**SYLLABUS**

**regarding the qualification cycle FROM 2023 TO 2024**

1. Basic Course/Module Information

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| Course/Module title | *Consequentialist ethics (Monographic lecture)* |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | *College of Humanities* |
| Name of the unit running the course | *Institute of Philosophy* |
| Field of study | *Philosophy* |
| Qualification level | *MA* |
| Profile | *general academic* |
| Study mode | *stationary* |
| Year and semester of studies | *1st year, summer term* |
| Course type | *specialization* |
| Language of instruction | *English/Polish* |
| Coordinator | *Prof. dr hab. Vasil Gluchman* |
| Course instructor | *Prof. dr hab. Vasil Gluchman* |

\* - as agreed at the faculty

* 1. Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits** |
| 2 | 15 |  |  |  |  |  |  |  | 3 |

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

pass with a grade

2. Prerequisites

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| KNOWLEDGE OF BASIC ISSUES FROM THE HISTORY OF PHILOSOPHY, ETHICS, PHILOSOPHICAL ETHICS. ABILITY TO CRITICALLY INTERPRET AND ANALYZE SELECTED MATERIALS. |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| O1 | *Teach the ability to extract arguments and their premises, formulate and argue theses.* |
| O2 | *Teach to pay attention to the clarity of expression and avoid logical errors.* |
| O3 | *To teach the ethics of consequentialism.* |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | The student has a comprehensive knowledge and in-depth understanding of the role of philosophical reflection in shaping contemporary ethics. | K\_W01 |
| LO\_02 | The student knows and understands the relationships between different versions of current ethical theories. | K\_W03 |
| LO\_03 | The student has extensive knowledge of contemporary consequentialist ethical theories. | K\_W05 |
| LO\_04 | The student has a systematic knowledge of the main directions of consequentialist ethics in the past and present. | K\_W09 |
| LO\_05 | The student has a wide knowledge and understands the difference between utilitarian and non-utilitarian versions of consequentialist ethics. | K\_W13 |
| LO\_06 | The student has a thorough knowledge of the methods of interpreting a philosophical text. | K\_W18 |
| LO\_07 | Searches, analyses, evaluates, selects and integrates information from written and electronic sources | K\_U01 |
| LO\_08 | Independently undertakes and initiates professional activities; plans and organizes their course. | K\_K02 |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| Content outline |
| 1. History of consequentialist ethics in the 19th and 20th centuries – 2 hours |
| 2. Ethics of social consequences (right action theory and value theory) – 2 hours. |
| 3. Ethics of social consequences (biological and social aspects) - 2 hours. |
| 4. Ethics of social consequences (the idea of humanity) - 2 hours. |
| 5. Ethics of social consequences (human dignity) - 2 hours. |
| 6. Ethics of social consequences (moral right) - 2 hours. |
| 7. Ethics of social consequences and its criticism (colloquium) - 3 hours. |

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| Content outline |
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3.4. Methods of Instruction

e.g.

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

*Laboratory classes: designing and conducting experiments*

*a problem-solving lecture*

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

Direct paraphrasing, One-sentence summary, application cards

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| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | *Active presence in class* | Lectures |
| LO-o2 | *asking questions, debate and discussion* | Lectures |

4.2 Course assessment criteria

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| ASSESSMENT:  ASSESSMENT 3 FULL PRESENCE IN CLASSES  ASSESSMENT 4 FULL PRESENCE IN CLASSES AND OCCASIONAL (UP TO 50% OF CLASSES) ACTIVITY  ASSESSMENT 5 FULL PRESENCE IN CLASSES AND FREQUENTLY (OVER 70% OF CLASSES) ACTIVITY |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 15 |
| Other contact hours involving the teacher (consultation hours, examinations) | 15 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 30 |
| Total number of hours | 60 |
| Total number of ECTS credits | 3 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

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| --- | --- |
| Number of hours |  |
| Internship regulations and procedures |  |

7. Instructional materials

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| Compulsory literature:  Gluchman, V., Human being and morality in ethics of social consequences. Lewiston, NY 2003.  Gluchman, V., Etyka społecznych konsekwencji. warszawa 2012.  Gluchman, V., Etika sociálnych dôsledkov v kontexte jej kritiky. Prešov 1999.  Gluchman, V., Etika konzekvencializmu. Prešov 1995.  mill, j. s., utilitarianism (<https://www.gutenberg.org/>) |
| Complementary literature:  Gluchman, V. (ed.), *Ethics of Social Consequences: Philosophical, Applied and Professional Challenges*. Newcastle 2018.  *Ethics & Bioethics (in Central Europe)* (<https://sciendo.com/journal/EBCE>)  Grzybek, G., *Etyka rozwoju a pedagogika opiekuńcza*. Rzeszów 2013.  Grzybek, G., Prawa moralne – etyka społecznych konsekwencji a etyka rozwoju. In: R. Monia – A. Kobyliński, eds., *Prawa człowieka i świat wartości*. Warszawa 2011, s. 221-230.  Dubiel-Zielińska, P., Teoria dopełnień. Pomiędzy nieutylitarystycznym konsekwencjalizmem a personalizmem i perfekcjonizmem. Rzeszów 2015.  Dubiel-Zielińska, P., Teoria dopełnień i jej miejsce w etyce zawodowej. Kraków – Rzeszów 2017. |

Approved by the Head of the Department or an authorised person