COURSE GUIDE

Ethics and professional Deontology

4th Year

Academic Year 2023-2024

Course of the Subject 2023-24

	ECTS
SUBJECT: Ethics and professional Deontology	6
Module: Moral Philosophy, Applied Ethics and Social and Political Philosophy	36
Type: Compulsory	**CURSO**: 4th **Semestre** First
Lecturer(s): Dr. Eduardo Ortiz	**Department: Philosophy** **E-mail:** eduardo.ortiz@ucv.es

MODULE ORGANIZATION

Ethics and professional Deontology			**ECTS 6**	
Duration and location within the study plan: It corresponds to the first semester of the 4th Course				
Subject Matter and Subjects				
Subject Matter	**ECTS**	**Subject**	**ECTS**	**Year/ semester**
Social Theory	6	Social Theory	6	1/2
Human Rights and Diversity Acknowledgment	6	Human Rights and Diversity Acknowledgment	6	2/1

Citizenship, Liberal State and Communitarianism		Citizenship, Liberal State and Communitarianism	6	3/2
Ethics and Professional Deontology	6	Ethics and Professional Deontology	6	4/1
Philosophy of Action	6	Philosophy of Action	6	4/1
Contemporary debates and trends in Moral Philosophy	6	Contemporary debates and trends in Moral Philosophy	6	4/2

BASIC AND GENERALCOMPETENCIES	Weighting			
	1	**2**	**3**	**4**
1. Organization and planning		X		
3.Problem-solving		X		
6. Intra- and interdisciplinary teamwork			X	
9. Ethical commitment		X		
11. Ability to learn and teach			X	
12. Ability to adapt to new situations and generate new ideas			X	

SPECIFIC COMPETENCIES	Weighting			
	1	**2**	**3**	**4**
17. To be able to pose philosophical questions			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. Knowing the current debates on issues of cultural identity			X	

LEARNING OUTCOMES	COMPETENCIES
RA1. That students acquire a basic knowledge of the philosophical reflection about morals and the main traits that characterize its historical evolution.	CG: 1, 9, 11. CE: 19, 25, 26, 29
RA2. That students can reproduce ethical arguments.	CG: 3, 9, 12. CE: 22, 23, 25, 26
RA3.That students understand the relationship between Ethics and Social and Political Philosophy with other parts of	CG: 6, 9. CE:17, 19, 23, 26

Philosophy.

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.	**RA1, RA2, RA3**	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.	**RA1, RA2, RA3**	0,3
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	**RA1, RA2, RA3**	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	**RA1, RA2, RA3**	0,1
		TOTAL	**1,30**

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[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.	**RA1, RA2, RA3**	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.	**RA1, RA2, RA3**	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.	**RA1, RA2, RA3**	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	**RA1, RA2, RA3**	10%
Carrying out deliverable activities	**RA1, RA2, RA3**	40%
Periodic evaluation through questionnaires	**RA1, RA2, RA3**	10%

Final Evaluation	**RA1, RA2, RA3**	40%

CONTENTS DESCRIPTION	COMPETENCIES
Moral. Normative ethics. Metaethics.	**CG:** 9, **CE**: 17, 19
Actions. The good life.	**CG: 3, 12; CE: 25**
The central place of love in Ethics.	**CG: 11, 12; CE: 26**
Goods, virtues ands values.	**CG: 6, 9; CE: 22, 23**
Practical rationality.	**CG: 3, 6; CE: 23, 25**
Professional deontology	**CG: 1; CE: 17, 26**

BIBLIOGRAPHY
Course Textbook supplied by the Professor.

Basic bibliography:

- Aristóteles. (1999). Ética a Nicómaco. Trad. De Julián Marías y María Araujo, eds. Madrid: Centro de Estudios Políticos y Constitucionales.
- MacIntyre, A. (2010), Historia de la ética, Barcelona: Paidós.

- MacIntyre, A. (2013), Tras la Virtud, Madrid: Austral.
- Spaemann, R. (2007). Felicidad y Benevolencia. Pamplona: EUNSA.

Further reading:

- MacIntyre, A. (2017), Ética en los conflictos de la modernidad, Madrid: Rialp.
- Pettigrove, G. and Swanton, C. (eds.) (2022), Neglected Virtues, London: Routledge.
- Pieper, J. (1997). Las virtudes fundamentales. Madrid: Rialp.
- Brewer, T. (2009), The Retrieval of Ethics, Oxford & New York, Oxford University Press.

	TEMPORAL ORGANIZATION OF LEARNING	
	CONTENT BLOCK/DIDACTIC UNIT	**NR. OF SESSIONS**
1.	Ethics as a study about the good life. History of ethics.	5
2.	Natural law. The deontological code.	2
3.	Virtues and values.	5
4.	The central place of love in ethics.	3