General Ethics: Guiding Rules

Section A: Headline Information	
Module title	General Ethics: Guiding Rules
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Sarah Otten
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures and tutorials
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Philosophy
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture room, white board, computer and projector.
Analysis of required learning effort	
***Effort while in contact with staff**	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10	4	1:6				60 (Directed and self-directed)	37 (Exam prep., and continuous assessment work)		125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	30%			70%	**100%**

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module introduces learners to fundamental moral theories that inform western political theory and concepts of the self. It presents learners with the principles and arguments that underpin these theories and introduces them to the skills of analysis and theoretical critique. In this, it provides a grounding for the moral and political strand in the philosophy stream. The module contributes to the Programme aims of developing critical and analytic skills, and in particular addresses the IPLOs 1, 2, 4 and 8.
Module Aims and Objectives	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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Explain the main principles and arguments of the Kantian and Utilitarian theories. (MIPLO 1)

	2. Read and summarise entry level philosophy texts. (MIPLO 2) 3. Apply the theories to a practical dilemma. (MIPLO 4) 4. Compare the two ethical theories. (MIPLO 1, 2, 8) 5. Critique and evaluate the theories. (MIPLO 8)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	Content covered: 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.
Module Teaching and Learning Strategy	The content of the module is delivered in lectures. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process. Tutorials are reserved for close reading of recommended texts, or application of theory to particular problems where learners will require more individual attention to improve their skills of reading and comprehension.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Notes and readings will be made available to learners on Moodle.
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners Staffing requirements: 1 lecturer and 1 tutor The maximum tutor:learner ratio is 20

	However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.
Module Summative and Formative Assessment Strategy	Continuous assessment – 30%. Comprising of at least two reading comprehension assignments, and pop quizzes. This would be both a summative and formative form of assessment. It provides grades that feed into the final result throughout the term, develops skills of reading and encourages memorisation of the relevant content necessary to the course. The pop quizzes allow learners to assess what they have learned and encourage them to read their texts and notes. These forms of assessment will assess learner achievement of MIMLOs 1 and 2. Proctored Written Exam – 70%. This is a 2 hour written exam where learners answer two questions out of four, one of which is a mandatory application of theory to a scenario. This is a summative form of assessment. It will assess learner achievements of MIMLOs 1, 3, 4, and 5.
Sample Assessment Materials	Examples of continuous assessment reading comprehension questions: Read chapter 5 in Mizzoni, *Ethics: The Basics* and answer the following questions: 1. Explain why the Greatest Happiness principle does not always mean going with what the majority wants. (5%) 2. Given that human beings are not computers, explain how a utilitarian would make a decision in real life. (5%) Examples of exam questions: 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. 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'. 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?
Reading Lists and Other Information Resources	**Essential Reading:** Mizzoni, John, *Ethics: The Basics* (Oxford: Wiley-Blackwell, 2010) **Other Reading:** Dillon, Robin S., (ed), *Dignity, Character and Self-Respect* (London: Routledge, 1995) Hinman, Lawerence, *Ethics: A Pluralistic Approach to Moral Theory,* 3rd edn (Canada: Thomson Wadsworth, 2003)

	Singer, Peter, (ed), *A Companion to Ethics* (Oxford: Blackwell, 1997)
Module Physical Resource Requirements	Large Lecture hall Tutorial room White-board, computer and projector.