



COURSE GUIDE

Trends and contemporary debates in Moral Philosophy

4th Year

Academic Year 2023-2024



Course of the Subject: Trends and contemporary debates in Moral Philosophy

		ECTS
SUBJECT: Trends and contemporary debates in Moral Philosophy		6
Module: Moral Philosophy, Applied Ethics and Social and Political Philosophy		36
Type: Compulsory	CURSO: 4th Semestre: 2nd	
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MODULE ORGANIZATION

Moral Philosophy, Applied Ethics and Social and Political Philosophy		ECTS 6		
Duration and location within the study plan: It is part of the "Moral Philosophy, Applied Ethics and Social and Political Philosophy" module, which consists of 36 ECTS credits and contains six subjects (Trends and debates in Moral Philosophy is offered in the 2nd semester of the 4th year).				
Subject Matter and Subjects				
Subject Matter	ECTS	Subject	ECTS	Year/ semester
Trends and debates in Moral Philosophy	6	Trends and debates in Moral Philosophy	6	2/4



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BASIC AND GENERAL COMPETENCIES	Weighting			
	1	2	3	4
1. Organization and planning			X	
2. Basic computer skills			X	
3. Problem-solving			X	
4. Decision-making			X	
5. Interpersonal skills			X	
6. Team-working			X	
7. Ability to communicate with non-expert persons			X	
9. Ethical commitment			X	
10. Ability to apply knowledge to practical situations			X	
12. Ability to adapt to new situations and to create new ideas			X	

SPECIFIC COMPETENCIES	Weighting			
	1	2	3	4
17. To be able to pose philosophical questions			X	
18. To be able to relate different philosophical topics			X	
19. Evaluate ethical and political human actions in the various public and private spheres in which they occur			X	
22. Make mental experiments			X	



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23. To write philosophical essays and show evidence of analytical and synthetic skills		X	
25. To be able to understand and evaluate philosophical arguments		X	
26. To be able to construct philosophical arguments		X	
29. To know the current debates on issues of cultural identity		X	

LEARNING OUTCOMES	COMPETENCIES
1. That students acquire a basic knowledge of the impact of main ethical theories in the contemporary political debates.	CG: 1, 2, 5, 7, 10 CE: 17, 18, 19, 24, 25, 29
2. That students acquire knowledge and use of the different types of arguments are handled from Sociologism, Role-modelling Theory, Utilitarianism, Deontologism and Virtue Ethics tradition.	CG: 2, 3, 4, 5, 6, 7, 9, 10, 12 CE: 17, 18, 19, 22, 25, 26
3. That students are able to evaluate the impact of Scientificism on contemporary ethics through the arguments of moral subjectivism	CG: 7, 9, 12 CE: 17, 18, 19, 23, 25, 26, 29
4. That students are able to evaluate ethically and politically proposals from minimalism ethics.	CG: 1, 2, 6, 7, 9, 10 CE: 18, 19, 25, 26, 29



LEARNING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS ¹
VIRTUAL SESSION	Presentation of the content by the teacher, analysis of competencies, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	LO1, LO2, LO3	0,7
PRACTICAL SESSION	Group work sessions through chat moderated by the teacher. Case studies, both true and fictitious, for the construction of knowledge through the interaction and activity of the student, critical analysis of values and social commitment.	LO4	0,3
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	LO2	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	LO2, LO3, LO4	0,1
TOTAL			1,30

¹ La asignatura y/o materia se organiza en **DOCENCIA VIRTUAL** y en **TRABAJO AUTÓNOMO DEL ALUMNO**, con un porcentaje estimado en ECTS. Una adecuada distribución es la siguiente: **40%** para las Actividades Formativas **DOCENCIA (60 horas)** y **60%** para las de Trabajo Autónomo tutorizado (90 horas) para **una asignatura de 6 créditos**.



LEARNING ACTIVITIES THROUGH ASYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS
INDIVIDUAL ACTIVITIES	Preparation of the final evaluation: student study, individual preparation of readings, essays, problem solving, assignments, reports, etc. for discussion or delivery in electronic format.	LO2, LO3	2,3
INDIVIDUAL TUTORSHIP	Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing and discussing the materials and topics, seminars, readings, carrying out assignments, etc.	LO1, LO2	0,1
CONTINUOUS EVALUATION ACTIVITIES	Group work: group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. Discussion forums: participation and contributions to discussion forums related to the subject, moderated by the professor of the subject. Resolution of problems, comments, reports to deliver in installments throughout the course, making videos individually or cooperatively, answering questionnaires.	LO2, LO3	2,3
		TOTAL	4,70



EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM		
Evaluation Instrument	EVALUED LEARNING OUTCOMES	Granted percentage
Attendance and participation in synchronous communication activities	LO1, LO2, LO3, LO4	10%
Carrying out deliverable activities	LO1, LO2, LO3, LO4	50%
Final Evaluation	LO1, LO2, LO3, LO4	40%

CONTENTS DESCRIPTION	COMPETENCIES
- Sociologist brand: social constructivism. - Moral Exemplarist Theory contemporary debate.	CG: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16 CE: 17, 22, 25, 26
- Scientifivist brand: moral subjectivism.	CG: 2, 3, 7, 9 CE: 18, 19, 22, 23, 24, 25, 26
- Rationalist brand: deontologism and utilitarism.	CG: 2, 3, 7, 9 CE: 22, 23, 24, 25, 26
- The contemporary Virtue Ethics.	CG: 2, 3, 7, 9 CE: 22, 23, 24, 25, 26



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- Kane, R. (2010). *Ethics and the Quest for Wisdom*. Cambridge: Cambridge University Press.
- Martínez Mares, S. (2021). De la admiración a la envidia. Algunos problemas en el modelaje moral y la educación del carácter. *Revista Interdisciplinar De Teoría Mimética. Xiphias Gladius*, (4), 88–105.
- Williams, B. (1998). Introducción a la ética. Madrid: Cátedra.
- Zagzebski, L. (2017). *Exemplarist Moral Theory*. Oxford: Oxford University Press.

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- MacIntyre, A. (2001). *Tras la virtud*. Crítica.
- Sánchez-Migallón, S. (2010). *Ética filosófica. Un curso introductorio*. EUNSA.



TEMPORAL ORGANIZATION OF LEARNING		
	CONTENT BLOCK/DIDACTIC UNIT	NR. OF SESSIONS
1	- Sociologist brand: social constructivism.	4
2	- Moral Exemplarist Theory: the contemporary debate	2
3	- Scientificist brand: moral subjectivism.	3
4	- Rationalist brand: deontologism and utilitarism.	3
5	- The contemporary Virtue Ethics.	2