



DESCRIPCIÓN DE LA ASIGNATURA

Grado/Máster en:	Graduado/a en Filosofía por la Universidad de Málaga
Centro:	Facultad de Filosofía y Letras
Asignatura:	Democratic Theory and Civic Ethics
Código:	403
Tipo:	Optativa
Materia:	Formación especializada en Filosofía Práctica
Módulo:	Formación Especializada
Experimentalidad:	80 % teórica y 20 % práctica
Idioma en el que se imparte:	Inglés
Curso:	4
Semestre:	1
Nº Créditos:	6
Nº Horas de dedicación del	150
Tamaño del Grupo Grande:	72
Tamaño del Grupo Reducido:	30
Página web de la asignatura:	http://filosofia.cv.uma.es

EQUIPO DOCENTE

Departamento:	FILOSOFÍA
Área:	FILOSOFÍA MORAL

Nombre y Apellidos	Mail	Teléfono Laboral	Despacho	Horario Tutorías
Coordinador/a: JOSE MARIA ROSALES JAIME	jmrosales@uma.es	+34952131813	527 - FAC. DE FILOS. Y LETRAS	
ROSARIO LOPEZ SANCHEZ	rosariols@uma.es	952131806	526 - FAC. DE FILOS. Y LETRAS	Primer cuatrimestre: Lunes 17:00 - 20:00, Jueves 17:00 - 18:00, Martes 11:30 - 13:30

RECOMENDACIONES Y ORIENTACIONES

To evaluate part-time students and high-performance athlete students, the University of Málaga corresponding norms will be applied, specifically what concerns the temporalization of their work in the course.

The course syllabus is one and the same in all calls. For academic reasons, only the first call has classroom sessions. However, for other calls I also supervise the preparation of research papers through the virtual campus.

Being a course on Specialized Formation in Practical Philosophy, it is recommended that students have at least followed previously the course on Political Philosophy.

Being a course taught in English, students should have a linguistic competence equivalent to the B2 level, the *¿vantage level¿* according to the Common European Framework of Reference for Languages.

I Level B2 means that students:

- 1 Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- 2 Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- 3 Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

II Regarding spoken language use

With regard to linguistic range, B2 level implies that the student has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.

With regard to accuracy, the student should show *¿a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.*

As for fluency, the student should be able to produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.

Concerning interaction, the student should be able to *¿initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.*

Finally, as regards coherence, the student is supposed to use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

III Regarding written language use

The student should be able to:

- 1 Write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.
- 2 Write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
- 3 Write clear, detailed descriptions on a variety of subjects related to his/her field of interest.
- 4 Write a review of a film, book or play.
- 5 Write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
- 6 Evaluate different ideas or solutions to a problem.
- 7 Write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- 8 Synthesise information and arguments from a number of sources.

For further information, see http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

CONTEXTO

The course, Democratic Theory and Civic Ethics, belongs to the Moral and Political Philosophy Area. It keeps a thematic relation with the course (asignatura) Ética y Política de los Derechos Humanos, but its stronger affinity is with the Filosofía Política course. Indeed, Democratic Theory and Civic Ethics further develops some topics already studied by both mentioned courses, and in this sense it offers a first outline of an advance treatment of joint ethical and political issues. It will gradually count on the participation of visiting scholars from foreign universities that Erasmus agreements make possible.

COMPETENCIAS

2 Competencias específicas.

- 2.3 Capacidad de inspirar el acercamiento a quienes son diferentes
- 2.4 Conocer y analizar los principales conceptos y teorías éticas así como su aplicación a diferentes problemas morales
- 2.5 Capacidad de argumentar sobre la acción humana, sus razones y consecuencias, así como las normas y valores morales que nos permiten juzgarla
- 2.6 Capacidad de análisis y comprensión del problema de la libertad humana
- 2.12 Capacidad de aplicación del análisis filosófico a la aclaración de las cuestiones morales, políticas y sociales
- 2.13 Capacidad de exploración de la experiencia política y de la sociabilidad humana
- 2.15 Capacidad de fomentar la participación cualificada y crítica en los debates morales y en la vida político-cívica
- 2.22 Capacidad de reconocer en la práctica moral y política manifestaciones del debate filosófico
- 2.25 Capacidad para afrontar desde la filosofía problemas actuales de carácter social y cultural, impulsando así la reflexión acerca del papel social de la filosofía
- 2.26 Destreza en la aplicación de conocimientos para la resolución de problemas propios de las materias filosóficas mediante su diversidad de procedimientos (ensayo, argumentación, comentario de texto, etc.)

