

Teaching guide

IDENTIFICATION DETAILS

Degree:	Business Administration and Management		
Field of Knowledge:	Social and Legal Sciences		
Faculty/School:	Law, Business and Government		
Course:	ETHICS		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	7137
Teaching period:	Sixth semester		
Subject:	Anthropology		
Module:	Business Management and Human Development Tools		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

The subject of Ethics aims to train university students in a series of values and moral virtues to guide their actions in the classroom and, ultimately, their professional behavior tomorrow. By teaching the various knowledge and possibilities that come into the field of ethics, we want the student to become aware of moral issues and to be able to reason accordingly when faced with various decisions in their lives. All of this stems from the conviction that the university, meeting the real demands of society and the changing situation of the professional world, must provide students with knowledge and skills that contribute to their comprehensive education.

The development of the teaching action will have 5 different blocks:

- 1) Area of anthropological foundation. Anthropological conception of the person and of society.

Different conceptions of man and society will be reviewed with the student from the point of view of the economy. The objective is for the student to understand the profound meaning of being-in-the world of man and the relationship between being and having.

2) Area of Theory of Knowledge. The concept of reality and the different types of reality (what it is and what exists) will be worked on to elucidate the subject and object of moral action. In this phase, the student will know the essence of what we call self-knowledge and the mechanism of the moral phenomenon.

2) Axiology of values. The student will learn about the status of values, discussing their reality through different theories and experimenting with values. You will learn how to know values, their hierarchy (you will learn how to apply it) and their different types. Description of the fundamental virtues linked to values. You will study freedom of action versus values and practical rules for moral choice.

3) Business Ethics and Morals. In this phase, and once the foundations of individual moral action have been built on the part of the student, the training will focus on the social application of ethical behavior from A POINT OF VIEW OF BUSINESS ACTION. The philosophical roots of the current socio-economic structures and the value frameworks that have served as the basis for the different types of society will be known. Man and Money.

5) Cross-cutting education: The ultimate meaning of life and its search will structure teaching so that the conclusion is something demanded and experienced by the student and not an axiomatic starting point. We will try to arrive at the experience of God from the sense of personal and social values.

GOAL

That the student acquires knowledge, skills and tools to know and apply good based on self-control and inner strength, building their mission in life based on humanist values, with Christian roots, and a strong ethical and social commitment based on business practice

PRIOR KNOWLEDGE

A certain familiarity with the basic notions of Philosophical Anthropology.

COURSE SYLLABUS

TOPIC 1. MORAL EXPERIENCE. Human life is moral life. The appearance and value of moral experience. The reality of consciousness. The role of conscience. TOPIC 2. THE PERSONAL AND PROFESSIONAL VOCATION. Who I am as a person Integrating personal gifts: personal and professional vocation. Motives and reasons. Relationship and differences THEME 3. GET INTO ACTION. The relationship between being and acting: we are, we act and we are what we do. Nature and natural law: anchored in reality. The fundamental choice in moral life: habits and concrete decisions. Principle of responsibility THEME 4. TO BE ETHICAL: ORIGINALITY AND CREATIVITY. Discovering moral goods (versus teleological ethics). Apply the rules (as opposed to deontological ethics). Living the virtues (versus formalist ethics). Personal dignity: origin and project. TOPIC 5. MORAL KNOWLEDGE: EXPERIENCING PRUDENCE. Knowing reality (in 360°) The practical knowledge to choose the end. Discern the appropriate means. Get me into action. TOPIC 6. PEOPLE IN COMMUNITY: LIVING JUSTICE.

