



PHL 132

Philosophy, Morality and Society

MQC2 Day 2014

Philosophy

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Moderator

Paul Formosa

paul.formosa@mq.edu.au

Contact via paul.formosa@mq.edu.au

Unit Convenor

Ruth Cox

ruth.cox@mq.edu.au

Contact via ruth.cox@mq.edu.au

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit provides an introduction to major topics in ethics, moral theory and contemporary political philosophy. The first section, Ethics and the Good Life, focuses on the nature of happiness. Is pleasure essential to happiness? Or does the pursuit of pleasure harm our chances of lasting fulfilment? Must we be virtuous in order to be happy? What is the relationship between happiness and duty? The second section, Foundations of Morality, explores the sources of morality and the objectivity of moral judgment. Is morality based ultimately in self-interest? What is the relationship between morality and religion? Are there moral principles that everyone is bound by reason to recognise? Or is the validity of moral standards relative to specific societies and cultures? In the third section, Contemporary Problems of Justice, we turn to questions of applied political philosophy, focusing on questions such as: What principles should govern the distribution of economic and social resources within a society? What are the obligations of wealthy nations to those less fortunate? What obligations do we have towards immigrants and refugees?

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the nature of happiness using concepts drawn from ancient philosophy at an elementary level

Understand how some key modern philosophers have sought to establish the foundations of morality at an elementary level

Understand how to think philosophically about the relation between morality and religion at an elementary level

Understand how to think philosophically about the relation between morality and cultural diversity at an elementary level

Understand some elements of contemporary theories of justice at an elementary level

Understand how to apply theories of justice to contemporary social issues, including global inequality, the treatment of immigrants and refugees, and climate change at an elementary level

Be able to summarise and explain a philosophical text at an elementary level

Be able to engage reflectively and critically with philosophical theories and arguments at an elementary level

Be able to express and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level

Be able to engage constructively and respectfully with the views of others, even if you disagree with them

Assessment Tasks

Name	Weighting	Due
Task 1	20%	Friday 15 August, 11:59pm
Task 2	25%	Friday 19 September, 11:59pm
Task 3	35%	Monday 13 October, 11:59pm
Task 4	10%	Throughout semester
Task 5	10%	Throughout semester

Task 1

Due: **Friday 15 August, 11:59pm**

Weighting: **20%**

1000 word summary and critical analysis of a philosophical text

On successful completion you will be able to:

- Understand the nature of happiness using concepts drawn from ancient philosophy at an elementary level
- Be able to summarise and explain a philosophical text at an elementary level

Task 2

Due: **Friday 19 September, 11:59pm**

Weighting: **25%**

Journal covering parts 1 and 2 of the Unit. Length: 1200 words.

On successful completion you will be able to:

- Understand the nature of happiness using concepts drawn from ancient philosophy at an elementary level
- Understand how some key modern philosophers have sought to establish the foundations of morality at an elementary level
- Understand how to think philosophically about the relation between morality and religion at an elementary level
- Understand how to think philosophically about the relation between morality and cultural diversity at an elementary level
- Be able to engage reflectively and critically with philosophical theories and arguments at an elementary level

Task 3

Due: **Monday 13 October, 11:59pm**

Weighting: **35%**

1500 word essay on a topic from parts 2 and 3 of the unit

On successful completion you will be able to:

- Understand how some key modern philosophers have sought to establish the foundations of morality at an elementary level
- Understand how to think philosophically about the relation between morality and religion at an elementary level
- Understand how to think philosophically about the relation between morality and cultural diversity at an elementary level
- Understand some elements of contemporary theories of justice at an elementary level

- Understand how to apply theories of justice to contemporary social issues, including global inequality, the treatment of immigrants and refugees, and climate change at an elementary level
- Be able to engage reflectively and critically with philosophical theories and arguments at an elementary level
- Be able to express and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level

Task 4

Due: **Throughout semester**

Weighting: **10%**

Weekly online quiz. 5 multiple choice questions each week for 10 weeks, starting in week 2 and ending in week 11. 1 mark for each weekly quiz (so each of the 5 multiple choice questions is worth 0.2 of a mark each week). A total of 10 marks available for all 10 quizzes. You must complete the weekly quiz within 14 days of the relevant lecture and you can only attempt each weekly quiz once. For example, the quiz on the Stoics must be completed within 14 days of the lecture on the Stoics. Since the lecture on the Stoics is on 31 July, the quiz on the Stoics must be completed by the end of 13 August. See the Unit Schedule for the submission dates for all quizzes.