CONTENIDOS DE LA ASIGNATURA

Nombre Bloque Temático

Divided into two parts, the course on Democratic Theory and Civic Ethics deals with the relation of ethics and politics from the vantage point of democratic politics. Democratic theory, or theories of democracy, represents just a section of the scholarly debates on democracy. However, its intellectual and methodological diversity is large and growing. Traditionally, the practice of democratic theory has proceeded along with constitutional law, history and comparative politics. Interdisciplinarity has survived a normativist trend initiated in the 1970s critical with empiricist accounts of liberal democracy. A later, sharper specialization has though polarized the debates changing their tide. Drawing precisely on that crossroads of changes, the course aims at:

Firstly, disentangling democracy's practical problems from both normativist and empiricist debates. This move allows to focus attention on the uneasy relations of ethics and politics from the perspective of the study of democracy.

Secondly, arguing the link, both theoretical and historical, between the professionalization of politics and the rising of representative government since the nineteenth century. Interestingly enough, further democratization to our times has entailed new forms of professionalization while, simultaneously, new forms of civic action. Some of them come from immigrants, who significantly contribute to the civic life of democracies.



Along the course's sessions I supervise the preparation by each student of a research essay on any of the issues raised by the course's syllabus. For the whole semester, sessions include both theoretical and methodological discussions. Accordingly, the course's formative activities comprise:

- 1 Regular follow-up and participation in the course's sessions to learn its basic competences, as well as the complementary study of specialized material.
- 2 Preparation of a research essay or research paper whose drafting I supervise over the semester.
- 3 Preparation of its public defense, whose guidelines are explained throughout the course's sessions and punctually over tutorial supervision.

CONTENIDOS DE LA ASIGNATURA (SYLLABUS)

- 1 Approaching the uneasy relation of ethics and politics
- 2 Between moralization and ethics: an argument on freedom and responsibility
- 3 What democracy is and is not
- 4 Politics as a profession and the idea of civic freedom
- 5 The representativeness debates
- 6 Citizens, non-citizens, and democracy

ACTIVIDADES FORMATIVAS

Actividades presenciales

Actividades expositivas

Lección magistral

Actividades prácticas en aula docente

Otras actividades prácticas

Actividades no presenciales

Actividades de discusión, debate, etc.

Otras actividades de discusión y debate

Actividades de documentación

Búsqueda bibliográfica/documental

Actividades de elaboración de documentos

Elaboración de ensayos

ACTIVIDADES DE EVALUACIÓN

RESULTADOS DE APRENDIZAJE / CRITERIOS DE EVALUACIÓN

RESULTADOS DE APRENDIZAJE (LEARNING OUTCOMES)

In correspondence with the course's both generic and specific competences, the learning outcomes are the following. Students are then expected to:

- 1 Firstly, identify basic features of philosophical debates in moral and political practices.
- 2 Secondly, critically recognize the relations of ethics and politics from the vantage point of democratic politics.
- 3 Thirdly, be able to apply their argumentative learning to the preparation of a supervised research essay.

CRITERIOS DE EVALUACIÓN (EVALUATION CRITERIA)

This section enumerates the evaluative criteria guiding both the course's teaching method and its learning practices:

- 1 Ongoing evaluation: up to 40% of the final mark.

It has to do with the gradual assessment of students' competences, which require the regular follow-up and participation in the course's sessions, as well as the preparation of a supervised research essay or research paper. To follow the course, its sessions are a basic requisite. They cover both theoretical and methodological issues.

