

CITIZENSHIP, LIBERAL STATE AND COMMUNITARIANISM



Universidad
Católica
de Valencia
San Vicente Mártir

COURSE GUIDE

Citizenship, Liberal State and Communitarianism

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Philosophy Degree
3rd Year

2020-21

Preliminary remarks:

The teaching on this course is online. As specified in the Methodology section of this guide, it is interactive e-learning that is undertaken using audiovisual resources.

1.- COURSE DETAILS

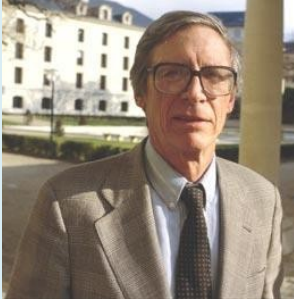
Course Name	Citizenship, Liberal State and Communitarianism
ECTS Credits	6
Type of Learning	Compulsory
Calendar	Second Semester
Module Name	Moral Philosophy, Applied Ethics and Social and Political Philosophy
Course Requirements	None
Lecturer	Ginés Marco, Ph. D. (gines.marco@ucv.es)

2.- BRIEF DESCRIPTION OF COURSE CONTENTS

This course deals with, among others, the following topics:

- The boundless controversies in implementing political concepts.
- The anthropological and ethical debate between liberalism and communitarianism.
- The idea of distributive Justice and its historical fulfillment: equity versus the politics of difference.
- The idea of distributive Justice and its historical fulfillment: abstract universalism versus particularism, which reifies the group differences.
- The new faces of democracy in an era of political disaffection.

3.- COURSE PROGRAM AND CALENDAR(2018-2019)

<p>1 The philosophical concept of citizenship and its historical evolution The concept of citizenship in the classical world. The concept of citizenship in the contemporary world.</p>	January
<p>2 Liberal and communitarian purposes in complex societies of our time The hallmarks of liberalism in the work of John Rawls. Communitarianism and the politics of difference in the work of Charles Taylor.</p>	January
<p>3 The debate between liberalism and communitarianism Anthropological foundations of this debate. Ethical foundations of this debate.</p>	February
<p>4 The controversies in the application of Justice in complex societies and their impact on the idea of citizenship.</p>  <p>Justice as equity in the work of John Rawls. Justice as a body to address the differences inherent in a multicultural society in the work of Charles Taylor. Justice as a virtue in the work of Alasdair MacIntyre.</p>	February
<p>5 Abstract universalism versus group particularism in the contemporary political action The “veil of ignorance” in the concept of distributive Justice and its realization. The politics of “group difference” in the concept of distributive Justice and its realization.</p>	March
<p>6 New trials on direct democracy in global technology and local contexts The direct democracy as an attempt to overcome the crisis afflicting the historical realization of the idea of citizenship. E-democracy in the technological age: its scope and its limits.</p>	April
<p>Assessment test</p>	May

4.- References


Basic Bibliography

Reference b1:	Course textbook of Citizenship by the professor Ginés Marco
Reference b2:	 <p>Herrera Gómez, M., <i>Liberalismo versus Comunitarismo</i>, Cizur Menor, Aranzadi, 2007.</p>
Reference b3:	 <p>Cruz Prados, A., <i>Ethos y Polis. Bases para una reconstrucción de la Filosofía Política</i>, Pamplona, EUNSA, 1999.</p>
Reference b4:	 <p>Van Parijs, P., <i>¿Qué es una sociedad justa? Introducción a la práctica de la Filosofía Política</i>, Barcelona, Ariel, 1993.</p>

Further reading :

<p>Referencia c1:</p>	 <p>Beiner, R. (ed.), <i>Theorizing Citizenship</i>, Albany, State University of New York Press, 1995.</p>
<p>Referencia c2:</p>	 <p>Cortina, A., <i>Ciudadanos del mundo. Hacia una teoría de la ciudadanía</i>, Madrid, Alianza, 1997.</p>
<p>Referencia c3:</p>	 <p>MacIntyre, A., <i>Tras la virtud</i>, Barcelona, Crítica, 2001.</p>
<p>Referencia c4:</p>	

