Romanian Academy

School of Advanced Studies of the Romanian Academy

Doctoral School of History and Archaeology

Nicolae Iorga Institute of History

COURSE SYLLABUS
Ethics and Academic Integrity
Academic Year 2023-2024

1. Programme information

1.1 Institution of Higher Education	Romanian Academy
1.2 Faculty/Department	SCOSAAR/School of Advanced Studies of the Romanian Academy
1.3 Department	History, Nicolae Iorga Institute of History
1.4 Field of research	History
1.5 Type of studies	PhD studies
1.6 Study programme/Qualification	Historical 263302, History researcher 263307, Assistant professor 231001

2. Field of study information

2.1 Field of study name				Ethics and Academic Integrity			
2.2 Course professor				CS I PhD. Maria PAKUCS			
2.3 Seminary professor				-			
2.4 Year of study	I	**2.5 Semester**	I	**2.6 Type of evaluation**	E	**2.7 Field of study type**	DS

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	2	Of which: **3.2 course**	1	**3.3 Seminary/Laboratory**	-
3.4 Total number of hours in the teaching plan	**28**	Of which: **3.5 course**	14	**3.6 Seminary/Laboratory**	-

Time allotment	**Hours**
Study using the textbook, course support, bibliography, and notes	68
Library -, specialised electronic document platform -, and field documentation	70
Preparation of seminaries/laboratories, subjects, papers, portfolios, and essays	60
Tutorial	20
Examinations	4
Other activities	--
3.7 Total number of individual study hours	**222**
3.9 Total number of hours per semester	**250**
3.10 Number of credits	**10**

4. Preconditions (when necessary)

4.1 Curriculum	
4.2 Competences	Operational use of the previous and current fields of study

5. Conditions (when necessary)

5.1 For the course	Classroom with computer and video projector
5.2 For the seminary/laboratory	

6. Specific acquired competences

Professional competences	Communication, relating and developing educational and research partnerships with the national and foreign representatives of educational and research organizations. Career management, continuous development of personal professional skills and institutional performances
Transversal competences	Responsible attitude towards the educational and scientific environment in approaching high difficulty situations and finding effective solutions while respecting the principles and norms of professional ethics

7. Field of study objectives (derived from the table if specific acquired competences)

7.1 Main field of study objective	Forming clear convictions and operational skills for respecting the norms of Ethics and Academic Integrity
7.2 Specific objectives	1. Knowing and acquiring the general principles of Ethics 2. The ability to responsibly use the principles of Ethics and Academic Integrity in the following professional activities 3. Knowing the main consequences of Ethics for the scientific research by a thorough study of the criteria concerning copyright, plagiarism, conflict of interest etc 4. The ability to independently use the principles of Ethics and Academic Integrity in new situations 5. Using the newly acquired knowledges and skills as base for future scientific and educational activities.

8. Contents

8.1 Course	Teaching methods	Observations
1. The objects of Ethics and Academic Integrity. Conceptual boundaries: Ethics, Morals, Morality, Deontology, Professionalism. Ethics and Professional Responsibility. The importance of Workplace Ethics. Christian Morals and Professional Ethics	Lecture-debate, explanation, demonstration, case study	2 hours
2. Moral-immoral-amoral. Behavioural norms and their professional consequences. Code of Ethics, Ethics Commission, Professionalism and Morality	Lecture, explanation, conversation, problematization, demonstration	3 hours
3. The relation between culture, teaching/research professions, and the political-economical aspect of society. Ethical dimensions of the general definition of profession and professionalism	Lecture-debate, conversation, explanation, problematization	3 hours
4. Deontology and Pedagogy. The Code of Deontology for the teaching staff. Pedagogical requirements in the deontological education of the teaching staff	Lecture-debate, conversation, explanation, case study, practice	3 hours
5. Ethics and Academic Research. Norms and principles for academic research. Plagiarism	Lecture-debate, case study, problematization	3 hours
8.2 Seminary/Laboratory	Teaching methods	Observations

Bibliography

1. Pitagora, *Legile morale si politice*, Editura Antet, 2009.
2. Aristotel, *Etica nicomahică*, Editura Antet, 2009.
3. Bernard Williams, *Introducere în etică*, Editura Alternative, 1993.
4. Nikolai Losski, *Condiţiile binelui absolut*, Editura Humanitas, 1997.
5. Ioan Grigoras, *Personalitatea morală*, Editura Stiinţifică si Enciclopedică, Bucharest, 1982
6. Victor E. Frankl : *Omul în căutarea sensului vieţii*, Editura Meteor Press, 2009.
7. Ioan Grigoras, *Datoria etică*, Ed. Stiinţifică, Bucharest, 1968.
8. Ioan Grigoras, *Probleme de etică,* Editura Universităţii "Al. I. Cuza", Iasi, 1999.
9. Immanuel Kant*, Întemeierea metafizicii moravurilor*, Editura Stiinţifică, Bucharest, 1972.
10. Marietta C. Moraru, *Valoare si etos*, Editura Stiinţifică si Enciclopedică, Bucharest, 1976.
11. Traian Gânju, *Discurs despre morală*, Editura Junimea, Iasi, 1981.
12. *** Filosofie contemporană, texte alese, translation and commentaries by Al. Boboc and I.N. Rosca, Editura Gramond
13. Carrmen Cozma, *Elemente de etică si deontologie*, Editura Universităţii "Al. I. Cuza", Iasi, 1997.
14. Neculau, *A trăi printre oameni*, Editura Junimea, Iasi, 1989.
15. Nicolae Bellu, *Morala în existenţa umană*, Editura Politică, Bucharest, 1989
16. Alsdair MacIntire, *Tratat de morală. După virtute*, Editura Humanitas, Bucharest, 1998

9. Corroboration of the contents of the field of study with the expectations of the representatives of the epistemic community, professional associations, and significant employers for the programme's domain

The field of study ensures the formation/development of cognitive and functional skills for future teachers/researchers, facilitating their successful adaptation to specific professional requirements and to the changes and dynamics of the contemporary world.

10. Evaluation

Type of activity	Evaluation criteria	Evaluation methods	Final grade percentage
10.4 Course	Attending discussions during course;	Oral assessment	25%
	Acquiring a certain level of knowledges and specific skills for the field of study. Demonstrating analytical ability of documents and solving problems of ethics through an essay fulfilling academic requirements	Writing and oral assessment	75%
10.5 Seminary/laboratory			
10.6 Minimum performance standard Acquiring a minimum level of knowledge; understanding the main concepts, notions, and ideas; attending at least 50% of the classes			

Course tutor's signature,
CS I PhD Maria Pakucs