



PHL 132

Happiness, Goodness and Justice

S3 Day 2016

Dept of Philosophy

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General Information

Unit convenor and teaching staff

Convenor

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W6A730

By appointment

Kelly Hamilton

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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, including immigrants and refugees? And what issues of justice are raised by climate change?

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 some elements of contemporary theories of justice at an elementary level

Evaluate, in an elementary way, contemporary social issues that concern happiness, goodness, or justice, using philosophical ideas and methods.

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

Be capable of reflecting critically on 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

Experience in engaging constructively and respectfully with the views of others, even if you disagree with them

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|---------------------------|
| Task 1 | 20% | No | Thursday, 15th Dec, 5pm |
| Task 2 | 40% | No | Monday, 23rd January, 5pm |
| Task 3 | 20% | No | Classes 3-12 |
| Task 4 | 10% | No | Classes 1-14 |
| Discussion topic/question subm | 10% | No | From class 2 onward |

Task 1

Due: **Thursday, 15th Dec, 5pm**

Weighting: **20%**

Moral reasoning about happiness. Reflective exercise on what you have learned from part one of the unit. Length: 700 words.

Assessment criteria: This assessment includes 3 sections: 1. Your view. 2. Description of relevant theory 3. Evaluation of relevant theory. It will be marked on clarity, understanding,

structure and evaluation. A rubric will be provided.

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 and its key features at an elementary level
- Be capable of reflecting critically on 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 2

Due: **Monday, 23rd January, 5pm**

Weighting: **40%**

A critical discussion of a set question from parts 2 or 3 of the unit. Here you show us the critical questioning and philosophical knowledge you've learned over the unit. Length: 1500 words.

Assessment criteria: This assessment will be marked on clarity, structure, understanding, evaluation and referencing. A rubric will be provided.

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 some elements of contemporary theories of justice at an elementary level
- Evaluate, in an elementary way, contemporary social issues that concern happiness, goodness, or justice, using philosophical ideas and methods.
- Be able to summarise and explain a philosophical text and its key features at an elementary level
- Be capable of reflecting critically on 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 3

Due: **Classes 3-12**

Weighting: **20%**

A regular online quiz on the topic covered that session. There are 10 quizzes in total. Note: Each

individual quiz is only available for 1 week, from the date of the relevant lecture.

The quiz for session 1 is optional. There are no quizzes for sessions 5, 8 and 14.

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 some elements of contemporary theories of justice at an elementary level
- Evaluate, in an elementary way, contemporary social issues that concern happiness, goodness, or justice, using philosophical ideas and methods.

Task 4

Due: **Classes 1-14**

Weighting: **10%**

Participation and engagement in lectorials (for internal students), or online in iLearn discussion boards (if you can't attend a lectorial).

Participation will be marked on attendance and contribution (engaging regularly in class discussions). For those who can not attend lectorials, participation will be marked on regular engagement in a timely manner with discussion boards. It is expected that discussion on these boards occurs within 1 week of that particular lectorial.

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 some elements of contemporary theories of justice at an elementary level
- Evaluate, in an elementary way, contemporary social issues that concern happiness, goodness, or justice, using philosophical ideas and methods.
- Be capable of reflecting critically on 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

- Experience in engaging constructively and respectfully with the views of others, even if you disagree with them

Discussion topic/question subm

Due: **From class 2 onward**

Weighting: **10%**

Providing discussion questions for a topic- deadline: 5pm the afternoon before the relevant class. This requires that you do the readings in advance and write down, in the "Discussion topics" message board for that topic, a question, issue or example you would like to discuss during the lecture.

Minimum expectation: one submission per week (that's one every 2-3 lectures). More regularly is preferable.

For example, a question for the topic you might like to discuss for the Epicurianism topic could be "Would living an Epicurian life style make me a morally better or happier person?"

Or you might find an example from the news about a person who you think lives life similar to the Epicurean way in order to discuss if the Epicurean lifestyle is achievable.

Assessment criteria: This assessment will be marked on regularity of posts and relevance of posts to the topic material. Questions or case studies that are entirely irrelevant will not contribute to your grade.

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 some elements of contemporary theories of justice at an elementary level
- Experience in engaging 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 *PHL132 Unit Reader* which will be available from the Co-op Bookshop. You are responsible for obtaining access to the readings.

A guide to studying philosophy is *recommended* (but not essential) for those interested in pursuing philosophy in-depth, and will available in the library and the Co-op Bookshop:

- *Doing Philosophy: A Practical Guide for Students*, 2nd ed. by Clare Saunders et al. (Bloomsbury 2013)

Interactive "Lectorials"

In lectures, you will do more than listen and take notes. The lectures are organised in two-hour blocks. In each hour, there will be some lecturer time which will introduce the fundamental ideas, questions and arguments related to the weekly issues, working with the key texts gathered in the Reader. Part of each hour will be devoted to engaging in a series of interactive exercises -- responding to questions, problem solving, group discussion and short tasks -- to extend your understanding and personal reflection on these issues. So make sure you come along and don't miss out! Some of the questions you will be discussing will be incorporated from your question submissions.

It is expected that you will have done the relevant reading before the lectorial.

The tutorials will provide the opportunity to further explore the content but also to work on the different types of skills involved in good philosophical reflection.

Technologies used:

This unit has an online presence in iLearn where activities are set and subject material distributed. Students will require access to reliable broadband and a computer. Some assessments are conducted through this site, and written tasks will be submitted there using Turnitin, a plagiarism scanning program.