	Rawls, J., <i>Liberalismo político</i> , Barcelona, Crítica, 1996.
Referencia c5:	 <p>Taylor, C., <i>El multiculturalismo y la política del reconocimiento</i>, México, Fondo de Cultura Económica, 1993.</p>
Referencia c6:	 <p>Spaemann, R., <i>Crítica de las utopías políticas</i>, Pamplona, EUNSA, 1980.</p>
Referencia c7	 <p>Etzioni, A., <i>La Tercera Vía hacia una buena sociedad. Propuestas desde el Comunitarismo</i>, Madrid, Trotta, 2001.</p>
Referencia c8:	

	 <p>Naval, C. <i>Educar ciudadanos. La polémica liberal-comunitarista en educación</i>, Pamplona, EUNSA, 1995.</p>
<p>Referencia c9:</p>	<p>Laclau, E. <i>La razón populista</i>, México, FCE, 2005</p>
<p>Referencia c10:</p>	<p>Pettit, Ph. <i>Republicanism. Una teoría sobre la libertad y el gobierno</i>, Barcelona, Paidós, 1999.</p>

5. METHODOLOGY

Philosophy Degree

This subject corresponds to 6 ECTS credits, which is equivalent to 150 hours of student's work. That total amount of hours is distributed into 60 hours of teaching (2.4 ECTS) and 90 hours of student's self-study (3.6 ECTS).



In this subject, the teaching process (2.4 ECTS) is based on the following teaching-learning methodology:

- 1) A **dinamic text**, designed by the professor.
- 2) **Videoconference**, through which theory lessons are given as well as guided tasks (training taks, text analysis, seminars, etc.) and collective tutorials. Videoconferencing must be always interactive and these sessions last 90 minutes.
- 3) Attending **Webinars** organised by the faculty and the head of the Department.
- 4) **Video-lessons** about the most relevant topics for the subject.
- 5) **Telematic activities through** UCVnet platform (such as taking part in debate forums, solving practical questionnaires etc.), with the lecturer's intervention to correct and provide some guidance to students.
- 6) **Assessment tests.**

