**SYLLABUS MODULE DEONTOLOGY AND ETHICS- MASTER-**

*HAMDANI*

1. DEFINITION OF ETHICS (IN PHYLOSOPHY)
2. DEONTOLOGY AND BUSINESS ETHICS
3. THE BEHAVIOURAL RULES and ETHICAL CODES
4. ORIGINS OF DEONTOLOGICAL ETHICS (SOCIETY- RELIGION- POLITICS)
5. THE MORAL VALUES OF ETHICS (DIGNITY- RESPONSIBILITY- RESPECT- TRANSPARENCY – SOLIDARITY- RELIABILITY ) : Ask student about their ethical obligations in university)
6. QUESTIONNAIRE TO STUDENTS ABOUT THEIR OPINION ABOUT DESCRIPTION OF ETHICAL VALUES:
* Increase flexibility
* Responding to costumer’s ideas and suggestions
* Reducing cost and increasing innovation
* Objectivity – integrity and impartiality

**References:**

* ESTEVES-FERREIRA.J, Déontologie de la traduction judiciaire, ASTTI.
* Kirrane, D.E, managing values, a systematic approach to business ethics, training and development, journal44.
* YM, Anthony, pour une éthique du traducteur, Artois presse université, 1997, Paris.
* Weiss Joseph W. 2008. Business Ethics: A Stakeholder and Issues Management Approach, 5th ed, Paperback.
* LOBATO PATRICIA JULIA, Aspects déontologiques et professionnelles de la traduction juridique et assermentée, université de Malaga, 2007.
* MESCHONIC, Henri, Ethique et politique du traduire, Verdier, 1999.

**Abstract:**

This syllabus makes some considerations about the profession and about different problematic cases in practice, in which ethical and deontological aspects of the profession are involved. From a descriptive analysis of the deontological codes and the problematic cases , we intend to make a proposal for the incursion of deontology in the field of didactic translation, and introduce the ethical and professional aspects in the study plans. The objective is to highlight the importance of including professional deontology in translation and interpretation studies so that future translators and interpreters practice the profession according to common ethical values ​​and criteria.

**Lessons**

The deontological behaviours in the workfield are recommended for the sake of  achieving some goals as follow:

* Controlling the personal professional behavior that the trustees should display in the interests of the state.
* Understanding professional duties and recalling the positive and negative sanctions regime as an effective means
* To avoid some prohibited wires.
* Ensuring a balance between moral judgments and the need to preserve the freedoms and rights of employees And workers.
* Removing the authoritarian character of an administration.

**The role of professional ethics in organizational life:**

             Commitment to work ethics contributes to the improvement of society in general, as unfair practices decrease, people enjoy equal opportunities, and every person reaps the fruits of his effort, or he receives a penalty for his shortcomings, assigns actions to the most efficient and informed, directs resources to what is more beneficial, and tightens the screws on fraudsters and opportunists , And expand opportunities for hardworking.
• Supporting social satisfaction and stability among the majority of people, as justice prevails and everyone with their rights gets their rights, which puts the majority of people in a state of satisfaction and stability.

It provides an environment conducive to team spirit and increased productivity, which benefits everyone.

• Increasing an individual’s self-confidence and confidence in the organization and society, and less anxiety and tension between individuals.

* Reducing the exposure of institutions to risk, because violations, crimes, and disputes decrease, as everyone adheres to the law that is first and foremost an ethical value.

The presence of declared moral covenants provides the reference that people refer to in order to decide the behavior to be followed, or to judge the behavior that actually occurred.

                   Sociologists believe that any human society can not live with happy understanding unless its strong bonds of decent ethics connect them, and if we assume the existence of a society on the basis of exchange of material benefits only, without having a higher purpose behind it, it does not The integrity of this society must be adhered to by ethical trust and honesty at the very least; and when the ethics that are the necessary mediator for the harmony of man with his human brother, the members of society disintegrate, the person desperately needs a moral system that fulfills his social need.

