



# PHL 341

## Action, Virtue and Character

S2 Day 2017

*Dept of Philosophy*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	11
<u>Changes from Previous Offering</u>	15
<u>Changes since First Published</u>	15

#### 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

Unit Convenor

Mianna Lotz

[mianna.lotz@mq.edu.au](mailto:mianna.lotz@mq.edu.au)

Contact via [mianna.lotz@mq.edu.au](mailto:mianna.lotz@mq.edu.au)

By appointment

Credit points

3

Prerequisites

(39cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description

This unit explores important contemporary debates in ethics, focusing in particular on the application and role of ethical theory in lived moral life. We begin with a consideration of influential challenges to consequentialism, which claim that attempting to be a good utilitarian is self-defeating, leads to moral schizophrenia, and is incompatible with important moral goods like integrity and friendship. We then consider virtue ethics, focusing on its characterisation of human flourishing, its capacity to be action-guiding, and the implications of the 'dirty hands' problem that is posed when virtuous agents confront tragic moral dilemmas. Finally we consider challenges to the very notion of moral character. Scepticism about the existence of character arises from findings in social psychology, which appear to indicate that features of a person's situation play a larger role in determining the morality of their action than does their moral (or immoral) character. We consider the empirical findings, the nature and implications of ethical situationism, and philosophical attempts to defend the notion of character against the situationist challenge.

## 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:

The ability to demonstrate a sound understanding of the normative theories and meta-

ethical issues considered.

The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.

Development and application of the skills involved in philosophical reasoning and argument.

Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.

Enhancement of independent research and writing skills.

## General Assessment Information

**NOTE:** It is expected that students will complete ALL ASSESSMENT COMPONENTS in this unit. You do not need to have passed each assessment to pass the unit, but it is expected that all assessments are attempted.

**General Submission Procedure:** Essays and presentations (if applicable) must be submitted via TurnItIn at the correct link provided on the Unit iLearn site.

**Extensions:** Extensions must be sought in writing (email) from the Unit Convenor (Dr Mianna Lotz) in advance of the due date. Extensions will only be granted for medical or equivalent reasons, supported by documentation (medical certificate or equivalent). Please note that workload in other units, and employment outside of university, will not be accepted as grounds for an extension.

**Late submissions:** Assessments submitted after the due date/time without an approved extension will incur a Late Penalty of ONE raw mark per day late (including each day at the weekends). This means that if your raw score on an assessment was 20/20 and your assessment was submitted two days late, you will receive a final mark of 18/20. Essays submitted two weeks or more after the deadline (with no extension) will not be accepted except in special circumstances where you have lodged a Disruption to Studies application and it has been approved.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation and Engagement</u>	25%	No	Continuous
<u>Critical Review</u>	25%	No	See topic schedule
<u>Essay</u>	40%	No	Fri 27 October, 5pm
<u>Essay self-assessment</u>	10%	No	Fri 27 October 2017

## Participation and Engagement

Due: **Continuous**

Weighting: **25%**

**Internal:** (i) Attendance at 7/10 (70%) of seminars (frequency); and (ii) Submission of prepared contributions to four sets of Discussion Questions, two from each half of semester (quality).

**Submissions must be in hard copy on the day of the relevant topic.**

**External:** (i) Post a prepared response to four sets of Discussion Questions on the online Discussion Forum (two from each half of semester) and (ii) post four comments on other students' responses (two from each half of semester) on topics different from those you answered yourself. Contributions must be posted by midnight of the night before the following week's seminar in order to count towards your Participation and Engagement mark.

This task will be assessed according to the following criteria: Engagement (attendance/participation frequency meets requirements); Quality of contributions; Demonstration of familiarity with topic and readings. A marking rubric and detailed task outline for this task will be supplied on the iLearn homepage.

On successful completion you will be able to:

- The ability to demonstrate a sound understanding of the normative theories and meta-ethical issues considered.
- Development and application of the skills involved in philosophical reasoning and argument.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.

## Critical Review

Due: **See topic schedule**

Weighting: **25%**

Submit a critical review (800 words) on one of the Required unit readings of your choice. **Due date:** midnight of the night **before** that week's seminar. **Submission:** via the relevant iLearn link under 'Assessment'.

