

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа социальных наук и востоковедения

Департамент социологии

Рабочая программа дисциплины
Вопросы морали в кинематографе: этические теории и анализ ситуаций
для образовательной программы МАГОЛЕГО
уровень магистратура

Разработчик(и) программы
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Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения кафедры-разработчика программы.

Аннотация

Название дисциплины	Вопросы морали в кинематографе: этические теории и анализ ситуаций		
Образовательная программа	маголего		
Тип дисциплины	по выбору		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	средний уровень английского языка		
Объем з.е.	3		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	32	82	114
Краткое описание курса	Курс знакомит студентов с главными этическими теориям. Отобранные фильмы служат основанием для обсуждения и понимания этих теорий.		
Образовательные результаты по дисциплине	<p>В результате освоения дисциплины студенты будут уметь:</p> <ul style="list-style-type: none"> • Обнаруживать распространённые этические вызовы в личной жизни и публичной сфере • Обсуждать ключевые этические проблемы, например, может ли религия быть источником ценностей и что это значит. • Различать основные этические теории и подходы, включая: деонтологию, утилитаризм и этику добродетели • Применять основные этические понятия и подходы в решении практических этических проблем • Участвовать в обсуждении современных философских проблем • Давать ясные и понятные объяснения этических проблем и аргументировать свою позицию по ним 		
Краткое содержание дисциплины	Метаэтика (57 часов), Этика (57 часов)		
Образовательные технологии	Курс состоит из лекций (12 часов) и семинаров (20 часов). Основные образовательные технологии включают в себя лекции, чтение текстов и обсуждение теорий на семинарах.		
Формы контроля	Работа на семинарах 25% Тест 25% Экзамен 50% Итоговая оценка= Работа на семинарах*0.25+Тест*0.25+Экзамен*0,5		
Литература	<u>Основная</u>		
	Kowalski, D. A. (2012). <i>Moral theory at the movies: an introduction to</i>		

	<p><i>ethics</i>. Lanham: Rowman & Littlefield Publishers. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=847447</p> <p><u>Дополнительная</u> Teays, W. (2012). <i>Seeing the light: exploring ethics through movies</i> (1st ed). Malden, MA: Wiley-Blackwell. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=882731</p> <p>Timmons, M. (2012). <i>Moral theory: an introduction</i> (2nd ed). Lanham, Md: Rowman & Littlefield Publishers. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1077399</p>
Преподаватель	Левин Сергей Михайлович, к.ф.н., доцент департамента социологии

Course Syllabus

Title of the course	Moral philosophy at the cinema: ethical theories and case studies		
Title of the Academic Programme	MA		
Type of the course	Elective		
Prerequisites	Intermediate English		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	82	114
Course Overview	<p>The course introduces students to the main ethical theories. The selected moves serves as a basis for discussion and understanding of the theories. “What makes an act right or wrong? What makes an individual morally good or bad? How can we come to correct conclusions about what we morally ought to do and what sorts of persons we ought to be? Moral theory attempts to provide systematic answers to these very general moral questions about what to do and how to be. Because moral theorists have given different answers to these questions, we find a variety of competing moral theories.” Timmons, M. (2013).</p>		
Intended Learning Outcomes (ILO)	<p>- to reflect on (assess and interpret) acquired research methods and work modes (SC-1 / UC-1) - to upgrade one’s intellectual and cultural horizons, build the trajectory of professional development and career (SC-4 / UC-4)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify common ethical challenges that arise in everyday life and public sphere • Discuss core ethical problems, such as whether religion is a source of values, what does it mean 		

	<ul style="list-style-type: none"> Distinguish the basic ethical theories and approaches, including: deontology, utilitarianism and virtue theory Apply basic ethical concepts and approaches to solving practical problems in ethics Engage contemporary conversations about philosophical problems Provide clear and concise explanations and arguments about basic ethical problems 				
Teaching and Learning Methods	The course consists of lectures (12 hours) and tutorials (20 hours). The main teaching and learning methods include lectures, reading and discussion in the tutorials.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Metaethics	57	6	10	41
2	Normative ethics	57	6	10	41
Total study hours		114	12	20	82
Indicative Assessment Methods and Strategy	<p>Students' progress is monitored during the course by participation in the class and tests.</p> <p>Participation in the class discussion will be evaluated of max 10.</p> <p>After the first four classes, there is a closed book, closed notes mid- term written test that accounts for 25% of the final grade.</p> <p>At the end of the course there is a final exam, which is a closed book, closed notes test to be held in the classroom. The duration of the final exam is two academic hours.</p> <p>The final grade consists of the following elements:</p> <p>In class participation 25% of the final grade</p> <p>Mid-term test 25% of the final grade</p> <p>Final exam 50% of the final grade</p>				
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Kowalski, D. A. (2012). <i>Moral theory at the movies: an introduction to ethics</i>. Lanham: Rowman & Littlefield Publishers. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=847447</p> <p><u>Optional</u></p> <p>Teays, W. (2012). <i>Seeing the light: exploring ethics through movies</i> (1st ed). Malden, MA: Wiley-Blackwell. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=882731</p> <p>Timmons, M. (2012). <i>Moral theory: an introduction</i> (2nd ed). Lanham, Md: Rowman & Littlefield Publishers. https://ebookcentral.proquest.com/lib/hselibrary-</p>				

	ebooks/detail.action?docID=1077399		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	30
	Assignments for seminars / tutorials / labs	+	30
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	-	
	Other (please specify)	-	
	Preparation for the exam	+	22
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	-		
Course Instructor	Sergei Levin, PhD, Associate Professor of the Department of Sociology.		

Annex 1

Course Content

- 1) Divine Command Theory (Lecture 1; Tutorial 1)
Featured Film: Frailty (2001)
- 2) Moral Relativism (Lecture 2; Tutorial 2)
Featured Film: Hotel Rwanda (2004)
- 3) Ethical Objectivism (Lecture 3; Tutorial 3)
Featured Film: The Cider House Rules (1999)
- 4) Biology, Psychology, and Ethical Theory (Lecture 4; Tutorial 4)
Featured Film: Cast Away (2000)
- 5) Utilitarianism (Lecture 5; Tutorial 5)
Featured Film: Extreme Measures (1996)
- 6) Kant and Respect for Persons Ethics (Lecture 6; Tutorial 6)
Featured Film: Horton Hears a Who! (2008)
- 7) Social Contract Theory: Hobbes, Locke, and Rawls 237 (Tutorials 7,8)
Featured Film: V for Vendetta (2006)
- 8) Aristotle and Virtue Ethics (Tutorials 9,10)
Featured Film: Groundhog Day (1993)

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test			*	
	Essay				
	Report/Presentation				
	Project				
	In-class Participation			*	
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam			*	

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Written Assignments (Test, Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of

	the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.