1. **Title of the module**

PHIL6400 (PL640) – Normative Ethics

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for BA Philosophy (Single and Joint Honours)

Also available as an elective module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Outline and show critical understanding through clear expression of consequentialism;

8.2 Outline and show critical understanding through clear expression of a number of problems for consequentialism;

8.3 Outline and show critical understanding through clear expression of deontology;

8.4 Outline and show critical understanding through clear expression of problems for deontologists;

8.5 Outline and show critical understanding through clear expression of virtue theory;

8.6 Outline and show critical understanding through clear expression of a number of problems for virtue theorists.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate their skills in critical analysis and argument through an engagement with these issues, both through their reading and through listening to others;

9.2 Demonstrate their ability to make ideas clearly understandable in their writing;

9.3 Demonstrate their ability to make ideas clearly understandable for a live audience;

9.4 Demonstrate their ability to work autonomously and to take responsibility for their learning.

1. **A synopsis of the curriculum**

This course is designed to introduce students to a number of approaches in what is often referred to as “normative ethics”. We face and hear about moral problems every day. These problems range from life and death matters concerning abortion, euthanasia and the like to other types of case such as whether to tell a lie to prevent hurting someone’s feelings. At some point we might wonder whether there is a set of rules or principles (such as ‘Do not lie’) which will help us through these tricky problems; we might wonder whether there is something more simple underlying all of this ‘ethical mess’ that we can discern.

Normative ethics contains a number of theories that attempt to give us such principles and to sort out the mess. In particular, different normative ethical theories are attempts to articulate reasons why a certain course of action is ethically best; they are attempts to say what types of feature we should concentrate on when thinking about ethical problems and why it is that such features are features which have ‘intrinsic moral significance’. Of course, ethical theories do not exist in a vacuum. As we shall see, our everyday intuitions about what is morally best are both the origin of normative ethical theories and the origin of thoughts raised against them.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aristotle (2009). *Nicomachean Ethics*. Oxford: OUP.

Baron, Marcia, Philip Pettit, and Michael Slote (1997). *Three Methods of Ethics*. Malden, MA: John Wiley & Sons.

Kagan, Shelly (1997). *Normative Ethics*. Westview Press.

Kant, Immanuel (2012). *Groundwork for the Metaphysics of Morals*. Cambridge: CUP.

Mill, J.S. (2002). *Utilitarianism*. Indianapolis: Hackett.

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Mid-term Assignment (1,000 words) – 30%
* End of Term Essay (2,500 words) – 50%
* Group Presentation (25 minutes) – 10%
* Seminar Performance – 10%

13.2 Reassessment methods

* 100% Coursework (2,500 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Mid-term Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| End of Term Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Group Presentation | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Seminar Performance | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Internationalisation is actively incorporated by virtue of the core readings that address varying cultural and historical ideas about morality and the good life. Through critical consideration of pleasure, autonomy, reason, and virtue, students will become aware of the significance and role of competing conceptions of what it means to flourish as a human. Essay assessments enable students to be self-reflective and evaluate ethical theories in a multi-cultural setting. Teaching methods ask students to call upon their own experiences of ethical reasoning as well as to consider whether or not such experiences are universal/global, or the result of contingent cultural and historical factors.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/12/19 | Major | September 2020 | 3, 8, 9, 12 | No |
| 14/01/2020 | Major | September 2021 | 8,10,13,14 | No |

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| Revised FSO Feb 2020 |