



1. General information

Course: PROBLEMS OF APPLIED PHILOSOPHY

Type: CORE COURSE

Degree: 375 - UNDERGRADUATE DEGREE PROGRAMME IN HUMANITIES AND HERITAGE

Center: 502 - FACULTY OF HUMANITIES IN TOLEDO

Year: 4

Main language: Spanish

Use of additional languages:

Web site:

Code: 44329

ECTS credits: 6

Academic year: 2023-24

Group(s): 40

Duration: C2

Second language: Spanish

English Friendly: Y

Bilingual: N

Lecturer: GERARDO LOPEZ SASTRE - Group(s): 40

| Building/Office | Department | Phone number | Email | Office hours |
|------------------------------|--|--------------|-----------------------|--------------|
| Edificio Padilla, Despacho 7 | FILOSOFÍA, ANTROPOL, SOCIOL Y ESTÉTICA | +34926051549 | gerardo.lopez@uclm.es | |

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

Not established

4. Degree competences achieved in this course

Course competences

| Code | Description |
|------|---|
| E01 | Interpret the evolution of human societies in a diachronic perspective, taking into account the importance of historical change. |
| E03 | Interpret and analyze critically present situations from their historical origins. |
| E21 | Learn to decipher what is understood in the everyday use of the language. |
| E24 | Be able to analyze the logical features of an argument and construct formally correct and materially adequate arguments. |
| E25 | Be able to apply abstract concepts to concrete situations, identify the theoretical, normative and ideological assumptions of any discourse. |
| E26 | Be able to develop an articulated speech around ethical and political values while cultivating self-critical habits. |
| E27 | Be able to interpret the codes and values of cultures through their several manifestations and at their different levels. |
| E28 | Apply the basic theoretical concepts of anthropological, philosophical and psychological knowledge, identifying and placing in their temporal context the main schools and authors of the tradition of these disciplines. |
| E29 | Encourage a critical reflection on the value of intercultural dialogue in multicultural societies. |
| G03 | Correct oral and written communication. |
| G04 | Ethical commitment and professional ethics. |
| G05 | Possess and understand knowledge in Humanities at a higher level, including some cutting edge knowledge in the different fields of study within the Degree. |
| G06 | Know how to apply acquired knowledge in a practical way and, eventually, to a job or vocation in a professional manner. |
| G07 | Be able to develop and defend arguments and solve problems within the Humanities and Heritage field. |
| G08 | Have the ability to gather and interpret relevant data to inform judgments that include reflection on relevant social, scientific or ethical issues. |
| G09 | Know how to read, understand, critically analyze and synthesize texts from the Humanities and Heritage field, integrating them into a speech of their own. |
| G10 | Ability to write a monograph, undertake field work or perform basic empirical study, using the methodological criteria of the disciplines of the Degree. |
| G11 | Be able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. |
| G12 | Develop those skills needed to undertake further studies with a high degree of autonomy. |
| G14 | Relate the generalist approach of the different areas of knowledge of the degree with the specialized framework in the field of vocational guidance. |
| G15 | Know, understand and interpret social and cultural diversity while respecting equality of opportunity among all human beings, valuing freedom, tolerance and the culture of peace. |
| G16 | Open to approaches where paradoxes and human contradictions are transformed into necessarily complementary forces. |
| G17 | Develop the ability to overcome stereotyped relationships and interpretations. |

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know the philosophical ideas that we can trace as precedents of our current theories of human rights, and the current debates about the possible foundation of the latter.

Know the philosophical dimension of the different feminist theories (Equality feminism, Difference feminism, etc.).

Ability to analyze the arguments determining their consistency or inconsistency, their relevance, the eventual use of fallacies, and other logical features that

characterize them from the point of view of their rational acceptability.

Know the different models of democracy, the conceptions of human nature that underlie them and the arguments that support them.

Ability to analyze all those public and everyday life debates in which philosophical assumptions are present.

Know the different philosophical theories about the conditions of legitimacy of wars, and about the desirability and possibility of establishing a permanent peace situation.

6. Units / Contents

Unit 1:

Unit 2:

Unit 3:

Unit 4:

Unit 5:

Unit 6:

7. Activities, Units/Modules and Methodology

| Training Activity | Methodology | Related Competences (only degrees before RD 822/2021) | ECTS | Hours | As | Com | Description |
|--|--|---|---|------------|----|-----|-------------|
| Class Attendance (theory) [ON-SITE] | Lectures | E24 E25 G05 | 1.56 | 39 | Y | N | |
| In-class Debates and forums [ON-SITE] | Workshops and Seminars | E24 E25 E26 | 0.6 | 15 | Y | N | |
| Writing of reports or projects [OFF-SITE] | Reading and Analysis of Reviews and Articles | E25 G03 G09 | 1.2 | 30 | Y | Y | |
| Study and Exam Preparation [OFF-SITE] | Self-study | G06 | 2.4 | 60 | Y | Y | |
| Final test [ON-SITE] | Assessment tests | E25 | 0.08 | 2 | Y | N | |
| Group tutoring sessions [ON-SITE] | Cooperative / Collaborative Learning | E01 E03 E21 E24 E25 E26 E27 E28 E29 G03 G04 G05 G06 G07 G08 G09 G10 G11 G12 G14 G15 G16 G17 | 0.08 | 2 | Y | N | |
| Individual tutoring sessions [ON-SITE] | Guided or supervised work | E01 E03 E21 E24 E25 E26 E27 E28 E29 G03 G04 G05 G06 G07 G08 G09 G10 G11 G12 G14 G15 G16 G17 | 0.08 | 2 | Y | N | |
| Total: | | | 6 | 150 | | | |
| Total credits of in-class work: 2.4 | | | Total class time hours: 60 | | | | |
| Total credits of out of class work: 3.6 | | | Total hours of out of class work: 90 | | | | |

