



# SYLLABUS

## 1. COURSE INFORMATION

<b>Course Title</b>	<b>Ethics and Development</b>
<b>Academic Program</b>	<i>Semester in English Program</i>
<b>Class Code</b>	
<b>Prerequisites</b>	<i>English Level B2 or higher</i>
<b>Format</b>	<i>On-campus</i>
<b>Schedule</b>	
<b>Credits-ECTS</b>	<i>Credits: 4 – ECTS: 5</i>
<b>Weekly autonomous study time</b>	<i>2 Hrs.</i>

## 2. TEACHER INFORMATION

<b>Teacher</b>	<i>TBD</i>
<b>E-mail</b>	
<b>Office Hours</b>	<i>By appointment</i>
<b>Other relevant information</b>	

## 3. COURSE OBJECTIVE

*This course will not be a theoretical or philosophical discussion about Ethics or its history, but an intensive individual and group practical reflection on personal and social behavior in order to say when can we qualify it of good or right, or of bad or wrong. The point of such inquire is to pursue the common goal of being better and happier, that is, developed as individuals and societies. A strong engagement of all participants in personal reading, elaboration of papers and above all sharing own ideas and respecting ideas from other participants is hence required to achieve a significant and useful work and learning.*

#### 4. LEARNING RESULTS

<i>Learning Results</i>	<i>Key Contents</i>
<ol style="list-style-type: none"><li>1. Students will grow in self-knowledge and consciousness of own freedom, behavior, habits, values, excuses, responsibility, self-justifications and paradigms, with a critical view in regard to them.</li><li>2. Students will understand the importance and roll of Ethics in personal and professional life, judgments and decision making.</li><li>3. Students will internalize the ethical point of view as an essential element of personal and professional decision making, incorporating criteria to address both the subjective and the social dimensions of such process.</li><li>4. Students will understand how to approach critically to current controversies stressing ethical issues in developmental agendas</li><li>5. Students will become able to perform founded ethical judgments in the face of different situations they should live or decisions they would have to make.</li></ol>	<ul style="list-style-type: none"><li>• Self-Knowledge and Critical Awareness</li><li>• Role of Ethics</li><li>• Internalizing Ethical Perspectives</li><li>• Critical Approach to Ethical Controversies</li><li>• Performing Ethical Judgments</li></ul>

## 5. TEACHING METHODOLOGY

*The teacher will propose methodologies to foster personal and group reflection, reading and research. Besides rather brief explanations and clarifications about essential concepts which cannot be omitted, greater part of time in sessions will be occupied in sharing the results of previously done personal work: observations, reflections and self-discoveries about own behavior, values, concepts, assumptions and paradigms. Methodology then will be essentially inductive and constructivist, with a clear starting point in students' own experience.*

## 6. EVALUATION METHODOLOGY

*Evaluation concentrates on the student's process of growing and development along the course. Each step must be approved, in the sense that each reading or personal work must be done and well done to go ahead. Evaluation is thus basically qualitative, with the exception of a final objective written examination which aim is to ensure the acquisition and comprehension of the basic and essential concepts and ideas.*

Evaluation	Percentage
Reflection	25%
Essay	30%
Presentation	30%
Class Participation	10%
Self-evaluation	5%
<b>Total</b>	<b>100%</b>

## 7. COURSE RULES

1. **Mandatory Attendance of 80%** - Failure to achieve an 80% attendance rate will result in the automatic failure of the course. **THE ONLY WAY TO EXCUSE AN ABSENCE IS BY DR'S NOTE.**
2. **If you do not show up for your final exam, you will automatically fail the course.**
3. Plagiarism- automatic course failure and formal letter sent to home university.
4. Communicate your travel plans with your teachers in advance
5. It is the student's responsibility to get homework and materials from their classmates if a class is missed because of a trip.

