**syllabus**

**1. Information about the program**

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| 1.1 Higher education institution | BABES-BOLYAI UNIVERSITY |
| 1.2 Faculty | POLITICAL SCIENCE, PUBLIC ADMINISTRATION AND COMMUNICATION STUDIES |
| 1.3 Department | POLITICAL SCIENCE |
| 1.4 Field of study | POLITICAL SCIENCE |
| 1.5 Level of study | Bachelor of Arts |
| 1.6 Study program / Qualification | POLITICAL SCIENCE |

**2. Information about the discipline**

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| 2.1 Discipline title | | | Applied Ethics | | | | | | | | |
| 2.2 Course lecturer | | | | | | Lector univ. dr. Sata Kinga-Koretta | | | | | |
| 2.3 Seminar assistant | | | | | | Lector univ. dr. Sata Kinga-Koretta | | | | | |
| 2.4 Year of study | 2 | 2.5 Semester | | | 3 | | 2.6. Evaluation type | | exam | 2.7 Discipline type | comp |
| 2.8 Code of the discipline | | | | ULE1634 | | | |  | | | |

**3. Total estimated time** (hours/semester of didactic activities)

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| --- | --- | --- | --- | --- | --- | --- |
| 3.1 Hours per week | 3 | Of which: 3.2 course | | 2 | 3.3 seminar/laboratory | 1 |
| 3.4 Total hours in the curriculum | 36 | Of which: 3.5 course | | 24 | 3.6 seminar/laboratory | 12 |
| Time allotment: 3 hours face to face 5 hours individual study | | | | | | hours |
| Learning using manual, course support, bibliography, course notes | | | | | | 2x12=24 |
| Additional documentation (in libraries, on electronic platforms, field documentation) | | | | | | 2x12=24 |
| Preparation for seminars/labs, homework, papers, portfolios and essays | | | | | | 1x12=12 |
| Tutorship | | | | | |  |
| Evaluations | | | | | |  |
| Other activities: .................. | | | | | |  |
| 3.7 Total individual study hours | | 60 |
| 3.8 Total hours per semester | | 96 |
| 3.9 Number of ECTS credits | | 4 |

**4. Prerequisites** (if necessary)

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| 4.1. curriculum |  |
| 4.2. competencies |  |

**5. Conditions** (if necessary)

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| 5.1. for the course | Students have to respect the following rules:  Those that will plagiarize or will engage in academic fraud will get 1 and will be reported to the department with a recommendation to be expelled.  Please guide yourself according to the following criteria:  Team work that is not approved by the course lecturer is academic fraud.  The presentation of a paper written by someone else or a paper presented at the same time to another course constitutes plagiarism.  Using materials or unauthorized sources during exams constitutes cheating. Consult also the Students’ Code of Ethics: <https://fspac.ubbcluj.ro/application/files/9215/7017/6735/FSPAC-code-of-ethics.pdf> |
| 5.2. for the seminar /lab activities | Seminar attendance is mandatory for 75% of the classes. You have to attend 10 out of 14 seminars in order to be accepted to the final exam |

**6. Specific competencies acquired**

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| **Professional competencies** | C1 Apply basic social and political theories in understanding, analysing, and evaluating a social-political organisation  C2 Develop and manage the programs and plans of social and political activities  C4 Projecting political strategies in local, regional, national and global context |
| **Transversal competencies** | CT1 Managing specific information used to solve complex tasks in context (receive, transmit, process, and stock information in documents) |

