

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)		Level 8					
Module number/reference		TBC					
Module Co-ordinator		Dr Sarah Otten					
Parent programme(s)		Higher Certificate in Advocacy; Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.					
Stage of parent programme		Stage 1					
Semester (semester1/semester2 if applicable)		Semester 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)		College entry requirements must be satisfied for entry onto Stage 1.					
Pre-requisite module titles		N/A					
Co-requisite module titles		N/A					
Is this a capstone module? (Yes or No)		N/A					
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 the relevant discipline or a closely cognate area.					
Maximum number of learners per module		25					
Duration of the module		1 Semester: 12 weeks					
Average (over the duration of the module) of the contact hours per week (see * below)		2.25 Hours (2 hours of lectures, 4 tutorial hours)					
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	1:5	4	1:5				60 (Directed and self-directed)	37 (Exam prep., & 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 underpin 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. It contributes to the Programme aims of developing ethical awareness and the skills of critical reflection, analysis and evaluation and particularly meets the IPLOs 1, 5, and 6.
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: <ul style="list-style-type: none"> 1. Explain the main principles and arguments of the Kantian and Utilitarian theories. (MIPLO 1) 2. Read and summarise entry level philosophy texts. (MIPLO 5, 6) 3. Apply the theories to a practical dilemma. (MIPLO 5) 4. Compare the two ethical theories. (MIPLO 5) 5. Critique and evaluate the theories. (MIPLO 5)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS.

	<p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>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.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Content covered:</p> <p>Nature of ethics, vocabulary and fundamental concepts.</p> <p>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.</p> <p>Utilitarian theory – the Greatest Happiness principle, the Utilitarian calculus, act and rule based distinction. Concept of human nature implied. Criticisms of Utilitarian theory.</p> <p>Applied case – poverty. Distinctions- relative and absolute poverty, duty and beneficence, a utilitarian analysis and a Kantian analysis of our duties, if any.</p> <p>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.</p>
Module Teaching and Learning Strategy	<p>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.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	<p>One lecturer and tutor. At tutorial level, there should be a maximum of 15 learners to one tutor. This is necessary to ensure learners can receive the individual attention necessary to improve individual reading and comprehension skills. At lecturing level, there would need to be a minimum of 8 learners to one lecturer in order to allow discussion to occur.</p>
Module Summative and Formative Assessment Strategy	<p>Continuous assessment – 30%. Comprising 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. This form of assessment will assess learner achievement of MLOs 1 and 2.</p> <p>Proctored Written Exam – 70%. This is a 2-hour written exam where learners will answer two questions out of four, one of which would be a mandatory application of theory to a</p>

	scenario. This is a summative form of assessment. It will assess learner achievements of MLOs 1, 3, 4, and 5.
Sample Assessment Materials	<p>Examples of continuous assessment reading comprehension questions:</p> <p>Read chapter 5 in Mizzoni, <i>Ethics: The Basics</i> and answer the following questions:</p> <ol style="list-style-type: none"> 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%) <p>Examples of exam questions:</p> <ol style="list-style-type: none"> 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	<p>Essential Reading: Mizzoni, J. (2010). <i>Ethics: The Basics</i>. Oxford: Wiley-Blackwell.</p> <p>Other Reading: Dillon, R. S., (Ed.) (1995). <i>Dignity, Character and Self-Respect</i>. London: Routledge. Hinman, L. (2003). <i>Ethics: A Pluralistic Approach to Moral Theory</i>, (3rd edition). Canada: Thomson Wadsworth Singer, P. (Ed.) (1997). <i>A Companion to Ethics</i>. Oxford: Blackwell.</p>
Module Physical Resource Requirements	<p>Lecture hall to accommodate up to 25 learners, tutorial room to accommodate up to 15 learners, white-board, computer and projector.</p>