COURSE GUIDE

Citizenship, Liberal State, and Communitarianism

3rd Year

Academic Year 2025-2026

Course of the Subject: Citizenship, Liberal State, and Communitarianism

	ECTS
SUBJECT: Citizenship, Liberal State, and Communitarianism	6
Module: Moral philosophy and applied ethics – Social and Political philosophy	36
Type: Compulsory	**CURSO**: 3º **Semestre**: 2º
Lecturer(s): Dr. Bosco Corrales	**Department:** **E-mail:** bosco.corrales@ucv.es

MODULE ORGANIZATION

Citizenship, Liberal State, and Communitarianism		**ECTS 6**		
Duration and location within the study plan: It is part of the module Moral Philosophy and Applied Ethics - Social and Political Philosophy, which consists of 3 subjects and 6 subjects, with a total of 36 ECTS credits. This subject is offered in the 2nd semester of the third year.				
Subject Matter and Subjects				
Subject Matter	**ECTS**	**Subject**	**ECTS**	**Year/ semester**
Political philosophy	6	Citizenship, Liberal State, and Communitarianism	6	3/2

BASIC AND GENERALCOMPETENCIES	Weighting			
	1	2	3	4
GC 1: Organization and planning			X	
GC 2: Basic computer skills				X
GC 7: Ability to communicate with people who are not experts in the area			X	
GC 10: Ability to apply knowledge to practice			X	
GC 11: Ability to learn and teach				X

SPECIFIC COMPETENCIES	Weighting			
	1	2	3	4
EC 17: Being able to ask philosophical questions				X
EC 18: Ability to relate different philosophical topics amongst themselves			X	
EC 19: Evaluating ethically and politically human actions in the different public and private areas in which they are carried out.			X	
EC 23: Composing philosophical essays, showing analytical and synthetical abilities				X
EC 25: Being able to understand and evaluate philosophical arguments				X
EC 26: Being able to build philosophical arguments				X

LEARNING OUTCOMES	COMPETENCIES
LO 1. Knowing the main ethical, social and political topics, and the most influential political ideologies	CG: 1, 11. CE: 18, 19, 25, 26
LO 2. Understanding the relationship of ethics and social and political philosophy with other parts of philosophy.	CE:17, 19, 23, 26
LO 3. Reproducing ethical arguments	CG 3, 9, 12 y CE 19, 22, 23, 25, 26
LO 4. Recognizing the relationship of human rights with fundamental rights enshrined in legal systems.	CG: 7. CE: 19, 23, 26
LO 5. Recognizing the ways in which Family, Civil Society and State can interact with each other	CG: 7, 10, 11. CE: 19, 24, 25, 26

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 – LO5	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.	LO1 – LO5	0,3

[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.**

SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	LO1 – LO5	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	LO1 – LO5	0,1
		TOTAL	**1,30**

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.	LO1 – LO5	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 – LO5	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.	LO1 – LO5	2,3
		TOTAL	**4,70**

EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM

Evaluation Instrument	EVALUATED LEARNING OUTCOMES	Granted percentage
Attendance and participation in synchronous communication activities	LO1 – LO5	10%
Carrying out deliverable activities	LO1 – LO5	40%
Periodic evaluation through questionnaires	LO1 – LO5	10%
Final Evaluation	LO1 – LO5	40%

CONTENTS DESCRIPTION	COMPETENCIES
The concept of citizenship: - Republican and liberal models; - citizenship and nationality	CG 1, 2, 7, 10, 11 CE 17, 18, 19, 23, 25, 26
The liberal state and democracy: - Democratic, social, rule of law state. - Democracy, its scope and limits	CG 1, 2, 7, 10, 11 CE 17, 18, 19, 23, 25, 26
Liberalisms: - Approach to the notion of liberalism in political philosophy. - Classical liberalism - Contemporary liberalism	CG 1, 2, 7, 10, 11 CE 17, 18, 19, 23, 25, 26
The proposal of John Rawls - A theory of justice - Political liberalism - Critiques: from diversity (I. M. Youn) and others	CG 1, 2, 7, 10, 11 CE 17, 18, 19, 23, 25, 26
Communitarianism and other contemporary proposals: - Communitarian critiques, in general. - Michael Sandel - Others	CG 1, 2, 7, 10, 11 CE 17, 18, 19, 23, 25, 26

BIBLIOGRAPHY

Texto dinámico de la asignatura producido por el profesor Bosco Corrales.

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Etzioni, A. (2001). *La Tercera Vía hacia una buena sociedad. Propuestas desde el Comunitarismo*. Madrid: Trotta.

Habermas, J. (1999). *La inclusión del otro: estudios de teoría política.*

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Kymlicka, W. (1996). *Ciudadanía multicultural. Una teoría liberal de los derechos de las minorías.* Paidos.

MacIntyre, A. (2001). *Tras la virtud*. Barcelona: Crítica.

Miller, D. (2001 [original 1995]). Sobre la nacionalidad. Autodeterminación y pluralismo cultural. Paidos.

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Sandel, M. (2010). Justicia: ¿hacemos lo que debemos?. Barcelona. Debate.

Spaemann, R. (1980). *Crítica de las utopías políticas.* Pamplona: EUNSA

Taylor, C. (1993). *El multiculturalismo y la política del reconocimiento.* México, D. F.: Fondo de Cultura Económica.

Walzer, M. (2004). Las e*sferas de la justicia*. Fondo de cultura económica.

Walzer, M. (2010). *Pensar políticamente*. Espasa.

Young, I. M., 1989, "Polity and Group Difference: A Critique of the Ideal of Universal Citizenship", *Ethics*, 99: 250–274.

	TEMPORAL ORGANIZATION OF LEARNING	
	CONTENT BLOCK/DIDACTIC UNIT	**NR. OF SESSIONS**
1	Introduction	1
2	Citizenship	3
3	Liberal State and Democracy	3
4	Liberalisms	1
	John Rawls' proposal	3
5	Communitarianism and other contemporary proposals	3
6	Review	1

Ethical Use of so called Generative Artificial "Intelligence":

Generative artificial intelligence tools (such as ChatGPT, Gemini, Copilot, among others) can be useful as support for study, information search, or concept clarification. However, their use must always be ethical, critical, and in accordance with the principles of academic integrity. In this course, the use of such tools is strictly prohibited for the writing, production, or co-authorship of essays, text commentaries, as well as for the completion of multiple-choice quizzes or any other graded activities, as all submitted work must be original and individually produced by the student. Philosophy requires personal reflection, argumentative rigor, and intellectual responsibility—qualities that cannot be delegated to automated systems.