



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir



Course Guide Philosophy of Action

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**COURSE GUIDE**  
**Philosophy of Action**  
**4th Year**

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**Academic Year 2024-2025**



**Course of the Subject: 2024-25**

		ECTS
<b>SUBJECT:</b> Philosophy of Action		6
<b>Module:</b> Moral Philosophy, Applied Ethics and Social and Political Philosophy		36
<b>Type:</b> Compulsory	<b>CURSO:</b> 4th <b>Semestre:</b> First	
<b>Lecturer(s):</b>  Dr. Eduardo Ortiz	<b>Department:</b> Philosophy	
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## MODULE ORGANIZATION

Philosophy of Action				ECTS 6
<b>Duration and location within the study plan:</b> It corresponds to the first semester of the 4 <sup>th</sup> Course				
<b>Subject Matter and Subjects</b>				
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



Course Guide Philosophy of Action

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
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 know the main ethical, social and political topics, and the most influential political ideologies.	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
More specifically, students must a) Distinguish the elements involved in human actions and the central place of intentions in them. b) Recognize the main philosophical approaches with respect to human action. c) Reproduce the main deterministic, compatibilist and libertarianist arguments with respect to moral responsibility.	



Course Guide Philosophy of Action

General Competence 9, ethical commitment, will be measured through cases, problems, etc., raised in class; in addition to a final reflection on the field of the philosophy of action.

LEARNING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS <sup>1</sup>
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	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	0,3
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	RA1, RA2	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	RA1, RA2	0,1
TOTAL			1,30

<sup>1</sup> 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	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	0,1
CONTINUOUS EVALUATION ACTIVITIES	<b>Group work:</b> group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. <b>Discussion forums:</b> 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	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	10%
Carrying out deliverable activities	RA1, RA2	40%
Periodic evaluation through questionnaires	RA1, RA2	10%



Course Guide Philosophy of Action

Final Evaluation	RA1, RA2	40%
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CONTENTS DESCRIPTION	COMPETENCIES
<ul style="list-style-type: none"><li>The conceptual network of action.</li></ul>	CG: 1 CE: 23, 26
<ul style="list-style-type: none"><li>Narratives and actions.</li></ul>	CG: 11, 12 CE: 23, 26, 29
<ul style="list-style-type: none"><li>Personal identity and action</li></ul>	CG: 9 CE: 19, 22, 23, 25
<ul style="list-style-type: none"><li>Responsibility</li></ul>	CG: 3, 9 CE: 25, 26



## BIBLIOGRAPHY

### Basic bibliography:

Main Course Text, supplied by the Professor.

### Further reading:

- ANSCOMBE, E., 1957, Intention, Oxford, Basil Blackwell, (hay traducción castellana, Barcelona, Paidós, 1991).
- ARENDT, H., La condición humana, Barcelona, Paidós, 1993.
- ARISTÓTELES, Ética a Nicómaco, libros I-IV, VI; De Anima, libro III.
- BREWER, T., The Retrieval of Ethics, Oxford, Oxford University Press, 2009.
- FRANKFURT, H., 2004, Las razones del amor, Barcelona, Paidós.
- MOYA, C., 1990, The Philosophy of Action. An Introduction, Oxford, Polity Press.
- MOYA, C., El libre albedrío. Un estudio filosófico, Madrid, Cátedra, 2017.
- MACINTYRE, A., Tras la Virtud, Barcelona, Crítica, 1987.
- PAUL, S.K., The Philosophy of Action. A Contemporary Introduction, New York & London, Routledge, 2021.
- RICOEUR, P., El discurso de la acción, Madrid, Cátedra, 1988.
- VELLEMAN, J.D., How We Get Along?, Cambridge, UK; Cambridge University Press, 2009.
- STO TOMÁS DE AQUINO, Selección de Suma de Teología, I- II.
- WATSON, G., Agency and Answerability: Selected Essays, Oxford, Clarendon Press, 2004.
- WOJTYLA, K., Persona y acción, Madrid, Palabra, 2014 (la 1ª edición es de 1969).

## TEMPORAL ORGANIZATION OF LEARNING

	CONTENT BLOCK/DIDACTIC UNIT	NR. OF SESSIONS
1.	Culture and human agency. The moral psychology of actions. Dialectic activities.	5
2.	Actions and events. Intentional action. The elements of the practical sphere	3
3.	Narratives and actions: necessary and sufficient conditions.	5
4.	Free will and moral responsibility.	2