We are people in society: civil friendship. Doing good well: giving each one their own (recognizing the other and giving myself to the other with my being and my actions). Overcoming evil with good: maximum ethics. TOPIC 7. OVERCOMING VULNERABILITY: THE SENSE OF STRENGTH. Personal and professional life is a path. Holding the will is not voluntarism. Overcoming adversity. Consistency in good. TOPIC 8. DEALING WITH WEAKNESS: TRUSTING IN MY POSSIBILITIES. Postmodern distrust in the subject (eros and thanatos). Human subject and vital and personal needs. Develop and deliver my best version. Being good and doing good is worth it. TOPIC 9. PERSONAL SYNTHESIS AND PROFESSIONAL PROJECTION. Good professionals, good people. Living the virtues in the professional environment: the link between personal and professional vocation. The different areas of development. The path to success in life.

EDUCATION ACTIVITIES

Development of teaching action from the student's personal reality from the maximum 'if you don't feel me, it's useless for you to understand me'. Translating the conceptual contents from the students' reality and seeking the connection of all the contents from the perspective of the student experience. Developments that cannot be learned by students from an approach of personal or professional impact/change will not be exposed.

The methodology will consist of the translation of expository content, discussion groups in case classes, group work presentations in class, individual tutoring, individual work and the writing of the exercise 'the mission of my life' by the student.

FACE-TO-FACE ACTIVITIES

1) Expository classes: The topics will be presented, with the contents to be discussed and the mandatory readings and activities, as well as the evaluation exercises so that the student can plan their learning. The expository classes will be carried out with Power Point materials that will be delivered to the students after classes and with various video/audio supports.

2) The classes will be carried out using Flipped Learning techniques, carrying out:

a) Class debates about texts taken two weeks before class and worked individually or in groups.
b) Case method for personal ethical decisions with ethical dilemmas within the field of professional deontology and ethical leadership of companies. Readings will be given to students about real situations to produce reflections and group dynamics in which students can carry out group and individual learning. All case studies will contain a specific methodology based on experiential contexts and objective conclusions. Cases with open solutions will be used.

c) Problem based learning. The methodology will be based on students' discovery of the ethical problems they have to face from a personal and professional point of view.

d) Roll play in leadership techniques and people management.

3) Tutoring: they will analyze the students' progress/difficulties both in individual work, group work or their level of attendance and integration in class. Likewise, the individual contribution and the level of commitment, effort and dedication of each member of the group will be analyzed. The teacher will be available for tutoring, by appointment, after sending an email by the student.

4) Evaluation: the student will be evaluated in terms of content and also in the competencies established in the academic guide through: comprehension tests, evaluation of class participation and evaluation of individual works.

AUTONOMOUS WORK:

1) Theoretical study and reflection of the contents explained in class, material provided by the teacher, and mandatory readings.

2) Preparation of practical cases, with a written list of conclusions according to the methodology of the case for

evaluation.

3) Individual work: Preparation of the individual work according to the research and objectives set by the teacher.

4) Study of the subject matter explained and debated in class.

5) Teamwork: Preparation of cross-sectional projects based on joint degree guidelines

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

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

To have developed a capacity for leadership.

To raise awareness about social and environmental issues.

To have developed an ability for critical and reflective thought.

To possess a strong work ethic.

General Skills

To have developed a capacity for leadership.

To raise awareness about social and environmental issues.

To have developed an ability for critical and reflective thought.

To possess a strong work ethic.

Specific skills

To be able to analyze the meaning and foundation of human dignity, the fundamental dimensions of the human being, the evolution of different anthropologies throughout history and their practical implications.

Ability to think and become aware of environmental and social problems.

Identify the mission of the university.

Cultivate an attitude of intellectual concern and the search for truth in all areas of life.

Identify the anthropological and metaphysical foundation of ethics and define moral experience, its specificity and its essential characteristics.

LEARNING RESULTS

The student will learn about the main deontological codes of the profession and their implications for professional practice.

The student will reflect in depth on the basic issues of life, meaning, existence, values and will be able to define the limits between personal positioning as a professional, respect for the beliefs and values of the other and the limits of one's own professional practice.

The student will know the foundations of Ethics, history, authors and main currents

The student will understand the importance of Ethics for professional development, knowing and differentiating the authentic assets and values that will govern their practical life.

