



# PHL 132

## Philosophy, Morality and Society

S1 Day 2014

*Philosophy*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	11

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## General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 730

By appointment

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
<a href="#">Task 1</a>	20%	Tuesday 1 April, 11:59pm
<a href="#">Task 2</a>	25%	Tuesday 20 May, 11:59pm
<a href="#">Task 3</a>	35%	Monday 16 June, 11:59pm
<a href="#">Task 4</a>	10%	Throughout semester
<a href="#">Task 5</a>	10%	Throughout semester

### Task 1

Due: **Tuesday 1 April, 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: **Tuesday 20 May, 11:59pm**

Weighting: **25%**

Reflective 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 16 June, 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 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 3 and ending in week 12. 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 March 19, the quiz on the Stoics must be completed by the end of April 2. 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 (for internal students) or discussion boards (for external students).

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**

### **Required readings:**

All required readings are in the unit reader. You are responsible for obtaining access to the readings.

### **Technologies used:**

This unit has an online presence in iLearn. Students will require access to reliable broadband and a computer.

### **Contacting the convenor:**

All email inquiries should be directed to the following email address: [phl132@mq.edu.au](mailto:phl132@mq.edu.au)

### **What has changed since last delivery:**

The quiz grade is now separate from the participation grade.

## Unit Schedule

<p><b>Week 1:</b></p> <p><b>starting</b></p> <p><b>3/3/2014</b></p>	<p><b>Lecture (5/3/2014):</b> Introduction – Paul Formosa</p> <p><b>No tutorials this week</b></p>
	<p><b>Part 1: Happiness and the Good Life</b></p>
<p><b>Week 2:</b></p> <p><b>starting</b></p> <p><b>10/3/2014</b></p>	<p><b>Lecture (12/3/2014):</b> Epicurean ethics – Jean-Philippe Deranty</p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>· Epicurus, "Letter to Menoeceus" &amp; "Leading Doctrines" (c. 300bc)</li> <li>· Tim O' Keefe, <i>Epicureanism</i>, ch 12 (2010)</li> </ul> <p><b>Tutorial content:</b> Epicurean ethics</p> <p><b>Tutorial skills:</b> How to participate effectively in tutorials; completing the quizzes and the reflective journal</p>
<p><b>Week 3:</b></p> <p><b>starting</b></p> <p><b>17/3/2014</b></p>	<p><b>Lecture (19/3/2014):</b> Stoic ethics– Jean-Philippe Deranty</p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>· R. W. Sharples, extract from <i>Stoics, Epicureans and Sceptics</i>, ch 5 (1996)</li> <li>· A. de Botton, extract from <i>The Consolations of Philosophy</i>, ch 3 (2000)</li> </ul> <p><b>Tutorial content:</b> Stoic ethics</p> <p><b>Tutorial skills:</b> How to read a philosophical text</p>
<p><b>Week 4:</b></p> <p><b>starting</b></p> <p><b>24/3/2014</b></p>	<p><b>Lecture (26/3/2014):</b> Aristotle's ethics - Jean-Philippe Deranty</p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>· Aristotle, extract from <i>Nicomachean Ethics</i>, Book II (c. 350 bc)</li> <li>· Roger Crisp, 'Aristotle: Ethics' (from <i>Routledge History of Philosophy</i> Vol 2) (2003)</li> </ul> <p><b>Tutorial content:</b> Aristotle's ethics</p> <p><b>Tutorial skills:</b> How to analyse a philosophical argument; completing the reading exercise</p>
	<p><b>Part 2: Foundations of Morality</b></p>
<p><b>Week 5:</b></p> <p><b>starting</b></p> <p><b>31/3/2014</b></p>	<p><b>Reading Exercise due 1/4/2014</b></p> <p><b>Lecture (2/4/2014):</b> Morality, religion and the death of god - Jean-Philippe Deranty</p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>· Kai Nielsen, 'Ethics without God' (1964)</li> <li>· Albert Camus, 'The Myth of Sisyphus', pp. 107-112 (1955).</li> </ul> <p><b>Tutorial content:</b> Morality, religion and the death of god</p> <p><b>Tutorial skills:</b> Critically reflecting on and discussing contentious topics; more on completing the reflective journal.</p> <p><b>Stoic ethics Quiz due 2/4/2014</b></p>