- 2 Didactic resources in both the course's sessions and tutorial supervision

a) Sessions, which assure the course's argumentative continuity. They cannot be replaced and offer both a reasoned and panoramic orientation of the course. They furthermore provide punctual clarifications with regard to methodological issues and thematic questions.



b) Tutorial supervision. It is aimed primarily to students' supervised learning: their acquisition of the expected competences and the preparation of their research essays and public presentations:

(a) Supervising the students' research papers can only proceed if students follow regularly the courses's sessions. The supervision process begins by the submission of a first draft (assignment) of the research essay. To prepare it, students are required to follow the sessions and in parallel begin their research work (browsing research resources on the university libraries and drafting their research proposal).

(b) During the semester I supervise up to three drafts in each case. Drafts are sent over the Virtual Campus, where a number of windows will be activated to their submission in specific dates. Of each draft or assignment I acknowledge receipt, prepare a series of comments and bring them to the classroom.

(c) The supervision of research essays is no substitute for the course's sessions. Virtual Campus resources are just a complement to the course.

c) Both the courses's sessions and tutorial supervision serve as an invitation to participate in the classroom debates on the syllabus's issues.

d) Communication over the Virtual Campus and the e-mail are facilitating conditions for the students' learning process. Yet they cannot replace the function of the course's sessions.

e) Printed and electronic bibliographic resources: university libraries from the schools of Philosophy and Letters, Law, Economics, and Communication. Internet academic research engines. Audiovisual resources. Field work (when needed).

3 Individual research essay with argumentative structure: up to 60% of the final mark. Extension around 4.000 words.

Research essays or research papers will deal with any of the issues raised by the course's syllabus. The course's sessions provide the basic information to prepare the proposals, which students should expand.

Draft 1. In the first fortnight of November a date will be established to submit over the virtual campus the first draft (assignment) with a reasoned proposal for a research essay or paper. It should be a documented proposal.

Draft 2. Likewise, another day from the second fortnight of December will be established to submit the second draft or second version of the research essay, which should take into account the notes/suggestions received to the first drafts.

Draft 3. Finally, a third draft (optional) could be submitted in a specific date of the first fortnight of January.

Deadline for submitting the final version of the research essays or papers is the one established by the Dean's Office as examination date. Research essays should be sent over the Virtual Campus in text format.

Guidelines for their both preparation and public presentation will be explained throughout the course's sessions. Classroom lectures present examples combining theoretical with methodological issues. As a summary, research papers:

a) Will have an argumentative structure following the pattern of scientific articles.

b) Will follow the standard rules concerning the presentation of bibliographic resources. I recommend the Chicago Manual of Style, whose online Quick Guide can be freely accessed at www.chicagomanualofstyle.org/tools_citationguide.html.

c) Sources will be accurately acknowledged. In the case of internet sources, their full URLs (universal resource locators) should be indicated.

d) Personal contributions should be clearly differentiated. Literal quotes should be written in quotation marks acknowledging their sources. Glosses, comments or paraphrases should be accompanied by their sources' mention. In other words, all explicit and implicit sources should be acknowledged using either the author-date system or the notes (footnotes or endnotes) system.

e) A final list of references is only applicable in the case of the author-date system.

f) An important formal aspect concerns writing itself: syntax, grammar and spelling should be carefully revised. This is not just a formal aspect in the preparation of a research essay, since clarity in writing denotes clarity in argumentation. Reversely, a lack of clarity in argumentation sheds doubts on the way the research has been done.

4 Classroom presentation of research essays

Presentation of research essays. Either a panoramic view or a presentation on a selection of issues researched are accepted. They will be followed by debate.

In principle they last 10 minutes, but depending on the number of students, they can last to 20 or 30 minutes.

The course's program is one and the same in all official dates (February, September and extraordinary dates). Part-time students are allowed to keep their work done, and passed, for successive calls (convocatorias).

PROCEDIMIENTO DE EVALUACIÓN

PROCEDIMIENTO DE EVALUACIÓN (EVALUATION PROCEDURE)



I Types of evaluation (examination tests)

1 (Actividades de trabajo presencial) Classroom activities (40% of ECTS):

Course's theoretical and practical sessions. Seminars and textual comments. Methodology and supervision of research essays. Public presentations.