**Note for Internal students:** It is expected that you will come to the relevant Seminar and speak for a few minutes about your critical point. This will not be assessed but is an expectation, and time will be allocated to hearing these points of critical analysis.

This task will be assessed according to the following criteria: Mechanics (length, structure, written expression); Comprehension (clear and accurate exposition of key points); Critical analysis (quality of analysis of strengths and weaknesses); and Sources (correct citation practices).

A marking rubric and detailed task outline for this task will be supplied on the iLearn homepage. Please refer to, and closely follow, the instructions set out in the Task Outline.

On successful completion you will be able to:

- The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.
- Development and application of the skills involved in philosophical reasoning and argument.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.

## Essay

Due: **Fri 27 October, 5pm**

Weighting: **40%**

Write a 1800 word essay (+/- 10%) in response to one of the topics provided. The essay must include *extended* critical discussion and *detailed* application of at least one additional source of your own choosing (i.e. not one of the required unit readings).

This task will be assessed according to the following criteria: Mechanics (length, structure, written expression); Comprehension (clear exposition of key points); Argument (quality of critical analysis and evaluation); and Sources (relevance and proper citation practices). A marking rubric and detailed task outline for this task will be supplied on the iLearn homepage.

On successful completion you will be able to:

- The ability to demonstrate a sound understanding of the normative theories and meta-ethical issues considered.
- The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.
- Development and application of the skills involved in philosophical reasoning and argument.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.
- Enhancement of independent research and writing skills.

## Essay self-assessment

Due: **Fri 27 October 2017**

Weighting: **10%**

Complete and submit (with your essay) a self-assessment of your essay, using the essay rubric and criteria and including a short (1 paragraph) general statement of what you regard to be the

strengths in your essay and where you can see room for improvement.

**NOTE:** This must be part of the single file you submit as your essay submission. Please use the essay marking rubric provided on iLearn under 'Assessment'.

This task will be assessed according to the following criteria: Quality, clarity and accuracy of self-assessment. The essay marking rubric and task outline for this task will be supplied on the iLearn homepage.

On successful completion you will be able to:

- The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.

## Delivery and Resources

Teaching in this unit will be by seminar format. **Internal students** attend one two-hour interactive seminar per week. Students are expected to remain up-to-date with reading and come prepared for discussion, as well as meeting the Participation and Engagement requirements detailed under 'Assessment'. Seminars will be fully recorded. **External students** are expected to participate online via the iLearn Discussion Board on a weekly basis, responding to both set questions and seminar content to meet the Participation and Engagement requirements detailed under 'Assessment'. *External students must complete their online contributions **within one week** of each seminar topic.*

Please check Timetables for confirmation of days/times and venues.

**REQUIRED READING:** All required reading in this unit can be found in the *PHL341 Agency Virtue and Character 2017* unit reader, available via online order from the Co-Op Bookstore.

## Unit Schedule

### SCHEDULE OF CLASSES AND REQUIRED READINGS

Note: all required readings listed below are in the Unit Reader. Where more than two readings are listed, priority is to be given to the article(s) marked '\*'.

### PART 1 (WEEKS 1–4): CONSEQUENTIALISM AND ITS CRITICS

**SEMINAR 1 (Aug 2):** Course overview; Introduction to consequentialist and utilitarian ethical theory.

*Reading:*

\*Philip Pettit, 'Consequentialism' in Peter Singer (ed.), *A Companion to Ethics*. (Oxford:Blackwell, 1993): pp. 230–240.

\*Samuel Scheffler, Excerpt from 'Introduction', In Samuel Scheffler (ed.) *Consequentialism and Its Critics*, (New York: Oxford University Press, 1998): pp. 1-5.

Thomas Nagel, excerpts from *The View From Nowhere*. (New York: OUP, 1986): 152-3; 164-6.

## **SEMINAR 2 (Aug 9): Is consequentialism self-defeating?**

*Reading:*

\*Peter Railton, excerpt 1 from 'Alienation, Consequentialism and the Demands of Morality', *Philosophy and Public Affairs*, Vol. 1, No. 2 (Spring 1984): pp. 134-171.