On successful completion you will be able to:

- Understand the nature of happiness using concepts drawn from ancient philosophy at an elementary level
- Understand how some key modern philosophers have sought to establish the foundations of morality at an elementary level
- Understand how to think philosophically about the relation between morality and religion at an elementary level
- Understand how to think philosophically about the relation between morality and cultural diversity at an elementary level
- Understand some elements of contemporary theories of justice at an elementary level
- Understand how to apply theories of justice to contemporary social issues, including global inequality, the treatment of immigrants and refugees, and climate change at an elementary level

Task 5

Due: **Throughout semester**

Weighting: **10%**

Participation in tutorial discussions.

On successful completion you will be able to:

- Understand the nature of happiness using concepts drawn from ancient philosophy at an elementary level
- Understand how some key modern philosophers have sought to establish the foundations of morality at an elementary level
- Understand how to think philosophically about the relation between morality and religion at an elementary level
- Understand how to think philosophically about the relation between morality and cultural diversity at an elementary level
- Understand some elements of contemporary theories of justice at an elementary level
- Understand how to apply theories of justice to contemporary social issues, including global inequality, the treatment of immigrants and refugees, and climate change at an elementary level
- Be able to engage constructively and respectfully with the views of others, even if you disagree with them

Delivery and Resources

Learning and Teaching Activities

Students are required to attend one 2 hour lecture and one 1 hour tutorial per week. In the tutorial you will have the opportunity to discuss the theories that were covered in the previous week's lecture. For example, the Tutorial in week 3 will discuss the topic that was covered in the Week 2 lecture. Students are expected to read the weekly readings in advance of the tutorial on each topic and participate in small groups in tutorials.

There is no tutorial in Week 1.

- Lectures are on Thursdays from 11.30am to 1.30 pm
- Tutorials are on Thursdays from 10.30am to 11.30am

The timetable for classes can be found on the MQC Student Portal at: <http://student.mqc.edu.au/>

It is a requirement of this unit that students attend classes and attendance will be recorded on a weekly basis.

As well as participating in classes, students should make use of the unit website. Each week, a series of activities is listed on the website including reading to be done and on-line quizzes. There is also a discussion forum where students can discuss the week's content with their classmates.

Please see the Unit Schedule for a week-by-week list of the topics to be covered.

Required readings:

The PHL132 Unit Reader, which contains all the essential reading material for the weekly lectures and tutorials, must be purchased from the Co-op City Bookshop. You are responsible for obtaining access to the readings. The Co-Op Book Store is on Phillip Street in the CBD, please see the address below:

2/153 Phillip St Sydney (02) 9232 2250

Supplementary readings for the Essay assessment will be available electronically via [Multisearch](#). Material that cannot be placed in Multisearch due to Copyright infringements can be found in the MQC library Special Reserve collection where individual photocopies may be made.

Technologies used:

This unit has an online presence in iLearn at: <http://ilearn.mq.edu.au> that contains lecture notes, announcements, a discussion forum, on-line quizzes and other materials. Students will require access to reliable broadband and a computer. Mobile devices alone are not sufficient. It is necessary to visit the unit site regularly.

Your log-in details for iLearn are the same as your E-student username and password. Should you have any technical difficulties logging in, including password resets, you will need to contact the IT Helpdesk on 9850 4357 or log onto OneHelp via the website <http://mq.edu.au/onehelp/index.html> to log a support request.

- For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help

- For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Contacting the Convenor:

All email inquiries should be directed to Dr Ruth Cox at the following email address: ruth.cox@mq.edu.au

What has changed since last delivery:

No change since last delivery.