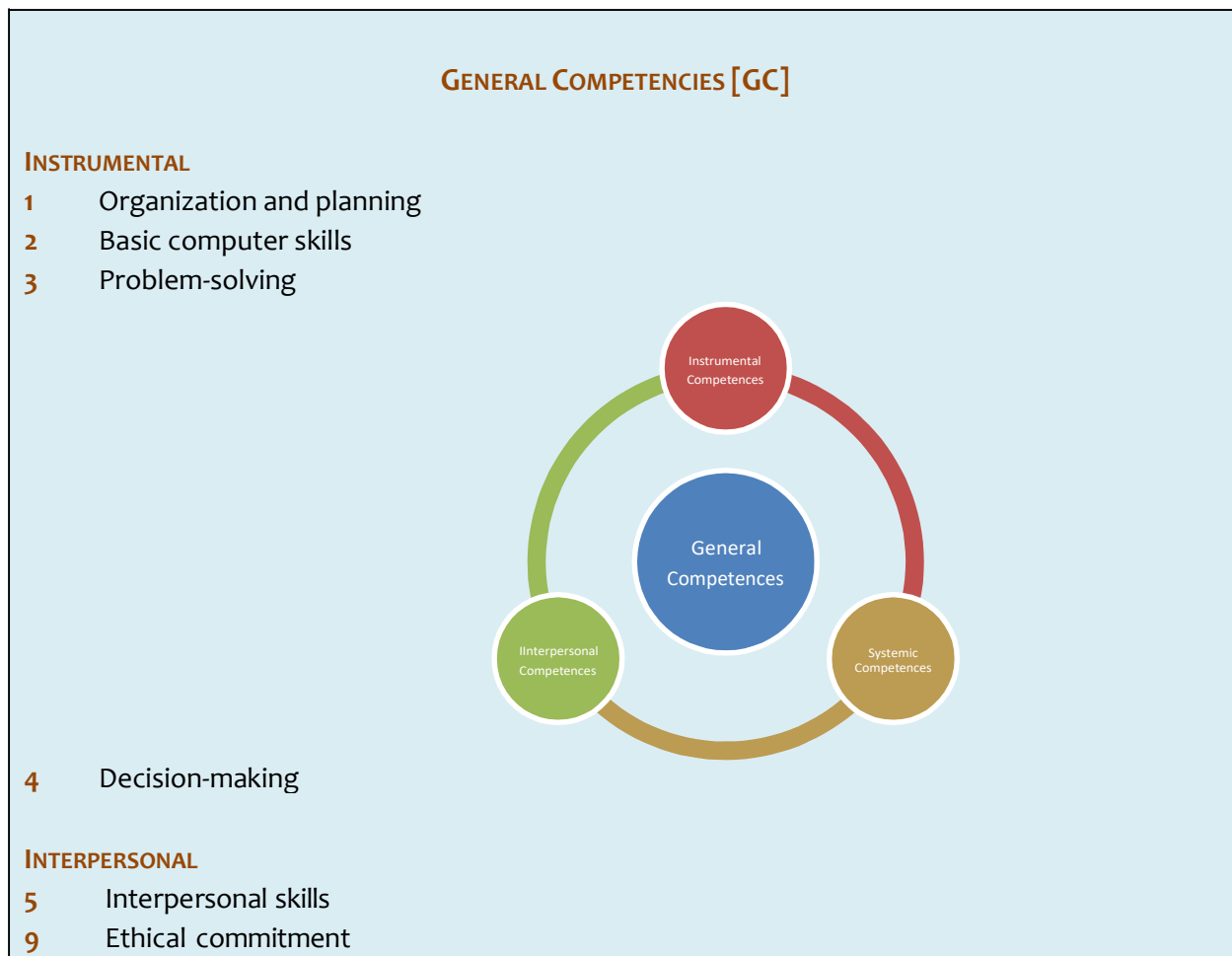


Student's self-study (3.6 ECTS) is distributed in different activities:

- Asincronic re-view of the videoconferences.
- Preparing theory and practical lessons (*flipped classroom*).
- Course assignments.
- Studying and preparing the final assessment test.

6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

(The figures refer to the officially approved (by ANECA) list of competencies of this Online Degree in Philosophy)



SYSTEMIC

- 10 Ability to apply knowledge to practical situations
- 16 Guidance on achieving results

SPECIFIC COMPETENCIES [SC]

- 17 To be able to pose philosophical questions
- 18 To be able to relate different philosophical topics
- 19 Evaluate ethical and political human actions in the various public and private spheres in which they occur
- 22 Make mental experiments
- 23 To write philosophical essays and show evidence of analytical and synthetic skills
- 24 Analyze and question, critical and reasonably, metaphysical conceptions concerning the nature of reality and its implications.
- 25 To be able to understand and evaluate philosophical arguments
- 26 To be able to construct philosophical arguments
- 29 Knowing the current debates on issues of cultural identity

7.- LEARNING OUTCOMES

RA₁. That students acquire a basic knowledge of the concept of citizenship and the features that characterize its evolution [GC 1, 7, 9, 10, 11 and SC 17, 18, 19, 24, 25, 26, 29].

RA₂. That students understand the importance of multiculturalism and the politics of difference to rethink issues of cultural identity [GC 6, 9 and SC 17, 18, 19, 23, 26, 29].

RA₃. That students acquire knowledge and use of the different types of arguments are handled from Liberalism and Communitarianism [CG 7, 10, 11, 12 and CE 17, 18, 19, 24, 25, 26, 29].

RA₄. That students are able to evaluate proposals ethical and politically from Liberalism and Communitarianism [CG 7, 9, 10, 11, 12 and CE 17, 18, 19, 24, 25, 26, 29].

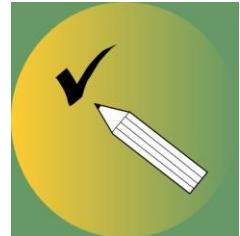
RA₅. That students are able to evaluate from a political standpoint proposals from direct democracy [CG 7, 9, 10, 11, 12 and CE 17, 18, 19, 24, 25, 26, 29].

8.- ASSESSMENT

Students should self-assess following the development of each topic.

There will be an assessment of the content of the theory and practical lectures, following the procedure set out for the Degree and to *guarantee attendance*. 40% of the final grade will be determined by this assessment.

The remaining 60% will be allocated to virtual activities and is broken down as follows: attendance and participation to virtual sessions (10%), deliverable activities (40%) and assessment text (10%).



The General Competition 9, the ethical commitment, will be measured through cases, problems, moral dilemmas, etc. raised in class.