**Concept of responsibility:**

                Liability means the obligation to compensate for the harm arising from the breach of an obligation prescribed by the official. The obligation may be issued by a contract that links him with the victim, so his responsibility is a contractual responsibility, governed by the contract and determining its extent on the one hand, and the source of the legal obligation may be in the form of general costs that impose it, and then his responsibility is a responsibility Shortened.
             And responsibility in its comprehensive sense "means acknowledging the individual with the actions that result from him and his willingness to bear the results of these actions, it is the ability to commit the individual himself first, and the ability to then fulfill his obligations through his own efforts and his free will. The responsibility is based on freedom, not assigned to a fool, And it shall cease from the one who stole the will.

**Factors of developing social responsibility:**
            There are factors that help develop social responsibility in society, which have a major impact on the formation of the individual's personality and the development of his capabilities, and work to cultivate social responsibility within them. Among these factors: 2
            - **The teacher:**
   The teacher is one of the individuals who come at the forefront of these developmental factors. He is a social leader in his school, his environment and his society, and he is the leader of multiple groups of students who are the leaders of the future.

The teacher affects his learners, the level of academic achievement and his attitudes toward the subject he is studying and towards the learning process in general, his attitudes are transmitted to the pupils, so the teacher must be socially responsible with its three elements: understanding, interest, and participation, so that he can play a role in developing social responsibility with Youngsters. The teacher influences his students with his sayings, actions, and appearance, and all his other actions that students transmit from him sometimes in an emotional or subconscious manner.

**Educational methods:**
              The study materials and everything the student learn theoretically from reading, listening, watching or discussing what is related to the affairs of his group or society, and these social, economic, political and historical curricula, help the student, and also helps any student to improve his interest in his group, whatever its size, To the group’s level of reasonableness, which is the level at which a person does not stand in the face of his or her affiliated group or is present with it, but stands by the sane person to understand the circumstances of its present, and the comprehension of its history, and its perceived hopes and goals.

**Educational groups:**
            The individual is affected by the group in the way he thinks, and to acquire his values, habits, behavior or other words. The group affects each of its members in many fields, which helps him to form his values, morals, and the way he treats others and treats them.

**Confidentiality:**

Honesty, integrity and considerate balance of interests
Professional ability to improve work, mastery, and keep secrets
Honesty, integrity and bias in favor of the company

**Transparency:**

Be honest and chaste while doing work
Be fair when doing business
Be honest in homework

**Objectivity:**

Impartiality in thinking and impartiality while performing business and impartiality
Resist side effects when doing business
Avoid any relationships that seem to lose objectivity and independence

**Responsability to justice:**

Compliance with the laws regulating the profession in translation work
Contributing to the application of justice through coordination with its agencies in the work of the joint judiciary
Relying on agents to solve disputes

**Flexibility**
Business ethics help to keep abreast of market variables and opportunities
Adapt to any change in the design or size of services required
Responding to customer ideas and suggestions

**Ethics in translation**

 In the professional practice of sworn translation, there are many cases of litigation faced by the interpreter translator in the performance of his work. In the practice of this profession, ethics helps to guide and set limits and, above all, to become familiar with the rules and limits of action. Sworn translators must know the different codes of ethics and current legislation that regulate the profession, and be able to make appropriate ethical and professional decisions and apply them in the professional practice, in addition to being able to familiarize themselves with different situations in which being professionals, they must make decisions about certain issues that may not be too ethical, and know how to use common sense, value ethics as a fundamental element in professional practice, and have an attitude of solidarity with colleagues (future colleagues), and respect for rules and by people.

Within the framework of this perspective, we intend to make a teaching proposal for a subject of professional and ethical deontology in the translation career. And understanding that professional ethics and ethics in the practice of translation and interpretation are defining elements of professional work, a series of problems are raised such as the training of translators and interpreters to be able to manage in situations of conflict, the type of training and how to incorporate it into the study career as a fundamental subject.
The methodology followed in teaching is essentially practical, since it is intended to be based on learning and acquisition of knowledge and significant values, based on the student's previous knowledge and experience. Such as raising questions and debates about issues related to ethics or situations that present moral controversy, in which students will have to make decisions.

