1. KentVision Code and title of the module

PHIL3030 Introduction to Philosophy: Ethics

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities (Philosophy)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

15 (7.5 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Compulsory for BA Philosophy (Single and Joint Honours)

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

* 1. Demonstrate understanding of the basic questions about the nature of moral philosophising through an examination of a range of moral thinkers and schools;
  2. Understand the connections and differences between moral philosophy and other kinds of study, including moral anthropology;
  3. Analyse and critically appraise logical arguments;
  4. Plan and write a philosophical essay and build it around a coherent argument;
  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;
  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;
  7. Understand something of how empirical and historical accounts of moral cultures and practices bear upon issues of truth and falsity in ethics.

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

* 1. Demonstrate skills in critical analysis and argument through an engagement with these issues, both through their reading and through listening to others;
  2. Demonstrate an ability to make complex ideas clearly understandable in a variety of formats.

## 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.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

## Assessment methods

* 1. Main assessment methods

Midterm essay: 750 words – 30 %

Final essay (1,750 words) – 60%

Seminar Participation – 10%

14.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **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** |  |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## 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.

**DIVISIONAL USE ONLY**

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

| Date approved | New or major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 09/12/19 | Minor | September 2020 | 13 | No |
| 19/12/2022 | Minor | 2023/24 | 9,13 | No |

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| Revised FSO Feb 2020 |