



# PHL 225

## Ethical Theory

S1 Day 2018

*Dept of Philosophy*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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By appointment

Credit points

3

Prerequisites

(12cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description

The ethical theories of Aristotle, John Stuart Mill and Immanuel Kant have influenced contemporary ways of thinking about moral action and our moral relations with others. In the first section of the unit, we focus on Aristotle's conceptions of voluntary and involuntary actions, excuses, justifications and culpability, which ground contemporary understandings of moral and legal responsibility. We also discuss Aristotle's views on friendship, which resonate with contemporary views about the good of friendship and underpin much current philosophical discussion of friendship. In the second section, we discuss Mill's classic and influential defenses of individual liberty and freedom of speech, and we consider the application of his arguments to the issues of pornography and hate speech. In the final section, we discuss Kant's conception of the good will in the light of recent philosophical debates about whether Kant's moral philosophy requires us to be moral saints. We also discuss Kant's notion of respect for persons, which underpins recent discussions of the moral and political importance of both respect for others and self-respect.

## 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:

Ability to demonstrate a sound understanding of the key concepts, principles and

theories of Aristotle and Mill, as well as a selection of contemporary philosophers, specifically in relation to questions of individual responsibility and liberty;

Improved skills in analyzing and critically evaluating arguments and theories in the relevant literature;

Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;

Enhancement of skills in clear and rigorous thinking as well as oral and written expression.

## General Assessment Information

**IMPORTANT NOTE:** Completion of **ALL** assessment tasks is compulsory for passing this Unit.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Weekly Quiz</u>	20%	No	11.59pm each Wednesday
<u>Short Paper</u>	25%	No	11.59pm Fri 16 March
<u>Essay</u>	35%	No	11.59pm Fri 1 June
<u>Attendance/participation</u>	20%	No	Continuous

### Weekly Quiz

Due: **11.59pm each Wednesday**

Weighting: **20%**

Starting from Week 2, every student must complete **7 out of the 10** available online quizzes. To do so you must complete the assigned readings for the week and listen to the pre-recorded lecture (available by 5pm Monday each week), and then successfully complete the short quiz for that week. You must complete the quiz **by 11.59pm on the Wednesday night before the Thursday lecture**. You must get the quiz answers correct in order to pass this assessment. Failure to complete 7 quizzes will result in a mark of zero for this assessment.

**This task will be assessed according to the following criteria:** Content and understanding – demonstration of familiarity with and understanding of key points from Lecture 1 and readings. A marking rubric and task outline for this task will be supplied on the iLearn homepage.

On successful completion you will be able to:

- Ability to demonstrate a sound understanding of the key concepts, principles and theories of Aristotle and Mill, as well as a selection of contemporary philosophers,

specifically in relation to questions of individual responsibility and liberty;

- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;

## Short Paper

Due: **11.59pm Fri 16 March**

Weighting: **25%**

This task is designed to test your comprehension of the essential readings and to develop your ability to provide clear and precise exegetical analyses. It will also provide you with writing practice and feedback in preparation for the longer essays.

A word limit of 800 words applies.

Topics will be handed out one week prior to the due date, and Short Papers must be submitted electronically.

Marked short papers will be returned three weeks after submission.

**This task will be assessed according to the following criteria:** Mechanics (length, structure, written expression); Comprehension (clear and accurate exposition of key points); 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:

- Ability to demonstrate a sound understanding of the key concepts, principles and theories of Aristotle and Mill, as well as a selection of contemporary philosophers, specifically in relation to questions of individual responsibility and liberty;
- Improved skills in analyzing and critically evaluating arguments and theories in the relevant literature;
- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;
- Enhancement of skills in clear and rigorous thinking as well as oral and written expression.

## Essay

Due: **11.59pm Fri 1 June**

Weighting: **35%**

The essay allows you to engage with a topic in greater depth. This will develop your ability to express, analyse and organise key ideas clearly and systematically, and to provide a sustained argument in support of a chosen position.

A word limit of 1600 words applies.

Topics will be available in class and on the unit ilearn at least three weeks before the due date, and will be returned with comments approximately three weeks after submission. Submission will be electronic (via ilearn). Submission instructions will be provided in class and on ilearn.

**This task will be assessed according to the following criteria:** Mechanics (clarity, expression, structure/organisation); Comprehension (quality of understanding and exposition); and Critical Analysis (quality of critical evaluation and argument). A detailed rubric and essay writing guidelines, will be provided on iLearn.

On successful completion you will be able to:

- Improved skills in analyzing and critically evaluating arguments and theories in the relevant literature;
- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;
- Enhancement of skills in clear and rigorous thinking as well as oral and written expression.

## Attendance/participation

Due: **Continuous**

Weighting: **20%**

**Internal students** must attend **at least 75% of lectures and tutorials** in order to be eligible for the participation mark. **Attendance records will be kept for lectures and tutorials.** You will be assessed on both your class attendance and your contribution to discussions.

**External students** must participate in online discussion in **at least 75% of Discussion Board discussions.** You are expected to spend one hour per week participating in online discussions. (Please note: iLearn analytics generates reports of the amount of time individual students spend on ilearn and the activities they engage with. These reports will be used for the purposes of assessing your participation.

Effective participation means that you are prepared and able to contribute to the learning environment of the tutorial/discussion. It does not mean that you must have all the answers. Examples of effective participation include: asking questions that help you and others to understand better; identifying passages from assigned readings or questions from lectures that can be explored in class; making connections with other topics in or outside of the unit; listening to and reading your classmates' contributions, asking them questions, and contributing your own thoughts.