The student will delve into specific issues of ethics and professional deontology in the field of Business and Marketing, making his life a reason for example and leadership for others and thus contributing to building a better society.

LEARNING APPRAISAL SYSTEM

LEARNING EVALUATION SYSTEM The subject evaluation system seeks to harmonize the set of theoretical-practical activities leading to the achievement of objectives, formation of competencies and assimilation of one's own contents. The final grade of the course will consist of the sum of the particular percentages listed below:

a) **FIRST ENROLMENT STUDENTS WHO DO NOT HAVE AN ACADEMIC EXEMPTION** Final Exam: 60%. To pass the final exam, it is essential to obtain a minimum score of 5 in each of the different parts of the exam. On the other hand, in order to pass the subject, a **MINIMUM SCORE of 5 IS REQUIRED IN THE FINAL EXAM.**

Continuous evaluation: 2.1 Class participation, exercise resolution, individual or group presentations, book reading, case discussion, etc.: 20% 2.2 Teamwork: 20%. It will be an essential condition to get a 4 in each part of the continuous evaluation (that is, a minimum of 4 in point 2.1 and a minimum of 4 in point 2.2) to pass the subject. In the extraordinary call, the weights and grades obtained during the course of heading 2 of continuous evaluation are maintained for the final grade. If you have failed in an ordinary call, these parts will be recovered as follows: The recovery of Part 2.1 of the subject is implicitly contemplated in the examination of the extraordinary call. If any content is missing to be evaluated, it will be included as an additional section in that exam. As for Part 2.2, related to group work, one or more specific questions will be asked on the corresponding topic, which will also be evaluated in the examination of the extraordinary call. In order to pass the subject and for the grades of the different sections to be averaged, it is necessary to obtain a minimum score of 4 out of 10 in the continuous evaluation of each of the blocks, as well as a minimum score of 5 out of 10 in each and every part of the final exam. b)

ALTERNATIVE EVALUATION SYSTEM: Students who for different reasons - have academic exemption due to force majeure or have taken the subject in previous courses or are on Erasmus abroad - are not required to attend classes regularly. For these students there is an alternative evaluation system: Exam: 70% of the grade. Work carried out at the request of the teacher: 30% of the grade. Erasmus students will be responsible for finding out about the work requested by the teacher through the virtual classroom. In order to pass the subject and for the grades of the different sections to be averaged, it is necessary to obtain a minimum score of 5 out of 10 in each of them, as well as in each of the parts of the final exam. Students are required to observe the elementary and basic rules of authenticity and originality in any training activity or evaluation test. Spelling errors may penalize work and exams. Curricular content will not be deleted, that is, parts of the subject or the entire subject will be released before the exam corresponding to the official call.

Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

REINER, Hans. Good and Evil: Origin and Essence of Fundamental Moral Distinctions/2nd ed. Madrid:Encuentro,1995.

Fromm, Erich (1900-1980) From having to being: paths and losses of conscience: posthumous work, I/Barcelona:Paidós, 1996.

Fromm, Erich (1900-1980) To have or to be? /Mexico: Economic Culture Fund, 1978.

KREEFT, Peter. Relativism: Relative or Absolute? /Madrid:Francisco de Vitoria University, 2009.

Blanchard, Kenneth H. (1939-) The executive down to the minute: new management techniques/Barcelona:Grijalbo Mondadori, D.L. 1995.

TRÍAS DE BES MINGOT, Fernando. Good Luck: Keys to Prosperity/Barcelona:Uranus, 2004.

Plato, 428 BC? -347 BC Menón/Santa Fe: El Cid Editor, [2004]

Holy Bible: official version of the Spanish Episcopal Conference. Madrid: BAC, 2012.

Additional

Agejas, José Ángel. The task of being better: ethics course/Madrid:Francisco de Vitoria University, 2007.