

Course Title - Ethics and Culture

Course Objectives

- The course aims to help students explore ethical and cultural dimensions of their lives.
- The course provides a forum for students to pause, revisit their assumptions and beliefs, and become mindful of their thoughts, emotions and actions.
- It gives the students an opportunity to express themselves and inquire into their decision making processes. This will enable them to cultivate ethical values and participate in the creation of a society based on acceptance, compassion, and justice.

Learning Outcomes

- Explore perspectives on ethics in thoughts, words and actions
- Evolve ethical decision making practises
- Understand the need for an ethical society and culture
- Introspect, become conscious of and assess one's stance in life
- Cultivate empathy, tolerance and compassion
- Apply the values learnt in the course to everyday life.

Ramesh *Dr* *John* *John*

Syllabus of Ethics and Culture

Unit 1

Unit I: Introduction The Basis of Ethics
<ul style="list-style-type: none">● Getting to Know Each Other● What to Expect from the Course?● Recognition of Our Common Humanity● Empathy, Compassion and Justice
Unit II: The Role of Intelligence, Reason and Emotions
<ul style="list-style-type: none">● Discernment: What Is The Right Thing To Do?● The Art of Conflict Resolution● Destructive and Constructive Emotions● The Need for Emotional Balance
Unit III: Cultivating Inner Values Ethics in the World of Work and Play
<ul style="list-style-type: none">● Training the Mind: Mindfulness and Kindness● Meditation● Discovering your Vocation and Interests● Self-discipline, Integrity, Commitment, Creativity● Work-Life Balance
Unit IV: Striving for a Better World Outreach Activities
<ul style="list-style-type: none">● Means and Ends● Debate and Dialogue● Culture as Shared Values● Creating and Sustaining Ethical Cultures: The Role of Philosophy, Religion, Literature, Theatre, Cinema, Music, Media

Practical/ Practice Component

Unit 1

1. The teacher may ask students to introduce themselves, sharing their regional and cultural roots. They may be asked to reflect on those aspects of their identities that reflect their cultural roots.
2. After a round of initial introduction, the teacher may ask students to list down a set of values that they think they have developed through their parents and grandparents. Are these values unique to their families, regional and/or ethnic backgrounds? Of these, which are the values they would like to sustain and which are the ones they would wish to modify?
3. The teacher may draw upon the values discussed by students in the previous lesson. Using these as the base, the teacher may ask students to think of ethical values that form the basis of their decisions.

Rover

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