Contacting the convenor:

All email inquiries should be directed to the following email address: melanie.rosen@mq.edu.au

What has changed since last delivery:

The Reflective exercise has changed to focus more on moral reasoning than personal reflection. Participation / engagement is now only 10% instead of 20% (due to lack of tutorials) and there is the additional task of student question submissions (10%).

Unit Schedule

Schedule – PHL132 Happiness, Goodness, and Justice – Semester 3, 2016-17

The unit will introduce philosophy under three big ideas: Living a life of *happiness*, justifying what *goodness* is, and some burning issues of *justice*.

Lectorials are 3 times a week: Monday, Wednesday and Friday.

The lectorial are interactive: part lecture, part tutorial. You should read the relevant reading before the lecture.

| Class. | Topic |
|--------|-------|
|--------|-------|

| Tasks |
|-------|
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- | | |
|----|---------------------------|
| 1. | What is moral philosophy? |
|----|---------------------------|

Part 1: Happiness (NS)

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|---|-------------------------|
| 2. "The good life is the life of pleasure" – Epicurean ethics questions before class (from this session onwards). First quiz opens. | Submit discussion |
| 3. Living according to nature – Stoic ethics | Second quiz opens |
| 4. Happiness and character – Aristotelian ethics | Third quiz opens |
| 5. Moral reasoning due Following day (Thurs) | Reflection on happiness |

Part 2: Goodness

- | | |
|--|----------------------|
| 6. Morality and religion | Fourth quiz opens |
| 7. The challenge of moral relativism | Fifth quiz opens |
| 8. Egoism and self-interest | No quiz this session |
| 9. The moral law is universal! – Kant's challenge | Sixth quiz opens |
| 10. The greatest good for the greatest number – Utilitarianism | Seventh quiz opens |

Part 3: Justice (PF)

- | | |
|---|---------------------|
| 11. Justice and inequality – is global poverty justifiable? | Eighth quiz opens |
| 12. Immigration and refugees – can we keep them out? | Ninth quiz opens |
| 13. Climate change and justice – who should pay to fix it? | Tenth quiz opens |
| 14: Revision and essay writing tips Monday | Essay due following |

Learning and Teaching Activities

Interactive Lectorials

We ask you to prepare before lectures, and come prepared to participate. Conversation and activity in lectures helps you to acquire the most from the experience. Post questions you would like to discuss before 5pm the day before the relevant session

iLearn

iLearn is your guide to action. You can keep track of where the unit is up to, and the preparation you need to do. It is also a portal to numerous activities that help you learn philosophy: quizzes, discussions and assessment preparation. Use message boards to discuss the topics for each session.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Submission of Assessments

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 Disruption to Studies

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 1 mark deduction for each day the assessment is late. For example, if the work was graded as 15/20 and was handed in 2 days late, the work would receive a mark of 13/20. Weekends, but not public holidays, count in the calculation of late penalties. No assignments will be accepted for the final assignment more than 2 days late.

To obtain an extension of less than 3 days, you should email the unit convenor at melanie.rosen@mq.edu.au. To obtain an extension of 3 days or more, you must submit a Disruption to Studies application. See below for details on how to do that.

Disruption to Studies Policy

The University classifies a disruption as **serious and unavoidable** if it:

- 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 completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and / or
- prevented completion of a final examination.

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through [Campus Wellbeing and Support Services](#).

How to submit a Disruption to Studies Notification?

NOTIFICATION The Disruption to Studies Notification must be completed and submitted online through www.ask.mq.edu.au within five (5) working days of the commencement of the disruption.

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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

- Evaluate, in an elementary way, contemporary social issues that concern happiness, goodness, or justice, using philosophical ideas and methods.
- Be capable of reflecting critically on philosophical theories and arguments at an elementary level

Assessment tasks

- Task 1
- Discussion topic/question subm

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 outcomes

- Evaluate, in an elementary way, contemporary social issues that concern happiness, goodness, or justice, using philosophical ideas and methods.
- 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 4
- Discussion topic/question subm

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 outcome

- Experience in engaging constructively and respectfully with the views of others, even if you disagree with them

Assessment tasks

- Task 4
- Discussion topic/question subm

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 some elements of contemporary theories of justice at an elementary level

Assessment tasks

- Task 1
- Task 2
- Task 3
- Task 4
- Discussion topic/question subm

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 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 some elements of contemporary theories of justice at an elementary level
- Be able to summarise and explain a philosophical text and its key features at an elementary level
- Be capable of reflecting critically on 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

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 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 some elements of contemporary theories of justice at an elementary level
- Evaluate, in an elementary way, contemporary social issues that concern happiness, goodness, or justice, using philosophical ideas and methods.
- Be able to summarise and explain a philosophical text and its key features at an elementary level
- Be capable of reflecting critically on philosophical theories and arguments 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 and its key features at an elementary level
- Be capable of reflecting critically on 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
- Experience in engaging constructively and respectfully with the views of others, even if you disagree with them

Assessment tasks

- Task 1
- Task 2
- Task 4
- Discussion topic/question subm

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
- Evaluate, in an elementary way, contemporary social issues that concern happiness, goodness, or justice, using philosophical ideas and methods.
- Be able to express and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level
- Experience in engaging constructively and respectfully with the views of others, even if you disagree with them

Assessment tasks

- Task 4
- Discussion topic/question subm

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

- Experience in engaging constructively and respectfully with the views of others, even if you disagree with them

Assessment tasks

- Task 4
- Discussion topic/question subm