

Team

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Course Syllabus

UNIVERSITY: _____

DEPARTMENT: _____

Instructor's Contact Information	Name					
	Academic Position					
	Cell-phone					
	Email					
Course Title	Introduction to Civics and Ethics					
Course Code	CESt1011					
Credit Hours	2 Cr.Hrs (4 ECTS)					
Academic Year						
Status of Course	Compulsory Common Course					
Student Work Load	Lectures	Tutorial	Library and Group Work	Assign Report	Home Study	Total W. L.
	48hrs.	--	20hrs.	17hrs.	50 hrs.	135hrs
Course Description	<p>This course is designed for undergraduate students with the aim of producing good citizens. It emphasizes on equipping learners with the necessary civic competence and active participation in public life. It will also help them to exercise their democratic rights and discharging their responsibilities effectively by familiarizing them with necessary civic knowledge and skills. In countries such as ours, where the process of cultivating modern constitutional and democratic values in the minds of citizens is experiencing serious challenges, largely because the country had no established civic culture and partly because these values and principles are not yet well-institutionalized, civics and ethical education remains to be imperative. To this end, the course introduces learners to the basics of civics and ethics, citizenship, morality and the goals of studying civics and ethics. It exposes students to the meanings, foundations, approaches, values and principles of ethics and civic virtue that learners must be equipped with both as citizens and professionals in their encounter with real life situations both to be morally matured and responsible while making decisions and taking actions. The course also elucidate the nature, purpose and forms of state and government, constitution, democracy and human rights, the nature of democratic citizenship, modes of cultivating civic-virtues in our citizens mainly within the context of Ethiopia.</p>					

Course Purpose

Ethiopia is currently going through a twin process of hope and despair. On the one hand there are tremendous social, economic and political changes. On the other hand, significant challenges are affecting the process, the pace and magnitude of this change. For such changes to be successful however, it is imperative that citizens develop rational thinking, critical support and reasonable opposition to the growing culture of mob mentality. Moreover, citizens also need to go beyond their narrow individual interests and prioritize broad national interests. The prevalence of corruption, which has been spreading like a wild fire is also frustrating the productive capacities of citizens that could positively contribute to the development of the country. All the aforementioned national concerns have largely been overlooked by the common course syllabi currently under construction. Such glaring absence of citizenship and moral education from the curriculum could be considered as one of the gaps that need to be urgently addressed. In this regard, by encouraging civil discourse on contending national issues, prioritizing peace and inculcating honourable disposition, the course civic and ethical studies would prepare students to contribute to the overall peace, stability and prosperity of the nation at large, hence magnifying the relevance and urgency of this course.

Course Objectives

Upon a successful completion of this course, students will be able to:

- Understand the subject matter of Civics and Ethics;
- Cultivate certain moral values and civic virtues that enable them to be morally matured and competent in their professional and citizenry lives by practically exposing them to moral and civic debates/discussions and engagements.
- Develop such values/ virtues as recognition, appreciation and tolerance towards diversity and also build culture of peace
- Gain knowledge about the theoretical discourses and practices of state, government and citizenship, and their mutual interplay especially in the context of Ethiopia;
- Develop individual and/or collective potential of becoming self-confident citizens who can effectively participate in their legal-political, socio-economic and cultural lives;
- Understand the essences of such values and principles as democracy and human rights, multiculturalism and constitution and constitutionalism with especial reference to Ethiopia;
- Develop analytical and reflective skill of identifying global or national level development, democracy/governance and peace related issues of civics and ethics and then be able to produce or evaluate policies and practices in a civically and ethically responsible manner.

COURSE CONTENTS AND SCHEDULES

**Contact
Hours**

Chapters, Sections and Sub-sections

06 hours

Chapter One: Understanding Civics and Ethics

- 1.1 Defining Civics, Ethics, Morality and amorality
- 1.2 The Origin and Development of Civics and ethical education
- 1.3 The purpose of civics and ethical education
- 1.4 Citizen: Rights and responsibilities
- 1.5 Competences of good citizen

Chapter Two: Approaches to Ethics

2.1 Normative ethics

2.1.1 Teleological Ethics (Consequentialist)

- Hedonism
- Ethical and psychological Egoism: Epicureanism and Cyrenaicism
- Social Hedonism: Utilitarianism

2.1.2 Deontological Ethics (Non- Consequentialist)

- Performance of One's own Duty
- Devine-based Morality
- Kant's Categorical Imperative
- W.D. Ross's Prima Facie duty

2.1.3 Virtue Ethics and Civic Virtues

- Basic Principles of Civic Virtues
- How to be virtuous person?

