

## General Ethics: Guiding Rules

7.1 Module Overview									
Module Number		Module Title	General Ethics: Guiding Rules						
Stage of Principal Programme			2	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	E Core	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
• Independent, self-directed learning					✓	51			
• Research, preparation and completion of assignments					✓	6			
• Exam preparation					✓	40			
Total						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in Philosophy or closely cognate area
Tutor	A minimum level 9 qualification in Philosophy or closely cognate area
Staff - Learner Ratio X:Y	
	1:120
	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	30%	Proctored Exam – in person	70%	Practical Skills Based	
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

## 7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Explain the main principles and arguments of the Kantian and Utilitarian theories.	1
2. Read and summarise entry level philosophy texts.	7
3. Apply the theories to a practical dilemma	3, 4
4. Compare, critique and evaluate the two theories.	2

## 7.3 Indicative Module Content, Organisation and Structure

This module aims to introduce learners to the principles, concepts and problems of rule based ethical theories through a critical analysis of Kantian and Utilitarian moral theory. It will present learners with fundamental frameworks by which to analyse social, moral and political phenomena, as well as developing learner capacity for critical thinking. This module introduces learners to the traditional moral theories of Kant (Deontology) and Bentham and Mill (Utilitarianism), highlighting the role they play in creating the dominant description of the full person (rational, autonomous) that has been subsumed into the structures of the state. Learners are introduced to feminist political criticisms of this conception and its political implications.

Below is an indicative structure of the module content:

- Nature of ethics, vocabulary and fundamental concepts.
- Kant's theory – the three pillars: duty, Categorical Imperative and Respect. The nature of respect for others and for the self. Concept of human nature implied. Criticisms of Kant's theory.
- Utilitarian theory – the Greatest Happiness principle, the Utilitarian calculus, act and rule-based distinction. Concept of human nature implied. Criticisms of Utilitarian theory.
- Applied case – poverty. Distinctions- relative and absolute poverty, duty and beneficence, a utilitarian analysis and a Kantian analysis of our duties, if any.

The main theories and arguments are delivered in lectures to learners, as well as a demonstration of applying theory to a real-world problem. Close reading of the recommended texts will be carried out in tutorials as well as application of the theory to specific problems.

This module will address the programme themes of Equality and Inclusion.

## 7.4 Work-based learning and practice-placement (if applicable)

N/A

## 7.5 Specific module resources required (if applicable)

N/A

## 7.6 Application of programme teaching, learning and assessment strategies to this module

The content of this module is delivered in lectures and tutorials. The lecturer models the skills of exposition, analysis and critique in delivering the content and provides learners opportunity to practise these skills in group work during lectures. Tutorials will provide the opportunity for learners to engage with the ideas in more detail and apply them to real world problems.

In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should

they wish. Lecturing will involve both exposition, group work, regular quizzes (unmarked) at the end of each topic.

### Assessment

The Reading Comprehension assignments held in tutorials one and three will develop the learner's ability to read introductory texts. The feedback after the first reading comprehension allows them to see where they need to improve and put their learning into practice in the second reading comprehension. (MIMLO 2)

The two-hour proctored exam examines the learners understanding of the core concepts and theories studied in the course. A mandatory question requires learners to apply the two theories to a scenario and argue what they think each theory would say about the situation. This form of assessment encourages learners to learn the basic skills of explaining principles, comparing and evaluating theories and applying theories to dilemmas that they will need for the other ethics modules in this subject pathway. (MIMLO 1, 3, 4)

The attendance mark points to the activities that learners will engage with in class –the answering of questions, engagement with group work and applying theories to practical dilemmas. This meets MIMLO 1 and 3.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
2	<b>Two reading comprehension assignments.</b> These two assignments will comprise of two questions to be answered in 20 minutes in tutorial. After the assignments are collected, we will brainstorm the answers in class and a sample answer will be put on Moodle. Learners will be able to evaluate their progress in learning to read philosophy texts.	<b>20% (10% each)</b>
1, 3, 4	<b>2 hour proctored exam.</b> Learners will answer questions related to key module concepts and theories, as well as applying the two theories to a practical scenario.	<b>70%</b>
	<b>Attendance:</b> In light of the poor attendance and engagement of learners across the programme since the Covid era, this grade is intended to encourage learners to attend regularly. It also enables learners to learn to work together and learn from each other.	<b>10%</b>

7.8 Sample Assessment Materials
<p><b>Reading Comprehension:</b></p> <p>Examples of continuous assessment reading comprehension questions:</p> <p>Read chapter 5 in Mizsoni, <i>Ethics: The Basics</i> and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Explain why the Greatest Happiness principle does not always mean going with what the majority wants.</li> <li>2. Given that human beings are not computers, explain how a utilitarian would make a decision in real life.</li> </ol> <p><b>Sample exam questions:</b></p> <p>Answer 1 OR 2. You must answer 3.</p> <ol style="list-style-type: none"> <li>1. Kant's Respect Principle states that we ought to treat humanity, 'whether in our own person or in the person of any other, never simply as a means but always at the same time as an end in itself'. Explain what he means by this.</li> <li>2. Critically analyse the implications of Peter Singer's injunction that 'if it is our power to prevent something bad from happening, without thereby sacrificing anything of comparable moral importance, we ought, morally to do it', in his article 'Famine, Affluence, and Morality'.</li> </ol>

3. 3. Analyse the following scenario using the Kantian and Utilitarian theories we have studied on this course: Smith is terminally ill. A teaching hospital proposes to Smith that he offer himself for a transplant experiment. This experiment will most likely kill Smith but he will most likely die in a few weeks in any case. In return, Smith's family will be made financially secure and Smith will contribute to advances in medical science that will benefit future patients. What ought Smith to do?

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### Indicative Core Reading:

Mizzoni, John, *Ethics: The Basics*, 2nd edn (Oxford: Wiley-Blackwell, 2017)

### Secondary Sources:

Dillon, Robin S., (ed), *Dignity, Character and Self-Respect* (London: Routledge, 1995)

Hinman, Lawrence, *Ethics: A Pluralistic Approach to Moral Theory*, 3rd edn (Canada: Thomson Wadsworth, 2003)

Korsgaard, Christine M., *Creating the Kingdom of Ends* (Cambridge: Cambridge University Press, 1996)

Piper, Adrian, *Xenophobia and Kantian Rationalism* 1993, *Philosophical Forum* 24 (1-3):188-23

Singer, Peter, (ed), *A Companion to Ethics* (Oxford: Blackwell, 1997)

### Relevant websites:

University of Stanford, *The Stanford Encyclopaedia of Philosophy*, <https://plato.stanford.edu/> [accessed 10<sup>th</sup> October 2023]

PBS Digital Studios *Crash Course Philosophies* series on You Tube