<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>ETHICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>KBF: 104 ISVU: 82134</td>
</tr>
<tr>
<td>Year of study</td>
<td>I</td>
</tr>
<tr>
<td>Course teacher/s</td>
<td>Associate professor Ivan Kešina, Ph.D.</td>
</tr>
<tr>
<td>Credit (ECTS)</td>
<td>4</td>
</tr>
<tr>
<td>Course status</td>
<td>Core course</td>
</tr>
<tr>
<td>Percentage of e-learning implementation</td>
<td>45</td>
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</table>

**COURSE DESCRIPTION**

**Course goals**
Familiarise students with different ethical theories, understand and interpret Ethics-related texts.

**Course enrollment requirements and core competencies**
Basic knowledge on philosophical thought.

**Expected learning outcomes at the course level (4-10 learning outcomes)**
Having successfully completed the course a student should be able to:
1. Interpret the concept, subject and methods of ethics.
2. Analyse the relationship between ethics and other sciences.
3. Evaluate the rightness of human behaviour in relation to moral values, i.e. its moral rightness.
4. Discuss different standpoints on normative, core aspect of moral values (ethical positivism, moral naturalism – hedonism, utilitarianism, altruism, vitalistic ethics, ethics of freedom, etc.).
5. Explain fundamental principles of Kantian ethics.
6. Give arguments on why and how *ratio recta* (right reason) is a closer norm of moral behaviour and in which way *esse subsistens* (substantial essence), i.e. God is an ontological foundation of moral order.
7. Explain why are moral norms universal and unchangeable.

**Detailed course content (weekly class schedule)**
- Introduction into ethics through philosophical standpoint – the concept, object and method of ethics (2).
- Relationship between ethics and theology, law and other sciences (2).
- Human behaviour – motivation as specific feature of human behaviour (2).
- Moral act as free act: *actus hominis* and *actus humanus*; *actus voluntarius* – classification of human acts (2).
- The concept of value in general – Value hierarchy according to J. de Finance (2).
- Moral value – main features and normative aspect of moral value (2).
- Moral value as a norm – introduction (1).
- Moral positivism, critical judgement (2).
- Mid-term exam (1).
- Moral naturalism (hedonism, utilitarianism, altruism, rational, eschatological and negative eudaimonism (3)
- Cosmic and cosmobiological ethics, critical judgement (2).
- Ethics of freedom, critical judgement (2).
- The problem of ethical relativism (2).
- Kantian formal ethics, critical judgement (3).
- Closer norm of moral behaviour is right reason – the scholastic point of view (Suarez, Thomas Aquinas) (3).
- Ontological ground for moral order (2).
- The concept of law (narrow sense) (2).
- Universality nad invariability of moral norms (2).
The concept of right and its basic features: fundamental determinants of right; justice and types of justice (3).
Innate right and its ethical aspect (2)
Conscience – subjective norm of moral behaviour (3).
The interrelation of morality and happiness (2).

### Format of course instruction:
- ☒ lectures
- □ seminars and workshops
- □ exercises
- □ on line entirely
- □ combined e-learning
- □ field instruction
- ☒ individual tasks
- ☒ multimedia
- □ laboratory
- □ mentorship work
- □ (other)

### Student obligations
Regular class attendance and active participation.

### Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)

<table>
<thead>
<tr>
<th>Activity</th>
<th>ECTS Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>0.5</td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Experimental work</td>
<td>0.5</td>
</tr>
<tr>
<td>Essay</td>
<td></td>
</tr>
<tr>
<td>Written representation</td>
<td></td>
</tr>
<tr>
<td>Mid-term exams</td>
<td>1.0</td>
</tr>
<tr>
<td>Oral exam</td>
<td>2.0</td>
</tr>
<tr>
<td>Written exam</td>
<td></td>
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<tr>
<td>Project</td>
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### Grading and evaluation of student work in class and at the final exam
- Mid-term exam – 20%
- Written representation - 10%
- Final exam – 70% (oral and/or written)

### Obligatory literature (available in the library or via other media)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of copies in the library</th>
<th>Availability via other media</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Kant, <em>Kritika praktičnog uma</em>, Zagreb, 1990.</td>
<td>3</td>
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</table>

### Supplementary literature

### Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes
Teacher-student consultations, questionnaire, student attendance register, active participation in discussions, written representation, course and teacher evaluation at the end of the semester.

Other (according to the opinion of the education provider)