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| ***Bahir Dar University***  ***Faculty of Social Sciences***  ***Department of Political Science and International Studies***  ***Course Guide Book*** | | | | | | | | | | | | |  |
| 1. Course Information | | | | | | | | | | | | | |
| Course Title | | | Moral and Civic Education | | | | | | | | | | |
| Course Code | | | MCED 1011 | | | | | | | | | | |
| Credit Hrs./ ECTS | | | Cr Hrs=2 | L=2 | | T=0 | | P=0 | H=6 | | | Cp=4 | |
| Contact Hrs. | | | 2(2 Lecture) | | | | | | | | | | |
| Semester | | | I | | | | | | | | | | |
| Year | | | I | | | | | | | | | | |
| Pre-requisites | | | None | | | | | | | | | | |
| Target Group | | | All First Year Undergraduate Students | | | | | | | | | | |
| 2. Course Description:  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. | | | | | | | | | | | | | |
| 3. Objective of the course  At the end of the course, students should 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. | | | | | | | | | | | | | |
| 4. Syllabus Components | | | | | | | | | | | | | |
| 4.1. Course Contents, Methods & strategies, and learning outcomes | | | | | | | | | | | | | |
| Time | Content & sub-contents | | | | Methods and strategies | | Students Task | | | | Learning Outcomes:  At the end of this chapter students will be able to: | | |
| Week 1& 2 | **Chapter I: Understanding Civics and Ethics**   * 1. Defining Civics, Ethics, Morality and amorality   2. The Origin and Development of Civics and ethical education   3. The purpose of civics and ethical education   4. Citizen: Rights and responsibilities   5. Competences of good citizen | | | | * Brainstorming * Gaped Lecture, * Group Discussion, * Pair Discussion, * Peer-Learning * Self-Reading. * Debate | | * Attend the lesson and take short notes, * Asking and answering questions, * Doing class works * Participating in group discussions. | | | | * Describe the concepts Civics, Ethics and morality * Explain concepts of good citizens | | |
| Week 3 – 6 | **Chapter II: Approaches to Ethics**   * 1. Normative ethics      1. Teleological Ethics (Consequentialist)      + Hedonism      + Ethical and psychological Egoism: Epicureanism and Cyrenaicism      + Social Hedonism: Utilitarianism      1. Deontological Ethics (Non Consequentialist) * Performance of One’s own Duty * Devine-based Morality * Kant’s Categorical Imperative * W.D. Ross’s Prima Facie duty   + 1. Virtue Ethics and Civic Virtues * Basic Principles of Civic Virtues * How to be virtuous person?   1. Non-Normative Ethics * Meta Ethics * Absolutism/Objectivism * Relativism/Subjectivism and Conventionalism * Naturalism and Non-naturalism | | | | * Brainstorming * Gaped Lecture, * Group Discussion, * Pair Discussion, * Peer-Learning * Self-Reading. * Debate | | * Attend the lesson and take short notes, * Asking and answering questions, * Doing class works * Participating in group discussions. | | | * Describe normative ethics * Elaborate teleological and deontological ethics * Explain non-normative ethics | | | |
| Weeks 7 & 8 | **Chapter III:**  Chapter three: Ethical decision making and moral judgment  3.1 How can we make ethical decisions and actions   * Ethical principles and values of moral judgment * Moral institutions and critical reasoning * Rationalization * Types of reasoning * Ethics and religious faith * Testing moral arguments   3.2 Thinking ethically: a framework for decision making   * Fairness and Justice Approach * The Common Good Approach * The Rights Approach   3.3. To Whom or What Does Morality Apply?   * Religious Morality * Morality and Nature * Individual Morality * Social Morality   3.4. Who is Morally/Ethically Responsible?   * Moral Judgments * What Makes an Action Moral?   3.5 Why Should Human Beings Be Moral?   * Argument from Enlightened Self-Interest * Argument from Tradition and Law * Common Human Needs | | | | * Brainstorming * Gaped Lecture, * Group Discussion, * Pair Discussion, * Peer-Learning * Self-Reading. * Debate | | * Attend the lesson and take short notes, * Asking and answering questions, * Doing class works * Participating in group discussions. | | | * Identify the moral foundations we base our ethical standards. * Identify how good ethical decision made. * Understand why we need to be moral. | | | |