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

| Evaluation System | Continuous assessment | Non-continuous evaluation* | Description |
|---|-----------------------|----------------------------|-------------|
| Theoretical papers assessment | 30.00% | 30.00% | |
| Assessment of active participation | 20.00% | 20.00% | |
| Practicum and practical activities reports assessment | 20.00% | 20.00% | |
| Final test | 30.00% | 30.00% | |
| Total: | 100.00% | 100.00% | |

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

9. Assignments, course calendar and important dates

Not related to the syllabus/contents

| Hours | hours |
|---|--------------|
| Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles] | 30 |
| Study and Exam Preparation [AUTÓNOMA][Self-study] | 60 |
| Final test [PRESENCIAL][Assessment tests] | 2 |
| Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning] | 2 |
| Individual tutoring sessions [PRESENCIAL][Guided or supervised work] | 2 |
| Unit 1 (de 6): | |
| Activities | Hours |
| Class Attendance (theory) [PRESENCIAL][Lectures] | 9 |
| Unit 2 (de 6): | |
| Activities | Hours |

| | |
|---|--------------|
| Class Attendance (theory) [PRESENCIAL][Lectures] | 6 |
| In-class Debates and forums [PRESENCIAL][Workshops and Seminars] | 4 |
| Unit 3 (de 6): | |
| Activities | Hours |
| Class Attendance (theory) [PRESENCIAL][Lectures] | 6 |
| In-class Debates and forums [PRESENCIAL][Workshops and Seminars] | 2 |
| Unit 4 (de 6): | |
| Activities | Hours |
| Class Attendance (theory) [PRESENCIAL][Lectures] | 6 |
| In-class Debates and forums [PRESENCIAL][Workshops and Seminars] | 4 |
| Unit 5 (de 6): | |
| Activities | Hours |
| Class Attendance (theory) [PRESENCIAL][Lectures] | 6 |
| In-class Debates and forums [PRESENCIAL][Workshops and Seminars] | 3 |
| Unit 6 (de 6): | |
| Activities | Hours |
| Class Attendance (theory) [PRESENCIAL][Lectures] | 6 |
| In-class Debates and forums [PRESENCIAL][Workshops and Seminars] | 2 |
| Global activity | |
| Activities | hours |
| Class Attendance (theory) [PRESENCIAL][Lectures] | 39 |
| In-class Debates and forums [PRESENCIAL][Workshops and Seminars] | 15 |
| Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles] | 30 |
| Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning] | 2 |
| Study and Exam Preparation [AUTÓNOMA][Self-study] | 60 |
| Final test [PRESENCIAL][Assessment tests] | 2 |
| Individual tutoring sessions [PRESENCIAL][Guided or supervised work] | 2 |
| Total horas: 150 | |

| 10. Bibliography and Sources | | | | | | |
|--------------------------------------|--|--------------------|--------------|-------------------|------|-------------|
| Author(s) | Title/Link | Publishing house | Citv | ISBN | Year | Description |
| El sometimiento de la mujer | John Stuart Mill | Alianza Ed. | Madrid | | 2010 | |
| Gerardo López Sastre | "National Prejudice and Religion in the Toleration Debate between Bartolomé de Las Casas and Juan Ginés de Sepúlveda" | St. Martin's Press | Nueva York | | 1999 | |
| Gerardo López Sastre | ¿En qué reposa la moralidad? Una respuesta desde una perspectiva intercultural. | Prometeo | Buenos Aires | | 2008 | |
| John Stuart Mill | Consideraciones sobre el gobierno representativo | Alianza Ed. | Madrid | | 2002 | |
| John Stuart Mill | Sobre la libertad | Alianza Ed. | Madrid | | 2012 | |
| Jonathan Haidt | The Righteous Mind. Why Good People are Divided by Politics and Religion | Penguin | London | 978-0-141-03916-9 | 2012 | |
| Joshua Greene | Moral tribes. Emotion, Reason, and the Gap Between Us and Them | Penguin | New York | 978-0-14-312605-8 | 2014 | |
| Leslie Stevenson y David L. Haberman | Diez teorías de la naturaleza humana | Cátedra | Madrid | | 2009 | |
| C. B. Macpherson | La democracia liberal y su época | Alianza Ed. | Madrid | | 2003 | |
| Michael J. Sandel | Justicia. ¿Hacemos lo que debemos? | Debolsillo | Barcelona | 978-84-9989-414-0 | 2013 | |
| Michael J. Sandel | Videos de su curso sobre justicia http://www.justiceharvard.org/ | | | | | |
| Mo Ti | Política del amor universal | Tecnos | Madrid | | 1987 | |
| Peter Singer | página web de Peter Singer en Princeton http://www.princeton.edu/~psinger/ | | | | | |
| Peter Singer | Ética para vivir mejor | Ariel | Barcelona | 84-344-1137-7 | 1995 | |
| Steven Lukes | Cinco fábulas sobre los derechos humanos | Trotta | Madrid | | 1998 | |
| Thomas Hobbes | Leviatán | Alianza Ed. | Madrid | | 2009 | |