2.2 Non-Normative Ethics

- Meta Ethics
- Absolutism/Objectivism
- Relativism/Subjectivism and Conventionalism
- Naturalism and Non-naturalism

2.3 Issues in Applied Ethics

2.3.1 Development Ethics

- How should a society Develop?
- Who is morally responsible for Underdevelopment?
- A 'Just' Development

2.3.2 Environmental Ethics

- Ecosystem and the environmental pollutions
- Principles of Environmental Ethics

2.3.3 Professional Ethics

- Profession and Professionalism
- The scope of Professional Ethics
- Common Principles of Professional Ethics

Chapter Three: Ethical Decision Making and Moral Judgments

06 hours

3.1 Ethical Principles and Values of Moral Judgments

- The principle of equal consideration of interest
- Conflicting goals and ethical Justifications
- Ethical values and Justifiable exceptions

3.2 Why Should I act ethically?

Chapter Four: State, Government and Citizenship

12 hrs

4.1 Understanding State

- What is a state?
- Attributes of State
- State Structures

4.2 Understanding Government

- Major Function and Purpose of Government
- Types of Government: Limited and Unlimited
- Systems of Government

4.3 Understanding Citizenship

- What is Citizenship
- Inclusion and exclusion in Citizenship
- Ways of Acquiring Citizenship
- Ways of Losing Citizenship
- Citizenship in Ethiopian Context: Past and Present

4.4 State Formation and Nation-building in Ethiopian Context

Chapter Five: Constitution, Democracy and Human Rights

5.1 Constitution and Constitutionalism

- Peculiar features of Constitution
- Major Purpose and Functions of Constitution
- Classification of Constitutions
- The Constitutional Experience of Ethiopia: pre and post 1931

5.2 Democracy and Democratization

- Definitions and Forms of Democracy
- Views on Democracy: Substantive and Procedural Views
- Fundamental Values and Principles of Democracy
- Democratization and Its Waves
- Major actors in Democratization Process
- Democracy and Good Governance in Ethiopia

5.3 Human Rights

- Definitions and Nature of Human Rights
- Basic Characteristics of Human Rights
- Dimensions of Human Rights
- The Protection and Promotion of Human Rights
 - Human Rights Instruments: Documents
 - Oversight Mechanisms: Institutions

12 hrs

Teaching methodology : Lectures, Group discussions, debates & Reflections

**Recommended
Mode of
assessment**

Quiz (5%)
Tests (15%)
Assignments (15%)
Mid-Exam (25%)
Final Examination (40%)
Total: 100%

Instructor's Commitment: The course instructor is expected to provide timely lectures, demonstrate students to understand and practice the issues pertaining to central theme of the course, suggest available reading materials, and evaluate students' performance regularly.

Course Policy: The policy, which administer this course, is in line with University's legislation (no? year?) available at (website). Meaningful participation during class, group work and presentation is

important for the success of this course. Since each class builds on the one before it, attendance is mandatory. Concerning to academic integrity, learners are expected to exert high level of commitment, responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. If you cheat on an exam you will receive a failing grade, and most likely will be dropped from the class. Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or department. In written works, no material may be copied from another. The work that you submit must be your own, for both moral and legal reasons.

Recommended Reading Materials

- Alexander, Larry (eds.)(1998). *Constitutionalism: Philosophical Foundations*. Cambridge: Cambridge University Press.
- AssefaFisseha. (2006). *Federalism and Accommodation of Ethnic Diversity in Ethiopia: Comparative Study*. Utrecht: Wolf Legal Publishers.
- Charles F. Kettering Foundation. & Harwood Group.1991. *Citizens and politics: a view from Main Street America*. Dayton, Ohio: The Foundation.
- S. Oderberg and Timothy Chapel. (2004). *Human values , new essays on ethics and natural law* palgravemacmillan, Great Britain.
- Fasil Nahum. 1997. *Constitution for a Nation of Nations: The Ethiopian Prospect*. Lawrenceville,NJ: Red Sea Publishers.
- FDRE. (1995). *The Constitution of the Federal Democratic of Ethiopia*. Federal NegarritGazeta: Addis Abeba
- Francis Snare (1992). *The Nature of Moral Thinking*. Rutledge, U.S.A and Canada
- Frechette,S. (1981). *Environmental Ethics*. U.S.A.: The Boxwood Press.
- Goodin, Robert E. 2005. *Reflective Democracy*. Oxford University Press: New York.
- James Paul and Clapham .1972. *Ethiopian Constitutional Development: A source book*. Haile Selassie I university: Addis Ababa.
- Jeavons, T. (1991). *Learning for the common good: liberal education, civic education, and teaching about philanthropy*. Washington, DC: Association of American Colleges.
- John M.Rist *Real Ethics*. (2004).*Reconsidering the Foundations of Morality*Cambridge university press U.K and U.S.A
- Macedo, S. (2000). *Diversity and distrust: civic education in a multicultural democracy*. Cambridge, Mass: Harvard University Press.
- Melzer, A. M., Weinberger, J., &Zinman, M. R. (1998). *Multiculturalism and American Democracy*. Lawrence, Kansas: University Press of Kansas.
- Munitz, Milton K., (ed.) (1961). *A Modern Introduction to Ethics*, The Free Press of Clencoe
- Navia, Luis E. and Kelly, Eugene. (1980). *Ethics and the Search for Values*, Prometheus Books.
- Niemi, R. G., &Junn, J. (1998). *Civic education: what makes students learn*. New Haven: Yale University Press.
- Norman, Richard. (1985). *The Moral Photospheres: An introduction to Ethics*, Oxford, Clarendon Press.
- Nzongola, Ntalajia and Margaret C. 1998. *The State and Democracy in Africa*. *Asmara*: Africa World Press.
- Oppenheim, A. N. (1977). *Civic education and participation in democracy : the German case*.London ; Beverly Hills: Sage.
- Penrose, W. O. (1952). *Freedom is ourselves: Legal rights and duties of the citizen as a basis for civic education*. Newark: University of Delaware Press.