## 8. CALENDAR

Week	Date	Learning Results	Key Contents	Class Activities	Learning Resources	Homework
1		1	Self-Knowledge and Critical Awareness	Introduction of the course, teacher and students. What is Ethics? Ethics, Morals and Freedom.		
2		1	Self-Knowledge and Critical Awareness	Ethics and Freedom in human experience.	David Foster Wallace. What is Water?	Written report/questions on the reading.
3		1	Self-Knowledge and Critical Awareness	Ethics and Freedom in our behavior. Why do I/we do what we/I do? Why don't we?	Wiberg. Freedom as a value of practice. Harper. Ethics versus Morality.	Reading the texts
4		1	Self-Knowledge and Critical Awareness	Habits as a consistent cause of our behavior. What is a habit?	Charles Duhigg. The Power of habit. (part I. chapter 1 and 3)	Short report/essay reflecting about own habits and how they make sense.
5		2	Role of Ethics	Introduction: Good and bad habits at cultural level. The power of Paradigms in framing our behavior.	Stephen Covey. The 7 Habits of Highly Effective People.	Written report/questions on the reading.
6		2	Role of Ethics	Group analysis on good and bad habits in our society and countries.	Examples will be discussed in class	
7		2	Role of Ethics	Fieldwork: Observation exercise.		Written personal reflection on the fieldwork
8		2	Role of Ethics	Conclusions of Units I and II. Relation between personal habits and social habits. Social v/s	Integration of previous readings.  Film: The Story of Pi (2013) Ang Lee	

				personal justifications for good/bad habits.		
9		3	Internalizing Ethical Perspectives	How do social paradigms act upon us and pervade what we consider ethical/unethical?	Film: The Help (2011)	
10		3	Internalizing Ethical Perspectives	The relation between personal behavior, freedom and social/cultural paradigms. How to define what is an ethical act in such interplay?	Hannah Arendt. The Human condition (ch.1)	Written report/questions of the reading (a)
11		3	Internalizing Ethical Perspectives	Ethics and anthropology: the question on diversity. Ethics and religion: the question on what is good/bad. When should/could an act be judged as unethical?	Film: Fire in the Blood (2013)	
12		4	Critical Approach to Ethical Controversies	Ethics and markets.	Max Weber. The Protestant Ethic and the Spirit of Capitalism. (Intro. by Giddens; and intro by the author)	Written report/questions on the reading (b)
13		4	Critical Approach to Ethical Controversies	Ethics and Development. Development for Whom? Thinking <i>glocally</i> : local ethics v/s global freedoms.	Film Samsara (2011) Frike and Magidson. (or similar)	Written comment on any of the four films
14		4	Critical Approach to Ethical Controversies	Conclusion of Unit III: How to be ethical, and free, and adapted to the current local/global contexts? How is it possible to be effective AND ethical?	Teacher's notes, information available in internet	Students will decide their final essay topic and inform it in a brief written proposal.
15		5	Performing Ethical Judgments	Case analysis. Brief presentation of the final essay topics. Class work.	Previous literature, information available in internet, readings proposed by students	
16		5	Performing Ethical Judgments	Integration. What have we learned? What are remaining questions? Ethical closure...		Submission of written final essays.
17		5	Performing Ethical Judgments	Oral presentations of the essays/ self-evaluation		

## 9. BIBLIOGRAPHY

### Readings:

1. DAVID FOSTER WALLACE. 2005. What is Water?
2. VIKTOR FRANKL, 1992. Man's Search for Meaning.
3. CHARLES DUHIGG 2012. The Power of Habit
4. STEPHEN R. COVEY. 1989. The Seven Habits of Highly Effective People.
5. ARENDT, HANNAH 1998 (1958). The Human Condition.
6. MERETE WIBERG. 2006. Freedom as a value of practice.
7. SARAH HARPER. 2009. Ethics versus Morality.
8. MAX WEBER. 2001 (1930) The protestant Ethic and the Spirit of Capitalism.