



**FAC.SIMILE SCHEDA DI INSEGNAMENTO IN LINGUA INGLESE**

**COURSE OF STUDY: LAW**

**ACADEMIC YEAR: 2025-26**

**ACADEMIC SUBJECT: ETHICS AND THE LAW**

General information	
Year of the course	<i>Elective course</i>
Academic calendar (starting and ending date)	<i>1° SEMESTER dal 1/10/2025 al 16/12/2025</i>
Credits (CFU/ETCS):	9
SSD	<i>GIUR-17/A</i>
Language	<i>ITALIAN</i>
Mode of attendance	<i>IN PERSON</i>

Professor/ Lecturer	
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Department and address	<i>Dipartimento – C.so Italia, 23 piano V, stanza 19</i>
Office Hours (and modalities: e.g., by appointment, on line, etc.)	MONDAY-TUESDAY 9-10.30 ((by appointment)

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	72		153
CFU/ETCS			
9			

<b>Learning Objectives</b>	<p>Acquisition of the main contents of three leading general theories: ethics of virtue, ethics of rights and ethics of utility.</p> <p>Acquisition of the contents and general debate within the main theories of applied ethics.</p> <p>Acquisition of the main issues in four models of applied ethics: environmental ethics, business ethics, bioethics and ethics and the land.</p> <p>The student will be able to recognize and distinguish the main theoretical approaches within ethical theories. The student will be able to apply different models of practical and legal reasoning to different problems, using concepts and styles of reasoning learnt through the course.</p>
<b>Course prerequisites</b>	<i>No prerequisites</i>

<b>Teaching strategies</b>	<i>CONVENTIONAL TEACHING METHODOLOGY AND DISCUSSION IN CLASS</i>
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<p><b>Expected learning outcomes in terms of</b></p>	<p><i>The course of "Ethics and the Law" proposes a new direction with regard to usual courses of Political philosophy to which it recognizes its proximity. The intention behind this new name is that, on the one hand, to propose again the centrality of ethics, in the sense of 'public ethics'. It is the public facet of a discipline with ancient roots in the philosophical tradition of Western culture and not only. Its main worry, in our understanding, is that of reflecting on the right ways to live well individually and together.</i></p> <p><i>In this context we shall consider the often neglected relationship between reason and passions. This had a balanced treatment in ancient philosophers as Aristotle but knew later a strong opposition, leaving passions and the emotions to the sphere of the irrational.</i></p> <p><i>On the other hand, the relationship of ethics with the law is crucial for a democracy which cannot just prescribe rules and rights to be observed but has to offer citizens resources for their personal development. Focusing the attention on the relationship between ethics and law helps to emphasize that legal rules have to be taken within a larger picture of understanding of human conduct.</i></p> <p><i>In terms of contents, we want to align basic hints on the theories of justice, typical of liberal theories with other issues that can be of interest for students such as: (1) practical reasoning (in continuity with legal reasoning) which can be useful to identify the main features of individual choices in daily life; (2) the crucial concepts of contemporary ethics (as rights, utility and virtue) whose analytical understanding is crucial to grasp the core of legal, political and social problems; (3) finally, the central issues of applied ethics which we confront in our daily experience, such as environmental ethics, business ethics and bioethics.</i></p>
<p><b>Knowledge and understanding on:</b></p>	<p>Students will show knowledge and capacity of understanding at a post-secondary level of studies; their understanding will be characterised by the use of advanced textbooks, including the understanding of the main issues of the contemporary debate in ethics.</p>
<p><b>Applying knowledge and understanding on:</b></p>	<p>Students will show their capacity of applying their knowledge and understanding, so that they will acquire a professional approach in all cases of professional and non-professional life in which ethical issues will arise, possessing adequate competences, both to conceive and support argumentations aimed at solving ethical issues.</p>
<p><b>Soft skills</b></p>	<ul style="list-style-type: none"> <li>• <i>Making informed judgments and choices</i></li> <li>• <i>having the capacity to integrate different kinds of knowledge and to manage complexity, also formulating judgments on the grounds of limited and incomplete information, including a reflection on social and ethical responsibilities connected to the application of their knowledge and judgement.</i></li> <li>• <i>Communicating knowledge and understanding</i> <i>Communicating clearly and without ambiguities their conclusions and their knowledge and the underlying grounds to specialist and non- specialist interlocutors so that the different grounds for an ethical decision become clear to all interlocutors.</i></li> <li>• <i>Capacities to continue learning</i></li> <li>• <i>Develop those capacities of learning that allow them to continue to reflect on ethical questions, drawing hints from real life and testing that understanding on ethical theories.</i></li> </ul>
<p><b>Syllabus</b></p>	
<p><b>Content knowledge</b></p>	<p><i>Understanding of the main topics in ethics</i></p>
<p><b>Texts and readings</b></p>	<p><i>P.Singer, A Companion to Ethics, Blackwell, Oxford, 1991, selected chapters. 9 credits = 8 chapters 13-14-15-19-21-22-24-31</i></p>



	6 credits = 5 chapters 13-14-15-19-21 3 credits = 3 chapters 13-14-15
Notes, additional materials	
Repository	<a href="https://elearning.uniba.it/login/index.php">https://elearning.uniba.it/login/index.php</a>

<b>Assessment</b>	
Assessment methods	Oral examination
Assessment criteria	<ul style="list-style-type: none"><li>• <i>Knowledge and understanding</i></li><li>• Understanding of the main topics included in the materials.</li><li>• <i>Applying knowledge and understanding</i></li><li>• Ability to reason on the materials and understand the reasons for and against provided in ethical questions.</li><li>• <i>Autonomy of judgment</i></li><li>• Capacity of taking a position in an ethical case different from the decision, providing an alternative ratio.</li><li>• <i>Communicating knowledge and understanding</i></li><li>• <i>Capacity of communicating clearly one's all thought and considerations on ethical issues, trying to look at the issues from different perspectives.</i></li><li>• <i>Communication skills</i></li><li>• <i>Capacity to argue in favour of one or the other ethical position, having in view the central importance of ethical concepts such as justice, human flourishing or the virtues.</i></li><li>• <i>Capacities to continue learning</i></li><li>• <i>A capacity to study and learn on one's own, independently from the achievement of study goals.</i></li></ul>
Final exam and grading criteria	<p><i>The exam is exclusively oral. For a high evaluation, besides the preparation on the indicated reference texts, critical argumentative and exposition skills, as well as the autonomy of judgment acquired by the student during the course, will be considered. The final grade is given in thirtieths. The exam is passed when the grade is 18/30 or higher.</i></p> <p><i>Evaluation in thirtieths will consider the level of preparation according to the stated criteria and in alignment with expected learning outcomes: excellent (30/30 and honors), very good (28/29), good (25/27), fair (21/24), sufficient (18/20). Honors are awarded with unanimous consent of the examination commission.</i></p>
<b>Further information</b>	
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