General Ethics: The Good Life

7.1   Module Overview

Module Number		Module Title	General Ethics: The Good Life						
Stage of Principal Programme			**2**	**Semester**	**2**	**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 assessments	✓	46
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	**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**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Philosophy or closely cognate area	1: 120
Tutor	A minimum level 9 qualification in Philosophy or closely cognate area	1: 20

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**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 Aristotelian Virtue Ethics and Care Ethics 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, 5, 8**

7.3   Indicative Module Content, Organisation and Structure

This module aims to introduce learners to the principles, concepts and problems of ethical theories based on the pursuit of a well lived human life. In particular, it will examine Aristotelian Virtue Ethics and the more recent Care Ethics theories. 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 Virtue Ethics & Care Ethics through a framework of how these provide a different view of the person (relational, holistic) to that offered in Semester one. This in turn provides an alternative imaginary for political structures, and a criticism of current political and economic structures and processes. Based on feminist and ecofeminist texts.

Below is an indicative structure of the module content:
- Introduction to concepts and vocabulary; the characteristics of rule-based ethics, differences with non-rule based moral theories.
- Aristotle's Virtue Ethics – Character, Virtue, the Golden Mean, role-models and community, the role of luck, the importance of friendship. Criticisms of Virtue Ethics.
- Care Ethics – Gilligan's research, connectedness, caring for, characteristics and basis for such a view, criticism of the autonomous, rational-self model of ethics. Criticisms of the Care Ethics theory.
- Applied case – relationship to animals and the environment. Virtue Ethics and Care Ethics as a means to guiding our interaction with the environment and non-human animals. Midgley, Curtin and Scruton.

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 deal with the programme themes of equality & inclusion, and climate change.

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 draws attention to the process. 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. Tutorials will provide the opportunity for learners to engage with the ideas in more detail, and apply them to given scenarios.

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 comprehensions (MIMLO 2). The ungraded pop quizzes at the end of each topic will perform the same function (but without the same pressure).

The essay topics focus on applying the theories studied to a topic or piece of culture of contemporary relevance. This assessment develops the learner's ability to make arguments, present different points of view and assess the theory in relation to a practical event or text. (MIMLO 1, 2, 3, 4)

The attendance mark points to the activities that learners will engage with in class; answering of questions, engagement with group work and applying theories to practical dilemmas.

7.7   Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
2	Two reading comprehension assignments. 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.	20% (10% each)
1, 2, 3, 4	A 17500 to 2,000 word essay that requires the learner to apply the two theories to a contemporary issue or cultural text.	70%
	Attendance: 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.	10%

7.8   Sample Assessment Materials

Reading Comprehension:

Examples of continuous assessment reading comprehension questions:

Read chapter 7 in Mizzoni, *Ethics: The Basics* and answer the following questions:
1.   Summarise Mizzoni's explanation that 'Humans are relational beings', 7.2.
2.   Explain the main concepts in 7.6, 'Care Ethics: Relativist or Universalist?'

Sample Essay:

Choose one of the following:

1.   In the films *The Wind Rises* (2013, Studio Ghibli) and *Thelma and Louise* (1991), the main characters must assess their lives and choices over the course of the story. Choosing one or both of these films, apply the two theories we have studied in this module to explain the moral worth of these lives, how it is measured and how the living of a good life is achieved. In your essay, you should consider some of the strengths and weaknesses of both theories.

2.   In light of the myriad of dangers that face the environment, how ought we to live our lives? Develop a guide for individuals living in western countries today, that can be morally grounded in the principles of Virtue and Care Ethics. Discuss the weaknesses and strengths of these two moral theories in giving guidance for such a dilemma.

This essay will be assessed using the Written Assessment Marking Criteria Guidelines. It should use the referencing style relevant to your programme, (MHRA for A&H, Harvard for SPCS). It should include two theories from the course and make reference to at least **four** sources. It is to be submitted through Turnitin. You will get feedback and results via Turnitin.

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)

Foot, Philippa, *Virtues and Vices* (Oxford: Oxfird Universtiy Press, 1978)

Hinman, Lawerence, *Ethics: A Pluralistic Approach to Moral Theory*, 4th edn (Belmont, California: Thomson Wadsworth, 2008)

Sherman, Nancy, *The Fabric of Character: Aristotle's Theory of Virtue (*Oxford: Oxford University Press, 1989)

Sherman, Nancy*,* 'The Look and Feel of Virtue' in Christopher Gill (ed.), *Virtue, Norms, and Objectivity: Issues in Ancient and Modern Ethics*. UK: Clarendon Press, 2005)

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 October 2023]

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