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Негосударственное образовательное учреждение высшего образования

«Школа управления СКОЛКОВО»

Утверждено

Руководитель управления
по образовательной деятельности

В.К. Прокопеня

“30” июля 2026 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Этика / Ethics

**Москва
2026**

Направление подготовки	38.03.02 Менеджмент
Квалификация выпускника	Бакалавр
Образовательная программа	Управление и предпринимательство 2025, 2026
Форма обучения	Очная

Трудоемкость		Контактная работа		Самостоятельная работа	Форма контроля
з.е.	часы	лекции	семинарские занятия		
3	108	24	24	60	Экзамен

1. АННОТАЦИЯ ДИСЦИПЛИНЫ

The course "Ethics" provides a conceptual map for navigating the complex world of moral choices. It examines the principal ethical frameworks developed over millennia, from the Golden Rule to contemporary theories of justice. Through the discussion of films, literary works, and real-life cases, the course engages with questions that resist unequivocal answers yet demand careful deliberation.

The key outcome of the course is not the provision of ready-made solutions, but the development of the student's ability to ask the right questions, formulate well-reasoned positions, and understand the foundations of their own ethical stances.

2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

В случае успешного освоения курса студенты будут:

знать

- key concepts: ethics, morality, virtues, duty, justice
- major historical types of ethical theories (virtue ethics, deontology, utilitarianism) and their main representatives;
- the structure of moral consciousness and the functions of morality in society;
- the essence of central problems in metaethics (relativism / universalism, the justification of morality);
- primary domains and dilemmas of applied ethics (bioethics, business ethics, digital ethics).

уметь

- apply major ethical theories to the analysis of concrete moral situations;
- analyze complex ethical dilemmas, identifying underlying value conflicts and presuppositions;
- critically evaluate arguments for and against positions in morally contested debates;
- employ the methodology of ethical analysis to justify their own position;
- compare different cultural and religious moral traditions, understanding the basis of their differences.

владеть

- ethical reflection and critical analysis of moral dilemmas;
- techniques for making ethically balanced decisions;

- constructive dialogue based on mutual respect and rational argumentation.

Дисциплина направлена на развитие следующих компетенций и их индикаторов:

Код компетенции	Формулировка компетенции и/или ее индикатора (ов)
УК-5.	Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах
УК-5-1.	Демонстрирует уважительное отношение к культурно историческому наследию и социокультурным традициям различных социальных групп, опирающееся на знание этапов исторического развития России, основных событий в мировой истории, культурных традиций мира, включая мировые религии, философские и этические учения
УК-5-2.	Владеет навыками продуктивного взаимодействия в профессиональной среде с учетом национальных, этнокультурных, конфессиональных особенностей; навыками преодоления коммуникативных, образовательных, этнических, конфессиональных и других барьеров в процессе межкультурного взаимодействия

3. СОДЕРЖАНИЕ И СТРУКТУРА ДИСЦИПЛИНЫ

Название раздела/темы	Всего часов	Трудоемкость (час.) по видам учебных занятий			
		Контактная работа			Самостоятельная работа
		Всего	Лекции	семинары	
Topic 1. What is Ethics?	22	10	6	4	12
Topic 2. History of Ethical Doctrines	22	10	6	4	12
Topic 3. System of Categories and the Problem of Justification of Morality	22	10	4	6	12
Topic 4. The Sphere of Practical Choice (Applied Ethics)	22	10	4	6	12
Topic 5. Ethics in the Contemporary Global World	20	8	4	4	12
Итого	108	48	24	24	60

Topic 1. What is Ethics?

Distinction between concepts: ethics, morality, and mores. Structure of moral consciousness: norms, values, ideals, evaluations. The problem of the origin of morality (religious, sociobiological, and cultural-historical approaches). Functions of morality in society and in human life.

Topic 2. History of Ethical Doctrines

Ancient Ethics: Aristotle's virtue ethics (Nicomachean Ethics). Eudaimonism. Stoic and Epicurean ethics.

Medieval Ethics: Religious morality. The synthesis of faith and reason (Augustine, Thomas Aquinas).

Early Modern Ethics: Immanuel Kant's ethics of duty and the categorical imperative.

Utilitarianism: Jeremy Bentham and John Stuart Mill. The principle of the greatest happiness.