Unit Schedule

Week 1:	Lecture: 17/7/2014
starting	Lecture content: Introduction
14/7/2014	No tutorials this week
	Part 1: Happiness and the Good Life

<p>Week 2: starting 21/7/ 2014</p>	<p>Lecture and Tutorial: 24/7/2014</p> <p>Lecture content: Epicurean ethics</p> <p>Required reading:</p> <ul style="list-style-type: none"> · Epicurus, "Letter to Menoeceus" & "Leading Doctrines" (c. 300bc) · Tim O' Keefe, <i>Epicureanism</i>, ch 12 (2010) <p>Tutorial content: Introductions</p> <p>Tutorial skills: How to participate effectively in tutorials; completing the quizzes and the reflective journal</p>
<p>Week 3: starting 28/7/ 2014</p>	<p>Lecture and Tutorial: 31/7/2014</p> <p>Lecture content: Stoic ethics</p> <p>Required reading:</p> <ul style="list-style-type: none"> · R. W. Sharples, extract from <i>Stoics, Epicureans and Sceptics</i>, ch 5 (1996) · A. de Botton, extract from <i>The Consolations of Philosophy</i>, ch 3 (2000) <p>Tutorial content: Epicurean ethics</p> <p>Tutorial skills: How to read a philosophical text; completing the reading exercise</p>
<p>Week 4: starting 4/8/2014</p>	<p>Lecture and Tutorial: 7/8/2014</p> <p>Lecture content: Aristotle's ethics</p> <p>Required reading:</p> <ul style="list-style-type: none"> · Aristotle, extract from <i>Nicomachean Ethics</i>, Book II (c. 350 bc) · Roger Crisp, 'Aristotle: Ethics' (from <i>Routledge History of Philosophy Vol 2</i>) (2003) <p>Tutorial content: Stoic ethics</p> <p>Tutorial skills: How to analyse a philosophical argument</p> <p>Epicurean ethics Quiz due 6/8/2014</p>
<p>Part 2: Foundations of Morality</p>	
<p>Week 5: starting 11/8/ 2014</p>	<p>Reading Exercise due 15/8/2014</p> <p>Lecture and Tutorial: 14/8/2014</p> <p>Lecture content: Morality, religion and the death of god</p> <p>Required reading:</p> <ul style="list-style-type: none"> · Kai Nielsen, 'Ethics without God' (1964) · Albert Camus, 'The Myth of Sisyphus', pp. 107-112 (1955). <p>Tutorial content: Aristotle's ethics</p> <p>Tutorial skills: More on completing the reflective journal</p> <p>Stoic ethics Quiz due 13/8/2014</p>

<p>Week 6: starting 18/8/ 2014</p>	<p>Lecture and Tutorial: 21/8/2014</p> <p>Lecture content: Cultural diversity and moral relativism</p> <p>Required reading:</p> <ul style="list-style-type: none"> · Mary Midgley, 'On Trying out One's New Sword' (1981) · David Wong, 'Relativism' (1991) <p>Tutorial content: Morality, religion and the death of god</p> <p>Tutorial skills: Critically reflecting on and discussing contentious topics</p> <p>Aristotle's ethics Quiz due 20/8/2014</p>
<p>Week 7: starting 25/8/ 2014</p>	<p>Lecture and Tutorial: 28/8/2014</p> <p>Lecture content: Egoism and self-interest theories</p> <p>Required reading:</p> <ul style="list-style-type: none"> · Plato, 'The Ring of Gyges', extract from Plato's <i>Republic</i> (c 375 bc) · James Rachels, 'The Idea of a Social Contract' (1986) <p>Tutorial content: Cultural diversity and moral relativism</p> <p>Tutorial skills: Dealing with cultural differences and disagreement in discussions</p> <p>Morality, religion and the death of god Quiz due 27/8/2014</p>
<p>Week 8: starting 1/9/2014</p>	<p>Lecture and Tutorial: 4/9/2014</p> <p>Lecture content: Kant and the universality of reason</p> <p>Required reading:</p> <ul style="list-style-type: none"> · Immanuel Kant, extract from <i>Groundwork of the Metaphysics of Morals</i> (1785) · Onora O'Neill, 'Kantian Ethics' (1991) <p>Tutorial content: Egoism and self-interest theories</p> <p>Tutorial skills: Prisoner's dilemma and critical reflection</p> <p>Cultural diversity and moral relativism Quiz due 3/9/2014</p>
<p>Week 9: starting 8/9/2014</p>	<p>Lecture and Tutorial: 11/9/2014</p> <p>Lecture content: Utilitarianism and pleasure</p> <p>Required reading:</p> <ul style="list-style-type: none"> · Jeremy Bentham, extracts from <i>An Introduction to the Principles of Morals and Legislation</i> (1780) · John Stuart Mill, extracts from <i>Utilitarianism</i> (1861) <p>Tutorial content: Kant and the universality of reason</p> <p>Tutorial skills: Dealing with difficult texts in a sympathetic way and the principle of charity.</p> <p>Egoism and self-interest theories Quiz due 10/9/2014</p>
<p>Part 3: Contemporary Problems of Justice</p>	

