1. KentVision Code and title of the module

PHIL6400 Ethics: Normative and Practical

## 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 5

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

30 (15 ECTS)

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

Autumn

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

None

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

Compulsory to the following courses:

BA (Hons) Philosophy (Single Hons and Joint Hons) (or alternatively PHIL5002 Theoretical Philosophy may be taken)

BA (Hons) Philosophy, Religion and Ethics BA

Also available as an elective module

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

* 1. Outline and show critical understanding through clear expression of a range of ethical and practical theories such as consequentialism, deontology, virtue ethics.
  2. Outline and show critical understanding through clear expression about the strengths and weaknesses of the theories discussed;
  3. Outline and show critical philosophical understanding of a range of practical topics, such as war and peace, animal rights, media and data, and various topics in medical ethics.

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

* 1. Demonstrate their skills in critical analysis and argument through an engagement with these issues, both through their reading and through listening to others;
  2. Demonstrate their ability to make ideas clearly understandable in their writing and/or speaking, both to other philosophers and members of the public;
  3. Demonstrate their ability to work autonomously and to take responsibility for their learning.

## A synopsis of the curriculum

This module focuses on a range of practical ethical topics, connecting practical theories and stances with the nature of the world we live in. We interpret ‘ethics’ here very broadly and the topics we cover will change from year to year, but likely topics include: war and peace, animal ethics, media and data, and various topics in medical 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’) that 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. Ethics contains several theories or stances that attempt to give us such principles and to sort out the mess. In particular, different 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. We will begin the module by reviewing certain ethical theories and understanding them in detail before turning to investigate various ethical problems and dilemmas.

## 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

Private Study: 260

Contact Hours: 40

Total: 300

## Assessment methods

* 1. Main assessment methods
* Essay (mid-term) (2000 words) – 50%
* End of term task: 50%, one from a choice of:
* written piece of public philosophy (1000 words)
* podcast (10 mins)
* video cast (10 mins)

13.2 Reassessment methods

100 % coursework (written piece)

## 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 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** |  | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |
| End of term task | **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

Internationalisation is actively incorporated by virtue of the core readings that address varying cultural and historical ideas about morality and the good life, plus real-life examples from different parts of the world. 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. 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.

**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/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 10/12/19 | Major | September 2020 | 3, 8, 9, 12 | No |
| 14/01/2020 | Major | September 2021 | 8,10,13,14 | No |
| 19/12/2022 | Major | 2023/24 | 1,7,10,13 | No |