2 Research essay or research paper (with argumentative structure). Extension around 4.000 words (60% of ECTS).

II Evaluation terms

1 (Actividades de trabajo presencial) Classroom activities. Theoretical-practical sessions:

a) Classroom participation

b) Follow-up of the syllabus and complementary materials

2 Public presentations:

a) Clarification of the issues treated

b) Organization of the information

c) Presentation's argumentative character

3 In the research essay:

a) Elaboration of the research materials

b) Clarification of the problems raised

c) Conceptual clarification

d) Research essay's argumentative structure

e) Evolution of the tutorial supervision of drafts

Note: plagiarism entails failing the course

III Final mark's components

1 Research essay: up until 60% of the mark

2 Regular and participatory attendance to the course's sessions: up to 20% of the mark

3 Public presentation: up to 20% of the mark

Deadline for submitting the final version of the research essays is the date established by the Dean's Office as examination date. Research essays should be sent over the Virtual Campus in text format.

Deadline for revision: one week after the publication of marks.

BIBLIOGRAFÍA Y OTROS RECURSOS

Complementaria

Ankersmit, F.R., Political Representation. Stanford: Stanford University Press, 2002; Unit 5

Bellamy, Richard, Citizenship: A Very Short Introduction. Oxford: Oxford University Press, 2008; Unit 6

Benhabib, Seyla, The Rights of Others: Aliens, Residents and Citizens. Cambridge: Cambridge University Press, 2004; Unit 6

Borchert, Jens and Jürgen Zeiss, eds., The Political Class in Advanced Democracies: A Comparative Handbook. Oxford: Oxford University Press, 2003; Unit 3

Borchert, Jens, ¿Political Professionalism and Representative Democracy: Common History, Irresolvable Linkage and Inherent Tensions?, in Kari Palonen, Tuija Pulkkinen and José María Rosales, eds., The Ashgate Research Companion to the Politics of Democratization in Europe: Concepts and Histories. Farnham: Ashgate, 2008; Unit 3

Bryce, James, The American Commonwealth [1888/1914], Introduction by Gary L. McDowell. Indianapolis: Liberty Fund, 1995, vol. II; available at <http://oll.libertyfund.org/title/697>; Unit 3

Carr, E.H., The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations, orig. edn. 1939, ed. M. Cox. London: Palgrave Macmillan, 2001; Unit 1

Carter, April, People Power and Political Change: Key Issues and Concepts. London: Routledge, 2012; Unit 5

Cicero, The Loeb Classical Library edition of Cicero in twenty-nine volumes, Vol. XXI: De Officiis, with an English translation by Walter Miller, Cambridge, Mass.: Harvard University Press; London: William Heinemann, 1913:

www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a2007.01.0048; Unit 1

Constant, Benjamin, ¿De la liberté des anciens comparée a celle des modernes? [1819], in *Écrits politiques*, ed. Marcel Gauchet. Paris: Gallimard, 1997; English trans., ¿The Liberty of Ancients Compared with that of Moderns?, available at <http://oll.libertyfund.org/title/2251>; Unit 2

