

**Integration Seminar Moral Sciences (A005444)**

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0** **Study time 150 h**

**Course offerings and teaching methods in academic year 2024-2025**

A (Year)	Dutch	Gent	group work peer teaching independent work lecture seminar
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**Lecturers in academic year 2024-2025**

Mertes, Heidi	LW01	lecturer-in-charge
De Proost, Michiel	LW01	co-lecturer
Provoost, Veerle	LW01	co-lecturer

**Offered in the following programmes in 2024-2025**

<b>Bachelor of Arts in Moral Sciences</b>	<b>crdts</b>	<b>offering</b>
	5	A

**Teaching languages**

Dutch

**Keywords**

Ethics, Applied Ethics, Moral Science, Empirical Ethics

**Position of the course**

In this advanced course, students acquire the process-based skills to bring together (A) facts, empirical observations and important hypotheses and theories from different scientific disciplines with (B) ethical and philosophical theories, principles and methodologies. In this way, students learn to make well-founded ethical analyzes of societal issues. This course interweaves the acquired competences of the previous courses from the cluster "Humanities and Auxiliary sciences" with the competences of the courses from the cluster "Ethics and the Scientific Study of Morals".

**Contents**

Students learn to plan and conduct the necessary research to arrive at thorough ethical analyzes step by step, partly in groups and partly individually. This process runs along the following pattern:

- 1a) Gather relevant facts regarding the chosen theme from different scientific disciplines (psychology, sociology, economics, law, political science, religious studies, ...)
- 1b) Distinguish between morally relevant and morally irrelevant facts
- 1c) Recognize which "alternative facts" are in circulation (for the different positions in a debate)
- 1d) Critical assessment of the available empirical data and the research from which they originate
- 1e) Identify which knowledge / facts are still unknown and how we could acquire this knowledge.
- 2a) Inventory of relevant ethical principles, theories and perspectives for the chosen theme (e.g. social contract theory, right of self-determination, do not harm principle, paternalism, proportionality, responsibility, ...)
- 2b) Be able to articulate the implications of these principles / theories for the

chosen theme

- 3a) Formulate arguments based on the output of steps 1 and 2
- 3b) Organize arguments according to strength and relevance
- 3c) Bring arguments together in a fluent, well-structured and convincing text or presentation
- 4) Formulate proposals for further research
- 5) Reflect critically on the method and process of the research
- 6) Formulate policy briefs
- 7) Bring together all of the foregoing in a compact form, e.g. a poster
- 8) Be able to present the result of the study to both a professional and a lay public.

#### **Initial competences**

- To know the core concepts and theoretical frameworks of ethics (B.1.1)
- To have an exploratory insight into the main discussions within (meta) ethics (B.1.4)
- Showing creativity in reflection on moral philosophy (B.2.3)
- Working on different philosophical levels of abstraction (B.2.6)
- To identify, analyze and dissect abstract and concrete ethical problems (B.3.1)
- Recognize and apply academically sound reasoning methods and thus arrive at a standpoint with regard to abstract and concrete ethical problems (B.3.2)
- Communicate in writing and orally about one's own vision on ethical issues (B.4.1)
- Work task-oriented, both independently and in group (B.4.2)
- Appreciate the societal (economic, social, cultural) and existential consequences and relevance of philosophical, ethical and moral scientific and related knowledge (B.5.1)

#### **Final competences**

- 1 To critically analyze complex ethical problems and discussions.
- 2 To be able to develop a coherent position on ethical issues, both individually and in a group
- 3 To be able to analyze the structure of complex and controversial ethical problems and to develop reasoning and evaluation strategies to substantiate and evaluate positions on these problems
- 4 To present the research conducted in a clear and orderly manner, with sufficient attention to the distinction between main and secondary issues. Being able to answer questions or comments about the research conducted in a targeted manner.

#### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

#### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

#### **Teaching methods**

Group work, Seminar, Lecture, Independent work, Peer teaching

#### **Extra information on the teaching methods**

Lectures about argumentation, planning and conducting research into ethics and discussion of examples of research into ethics. These lectures will be on campus unless restrictions due to health concerns apply, in which case they will be moved to an online platform. Announcements and changes will be communicated through Ufora.

Demonstration by guest speakers sharing their experiences, coupled with exercises, which are related (methodologically and/or contents-wise) to the research projects the students are working on.

Microteaching by short presentation of assignments, peer feedback and exercises.

Individual work: possibility to work on assignments during the classes. Lecturers will provide intermittent feedback.

#### **Study material**

None

#### **References**

Weston, A. (2018). A rulebook for arguments. Hackett Publishing.

#### **Course content-related study coaching**

Classroom supervision during working hours in class. Personal guidance by the lecturers or by appointment. Individual consultation moments and follow-up when working on the tasks.

#### **Assessment moments**

continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

#### **Examination methods in case of periodic assessment during the second examination period**

#### **Examination methods in case of permanent assessment**

Participation, Peer and/or self assessment, Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

- Peer evaluation: evaluating fellow students
- Assignment: evaluation based on submitted documents (both drafts and final versions)
- Report: evaluation based on an oral or written presentation of the progress and results of the research conducted
- Participation: evaluation based on critical reflection and discussion during the lessons, on online discussion forums and following the presentations of fellow students

#### **Calculation of the examination mark**

100% non-periodical assessment (70% assignments; 10% participation; 10% peer evaluation; 10% report)

#### **Facilities for Working Students**

Students should contact the professor or assistant to ask for the possibilities. Attendance during most lessons is required but alternative assignments and/or electronic learning can be used instead. For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy