

TRENDS AND DEBATES IN MORAL PHILOSOPHY



COURSE GUIDE

Trends and debates in Moral Philosophy

Sara Martinez Mares Ph. D.

Philosophy Degree
4th Year

2020-2021

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	Trends and debates in Moral Philosophy
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	Sara Martinez, Ph. D. (sara.martinez@ucv.es)

2.- BRIEF DESCRIPTION OF COURSE CONTENTS

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

- Psychologist brand: moral pragmatism.
- Sociologist brand: social constructivism.
- Rationalist brand: deontology and utilitarianism.
- The contemporary Virtue Ethics.

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

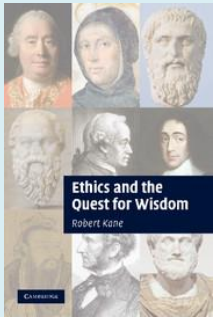
1 Psychologist brand 1.1. Moral pragmatism.	January/February 2021
2 Sociologist brand 2.1. Social constructivism: valid points. 2.2. Critics: moral emotions and freedom	February/March 2021
3 Consequences of modern scientification in current Ethics. 3.1. Propositions of moral subjectivism 3.2. Assumptions of subjectivism: science and emotions. 3.3. Critics of subjectivism: moral grounding of objectivity.	April 2021
4 Rationalist brands: Kant's solution and deontologism. 4.1. Faktum's theory of reason in Kant. 4.2. The interpretations of the faktum: deontologism and positivism.	May 2021
5 Ethics teaching in a pluralistic society. 5.1. Classical answer and modern objections. 5.2. The inadequacy of minimum ethics in a pluralistic society. 5.3. A virtue ethics to a pluralistic society. 5.4. Authenticity.	May 2021
Assessment test	June 2021

4.- References


4.1 Basic Bibliography

Philosophy Degree

Universidad Católica de Valencia

Reference b1:	Course textbook of Trends and debates in Moral Philosophy by the professor Sara Martínez Mares. Non-published manuscript.
Reference b3:	  <p data-bbox="411 869 1166 902">González, A. M., <i>La ética explorada</i>, Pamplona, EUNSA, 2009.</p>
Reference b4:	Williams, B. (1998). <i>Introducción a la ética</i> . Madrid: Cátedra
Reference b5	 <p data-bbox="644 1039 1393 1106">Kane, R. (2010) <i>Ethics and the Quest for Wisdom</i>. Cambridge: Cambridge University Press.</p>

4.2 Further Reading:

Reference c1:	
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	Aristóteles, <i>Ética a Nicómaco</i> , Trad. De Julián Marías y María Araujo, eds., Madrid, Centro de Estudios Políticos y Constitucionales, 1999.
Reference c2:	 <p>Sánchez-Migallón, S. (2010). <i>Ética filosófica. Un curso introductorio</i>. Pamplona: EUNSA</p>
Reference c3:	MacIntyre, A., <i>Tras la virtud</i> , Barcelona, Crítica, 2001.
Reference c4:	Crisp, R. (2003). <i>How Should One Live? Essays on the Virtues</i> . Oxford: Oxford University Press
Reference c5:	Cabezas, M. (2016). <i>Dilemas morales. Entre la espada y la pared</i> . Madrid: Tecnos.

5. METHODOLOGY

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 **dynamic text**, designed by the professor.



- 2) **Videoconference**, through which theory lessons are given as well as guided tasks (training talks, text analysis, seminars, etc.) and collective tutorials. Videoconferencing must be always interactive and these sessions last 90 minutes.
- 3) Attending **Webinars** organized 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:

- Asynchronous 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)

GENERAL COMPETENCIES [GC]

INSTRUMENTAL

- 1 Organization and planning
- 2 Basic computer skills
- 3 Problem-solving



4 Decision-making

INTERPERSONAL

- 5 Interpersonal skills
- 9 Ethical commitment

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, critically 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

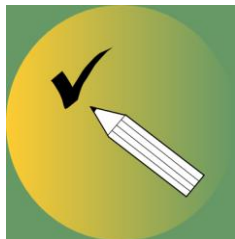
7.- LEARNING OUTCOMES

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RA₁. That students acquire a basic knowledge of the impact of main ethical theories in the contemporary political debates [CG 1, 2, 5, 7, 9, 10, 11 y CE 17, 18, 19, 24, 25, 26, 29]

RA₂. That students understand the difference between utility, due and happiness in order to redefine ethical traditions. [CG2, 9 y CE 17, 18, 19, 23, 26, 29].



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

RA₄. Evaluate the impact of Scientificism on contemporary ethics through the arguments of moral subjectivism [CG 7, 9, 10, 11, 12 y CE 17, 18, 19, 23, 24, 25, 26, 29].

RA₅. That students are able to evaluate ethically and politically proposals from minimalism ethics [CG 2, 7, 9, 10, 11, 12 y 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%).

NOTE: To pass the course in first and second calls and averaging evaluation tools, the theoretical test must be passed with a 5 out of 10.

The General Competence 9 –ethical commitment- will be evaluated through case study, problems, moral dilemmas, etc., discussed in the lessons.