Critique and New Approaches (19th–20th centuries): Friedrich Nietzsche's on the Genealogy of Morality, discourse ethics, John Rawls's theory of justice.

Topic 3. System of Categories and the Problem of Justification of Morality

Key categories: good and evil, the good, justice, freedom, responsibility, duty, conscience, dignity, honor. The problem of the justification of morality: why should I be moral? Egoism vs. altruism.

Moral relativism, absolutism, and universalism. Do universal human values exist?

Topic 4. The Sphere of Practical Choice (Applied Ethics)

Methodology for resolving ethical dilemmas.

Bioethics: issues of euthanasia, abortion, genetic engineering, allocation of scarce medical resources.

Ethics in Business and Organizations: corporate social responsibility, managerial ethics, conflict of interest, corruption.

Professional Ethics: ethical codes in medicine, law, journalism, and science.

Social and Political Ethics: problems of a just society, human rights, patriotism, violence and nonviolence.

Ethics and New Technologies: issues of artificial intelligence, big data, privacy, robotics.

Topic 5. Ethics in the Contemporary Global World

Ethics of intercultural dialogue. Tolerance and its limits.

Environmental Ethics: human responsibility toward nature and future generations.

Ethics in the Digital Age: online communication, cyberbullying, information dissemination.

Posthumanism and the Ethics of the Future.

4. ОЦЕНОЧНЫЕ СРЕДСТВА И ПРИМЕРЫ ЗАДАНИЙ ДЛЯ ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ

4.1 Текущий контроль

The final grade for the course is composed of the following formative assessment components, each weighted as follows:

Component	Percentage of Final Grade
Completion of tests on theoretical material	20%
Participation in in-class discussions	30%
Completion of homework assignments	20%
Group project work	30%

If a student receives a passing grade (at least "satisfactory") based on the formative assessment results, the grade for the final summative assessment is assigned automatically.

Completion of tests on theoretical material

This component is assessed according to the following criteria:

- number of correct answers to each question;
- completeness of the answer in the case of open-ended questions.

Participation in in-class discussions

The following are taken into account: well-argued answers to questions with examples from the literature, including recommended sources; active participation in discussions, clearly formulated questions demonstrating knowledge of the material and independent preparation; timely and correct completion of the instructor's tasks.

Homework Assignments

Homework assignments are assessed according to the following criteria:

- understanding of the processes and phenomena described;
- completeness of the material, demonstrating mastery of the course content, correct use of terminology, definitions, and facts;
- adherence to submission deadlines.

Group Project Work

Both the collective and individual results are assessed:

- Overall group result: the task was completed within the established deadline, all group members participated according to their roles, and the results were presented in accordance with the specified requirements.
- Individual result: the student acted in accordance with their role, made a substantial contribution to the group's work, demonstrates full command of the material the group worked on, shows willingness to supplement or correct other students, and answers the instructor's questions clearly.

4.2 Промежуточная аттестация

For students who have earned sufficient points for a passing grade through formative assessment, the final course grade equals the formative assessment grade (see section 4.1).

Students who receive a failing grade based on formative assessment must, in consultation with the instructor, resubmit one or more formative assessment components. The instructor reserves the right to assign a task that differs from the original formative assessment task but assesses the same knowledge, skills, and competencies.

4.3 Примеры заданий

Sample test questions

1. Select the correct statements about moral relativism. (*Select multiple answers*)

- A) It asserts that moral evaluations depend on culture, era, and circumstances.**
- B) It holds that there are moral truths that apply universally to all people.
- C) It makes it difficult to condemn practices of another culture from the standpoint of universal norms.**
- D) It serves as a foundation for the creation of the Universal Declaration of Human Rights.

2. The mayor of a small town must decide whether to approve the construction of a factory that will create 1,000 jobs but will pollute a river on which another district depends. From the standpoint of the ETHICS OF DUTY (I. Kant), the most correct line of reasoning is:

- A) Can the rule "for the sake of economic gain, one may cause environmental harm" be made a universal law? If not, construction is impermissible.**
- B) The main thing is that the decision satisfies the majority of the town's residents.
- C) A compromise must be found that satisfies both business and environmentalists.
- D) The mayor should act out of compassion for the unemployed.

3. The concept according to which business should voluntarily contribute to improving society and the environment is _____.