The objective is to highlight the importance of including professional deontology in translation and interpretation studies so that future translators and interpreters practice the profession according to common ethical values ​​and criteria.

Deontological codes that govern the practice of translation and sworn interpretation:
A code of ethics is a set of rules and duties that establish behavioral guidelines aimed at a group in order to guide and regulate their professional practice; refer to how things should be, and try to define what is right and what is wrong, from an ethical perspective.

**The main topics discussed are:**

 Dignity and fidelity−

 Respect for verbal or written commitments−

 No interruption of service without prior communication−

 Respect and apply the rules of the Code−

 Take responsibility for translation clearly and accurately−

 Decent and measured advertising−

 Keep Professional Secret−

 Fees−
 Professional solidarity−

Proposal of topics to respect / teach in the ethics of sworn translation and interpretation:
 The translator must maintain confidentiality and keep professional secrecy about the information to which he had access during the performance of his profession.−
 The translator will remain faithful to the original text in terms of content, style and purpose.−
 The translator will not benefit or benefit third parties through information related to his client's business.−

 The translator will not interrupt the provision of professional service without prior communication to the parties except in cases of force majeure and inform the client at all times of the possible difficulties that may arise as well as the rates, delivery times, and other circumstances that may arise. may affect the translation−

 The translator will not accept assignments for those who are not trained either due to lack of knowledge of the language, of the subject or because they are not authorized to do so (in the case of sworn interpreters).−

 The translator will not delegate orders or accept delegated assignments without the consent of all parties.−

 The translator will always carry out the orders with the highest possible quality in terms of content, delivery times and training and preparation of the translator.−

 The translator will not commit actions that discredit the profession or colleagues.−
 The translator will maintain a conduct of solidarity and companionship and avoid unfair competition.−
 All advertising that the translator makes of professional services will be carried out in a dignified manner.−

Problematic cases in the practice of translation and sworn interpretation:
This section develops a series of possible problems encountered in the practice of sworn translation and interpretation, as well as managing these conflict situations, in accordance with the ethics and deontology of the profession of sworn interpreter translator. These subjects serve as didactic subject in the teaching of the deontology of the sworn translation.

Subject title: Deontology and ethics of the translator.

Type of the subject: (Compulsory, optional).

Subject level: Third or fourth grade.

Number of credits: according to the teaching load of the subject.

Description of the subject:

It is intended to introduce the subject in the translation and interpretation career, for students who are studying other subjects of translation of specialized texts (legal, economic, medical, etc.), from the second or third year, until the end of the career, so that students are aware of the ethical and professional decisions that translators and interpreters have to face in the professional practice of translation and interpretation.

Didactic goals:

 Know the professional ethics of the translator−

 Become familiar with the rules and limits of performance of Translation and Interpretation.−
 Know the different codes of ethics and current legislation that regulates the profession.−
 Know the different professional associations, the advantages of being part of one of them and know the existence of the deontological codes of the sworn translator.−
 Be able to make decisions in accordance with ethics and apply them in real professional situations (simulations).−

 Learn to think and reflect on the implications and ethical consequences of the translator's profession in different contexts.−

After analyzing and valuing the deontological codes, we can affirm the importance that ethics and deontology have for the professional practice of translation and interpretation) and for the regulation of this practice.

 In another order of things, given the relative importance that the ―ethical and deontological components have as much for the decision making of the translator or interpreter (acceptance or rejection of an assignment, negotiation of conditions that preserve their professional ethics, etc.) and for The final product of their linguistic and cultural mediation work (translated text or interpreted discourse), we believe that we have shown that it is urgent and necessary to support the incorporation of this type of aspects into the training programs for translators and interpreters.