

Teaching guide

IDENTIFICATION DETAILS

Degree:	Business Analytics		
Field of Knowledge:	Social and Legal Science		
Faculty/School:	Law, Business and Governance		
Course:	ETHICS IN THE DIGITAL ERA		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	5335
Teaching period:	Sixth semester		
Area:	Humanities in the Digital Era		
Module:	Disciplinary Training		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

Teaching staff	E-mail
Paolo Pellecchia	paolo.pellecchia@ufv.es

SUBJECT DESCRIPTION

The subject of Ethics aims to train the university in a series of values and moral virtues to guide their actions in their daily lives and, ultimately, their existential, social and professional behavior in the long term. From the teaching of the various knowledge and possibilities that enter the field of ethics, it is intended that the student is sensitized to moral issues and is able to reason accordingly when faced with various decisions in his life. All of which arises from the conviction that the university, responding to the real demands of society and the changing situation of the professional world, must provide students with knowledge and skills that contribute to their integral

formation.

Far from teaching mere applications of moralistic formulas, Ethics represents a fundamental dimension of man's being. Along with metaphysics (which asks what reality is) and epistemology (which asks how we know what reality is), ethics constitutes the practical translation of essential human issues into the realization of reality (from the smallest day-to-day decisions to the most important ones). Showing the human need to "get your hands dirty" with the flesh of things, Ethics exposes the irrefutable dependence both on others and on the reality that structures the human being. This class will then address some of the responses that philosophy has formulated to the ethical problem throughout history. In addition, literary authors will function as an aesthetic representation of philosophical issues that could run the risk of remaining abstract. Finally, examples taken from contemporary events will update the theoretical work done in class.

GOAL

The subject aims for the student to acquire knowledge, skills and tools to know and apply the good from self-control and inner strength, building their mission in life from humanist values, with Christian roots, and a strong ethical and social commitment. The specific purposes of the subject are: to understand the fundamental question about man and the ethical dimensions of his action in the world; verify the relevance of the ethical proposals that have been given throughout history and understand the origin of these ethical dimensions; understand man in his social relations with other men, animals and material realities from the understanding that human values are; in order to understand the ethical questions that arise in existential and social contexts limits.

PRIOR KNOWLEDGE

It is recommended to have basic notions of philosophical anthropology

COURSE SYLLABUS

- 1) Introduction to the course
- 2) Human nature and ethics
- 3) Ethics and society
- 4) Deadly and lively Ethics
- 5) Ethics and technology or technological ethics
- 6) Ethics and politics

EDUCATION ACTIVITIES

In this subject will be combined the master classes where the teacher will expose synoptically the topics with the studies of texts, analysis of films, debates and practical exercises.

Within this space, both individual and group tutorials are designed.

The faculty includes mentors and people from the social action department who will guide students in the process of social practices and mentoring.

FACE-TO-FACE ACTIVITIES:

- Expository classes: The teachers will present each of the topics; what will be treated, the mandatory readings and activities, the complementary bibliography and the evaluation exercises; the student must plan their learning of each topic. The teachers will present the topics through master classes, videos; the student must prepare synthetic notes on the above in relation to the content of the subject and their own training.

- Case studies: Analysis of Audiovisual and textual material in relation to the proposed agenda. Presentations, teamwork and class exhibitions: students will develop group work and expose them to their classmates. The expository works on the subject, as well as the case studies, correspond to the dynamics of the inverted classes (Flipped Learning), based on active learning by the student.

AUTONOMOUS WORK: Theoretical study of the contents of the subject; putting in relation of the contents of the theoretical classes, the texts to comment, and the own work of investigation in group (on a book to choose from the secondary bibliography).

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours
Participatory expository classes 30h Seminar and round table for regulated debates 6h Presentation of reports 6h Individual and group case studies 5h Individual and group tutorials 6h Evaluation 3h Various activities: libroforum and cineforum 4h	Theoretical and practical study 55h Individual and/or group work 20h Various activities: Virtual classroom and text comments 15h

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

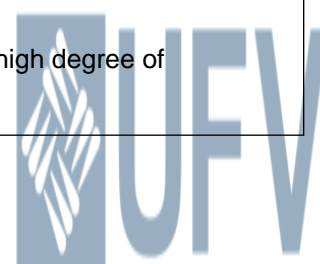
Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills



Ethical commitment in the information society.

