General Ethics: The Good Life

Section A: Headline Information	
Module title	General Ethics: The Good Life
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Sarah Otten
Parent programme(s)	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 2
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 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
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 demon-strations		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 (Essay prep., and writing, & continuous assessment work)		125 hours

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				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 well lived human life. It presents learners with the principles and arguments of these theories and develops 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, 6 and 8.
Module Aims and Objectives	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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Explain the main principles and arguments of the Aristotelian Virtue Ethics and Care Ethics 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, 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: 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.
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	N/A
Specifications for Module Staffing Requirements	Staff: Learner ratio is typical of the overall programme approach with a maximum of 25 learners. Staffing requirements: One lecturer and tutor with teaching and/or research competence in the relevant area. 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.

Module Summative and Formative Assessment Strategy	Continuous assessment – 100%. This will be split between tutorial work in the form of reading comprehension and pop quizzes (30%) and an essay (70%). The reading comprehension assessment is both summative and formative. It furnishes the 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. The essay (1,750-2,000 words) is a formative and summative form of assessment. It assesses knowledge, ability to analyse and evaluate, ability to explain and form an argument. (See College Essay Marking Guide - Appendix 2 below). Each learner receives extensive feedback on their essay. This exercise will assess MLOs 3, 4 and 5.

Sample Assessment Materials	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. (5%)
	    2. Explain the main concepts in 7.6, 'Care Ethics: Relativist or Universalist?'. (5%)
	
	Examples of essay topics:
	    1. Using Aristotle's guidelines for living a flourishing life, give advice to a friend who is facing a difficult decision in his/her life.
	    2. A woman has just started a new job. Shortly thereafter, she has an appointment to bring her son to see a medical specialist. She is reluctant to ask for the day off, fearing that it will impair her chances of promotion. She considers calling in sick to work on the day and bringing her son to his appointment. What moral issues does this situation highlight? How would a care ethicist analyse this situation and what measures might they suggest to resolve it?
	
	A sample answer is provided in Appendix 7.

Reading Lists and Other Information Resources	**Essential Reading:** Mizzoni, J. (2010). *Ethics: The Basics.* Oxford: Wiley-Blackwell. **Other Reading:** Dillon, R. S., (Ed.) (1995). *Dignity, Character and Self-Respect.* London: Routledge. Hinman, L. (2003). *Ethics: A Pluralistic Approach to Moral Theory,* (3rd edition). Canada: Thomson Wadsworth Hursthouse, R. (2000). *Ethics, Humans and Other Animals.* London: Routledge. Singer, P. (Ed.) (1997). *A Companion to Ethics.* Oxford: Blackwell.
Module Physical Resource Requirements	Lecture hall to accommodate up to 25 learners, tutorial room to accommodate up to 15 learners, white-board, computer and projector.