<p>Week 10: starting 15/9/ 2014</p>	<p>Reflective journal due 19/9/2014</p> <p>Lecture and Tutorial: 18/9/2014</p> <p>Lecture content: Justice and inequality</p> <p>Required reading:</p> <ul style="list-style-type: none"> · John Rawls, extract from <i>A Theory of Justice</i> (1971) · John Rawls, extract from <i>The Law of Peoples</i> (1999) <p>Tutorial content: Utilitarianism and pleasure</p> <p>Tutorial skills: Using thought experiments and counter-examples</p> <p>Kant and the universality of reason Quiz due 17/9/2014</p>
<p>Week 11: starting 22/9/ 2014</p>	<p>Lecture and Tutorial: 25/9/2014</p> <p>Lecture content: Justice, immigration and refugees</p> <p>Required reading:</p> <ul style="list-style-type: none"> · Joseph H. Carens, 'Aliens and Citizens: The Case for Open Borders' (1987) <p>Tutorial content: Justice and inequality</p> <p>Tutorial skills: Essay structure and writing an essay plan</p> <p>Utilitarianism and pleasure Quiz due 24/9/2014</p>
<p>Week 12: starting 29/9/ 2014</p>	<p>Lecture and Tutorial: 2/10/2014</p> <p>Lecture content: Climate justice</p> <p>Required reading:</p> <ul style="list-style-type: none"> · Jeremy Moss, 'Climate Justice' (2009) <p>Tutorial content: Justice, immigration and refugees</p> <p>Tutorial skills: Proofreading and referencing</p> <p>Justice and inequality Quiz due 1/10/2014</p>
<p>Week 13: starting 6/10/ 2014</p>	<p>Lecture and Tutorial: 9/10/2014</p> <p>Lecture content: Review and Essay Writing Skills</p> <p>Tutorial content: Climate justice</p> <p>Tutorial skills: Responding to written and oral feedback; and completing the essay</p> <p>Justice, immigration and refugees Quiz due 8/10/2014</p>

<p>Week starting 13/10/2014</p>	<p>Essay due 13/10/2014</p>
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Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Submission

All assessment pieces are to be submitted via the unit's iLearn site. Written assessment pieces will be run through the *Turnitin* software which detects unoriginal work.

Extensions and special consideration

Extensions and Penalties

All work must be submitted on time unless an extension has been granted. Requests for extensions must be made in writing BEFORE the due date and will only be considered on serious grounds. Extensions will not be given unless good reasons and appropriate evidence (e.g., medical certificates, counsellor's letters) are presented at the earliest opportunity. Please note that work due concurrently in other subjects is NOT an exceptional circumstance and does not constitute a legitimate reason for an extension.

If the assessment is submitted after the due date and an extension has not been granted then the assessment will have 5% deducted from the grade for each day the assessment is late. For example, if the work was graded as 70/100 and was handed in 2 days late, the work would receive a mark of 60/100. Weekends, but not public holidays, count in the calculation of late penalties.

To obtain an extension of less than 3 days, you should email the Lecturer in Charge, Dr Ruth

Cox at ruth.cox@mq.edu.au. To obtain an extension of 3 days or more, you must submit a special consideration application. See below for details on how to do that.