Dummet, Michael, ¿Immigration?, *Res Publica*, 10, 2004, 115-22; Unit 6

Duverger, Maurice, *Les partis politiques*. Paris: Armand Colin, 1976; Unit 3



SUPUESTO DE ENSEÑANZA PRESENCIAL

- Galston, William, *¿Realism in Political Theory?*, *European Journal of Political Theory*, 9:4, 2010, 385-411; Unit 1
- Geuss, Raymond, *Politics and the Imagination*. Princeton: Princeton University Press, 2010; Unit 1
- Hirschman, Albert O., *Shifting Involvements: Private Interest and Public Action*. Princeton: Princeton University Press, 1982; Unit 5
- Isin, Engin F. and Bryan S. Turner, *¿Investigating Citizenship: An Agenda for Citizenship Studies?*, *Citizenship Studies*, 11:1, 2007, 5-17; Unit 6
- Judt, Tony with Timothy Snyder, *Thinking the Twentieth Century*. London: William Heinemann, 2012; Unit 1
- Kis, János, *Politics as a Moral Problem*. Budapest: Central European University Press, 2008; Unit 1
- Koskenniemi, Martti, *The Gentle Civilizer of Nations: The Rise and Fall of International Law, 1870-1960*. Cambridge: Cambridge University Press, 2001; Unit 1
- Madison, James, Alexander Hamilton and John Jay, *The Federalist Papers [1788]*, ed. Isaac Kramnick. London: Penguin, 1987; different online versions available, for example at the Library of Congress: <http://thomas.loc.gov/home/histdox/fedpapers.html>; Unit 5
- Manin, Bernard, *The Principles of Representative Government*. Cambridge: Cambridge University Press, 1997; Unit 5
- Marshall, T.H., *¿Citizenship and Social Class?* [1950], in T.H. Marshall and Tom Bottomore, *Citizenship and Social Class*. London: Pluto Press, 1992; Unit 6
- Michels, Robert, *Zur Soziologie des Parteiwesens in der modernen Demokratie. Untersuchungen über die oligarchischen Tendenzen des Gruppenlebens* [1911], 4th edn, ed. Frank R. Pfetsch. Stuttgart: Kröner, 1989; Unit 3
- Nicolet, Claude, *Le métier de citoyen dans la Rome républicaine*, 2nd revised edn., Paris: Gallimard, 1976; Unit 3
- Ostrogorski, Moisei, *La démocratie et les partis politiques* [1903/1912], Preface by Pierre Avril. Paris: Fayard, 1993; Unit 3
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- Palonen, Kari, *Eine Lobrede für Politiker. Ein Kommentar zu Max Webers 'Politik als Beruf'*. Opladen: Leske+Budrich, 2002; Unit 3
- Palonen, Kari, José María Rosales y Tapani Turkka, eds., *The Politics of Dissensus: Parliament in Debate*. Santander: Cantabria University Press & McGraw-Hill, 2013; Unit 5
- Palonen, Kari, *Rhetorik des Unbeliebten. Lobreden auf Politiker im Zeitalter der Demokratie*. Baden-Baden: Nomos, 2012; Unit 5
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- Rosales, José María, *¿Democracy as a Way of Life: Critical Reflections on a Deweyan Theme?*, *Res Publica: Revista de Filosofía Política*, 27 (2012), 155-65; Unit 4
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- Weber, Max, *¿The Profession and Vocation of Politics?*, in *Political Writings*, ed. Peter Lassman and Ronald Speirs. Cambridge: Cambridge University Press, 1994; Unit 2

DISTRIBUCIÓN DEL TRABAJO DEL ESTUDIANTE

ACTIVIDAD FORMATIVA PRESENCIAL

Descripción	Horas	Grupo grande	Grupos reducidos
Lección magistral	39	<input type="checkbox"/>	<input type="checkbox"/>
Otras actividades prácticas	6	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL HORAS ACTIVIDAD FORMATIVA PRESENCIAL	45		

ACTIVIDAD FORMATIVA NO PRESENCIAL

Descripción	Horas
Búsqueda bibliográfica/documental	15
Elaboración de ensayos	60
Otras actividades de discusión y debate	15



TOTAL HORAS ACTIVIDAD FORMATIVA NO PRESENCIAL 90

TOTAL HORAS ACTIVIDAD EVALUACIÓN 15

TOTAL HORAS DE TRABAJO DEL ESTUDIANTE

ADAPTACIÓN A MODO VIRTUAL POR COVID19

ACTIVIDADES FORMATIVAS

Impartiremos las clases que hagan falta por videoconferencia. Publicamos antes en el campus virtual todas las adaptaciones a enseñanza virtual y una guía específica para clases online en la asignatura.

Usamos para las clases y las exposiciones un programa con licencia corporativa de la Universidad de Málaga. Los estudiantes pueden conectarse desde un ordenador, una tablet o un teléfono.

PROCEDIMIENTOS DE EVALUACIÓN

Se mantienen todos, pues son perfectamente compatibles con la enseñanza virtual. La exposición de los trabajos de investigación está programada como sesión online en todas las convocatorias, con los recursos técnicos ya usados para las clases.

CONTENIDOS

Se mantienen. Actualizamos todos los recursos de trabajo, de forma que una buena parte son electrónicos: bien artículos de revistas suscritas por la universidad, bien artículos de revistas de libre acceso, así como libros electrónicos.

TUTORÍAS

Las tenemos como habitualmente a través del campus virtual para el seguimiento tutorizado de los trabajos de investigación y del correo electrónico para consultas puntuales.