Recognition and respect for social and environmental issues.

Skills for promoting intellectual curiosity and the search for truth in all areas of life, and in particular in the context of handling mass data.

Capacity for communicating in a native or foreign language in the information society.

Capacity for critical, self-critical, analytical and reflexive thought.

Capacity for autonomous learning in the information society.

Specific skills

Identify and resolve the ethical dilemmas that arise when making decisions based on business analysis, based on Christian values.

Critically judge the various responses that humans have given to the big questions throughout history, as well as understand the meaning and fundamentals of human dignity, the fundamental aspects of being human, the evolution of the various anthropologies throughout history and its practical implications.

LEARNING RESULTS

Knows the fundamentals of Ethics, history, authors and main currents.

Understands the importance of Ethics for professional development, knowing and differentiating the authentic goods and values that will govern your practical life.

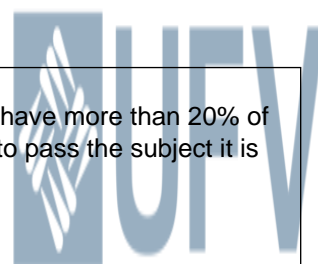
Generates a critical thought about the world and at the same time is able to elaborate creative proposals.

Acquires the necessary tools to identify aspects of improvement in both the personal and academic fields.

LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION: Attendance at class with the required regularity (you can not have more than 20% of absences of attendance without justification); presentation of the required tasks. To be able to pass the subject it is necessary to:

- Attend at least 80% of the classes.
- Pass the content final exam
- Have actively participated in the classroom conversation
- Have enrolled in the virtual classroom.



e) Have executed and delivered on date the exercises proposed in class.

WEIGHTING OF CONTINUOUS EVALUATION:

- Final written or oral developmental test: 60%
- Group work, presentations, etc.: 20%
- Participation in activities and attitude manifested in class: 20%

To ensure meaningful learning by the student, the deadlines of the proposed activities, individual and group works, will be scrupulously respected.

ALTERNATIVE ASSESSMENT SYSTEM FOR STUDENTS WITH ACADEMIC DISPENSATION AND REPEATING STUDENTS: Students who for various reasons do not conform to the system of continuous evaluation must inform the teacher who teaches the subject at the beginning of the semester. Repeating students should speak with the teacher who teaches the subject at the beginning of the semester. A different evaluation system will be applied, fixing the papers to be submitted as well as the bibliography to be used to prepare the content of the subject.

Students with academic dispensation will contact the teacher and will carry out the work requested, the tutorials and will be evaluated of the theoretical contents like the rest of their peers who attend class.

Students in second to successive enrollments must contact the teacher to request to benefit from this system:

- Final written or oral developmental test: 70%
- Written or oral work agreed with the teacher: 30%

EXTRAORDINARY CALL: The same weighting system of the ordinary call for the extraordinary call is maintained. The grades obtained throughout the ordinary call will be maintained in the extraordinary one, except for the grade obtained in the exam. This implies that the works that are not delivered during the ordinary call on the dates established by the professor, may not be presented later during the extraordinary call.

Any type of fraud or plagiarism on the part of the student in an assessable activity will be sanctioned according to the UFV Coexistence Regulations. For this purpose, any attempt to defraud the evaluation system will be considered as "plagiarism", such as copying exercises, exams, practices, assignments or any other type of homework, either from another classmate, or from unauthorized materials or devices, in order to make the teacher believe that they are his/her own.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

MacIntyre, Alasdair. A Short History of Ethics. (London: Routledge, 1998)

Additional

Aristotle. Nicomachean Ethics (Indianapolis/Cambridge: Hackett, 1999)

Peiper, Josef. The Four Cardinal Virtues (San Diego: Harcourt, Brace & World, 1965)

Floridi, Luciano. The Ethics of Artificial Intelligence. Principles, Challenges, and Opportunities (Oxford University Press, 2023)