\*Henry Sidgwick, excerpts from *The Methods of Ethics*, 7th edition, (London: Macmillan & Co. Ltd., 1962): pp. 405-7; 411-17.

## **SEMINAR 3 (Aug 16): The 'integrity' objection to consequentialism**

*Reading:*

\*Bernard Williams, 'Consequentialism and Integrity' In Samuel Scheffler (ed.) *Consequentialism and Its Critics*, (New York: Oxford University Press, 1998): pp. 20-50.

\*Susan Wolf, 'Moral Saints', *The Journal of Philosophy*, Vol. 79, No. 8 (August, 1982): 419-439.

David O. Brink, excerpts from 'Utilitarian Morality and the Personal Point of View' *The Journal of Philosophy*, Vol. 83, No. 8 (August 1986): pp. 417-38.

## **SEMINAR 4 (Aug 23): The 'alienation' and 'friendship' objections to consequentialism**

*Reading:*

\*William Godwin, 'The Archbishop and the Chambermaid'. In Peter Singer (ed.) *Ethics* (Oxford:Oxford University Press, 1994): 312-313.

\*Michael Stocker, excerpt from 'The Schizophrenia of Modern Ethical Theories', *The Journal of Philosophy* Vol. 73, No. 14, On Motives and Morals (August 12, 1976): pp. 453-466.

\*Peter Railton, excerpt 2 from 'Alienation, Consequentialism and the Demands of Morality', *Philosophy and Public Affairs*, Vol. 1, No. 2 (Spring 1984): pp. 134-171. *Further Reading:*

Dean Cocking and Justin Oakley, 'Indirect Consequentialism, Friendship, and the Problem of Alienation', *Ethics*, Vol. 106, No. 1 (October 1995): pp. 86-111.

Elinor Mason, 'Do consequentialists have one thought too many?' *Ethical Theory and Moral Practice*, vol, 2, (1999): 243-261

## **PART 2 (WEEKS 5-8): VIRTUE ETHICS AND ITS CRITICS**

### **SEMINAR 5 (Aug 30): Introducing virtue ethics**

#### *Reading:*

\*Aristotle, excerpts from *The Nicomachean Ethics*. J.L. Ackrill, trans. (London: Faber & Faber, 1973.)

\*Philippa Foot, 'Virtues and Vices.' In Stephen Darwall (ed), *Virtue Ethics*. (Oxford: Blackwell Publishing, 2003): pp. 105-120.

### **SEMINAR 6 (Sept 6): Challenges to virtue ethics: Can virtue ethics be action-guiding? PLUS: Honing philosophy essay-writing skills**

#### *Reading:*

\*James Rachels, 'The Ethics of Virtue'. In James Rachels *The Elements of Moral Philosophy*, 3<sup>rd</sup> edition (Singapore: McGraw-Hill, 1999): pp. 175-193.

\*Robert B. Louden, 'On Some Vices of Virtue Ethics'. In Roger Crisp and Michael Slote (eds) *Virtue Ethics* (Oxford: Oxford University Press, 1997): pp. 201-216.

### **SEMINAR 7 (Sept 13): Virtue ethics responds**

#### *Reading:*

\*Rosalind Hursthouse, 'Virtue Theory and Abortion'. *Philosophy and Public Affairs* Vol. 20, No. 3 (Summer 1991): pp. 223-246.

\*Rosalind Hursthouse, 'Normative Virtue Ethics'. In Roger Crisp (ed) *How Should One Live? Essays on the Virtues*. (Oxford: Clarendon Press, 1996): pp. 19-36.

**\*\*\*\*\* MID-SEMESTER BREAK: Mon 18 Sept – Mon 2 Oct  
(inclusive) \*\*\*\*\***

### **SEMINAR 8 (OCT 4): Virtue ethics and the challenge of tragic dilemmas**

#### *Reading:*

\*Rosalind Hursthouse, 'Irresolvable and Tragic Dilemmas', chp 3 from *On Virtue Ethics* (Oxford, Oxford University Press, 2001).

