



PHIX132

Happiness, Goodness and Justice

S1 OUA 2017

Dept of Philosophy

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor and Tutor

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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 nature of moral goodness. 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 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? All enrolment queries should be directed to Open Universities Australia (OUA): see 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:

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

Discuss how some key modern philosophers have sought to establish the foundations of

morality at an elementary level

Describe 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.

Summarise and explain a philosophical text and its key features at an elementary level

Reflect critically on philosophical theories and arguments at an elementary level

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

Engage constructively and respectfully with the views of others, even if you disagree with them

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1 Participation	20%	No	Weeks 2-11
Task 2 Quizzes	20%	No	Weeks 3-12
Task 3 Reflective exercise	20%	No	Sunday Week 6
Task 4 Essay	40%	No	Wednesday Week 13

Task 1 Participation

Due: **Weeks 2-11**

Weighting: **20%**

Regular, active contributions to online discussion boards.

Participation will be assessed by the following criteria: quality of your posts in discussion forums and their timeliness (you should post within a week of the topic). Quality is not just measured by the philosophical content of your posts, but by your willingness to engage in discussion with your peers. Much of what you learn in philosophy you will learn by involving yourself in discussion and argument. So while we would like to see some well thought out responses to the topics for each week and to the questions posed, we would also really encourage you to respond to the messages of other students, ask questions, post your thoughts and engage fully in the philosophical community.

On successful completion you will be able to:

- Explain the nature of happiness using concepts drawn from ancient philosophy at an elementary level
- Discuss how some key modern philosophers have sought to establish the foundations of

morality at an elementary level

- Describe 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.
- Reflect critically on philosophical theories and arguments at an elementary level
- Construct and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level
- Engage constructively and respectfully with the views of others, even if you disagree with them

Task 2 Quizzes

Due: **Weeks 3-12**

Weighting: **20%**

A weekly online quiz on the topic covered that week. There are 10 quizzes in total. Note: Each individual quiz is only available for 2 weeks.

With this task you will be assessed on your understanding of the material as demonstrated by the correct selection of answers in a multiple choice quiz.

On successful completion you will be able to:

- Explain the nature of happiness using concepts drawn from ancient philosophy at an elementary level
- Discuss how some key modern philosophers have sought to establish the foundations of morality at an elementary level
- Describe 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 3 Reflective exercise

Due: **Sunday Week 6**

Weighting: **20%**

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

This task will be assessed by the following criteria: content, structure, argument, critical analysis, reflective insights and written expression. A detailed rubric for this task will be supplied on iLearn.

On successful completion you will be able to:

- Explain the nature of happiness using concepts drawn from ancient philosophy at an

elementary level

- Summarise and explain a philosophical text and its key features at an elementary level
- Reflect critically on philosophical theories and arguments at an elementary level
- Construct and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level

Task 4 Essay

Due: **Wednesday 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.

This task will be assessed by the following criteria: content, structure, argument and critical analysis, written expression and referencing. A detailed rubric for this task will be supplied on iLearn.

On successful completion you will be able to:

- Discuss how some key modern philosophers have sought to establish the foundations of morality at an elementary level
- Describe 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.
- Summarise and explain a philosophical text and its key features at an elementary level
- Reflect critically on philosophical theories and arguments at an elementary level
- Construct and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level

Delivery and Resources

Readings:

All *required readings* are available through the iLearn site. Additional readings can be found by using the Macquarie University Library's MultiSearch function. Go to the library site (<http://www.mq.edu.au/about/campus-services-and-facilities/library>) then select 'Unit Readings' and enter the course code 'PHIX132'.

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

- *Doing Philosophy: A Practical Guide for Students*, 2nd ed. by Clare Saunders et al. (Bloomsbury 2012).

Technologies used:

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

Written assessments will be submitted on iLearn using Turnitin, a plagiarism scanning program.

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 – PHIX132 Happiness, Goodness, and Justice

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

Lecturers: NS: Nicholas Smith ML: Mianna Lotz PF: Paul Formosa

Week Topic

1. What is moral philosophy? (NS)

Part 1: Happiness (NS)

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

3. Living according to nature – Stoic ethics

4. Happiness and character – Aristotelian ethics

Part 2: Goodness (NS (wk 5) & ML)

5. Morality and religion

6. The challenge of moral relativism

7. Egoism and self-interest

MID SEMESTER BREAK - 2 WEEKS

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

9. The greatest good for the greatest number – Utilitarianism

Part 3: Justice (PF)

10. Justice and inequality – is global poverty justifiable?

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

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

13: Revision - No lecture

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

Assessment Policy 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

Disruption to Studies Policy (in effect until Dec 4th, 2017): 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/

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](#).

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.
- Reflect critically on philosophical theories and arguments at an elementary level

Assessment task

- Task 3 Reflective exercise

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.
- Construct and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level

Assessment task

- Task 1 Participation

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

- Engage constructively and respectfully with the views of others, even if you disagree with them

Assessment task

- Task 1 Participation

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

- Explain the nature of happiness using concepts drawn from ancient philosophy at an elementary level
- Discuss how some key modern philosophers have sought to establish the foundations of morality at an elementary level
- Describe some elements of contemporary theories of justice at an elementary level

Assessment tasks

- Task 1 Participation
- Task 2 Quizzes
- Task 3 Reflective exercise
- Task 4 Essay

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

- Explain the nature of happiness using concepts drawn from ancient philosophy at an elementary level
- Discuss how some key modern philosophers have sought to establish the foundations of morality at an elementary level
- Describe some elements of contemporary theories of justice at an elementary level
- Summarise and explain a philosophical text and its key features at an elementary level
- Reflect critically on philosophical theories and arguments at an elementary level
- Construct and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level

Assessment tasks

- Task 3 Reflective exercise

- Task 4 Essay

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

- Explain the nature of happiness using concepts drawn from ancient philosophy at an elementary level
- Discuss how some key modern philosophers have sought to establish the foundations of morality at an elementary level
- Describe 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.
- Summarise and explain a philosophical text and its key features at an elementary level
- Reflect critically on philosophical theories and arguments at an elementary level

Assessment task

- Task 4 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

- Summarise and explain a philosophical text and its key features at an elementary level
- Reflect critically on philosophical theories and arguments at an elementary level
- Construct and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level
- Engage constructively and respectfully with the views of others, even if you disagree with them

Assessment tasks

- Task 1 Participation
- Task 3 Reflective exercise
- Task 4 Essay

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

- Describe 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.
- Construct and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level
- Engage constructively and respectfully with the views of others, even if you disagree with them

Assessment task

- Task 1 Participation

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

- Engage constructively and respectfully with the views of others, even if you disagree with them

Assessment task

- Task 1 Participation

Changes from Previous Offering

The Reflective exercise has changed to a single piece of written work focused on part 1 of the unit (on happiness). It now contributes 10% less to the final grade, while the participation / engagement and quizzes each contribute 5% more. The order of some of the topics has changed.