



# PHIX132

## Happiness, Goodness and Justice

SP2 OUA 2016

*Dept of Philosophy*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor and tutor

Jane Johnson

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By arrangement

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 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 explores the sources of morality and the objectivity of moral judgement. 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? Do animals as well as humans count from a moral point of view? In the third section we turn to questions of applied and social philosophy. We consider the interests and welfare of non-human animals, and then turn to some key principles of justice that ought to prevail, in the contemporary world. These include: how should social resources be distributed? What are the obligations of wealthy nations to those less fortunate? What obligations do we have towards indigenous people, as well as immigrants and refugees? All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-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

## General Assessment Information

The reflections and final essay are to be submitted through Turnitin, and will be marked and returned via Grademark. For information about these tools, see:

[http://www.mq.edu.au/iLearn/student\\_info/assignments.htm](http://www.mq.edu.au/iLearn/student_info/assignments.htm)

**For information about extension, lateness penalties and special consideration, see the "Policies and Procedures" section below.**

## Assessment Tasks

Name	Weighting	Due
<a href="#">Task 1</a>	30%	Sunday of weeks 5, 10 and 12
<a href="#">Task 2</a>	40%	Sunday, Week 13
<a href="#">Task 3</a>	15%	Weeks 3-12
<a href="#">Task 4</a>	15%	Weeks 1-13

### Task 1

Due: **Sunday of weeks 5, 10 and 12**

Weighting: **30%**

Three Reflections, one drawn from each part of the unit. Length: 1500 words (3 x 500 words). This assessment is *formative* (it develops your abilities) and is graded on a pass or fail basis. Complete all three to a satisfactory standard and gain 30 marks.

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

## Task 2

Due: **Sunday, Week 13**

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.

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

## Task 3

Due: **Weeks 3-12**

Weighting: **15%**

A weekly online quiz, beginning in week 3, on the topics covered for that week. There are 10 quizzes in total. Note: Each individual quiz is only available for 2 weeks, from the date of the relevant lecture.

On successful completion you will be able to:

- Understand the nature of happiness using concepts drawn from ancient philosophy 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: **Weeks 1-13**

Weighting: **15%**

Completion of weekly learning activities, acquiring skills and knowledge through practice and collaboration.

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

## Delivery and Resources

Online units can be accessed at: <http://ilearn.mq.edu.au/>

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please contact teaching staff for any further, more specific requirements. Consult the OUA website for more detailed information on technology requirements:

<http://www.open.edu.au/public/future-students/getting-started/computer-requirements>

## Unit Schedule

### Schedule

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

The lectures were recorded in the internal version of the unit at Macquarie University.

Lecturers: JPD: Jean-Philippe Deranty      AD: Andrew Dunstall      PF: Paul Formosa

**Week**

**Topic**

**Tasks**

1. So, what is moral philosophy? (JPD)

(What made Darth Vader become a good guy?)

**Part 1: Happiness** (JPD)

2. “The good life is the life of pleasure” – Epicurean ethics

3. Living according to nature – Stoic ethics

Weekly quizzes begin

4. Happiness and character – Aristotelian ethics

**Part 2: Goodness** (JPD (wk 5) & AD)

5. “If there is no God, is everything permitted?” – morality and religion  
due

First reflection

6. Egoism and self-interest – Plato and *The Hunger Games*

7. The challenge of multiculturalism – diversity, respect and moral relativism

8. The greatest good for the greatest number – Utilitarianism

9. The moral law is universal! – Kant’s challenge

**Part 3: Justice** (PF)

10. Justice and inequality – is global poverty justifiable?

Second reflection due

11. Immigration and refugees – can we keep them out?

12. Climate change and justice – who should pay to fix it?

Final reflection due

13: Looking ahead – where are you going now?

Essay due

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Extension Request

### **Special Consideration Policy and Procedure** (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### **Outcome**

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### **Withdrawal from a unit after the census date**

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the

census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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](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](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/](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](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](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/)

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

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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 task

- Task 1

## 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 task

- Task 4

## 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 task

- Task 4

## 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

## **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

## **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 task**

- Task 4

## **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 task

- Task 4