| Weeks 9-12 | Chapter Four: State, Government and Citizenship  4.1. Defining State  4.2. Rival Theories of State   * The Pluralist State * The Capitalist State * The Leviathan State * The Patriarchal State   4.3. The Role of the State   * Minimal States * Developmental States * Social Democratic (Welfare) States * Collectivized States * Totalitarian States * Religious States   4.4. Understanding Government   * What is Government? * Purposes and Functions of Government   4.5. Understanding Citizenship   * Defining Citizenship * Theorizing Citizenship * Citizenship in Liberal Thought * Citizenship in Communitarian Thought * Citizenship in Republican Thought * Multicultural Citizenship * Modes/Ways of Acquiring and Loosing Citizenship * Ways of Acquiring Citizenship * The Modes of Acquiring Ethiopian Citizenship * Dual Citizenship * Ways of Loosing Citizenship * Statelessness | | | | * Brainstorming * Gaped Lecture, * Group Discussion, * Pair Discussion, * Peer-Learning * Self-Reading. * Debate | | * Attend the lesson and take short notes, * Asking and answering questions, * Doing class works * Participating in group discussions. | | | * Define state * Distinguish the different theories of state * Explain the role of state in different perspectives * Elaborate the main functions of government * Define citizenship * Identify the different theories of state * Explain ways of gaining and losing citizenship | | | |
| Weeks 13-16 | **Chapter V: Constitution, Democracy and Human Rights**   * 1. Constitution and Constitutionalism * Peculiar features of Constitution * Major Purpose and Functions of * Classification of Constitutions * The Constitutional Experience of Ethiopia: pre and post 1931   1. 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   1. 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 | | | | * Brainstorming * Gaped Lecture, * Group Discussion, * Pair Discussion, * Peer-Learning * Self-Reading. * Debate | | * Attend the lesson and take short notes, * Asking and answering questions, * Doing class works * Participating in group discussions. | | | * Discern the deference between constitution and constitutionalism * Describe the major functions of type of constitution * Explain the traditional and written constitutional experience of Ethiopia * Elaborate the views on democracy * Identify the basic features of human rights | | | |
| 4.2. Assessment Strategies & Techniques and Course Policy | | | | | | | | | | | | | |
| Assessment | | * Quiz------------------------------------------------------------------------------------7% * Test-------------------------------------------------------------------------------------8% * Group Assignment------------------------------------------------------------------10% * Mid -Exam-----------------------------------------------------------------------------25%. * Final Exam------------------------------------------------------------------------------50%   Total----------------------------------------------------------------------------------------- 100% | | | | | | | | | | | |
| Course policy | | A student has to:   * Attend at least 85% of the classes. * Take all continuous assessments and mid Exam. * Take final examination. * Respect all rules & regulations of the university. | | | | | | | | | | | |
| 4.3 Instructional Resources  **References**   * Alexander, Larry (eds.).(1998). Constitutionalism: Philosophical Foundations. Cambridge: Cambridge University Press. * Assefa Fisseha. (2006). Federalism and Accommodation of Ethnic Diversity in Ethiopia: ComparativeStudy. Utrecht: Wolf Legal Publishers. * Charles F. Kettering Foundation. & Harwood Group.1991. Citizens and politics: a view from Main StreetAmerica. Dayton, Ohio: The Foundation. * David S. Oderberg and Timothy Chapel. (2004). Human values, new essays on ethics and natural law palgrave Macmillan, 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, and 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. | | | | | | | | | | | | | |

**Approval Sheet**

**Name Signature Date**

Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Department head\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_