**7. Objectives of the discipline** (outcome of the acquired competencies)

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| 7.1 General objective of the discipline | Applied ethics is the branch of ethics concerned with the application of moral theories in very concrete and controversial ethical issues. The study of applied ethics departs from the understanding that there are basic choices we ought to make in our life. Within these choices, some are purely personal decisions that will not be relevant for our class. For example, we tend to agree that my decision of spending my free time either reading Hannah Arendt’s *The Human Condition* or watching the 3rd season of Ozark on Netflix is of no one’s business other than mine.  There are other kinds of choices that clearly affect or benefit others. My actions can benefit or harm others either directly or indirectly, intentionally or unintentionally. Applied ethics is concerned with these choices, which we should assess on moral grounds: the goodness or badness, or rightness or wrongness of these actions. Am I doing wrong by consuming *animal meat*? Am I wronging someone if I consume *pornography*? If I use my money to buy expensive shoes instead of using my money to alleviate *famine* in my neighborhood, am I doing something bad?  One especially relevant question for us is: why would a political science (PolSci) student be interested in applied ethics? One reason is that the topics discussed in both disciplines are fairly similar. I think it is easy to see this similarity on topics where we take the state as the agent: Should the state legislate *affirmative action* policies? Should the state impose *mandatory vaccination*? Should *hate speech* be prohibited? Should the state be more permissive or more restrictive towards *immigration*? In these cases, we could argue that while PolSci studies the “is”, applied ethics studies the “ought” of contentious policy issues where, evidently, the state is the level of analysis.  A more fundamental reason is that applied ethics and the way we do applied ethics allow us to acquire reasoning and critical skills that we can easily extrapolate to PolSci and other disciplines. Then, even if it were true that some of the topics discussed in an applied ethics class exceed the realm of PolSci – e.g. pornography, veganism, surrogacy, to name a few – there is an independent reason for engaging with such discussions. This independent reason is that the systematic and normative analysis of state or personal choices – that concerns others – provides us with general tools for the construction, assessment, criticism, of other people’s – and our own - arguments. |
| 7.2 Specific objective of the discipline | Developing skills that help:   * general orientation in the social and political world * the ability to observe and present a common problem by means of the concepts and theories developed in social and political science * the ability to differentiate among the different types of rationality: professional (political science), moral, political, technical, etc. * collecting and processing sources and information * presenting the results |

