1. **Title of the module**

RSST3490 (TH349) Ethics, Society and the Good Life

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

School of European Culture of 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**

RSST3500 (TH350) (co-requisite)

1. **The programmes of study to which the module contributes**

Compulsory for the BA Global Philosophies (Single Honours)

Optional for the BA Religious Studies (Single and Joint Honours) and BA Asian Studies (Joint Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an understanding of the key values, worldviews, beliefs, assumptions and presuppositions which shape and inform specific ethical perspectives;
	2. Provide an account of specific philosophical discussions related to ethics within one philosophical/religious tradition examined in this module;
	3. Compare and contrast ethical approaches in two or more philosophical/religious traditions and/or contexts;
	4. Demonstrate a general understanding of social construction theory and the influence historical, social and cultural factors may have on ethical judgement and reflection;
	5. Apply these theoretical frameworks to the understanding of specific ethical judgements related to particular themes or issues.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a capacity to engage with a variety of scholarly resources to extend the understanding, evaluate evidence and construct a persuasive argument;
	2. Present information in an intelligent and coherent fashion in writing;
	3. Present arguments in written form in a time-limited context.
	4. Use basic electronic resources to further their research skills;
3. **A synopsis of the curriculum**

This module provides a cross-cultural introduction and exploration of philosophical, religious and cultural traditions which have shaped and informed historical and contemporary ethical judgements and notions of the good life. From ancient Asian, Greek, Jewish, Christian and Islamic philosophies inspired by thinkers such as the Buddha, Plato, Jesus and Mohammed, to modern secular philosophies such as humanism and Marxism, humans have articulated a variety of approaches to ethics, politics, spirituality, and the relationship of the individual to society, in many cases developing legal frameworks for the regulation of issues of ethical concern in areas such as human rights, wealth distribution, medical ethics, the environment and human sexuality.

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

Gilligan, C. (2016). *In a Different Voice*. Cambridge, MA: Harvard University Press.

Fasching, D., DeChant, D. and Lantigua, D. (2011). *Comparative Religious Ethics: A Narrative Approach to Religion and Global Ethics* (second edition). Chichester: Wiley and Blackwell.

Malik, K. (2014). *The Quest for a Moral Compass. A Global History of Ethics*. London: Atlantic Books.

Nussbaum, M. (2001). *The Fragility of Goodness* (second edition). Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

This module will be taught by means lectures and seminars.

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**

13.1 Main assessment methods

This module will be assessed by 50% coursework and 50% exam.

* Essay (2,000 words) – 50%
* Examination (2 hours) - 50%

13.2 Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment essay 3,000 words) – 100%
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* | *9.1* | *9.2* | *9.3* | *9.4* |  |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |  |  |  |
| *Private Study* | 130 | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| *Lecture* | 10 | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |
| *Seminar* | 10 | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Essay 1* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| *Exam* | **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 entire module reflects internationalisation in that it explores intellectual thought in a variety of cultural contexts, time periods and intellectual traditions.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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