1. **Title of the module**

SOCI5560 (SO556) Social Ethics

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

Division for the Study of Law, Society and Social Justice (School of Social Policy, Sociology and Social Research)

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

Level 6

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 term (term 1) and Spring term (term 2)

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

None

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

BSc Social Sciences; Criminal Justice & Criminology BA – optional module

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

8.1 Demonstrate detailed knowledge of key concepts and theories in moral philosophy particularly where they are relevant to contemporary ethical issues and social problems.

8.2 Effectively articulate knowledge of how competing ethical perspectives offer different solutions to ethical and social problems.

8.3 Demonstrate advanced scholarship in terms of accounting for the varying ways in which individuals and groups engage with ethical issues.

8.4 Critically evaluate the relevance of ethical theory to understanding contemporary public life.

8.5 Draw upon social science theories to describe and explain how social relationships and structures (including power) affect people’s moral deliberations and actions.

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

9.1 Demonstrate enhanced communication skills.

9.2 Find and using library and internet resources.

9.3 Working collaboratively in teams.

9.4 Synthesize theories and arguments in a coherent manner.

1. **A synopsis of the curriculum**

This module aims to provide a broad introduction to social ethics. It will give students moral frameworks with which to address contemporary issues affecting social and professional practices and relationships. The module explores how everyday encounters and practices have ethical dimensions, which are often neglected in sociological accounts. A range of topics will be examined, including euthanasia, abortion, capital punishment, prostitution, cannibalism, lying, charity and fair wage. It will draw upon several ethical perspectives, such as utilitarianism, deontology, virtue ethics, feminist ethics and theories of justice, to understand these topics.

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

James Rachels and Stuart Rachels (2012), *The Elements of Moral Philosophy*, 7th Edition, McGraw-Hill, Boston

Christopher Bennett (2010), *What is This Thing Called Ethics?,* Routledge, London

Sandel, Michael (2009), *Justice: What's the right thing to do?.* London: Penguin Books

Tom Beauchamp (2001), *Philosophical Ethics: An Introduction to Moral Philosophy*, McGraw-Hill, Boston

1. **Learning and teaching methods**

Total contact hours: 44

Private study hours: 256

Total study hours: 300

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

Coursework - Essay 1 - Analytical Essay (2500 words) - 40%

Coursework - Essay 2 - Argumentative Essay (2500 words) - 40%

Coursework - Debate and Commentary (approx. 400 words) - 20%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X |  | X |  | X |
| Lectures | X | X | X | X | X | X |  |  |  |
| Seminars | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 (40%) | X |  |  | X | X | X |  |  | X |
| Essay 2 (40%) | X | X | X | X | X | X | X |  | X |
| Debate and Commentary (20%) | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/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**

Medway

1. **Internationalisation**

The module topics are theoretical in nature and would have international relevance depending on nature of specific individual topics. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**DIVISIONAL USE ONLY**

**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) |
|  |  | September 2005 |  |  |
| 09/2021 EAP | Minor | September 2021 | 13.1, 14 | No |

Revised FSO Jan 2018