**8. Content**

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| 8.1 Course | Teaching methods | Remarks |
| 1. On Applied Ethics | Interactive discussion |  |
| 1. On animal life | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| 1. On euthanasia | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| 1. On abortion | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| 1. On pornography | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| 1. On organ markets | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| 1. On economic inequalities / Distribution of material resources | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| 1. On immigration | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| 1. On humanitarian intervention | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| 1. On world hunger | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| 1. On reparations | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| 1. Wrapping up | Interactive discussion | The students will work on a week-by-week basis, in order to follow the readings and to prepare the reviews of the readings for the course and seminar |
| Bibliography  Cohen, Andrew I. and Christopher Heath Wellman. 2014. Contemporary Debates in Applied Ethics. Second Edition. South Florida: John Wiley & Sons.  LaFollette, Hugh. 2014. Ethics in Practice: An Anthology. South Florida: John Wiley & Sons.  Peter, Singer. 2011. Practical Ethics. Cambridge: Cambridge University Press.  Calore, G. (1996). Natural rights. In Clarke, Paul Berry - Linzey, Andrew, Dictionary of Ethics, Theology and Society. London - New York: Routledge.  Candelaria, M. (1995). Power. In Roth, John K., International Encyclopedia of Ethics. London - Chicago.  Clarke, P. B. (1996). Politics. In Clarke, Paul Berry - Linzey, Andrew, Dictionary of Ethics, Theology and Society. London - New York: Routledge.  Coady, C. A. (1991). Politics and the problem of dirty hands. In Singer, Peter (ed.), A Companion to Ethics. Oxford: Blackwell, pp. 373-383.  Curran, C. E. (1996). Natural law. In Clarke, Paul Berry - Linzey, Andrew, Dictionary of Ethics, Theology and Society. London - New York: Routledge.  Foucault, Michel (2000). Essential Works of Foucault, Volume III: Power. ed. James D. Faubion . New York: The New Press.  Gaus, G. F. (2000). Political Concepts and Political Theories. Westview Press.  Geertz, Clifford (1986): The Uses of Diversity, lecture delivered and the University of Michingan Nov. 8 1985 in The Tanner Lectures on Human Values, Vol. VII ed. by McMurrin Sterling M., Salt Lake City: The University of Utah Press and Cambridge – London – Melbourne – Sydney: Cambridge University Press .  Paul, G. E. (1995). Communitarianism. In Roth, John K., International Encyclopedia of Ethics. London - Chicago.  Weber, Max (2004): Politics as a Vocation, in The Vocation Lectures, edited by David Owen and Tracy B. Strong, Indianapolis/Cambridge: Hackett Publishing Company, pp. 32-94. | | |
| 8.2 Seminar / laboratory | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On Applied Ethics | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On animal life | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On euthanasia | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On abortion | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On pornography | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On organ markets | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On economic inequalities / Distribution of material resources | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On immigration | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On humanitarian intervention | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On world hunger | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. On reparations | Interactive discussion | Active participation (reading, taking part in discussions) |
| 1. Wrapping up | Interactive discussion | Active participation (reading, taking part in discussions) |
| Bibliography  Cohen, Andrew I. and Christopher Heath Wellman. 2014. Contemporary Debates in Applied Ethics. Second Edition. South Florida: John Wiley & Sons.  LaFollette, Hugh. 2014. Ethics in Practice: An Anthology. South Florida: John Wiley & Sons.  Peter, Singer. 2011. Practical Ethics. Cambridge: Cambridge University Press.   | **Week** | **Topic** | **To read & to watch** | | --- | --- | --- | | W1 | *On Applied Ethics* | / | | ***Life and death*** | | | | W2 | *On animal life* | LaFollete 2014: FOR 172 – 180 & AGAINST 181 – 191.  Philosophy – Ethics: Moral Status | Wireless Philosophy | 6:57m:  [Video](https://www.youtube.com/watch?v=smuhAjyRbw0&ab_channel=WirelessPhilosophy)  Do Animals Have Rights by Carl Cohen | Animated Summary | Philosophy Today | Moral Philosophy | 1:41 min:  [Video](https://www.youtube.com/watch?v=HhCi2-jgyu4&ab_channel=PhilosophyToday) | | W3 | *On euthanasia* | Cohen & Wellman 2014: FOR 65 – 81 & AGAINST 85 – 92.  Andy Bannister vs Peter Singer – Do we need God to be good? | ONLY from min. 53:24 to 58:56: [Video](https://www.youtube.com/watch?v=JiM8ul3oRxE&ab_channel=Unbelievable%3F)  Why Legalizing Euthanasia and Assisted Suicide is Bad Idea | Brian Holdsworth | 6:40m: [Video](https://www.youtube.com/watch?v=w5VHFKo82hU&ab_channel=BrianHoldsworth)  Denton calls anti-euthanasia advocate during Q&A | ABC News (Australia) | 4:08m:  [Video](https://www.youtube.com/watch?v=C_0kzr1JFNg&ab_channel=ABCNews%28Australia%29) | | W4 | *On abortion* |  | | ***Privacy and the good*** | | | | W5 | *On pornography* | Cohen & Wellman. 2014: FOR 307 – 318 & AGAINST 319 – 332.  Anti-pornography Lecture – Part 1. Mp4 | 7:07m - [Video](https://www.youtube.com/watch?v=KaKUX6FEJ7w&ab_channel=Drcatwoman1)  Is Pornography Free Speech or something else? | Sunderbean | 5:06m - [Video](https://www.youtube.com/watch?v=iZEH_4DtFXc&ab_channel=sunderbean) | | W6 | *On organ markets* | Erin, C. et al. 2003. “Debate (On the ethics of an organ market),” *J Med Ethics* 29: 137 – 141.  Human Organs Debate | Janet Radcliffe Richards | Proposition | 10:09m - [Video](https://www.youtube.com/watch?v=HLGuwexi4YU&ab_channel=OxfordUnion)  Human Organs Debate | Naomi Barker | Opposition | 10:28m - [Video](https://www.youtube.com/watch?v=I3rrBhOZkCg&ab_channel=OxfordUnion) | | ***Cosmopolitanism and community*** | | | | W7 | *On economic inequalities / Distribution of material resources* | Peter Singer: It Is NOT Immoral To Be A Billionaire: <https://youtu.be/SYgMtZODcVQ?si=wSJqp39COMhgktTD>  Charlie Coverman | It Is Immoral To Be A Billionaire  <https://youtu.be/LieWDaAA-6I?si=qPbyn2Zfz4nDKOHd>  Poverty & Our Response to It: Crash Course Philosophy #44: <https://youtu.be/D5sknLy7Smo?si=LLAEATQBAeRHqDTh> | | W8 | *On immigration* | Cohen & Wellman. 2014: AGAINST 363 – 375 & FOR 376 – 388.  David Miller on immigration | 6:22m -  [Video](https://www.youtube.com/watch?v=qq55bFr_qRg&ab_channel=JSNeill)  What do “open borders” really mean? | Migration Matters | 3:05m - [Video](https://www.youtube.com/watch?v=jakNQWUD990&ab_channel=MigrationMatters) | | W9 | *On humanitarian intervention* | Cohen & Wellman. 2014: AGAINST 391 – 403 & FOR 404 – 416.  Noam Chomsky: Against ‘Humanitarian Intervention’ | TeleSur | 2:16m - [Video](https://www.youtube.com/watch?v=xZQMhGe1pgM&ab_channel=TeleSUREnglish)  Ethics and Humanitarian Intervention | Carnegie Council for Ethics in International Affairs | 2:00m - [Video](https://www.youtube.com/watch?v=azIXLOBrDuc&ab_channel=CarnegieCouncilforEthicsinInternationalAffairs)  Military Humanitarian Intervention Explained | Model Diplomacy | 3:54m - [Video](https://www.youtube.com/watch?v=W84XTxDn5BI&ab_channel=World101) | | W10 | *On world hunger* | Cohen & Wellman. 2014: FOR 419 – 430 & AGAINST 431 – 446.  Peter Singer – The Life You Can Save | 5:30m - [Video](https://www.youtube.com/watch?v=Cb2z8HAr7QY&ab_channel=Eidos84)  Also: [Famine, Affluence, and Morality | Peter Singer | Talks at Google](https://youtu.be/zbgFbZmldeY?si=ja3fLkpo-4kbZzdo)  Introduction to Ethics: Lecture 17.1 - Hardin Against Famine Relief | 9:32m - [Video](https://www.youtube.com/watch?v=wkj7WoNS8mc&ab_channel=B.W.Ellsworth) | | W11 | *On reparations* | Cohen & Wellman 2014: 189-216. | | W12 | *Wrapping up* |  | | | |