Grades

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F – Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

<http://www.mq.edu.au/policy/docs/grading/policy.html>

For further information, please refer to page 71 of the 2013 Calendar of Governance, Legislation and Rules- Postgraduate Rules at

http://universitycouncil.mq.edu.au/pdfs/2013-Postgraduate_rules.pdf

Grade Appeals and Final Examination Script Viewing

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

<http://www.city.mq.edu.au/reviews-appeals.html>

Special Consideration Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A Disruption to Studies Policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

The University defines serious and unavoidable disruption to studies as resulting from an event or set of circumstances that:

- could not have reasonably been anticipated, avoided or guarded against by the student; **and**
- was beyond the student's control; **and**
- caused substantial disruption to the student's capacity for effective study and/or the completion of required work; **and**
- substantially interfered with the otherwise satisfactory fulfilment of unit or course requirements; **and**
- was of at least three (3) consecutive days duration within a study period and/or prevented completion of the final examination.

A Special Consideration application is deemed to be valid if all the following criteria have been satisfied:

- The Special Consideration application is completed by the student and submitted online through www.ask.mq.edu.au within five (5) working days after the due date of the associated assessment task / final examination.
- The application contains supporting evidence to demonstrate the severity of the circumstance(s) and that substantial disruption has been caused to the student's capacity for effective study. (The University will not follow up on outstanding evidence, nor contact any person or body on behalf of the student. The application will be considered as submitted.)
- The original supporting documentation has been sighted by MQC reception staff within five (5) working days after the due date of the associated assessment task.
- Where the particular circumstances are medical in nature, a *Professional Authority Form* including the health professional's Medicare Provider Number is included. (If a *Professional Authority Form* cannot be obtained, an original medical certificate indicating the severity (serious / not serious) and impact of the circumstances must be included with the application.)
- Where the particular circumstances are non-medical in nature, appropriate supporting evidence indicating the severity (serious / not serious) and impact of the circumstances is included with the application.

The student was performing satisfactorily in the unit up to the date of the unavoidable disruption. (If a student's work in the unit was previously unsatisfactory, subsequent unavoidable disruption will not overcome the fact that the earlier work was unsatisfactory).

Unacceptable grounds for Special Consideration

The University has determined that some circumstances are not acceptable grounds for claiming Special Consideration. These grounds include, but are not limited, to:

- routine demands of employment
- routine family problems such as tension with or between parents, spouses, and other people closely involved with the student
- difficulties adjusting to university life, to the self-discipline needed to study effectively, and the demands of academic work
- stress or anxiety associated with examinations, required assignments or any aspect of academic work
- routine need for financial support
- routine demands of sport, clubs and social or extra-curricular activities.

Acute Problems

The University defines acute problems as those involving fewer than three (3) consecutive days within a study period. In these cases, students should not apply for special consideration via ask.mq.edu.au, but contact their Unit Convenor within 5 working days of the assessment due date so that a local solution may be discussed, except where the disruption affects completion of a final examination. (If a final examination is affected, the student should submit a special consideration application via ask.mq.edu.au.)

Prior Conditions Conditions existing prior to commencing a unit of study are not grounds for Special Consideration, except in the event of unavoidable deterioration of the condition. The student is responsible for managing their workload in light of any known or anticipated problems. Students with a pre-existing disability/ chronic health condition may contact the [Disability Service](#) for information on available support.

In submitting a request for Special Consideration, the student is acknowledging that they may be required to undertake additional work and agreeing to hold themselves available so that they can complete any extra work as required. The time and date, deadline or format of any required extra assessable work as a result of an application for Special Consideration is not negotiable.

Attendance

All Students are required to attend at least 80% of the scheduled course contact hours each Session. Additionally MQC monitors the course progress of international students to ensure that the student complies with the conditions of their visa relating to attendance.

This minimum level of attendance includes all lectures and tutorials. Tutorial attendance will be recorded weekly. If any scheduled class falls on a public holiday this will be rescheduled as advised by your Lecturer. Attendance at any mid-Session or in-class test is compulsory unless otherwise stated.