- A) Management ethics
- B) Consumer activism
- C) Corporate social responsibility**
- D) Sustainable development

Sample discussion questions

1. If a technology of "eco-control" existed that would automatically limit energy/water consumption, the use of personal transportation, and the purchase of environmentally harmful goods for all citizens in order to save the planet, should we implement it?
2. What is more effective for preventing corporate scandals: (1) the introduction of an ultra-strict system of total control, fines, and inspections (ethics of rules), or (2) long-term cultivation of honesty, responsibility, courage, and reliance on employees' internal moral compass (virtue ethics)? Is the "cultivation of virtues" in a corporation a utopia or a form of manipulation?
3. Is there an ethical limit to tolerance of the intolerant? Should we tolerate and defend the free speech of a community whose ideology explicitly calls for discrimination or violence against other groups?

Sample homework assignments

HW 1. Conduct an "Ethical Audit" of one of your daily habits (e.g., diet, transportation, clothing purchases, electricity and water use, waste generation).

Tasks:

1. Description: Describe your habit in detail (what, how often, to what extent).
2. Research: Find and provide 2–3 facts about the environmental or social impact of this habit/product (carbon footprint, labor conditions in production, waste disposal issues).
3. Reflection: Analyze the habit from the perspectives of:
Egoism vs. Altruism: Why do you currently act this way? What motivates you?
Responsibility to the future: How is your action connected to the well-being of future generations?
4. Action Plan: Propose one realistic and one ambitious option for changing this habit to make it more ethical and environmentally friendly. Explain what internal (personal) and external (social) barriers would need to be overcome.

Format: A creative report (may include infographics, photographs, links).

HW 2. Prepare for a debate on the topic: "Social media platforms should bear legal responsibility for any content posted by users on their platforms."

Tasks:

1. Prepare a "Support" position (2 arguments + examples/cases).
2. Prepare an "Opposition" position (2 arguments + examples/cases).
3. For each of your four arguments, try to anticipate and briefly (1–2 sentences) refute a possible counterargument from the opponent.

Format: A summary table or structured outline in the format: Argument – Example/Justification – Possible Counterargument – Refutation of the Counterargument.

Sample Topics for Group Projects

1. Conduct research and present an analysis of 2–3 real cases (e.g., controversial publications, intercultural conflicts online). Develop recommendations (a guide) for users and community administrators on ethical communication and conflict resolution in the digital environment.
2. Analyze the "ecological footprint" of a specific product or habit and propose concrete, ethically motivated steps to reduce it.

5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

5.1 Литература

1. Скворцов, А. А. Этика : учебник и практикум для вузов / А. А. Скворцов. — 3-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2025. — 255 с. — (Высшее образование). — ISBN 978-5-534-21590-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/581779>.
2. Этика : учебник для вузов / под общей редакцией А. А. Гусейнова. — Москва : Издательство Юрайт, 2025. — 460 с. — (Высшее образование). — ISBN 978-5-534-01075-6. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/559724>.

5.2 Электронные образовательные ресурсы

Материалы дисциплины размещены в LMS: <https://l.skolkovo.ru/login/index.php>

6. ЛИЦЕНЗИОННОЕ И СВОБОДНО РАСПРОСТРАНЯЕМОЕ ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ

Операционная система Simple Linux, браузер Yandex браузер, антивирусное ПО Calmantivirus.

Свободно распространяемое ПО, в том числе отечественного производства:

Офисный пакет Libre Office, Okular PDF Reader, 7-Zip Архиватор, GIMP Редактирования фотографий, Inkscape Векторная графика, Blender 3D графика, Kdenlive Видеоредактор, Audacity Аудиоредактор, VLC Медиаплеер, Thunderbird Почтовый клиент, Flameshot Создание скриншотов.

7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Учебная аудитория для проведения занятий лекционного типа, оснащенная мультимедийным оборудованием, учебной мебелью, доской или со стенами с маркерным покрытием.

Учебная аудитория для проведения занятий семинарского типа, оснащенная мультимедийным оборудованием, учебной мебелью, доской или со стенами с маркерным покрытием.

Аудитория (коворкинг) для самостоятельной работы, оснащенная учебной мебелью, ноутбуками.

Материально-техническое обеспечение аудиторий представлено на официальном сайте <https://bbask.ru/sveden/objects/>.