\*Liezl Van Zyl, 'Can Virtuous People Emerge from Tragic Dilemmas Having Acted Well?', *Journal of Applied Philosophy* vol. 24, No. 1 (2007): 50-61.



## **PART 3 (WEEKS 10-12): VIRTUE, CHARACTER AND CHARACTER-SKEPTICISM**

### **SEMINAR 9 (Oct 11): Philosophical character skepticism and ‘situationist’ ethics**

#### *Reading:*

\*Gilbert Harman, ‘Moral Psychology Meets Social Psychology: Virtue Ethics and the Fundamental Attribution Error’, *Proceedings of the Aristotelian Society*, Vol 99 (1999): 315-331.

\*John M. Doris, ‘Persons, Situations, and Virtue Ethics’, *Nous* Vol. 32 No. 4 (1998): 504-530.

Gilbert Harman, ‘The Nonexistence of Character Traits’, *Proceedings of the Aristotelian Society* vol. 100 (1999-2000): 223-226.

Stanley Milgram, ‘Behavioral Study of Obedience’, *Journal of Abnormal and Social Psychology* Vol. 67, No. 4 (1963): 371-378.

John M. Darley and C. Daniel Batson, “From Jerusalem to Jericho”: A study of situational and dispositional variables in helping behavior’, *Journal of Personality and Social Psychology*, vol. 27 No. 1 (1973): 100-108.

### **SEMINAR 10 (Oct 18): Defending character.**

#### *Reading:*

\*Joel J. Kupperman, ‘The Indispensability of Character’, *Philosophy* Vol. 76, No. 296 (April 2001): 239-250.

\*Robert C. Solomon, ‘What’s Character Got To Do With It?’, *Philosophy and Phenomenological Research*, Vol. LXXI No. 3 (November 2005): 648-655.

**WEEK 12 (Oct 25): Essay consultation week.** No seminar this week. Consultation, essay preparation and submission.

**\*\*\*ESSAYS AND ESSAY SELF-ASSESSMENTS DUE: 5PM FRIDAY 27 OCTOBER\*\*\***

**\*\*\*\* SEMESTER ENDS \*\*\*\***

## **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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/](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

- The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.
- Development and application of the skills involved in philosophical reasoning and argument.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.

#### Assessment task

- Critical Review

### 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

- The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.
- Development and application of the skills involved in philosophical reasoning and argument.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.

## Assessment tasks

- Participation and Engagement
- Essay self-assessment

## 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

- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.

## Assessment task

- Participation and Engagement

## 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

- The ability to demonstrate a sound understanding of the normative theories and meta-ethical issues considered.
- The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.
- Development and application of the skills involved in philosophical reasoning and argument.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.
- Enhancement of independent research and writing skills.

## Assessment tasks

- Participation and Engagement
- Critical Review
- Essay
- Essay self-assessment

## 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

- The ability to demonstrate a sound understanding of the normative theories and meta-ethical issues considered.
- The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.
- Development and application of the skills involved in philosophical reasoning and argument.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.
- Enhancement of independent research and writing skills.

## Assessment tasks

- Participation and Engagement
- Critical Review
- Essay
- Essay self-assessment

## 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

- The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.
- Development and application of the skills involved in philosophical reasoning and argument.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.
- Enhancement of independent research and writing skills.

## Assessment task

- Essay

## 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

- Development and application of the skills involved in philosophical reasoning and argument.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.
- Enhancement of independent research and writing skills.

## Assessment tasks

- Participation and Engagement
- Essay
- Essay self-assessment

## 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

- The ability to demonstrate a sound understanding of the normative theories and meta-ethical issues considered.
- The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.
- Development of an independent critical perspective, through consideration and analysis of views, arguments and counter-arguments.

## Assessment tasks

- Participation and Engagement
- Essay

## 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

- The ability to critically analyze and evaluate theories and arguments presented in the relevant literature.

## Assessment task

- Participation and Engagement

## Changes from Previous Offering

Assessment restructured to provide opportunity to use earlier assessment (Critical Review) as preparation for longer essay.

## Changes since First Published

Date	Description
04/08/2017	Minor change to assessment.
25/07/2017	Change to assessment.