Unavoidable non-attendance due to illness or circumstances beyond your control must be supported by appropriate documentation to be considered for a supplementary test. Other non-attendance will obtain zero for the test. You should refer to the section above on Special Consideration for more details about this.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

Student Support

Students who require assistance are encouraged to contact the Student Services Manager at Macquarie City Campus. Please see reception to book an appointment.

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://students.mq.edu.au/support/>

At any time students (or groups of students) can book our Student Advising rooms on Level 6 by emailing info@city.mq.edu.au with a day and time and nominated contact person. There are additional student study spaces available on Level 1.

Macquarie University Campus Wellbeing also has a presence on the City Campus each week. If you would like to make an appointment, please email info@city.mq.edu.au or visit their website at: <http://www.campuslife.mq.edu.au/campuswellbeing>

StudyWISE provides:

- Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills
- Personal assistance with your learning & study related questions

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

Students are expected to act responsibly when utilising Macquarie City Campus IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted.
- Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

If you would like to borrow headphones for use in the Macquarie City Campus computer labs (210, 307, 311, 608) at any point, please ask at Level 2 Reception. You will be required to provide your MQC Student ID card. This will be held as a deposit while using the equipment.

For assistance in the computer labs, please see a Lab Demonstrator (usually they can be found in Lab 311, otherwise ask at Level 2 Reception).

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to

handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Understand how to apply theories of justice to contemporary social issues, including global inequality, the treatment of immigrants and refugees, and climate change at an elementary level

Assessment tasks

- Task 3
- Task 4
- Task 5

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Be able to engage reflectively and critically with philosophical theories and arguments at an elementary level
- Be able to express and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level
- Be able to engage constructively and respectfully with the views of others, even if you disagree with them

Assessment task

- Task 5

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary

solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Understand the nature of happiness using concepts drawn from ancient philosophy at an elementary level
- Understand how some key modern philosophers have sought to establish the foundations of morality at an elementary level
- Understand how to think philosophically about the relation between morality and religion at an elementary level
- Understand how to think philosophically about the relation between morality and cultural diversity at an elementary level
- Understand some elements of contemporary theories of justice at an elementary level

Assessment tasks

- Task 1
- Task 2
- Task 3
- Task 4
- Task 5

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand how to think philosophically about the relation between morality and religion at an elementary level
- Understand how to think philosophically about the relation between morality and cultural diversity at an elementary level
- Understand some elements of contemporary theories of justice at an elementary level
- Be able to summarise and explain a philosophical text at an elementary level
- Be able to engage reflectively and critically with philosophical theories and arguments at an elementary level

- Be able to express and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level

Assessment tasks

- Task 1
- Task 2
- Task 3
- Task 4
- Task 5

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Understand how to apply theories of justice to contemporary social issues, including global inequality, the treatment of immigrants and refugees, and climate change at an elementary level
- Be able to summarise and explain a philosophical text at an elementary level
- Be able to engage reflectively and critically with philosophical theories and arguments at an elementary level
- Be able to express and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level

Assessment tasks

- Task 1
- Task 2
- Task 3
- Task 4
- Task 5

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Understand how to apply theories of justice to contemporary social issues, including global inequality, the treatment of immigrants and refugees, and climate change at an elementary level
- Be able to engage reflectively and critically with philosophical theories and arguments at an elementary level
- Be able to express and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level

Assessment tasks

- Task 2
- Task 3
- Task 4
- Task 5

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Be able to summarise and explain a philosophical text at an elementary level
- Be able to engage reflectively and critically with philosophical theories and arguments at an elementary level
- Be able to express and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level
- Be able to engage constructively and respectfully with the views of others, even if you disagree with them

Assessment tasks

- Task 1
- Task 2
- Task 3
- Task 5

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Understand some elements of contemporary theories of justice at an elementary level
- Understand how to apply theories of justice to contemporary social issues, including global inequality, the treatment of immigrants and refugees, and climate change at an elementary level
- Be able to engage constructively and respectfully with the views of others, even if you disagree with them

Assessment tasks

- Task 3
- Task 4
- Task 5

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Understand how to apply theories of justice to contemporary social issues, including global inequality, the treatment of immigrants and refugees, and climate change at an elementary level

Assessment tasks

- Task 3
- Task 4
- Task 5