**9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program**

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| * By the end of the semester the students, due to the practical, applied activities of the seminar, will have a series of abilities that will facilitate the identification and management of social and political phenomena in a nuanced way, by considering, beside the political aspects of a a problem, the moral, technical ones as well. |

**10. Evaluation**

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| --- | --- | --- | --- |
| Type of activity | 10.1 Evaluation criteria | 10.2 Evaluation methods | 10.3 Share in the grade (%) |
| 10.4 Course | Quality of argument | 3 one-page reflections to be submitted during the semester (LaFollete 2014: 16 – 17. Defending your own view). | 60% |
|  |  |  |
| 10.5 Seminar/lab activities | Criteria:  - activity during the seminars  - informed discussion |  | 40% |
|  |  |  |
| 10.6 Minimum performance standards | | | |
| Students have to respect the following rules:  Those that will plagiarize or will engage in academic fraud will get 1 and will be reported to the department with a recommendation to be expelled.  Please guide yourself according to the following criteria:  Team work that is not approved by the course lecturer is academic fraud.  The presentation of a paper written by someone else or a paper presented at the same time to another course constitutes plagiarism.  Using materials or unauthorized sources during exams constitutes cheating.  Seminar attendance is mandatory for 75% of the classes. You have to attend 10 out of 14 seminars in order to be accepted to submit the final paper. | | | |

Date Course lecturer signature Seminar assistant signature

20.09.2024 Sata Kinga-Koretta Sata Kinga-Koretta

 

Date of approval in the Department Head of department’s signature

20.09.2024 