps) and group and/or collective and/or class group-work (PowerPoint, Prezi and oral presentations).

Competences to acquire: 2, 3, 6, 7, 9, 12, 17, 21, 22, 23, 27, 30.





## EVALUATION

The following evaluation and continuous evolution systems will be used, combining them to respond to the evaluation of the competences involved in this module:

1. Preparation of topics, presentations, and lectures in class (30%)
2. Classroom practices and virtual tasks through the virtual classroom (30 %)
3. Attendance at congresses and other agreed activities, tutorials, etc. (5%)
4. Test or final activity with the integration of Concept Maps (30%)
5. Spontaneous participation in debates, colloquia, etc. (5%)

To pass the whole subject it is necessary to achieve at least 50% of the maximum marks assigned to each section.

\*Warning: additional works will not be accepted to increase the qualification if they have not been previously agreed.

\*\*Another very important warning: fraudulent performance of evaluation tests and plagiarism in evaluation works will be considered in accordance with the ACGUV 108/2017 regulation.

## REFERENCES

### Basic

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- N. Bobbio, Igualdad y Libertad, Barcelona: Paidós, 1993.
- J. Ferreiro Galguera, Supuestos de colisión entre la libertad de expresión e información y otros derechos fundamentales. La creación artística y el respeto a los sentimientos religiosos.
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- M. Nussbaum, Liberalismo y justicia social: las capacidades de las mujeres y la justicia social", en Gender justice, development and rights, Oxford University Press, 2002.
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- C. Amorós Puente, "De la libertad como pensamiento, al pensamiento como libertad", Anales del Seminario de Metafísica. Núm. Extra. Homenaje a 5. Rábade. Ed. Complutense, 1992
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- Mª E. Torres Fernández, "Perspectiva de género y delitos contra la libertad sexual", Revista General de Derecho Penal, Nº. 35, 2021
- Mª C. Gregorio Navarro, "Violencia de género y privación de libertad en el mundo clásico", Género y enseñanza de la Historia: silencios y ausencias en la construcción del pasado / María Almudena Domínguez Arranz (ed. lit.), 2015, págs. 269-290
- Constitución Española, Título I, Derechos y Libertades, 1978.

## **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

All the contents of the course syllabus that are specified in the classroom programming on specific topics-texts are maintained. They are the contents necessary to master the competences related to this subject, although the extension and emphasis can be adapted to the circumstances of the moment.

## 2.- Volume of work and temporary teaching planning

The volume of work required to pass this subject is maintained, the procedures and activities will be adapted, both the classroom practices and the virtual classroom tasks. The temporal planning is maintained and will only be modified if the sanitary situation requires so.

## 3.- Teaching methodology

In this module, teaching will be carried out according to the hybrid model: alternating face-to-face weeks that combine face-to-face with non-attendance (synchronous teaching in interaction with students). The monitoring will be carried out through the online platforms that the UV makes available to lecturers and students. Although the level of attendance will be adapted to the socio-sanitary conditions of each moment and to the specific conditions of the module.

## 4.- Evaluation

Continuous assessment activities are always promoted in this module, which, on the other hand, can be maintained despite the hybrid model that does not prevent them from being carried out according to the classroom schedule. The course syllabus shows the evaluation process and the percentages that will be maintained as specified there. The final global evaluation is also maintained, with the integration of concept maps, which will be carried out in person on the official exam dates, except if the sanitary situation does not allow the performance of face-to-face tests; in this case, a similar non-face-to-face test will be carried out.

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 sanitary requirements formulated by the competent authorities, maintaining the usual parameters of evaluation provided in the course syllabus and without this supposing and additional load in the students' work.