<p><b>Week 6:</b></p> <p><b>starting</b></p> <p><b>7/4/2014</b></p>	<p><b>Lecture (9/4/2014):</b> Cultural diversity and moral relativism –Mianna Lotz</p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>· Mary Midgley, 'On Trying out One's New Sword' (1981)</li> <li>· David Wong, 'Relativism' (1991)</li> </ul> <p><b>Tutorial content:</b> Cultural diversity and moral relativism</p> <p><b>Tutorial skills:</b> Dealing with cultural differences and disagreement in discussions</p> <p><b>Aristotle's ethics Quiz due 9/4/2014</b></p>
	<p><b>Holidays</b></p>
<p><b>Week 7:</b></p> <p><b>starting</b></p> <p><b>28/4/2014</b></p>	<p><b>Lecture (30/4/2014):</b> Egoism and self-interest theories - Mianna Lotz</p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>· Plato, 'The Ring of Gyges', extract from Plato's <i>Republic</i> (c 375 bc)</li> <li>· James Rachels, 'The Idea of a Social Contract' (1986)</li> </ul> <p><b>Tutorial content:</b> Egoism and self-interest theories</p> <p><b>Tutorial skills:</b> Prisoner's dilemma game and critical reflection</p> <p><b>Morality, religion and the death of god quiz due 30/4/2014</b></p>
<p><b>Week 8:</b></p> <p><b>starting</b></p> <p><b>5/5/2014</b></p>	<p><b>Lecture (7/5/2014):</b> Kant and the universality of reason - Mianna Lotz</p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>· Immanuel Kant, extract from <i>Groundwork of the Metaphysics of Morals</i> (1785)</li> <li>· Onora O'Neill, 'Kantian Ethics' (1991)</li> </ul> <p><b>Tutorial content:</b> Kant and the universality of reason</p> <p><b>Tutorial skills:</b> Dealing with difficult texts in a sympathetic way and the principle of charity.</p> <p><b>Cultural diversity and moral relativism quiz due 7/5/2014</b></p>
<p><b>Week 9:</b></p> <p><b>starting</b></p> <p><b>12/5/2014</b></p>	<p><b>Lecture (14/5/2014):</b> Utilitarianism and pleasure - Mianna Lotz</p> <p><b>Required reading:</b></p> <ul style="list-style-type: none"> <li>· Jeremy Bentham, extracts from <i>An Introduction to the Principles of Morals and Legislation</i> (1780)</li> <li>· John Stuart Mill, extracts from <i>Utilitarianism</i> (1861)</li> </ul> <p><b>Tutorial content:</b> Utilitarianism and pleasure</p> <p><b>Tutorial skills:</b> Using thought experiments and counter-examples</p> <p><b>Egoism and self-interest theories quiz due 14/5/2014</b></p>
	<p><b>Part 3: Contemporary Problems of Justice</b></p>



<b>Week 10:</b> <b>starting</b> <b>19/5/2014</b>	<b>Reflective journal due 20/5/2014</b> <b>Lecture (21/5/2014):</b> Justice and inequality – Paul Formosa <b>Required reading:</b> <ul style="list-style-type: none"> <li>· John Rawls, extract from <i>A Theory of Justice</i> (1971)</li> <li>· John Rawls, extract from <i>The Law of Peoples</i> (1999)</li> </ul> <b>Tutorial content:</b> Justice and inequality <b>Tutorial skills:</b> Essay structure and writing an essay plan <b>Kant and the universality of reason quiz due 21/5/2014</b>
<b>Week 11:</b> <b>starting</b> <b>26/5/2014</b>	<b>Lecture (28/5/2014):</b> Justice, immigration and refugees – Paul Formosa <b>Required reading:</b> <ul style="list-style-type: none"> <li>· Joseph H. Carens, 'Aliens and Citizens: The Case for Open Borders' (1987)</li> </ul> <b>Tutorial content:</b> Justice, immigration and refugees <b>Tutorial skills:</b> Proofreading and referencing <b>Utilitarianism and pleasure quiz due 28/5/2014</b>
<b>Week 12:</b> <b>starting</b> <b>2/6/2014</b>	<b>Lecture (4/6/2014):</b> Climate justice – Paul Formosa <b>Required reading:</b> <ul style="list-style-type: none"> <li>· Jeremy Moss, 'Climate Justice' (2009)</li> </ul> <b>Tutorial content:</b> Climate justice <b>Tutorial skills:</b> Responding to written and oral feedback; and completing the essay <b>Justice and inequality quiz due 4/6/2014</b>
<b>Week 13:</b> <b>starting</b> <b>9/6/2014</b>	<b>Lecture (11/6/2014):</b> Review and further study – Paul Formosa <b>No tutorials this week.</b> <b>Justice, immigration and refugees quiz due 11/6/2014</b>

<b>Week</b> <b>starting</b> <b>16/6/2014</b>	<b>Essay due 16/6/2014</b> <b>Climate justice quiz due 18/6/2014</b>
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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.ht](http://mq.edu.au/policy/docs/academic_honesty/policy.ht)

[ml](#)

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](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](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/](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 *Turn It In* 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 unit convenor at PHL132@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.

#### **Special Consideration Policy**

[http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

#### **Applying for Special Consideration**

1. Log in at [ask.mq](http://ask.mq.edu.au).
2. Click 'Special Consideration' from the 'Submit' menu on the left
3. Fill in the required fields as prompted. Once you have completed filling out the information, please click on 'Submit'.

## 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](http://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](http://ask.mq.edu.au)

## 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.

## 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

## **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 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 3

## **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 task

- Task 3

## 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 task

- Task 2

## 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 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 task

- Task 5