1. **Title of the module**

PHIL3030 (PL303) – Introduction to Philosophy: Ethics

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

School of European Culture and Languages

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

Level 4

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

15 Credits (7.5 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 programmes of study to which the module contributes**

Compulsory for BA Philosophy (Single and Joint Honours)

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

8.1 Demonstrate understanding of the basic questions about the nature of moral philosophising through an examination of a range of moral thinkers and schools;

8.2 Understand the connections and differences between moral philosophy and other kinds of study, including moral anthropology;

8.3 Analyse and critically appraise logical arguments;

8.4 Plan and write a philosophical essay and build it around a coherent argument;

8.5 Demonstrate a basic knowledge of certain fundamental and enduring debates about the respective roles of reason and feeling (emotion) in moral argument and judgment;

8.6 Demonstrate a grasp of what it is for a moral theory to be objective or, alternatively, subjective, and the various senses that can be given to these terms;

8.7 Understand something of how empirical and historical accounts of moral cultures and practices bear upon issues of truth and falsity in ethics.

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

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

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

9.3 Demonstrate an ability to make complex ideas clearly understandable in their public speaking and have developed their ability to work autonomously and to take responsibility for their learning.

1. **A synopsis of the curriculum**

This module will introduce students to a number of big questions in ethics. The questions may include the following: What makes a life good? Is it happiness? Or is it something else? Another big question is: What makes actions right or wrong? Is it God demanding or forbidding them? Or are actions perhaps right to the extent that they serve to make lives better off, and wrong to the extent that they make lives worse off? Some philosophers have thought so. Others wonder: What if I steal money from someone so rich that my act in no way makes their life go any worse. Might it still be the case that I have acted wrongly—even if I haven’t made anyone worse off? A third bit question is this: What’s the status of morality? Is it, for example, the case that what’s right for me might be wrong for you? Does it make any sense at all to talk about moral claims being true or false, even relative to moral communities? Might moral judgments be nothing but expressions of sentiments? Throughout the course, students will be examining these and similar questions from the point of view of a variety of philosophers, including Plato, Aristotle, John Stuart Mill, Immanuel Kant, and David Hume.

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

Shafer-Landau, R. (2012). *The Fundamentals of Ethics* (2nd ed.), Oxford: Oxford University Press.

Shafer-Landau, R. (2012). *The Ethical Life* (2nd ed.), Oxford: Oxford University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Mid-term Essay (750 words) – 30%
* Final Essay (2,000 words) – 60%
* Seminar Performance – 10%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

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 | 8.7 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  | **x** | **x** | **x** |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Mid-term Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Final Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar Participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School 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**

The subject content of this module is international in character, in that students will study the work of philosophers and practitioners whose work has had truly global influence. Questions concerning ethics and its study figure in international as well as local debate, and this is reflected in the material and case studies we will examine in lectures and seminar discussion. Many of the applied examples discussed aim to make salient the public-facing character of this subfield of philosophy, which invites reflection on international considerations. Where the module may incorporate reference to the law, international differences in legal theory and practice will offer practical material for evaluation and debate.

**FACULTIES SUPPORT OFFICE 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) |
| 09/12/19 | Minor | September 2020 | 13 | No |
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| Revised FSO Feb 2020 |