COURSE GUIDE

Trends and contemporary debates in Moral Philosophy
4th Year

Academic Year 2025-2026

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
Lecturer(s): Sara Martínez Mares Ph.D.	**Department:** Philosophy and Humanities
	E-mail: sara.martinez@ucv.es

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

BASIC AND GENERALCOMPETENCIES	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	
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. The student identifies the argumentative basis of the main ethical theories in the prevailing moral frameworks and in contemporary political discourse.	**CG:** 1, 2, 5, 6, 7, 10, 12 **CE:** 17, 18, 19, 25, 29
2. That the student elaborates a reflective and critical discourse using the different premises studied within the parameters of a pluralistic society.	**CG:** 7, 9 **CE:** 17, 22, 26
3. That the student elaborates a reflective and critical discourse using the different premises studied within the parameters of a pluralistic society.	**CG:** 3, 4, 10 **CE:** 18, 23, 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**	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, LO2**	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.	**LO3**	0,1
		TOTAL	**1,30**

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[1]   The course and/or subject is organized in VIRTUAL TEACHING and STUDENT AUTONOMOUS WORK, with an estimated percentage in ECTS. A suitable distribution is as follows: 40% for the TEACHING Training Activities (60 hours) and 60% for the tutored Autonomous Work (90 hours) for a 6-credit subject.

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**	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.	**LO1, LO2**	2,3
		TOTAL	**4,70**

EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM		
Evaluation Instrument	**EVALUATED LEARNING OUTCOMES**	**Granted percentage**
Active participation in synchronous communication, forums and activities and follow-up tasks	LO1, LO2	10%
Deliverable activities (presenting arguments and problem solving)	LO1, LO2	50%
Final Evaluation: Reflective Text Commentary, or Problem-Based	LO1, LO2, LO3	40%

Learning		

REMARKS:

The final evaluation will be agreed at the beginning of the course and will be identical for all.

The final test must be passed in order to average with the rest of the evaluation instruments. If it is not passed, the final grade will be the same of the test, until it is passed in successive calls.

The use of Artificial Intelligence (AI) is forbidden, unless the teacher expressly requests it for a specific activity. If this is the case, the program used in the evaluation product for which it has been requested must be referenced.

CONTENTS DESCRIPTION	COMPETENCIES
- Sociologist brand: social constructivism. - Moral Exemplarist Theory contemporary debate.	**CG:** All of them **CE**: 17, 18, 22, 25, 26, 29
- Scientificist brand: moral subjectivism.	
- Rationalist brand: deontologism and utilitarism.	
- The contemporary Virtue Ethics.	

BIBLIOGRAPHY

- Martínez Mares, S. (2019). La enseñanza de la ética en la universidad. Manuscrito no publicado.
- Aranguren, J.L. (2001). *Ética*. Madrid: Alianza Universidad.
- González, A. M., (2009). *La ética explorada*. Pamplona: EUNSA.
- 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.

Secondary Bibliography:
- Aristóteles (1999). *Ética a Nicómaco*, Julián Marías y María Araujo (eds.). Centro de Estudios Políticos y Constitucionales.
- Boella, L. (2010). *Pensar con el corazón*. Narcea.
- Cabezas, M. (2016). *Dilemas morales. Entre la espada y la pared*. Tecnos.
- Crisp, R. (2003). *How Should One Live? Essays on the Virtues*. Oxford: Oxford University Press.
- Lipscomb, B. J.B. (2021). *The Women Are Up to Something**. How Elizabeth Anscombe, Philippa Foot, Mary Midgley, and Iris Murdoch Revolutionized Ethics*. Oxford University Press.
- MacIntyre, A. (2001). *Tras la virtud*. Crítica.

TEMPORAL ORGANIZATION OF LEARNING

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

5	- The contemporary Virtue Ethics.	2