**NB:** It is your responsibility to ensure that your work and/or study commitments do not clash with your tutorial commitments for this unit of study.

**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 task outline for this task will be supplied on the iLearn homepage.

On successful completion you will be able to:

- Ability to demonstrate a sound understanding of the key concepts, principles and theories of Aristotle and Mill, as well as a selection of contemporary philosophers, specifically in relation to questions of individual responsibility and liberty;
- Improved skills in analyzing and critically evaluating arguments and theories in the relevant literature;
- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;
- Enhancement of skills in clear and rigorous thinking as well as oral and written expression.

## Delivery and Resources

**Delivery:** Day, External

**This unit will use:** iLecture, iLearn

**Times and Locations for Lectures and Tutorials:** For current updates and to confirm lecture times and classrooms please consult the MQ Timetables website:  
<http://www.timetables.mq.edu.au>.

### Lectures:

In Week 1: There will be two live/recorded lectures. Internal students must attend both lectures this week.

From Week 2: Lecture 1: Recorded lecture, available on Echo360 at unit iLearn site by 12pm each Monday. No attendance required **BUT AN ONLINE QUIZ BASED ON READING AND LECTURE MUST BE COMPLETED by 11.59pm each Wednesday night**).

Lecture 2: Thursdays 10-11am - Internal students must attend 7/10 lectures.

### Tutorials:

Thursdays 11am-12pm

Thursdays 1pm-2pm

### Requirements from Week 2:

**All students:** Listen online to lecture 1 at the start of each week and complete weekly quiz based on reading 1 and recorded lecture.

**Internal students:** Attend Lecture 2 and 1 tutorial each week. Lectures start in Week 1; tutorials start in Week 2.

**External students:** Listen online to Lecture 2 each week (as well as Lecture 1) and complete

online discussion task.

### **Required and recommended resources:**

All required readings are in the PHL225: Ethical Theory course reader available via Print On Demand from the bookstore. This contains the essential weekly readings for lectures and tutorials. All students are expected to read the essential readings. Additional readings will be mentioned in lectures, and must be used for the Essay. Most journal articles are available electronically; additional books and book chapters covering all core areas of the unit, are available in the Library.

## **Unit Schedule**

### **PHL225 UNIT SCHEDULE AND READINGS**

The following is an outline of the topics and the readings that will be covered week by week. The listed essential readings are all in the PHL225 course Reader. These are the minimum required reading for the unit. The further readings will assist you to develop an expanded understanding of the issues discussed in lectures, and should be used for essay preparation. More detailed reading lists will also be provided for essay topics.

### **SECTION 1: ARISTOTLE, AGENCY AND FRIENDSHIP**

#### **Week 1 (beginning 26 February): Unit Introduction; Introduction to Aristotle**

##### *Essential Reading:*

(i) Aristotle: 'Moral Virtue, How Produced'. From P. Singer (ed) *Ethics* (Oxford: Oxford University Press, 1994, pp.26-7.

#### **Week 2 (beginning 5 March): Aristotle on voluntary/involuntary action; Nagel on moral luck**

##### *Essential Reading:*

(i) Aristotle, *Nicomachean Ethics*, Book III.

(ii) T. Nagel, 'Moral Luck', Chp. 3 in Nagel *Mortal Questions* (Cambridge: Cambridge University Press, 1979): 24-38.

##### *Further Reading:*

(iii) J. Feinberg. 1986. 'Failures of Consent', extracts from Chs. 23 & 26 of *Harm to Self*, (New York & Oxford: OUP) Extracts: pp. 189-195; 269-280; 316-322.

(iv) T. Irwin, 'Reason and Responsibility in Aristotle' in Amelie Rorty (ed), *Essays On Aristotle's Ethics*, Berkeley: University of California Press, 1980, pp. 117-157.

#### **Week 3 (beginning 12 March): Aristotle and contemporary views of friendship**

*Essential Reading:*

- (i) Aristotle, *Nicomachean Ethics*, Books VIII, IX
- (ii) D. Cocking and J. Kennett, 'Friendship and the Self', *Ethics* 108, 1998: pp. 502-27.

*Further Reading:*

- (iii) Cooper, J. 'Aristotle on Friendship', in Amelie Rorty (ed), *Essays on Aristotle's Ethics*, pp. 301- 340
- (iv) Badhwar, N.K., (ed.), 1993, *Friendship: A Philosophical Reader*, Ithaca, NY: Cornell University Press.
- (v) Friedman, M.A., 1993, What Are Friends For? *Feminist Perspectives on Personal Relationships and Moral Theory*, Ithaca, NY: Cornell UP

**SHORT PAPER DUE: 11.59pm Friday 16 March**

**SECTION 2: MILL AND PATERNALISM**

**Week 4 (beginning 19 March): Mill on Liberty**

*Essential Reading:*

- (i) J. S. Mill: "Introductory" p, 126-140. (Note the famous passage on p. 135)
- (ii) Chapter III "Of Individuality" pp. 184-204.

**Week 5 (beginning 26 March): Paternalism**

*Essential Reading:*

- (i) G. Dworkin, 'Paternalism'. In *Paternalism*, ed. Rolf Sartorius (Minneapolis: University of Minnesota Press, 1983), pp. 19-34.
- (ii) R. E. Goodin, 'Permissible Paternalism: Saving Smokers from Themselves.' In *Ethics In Practice: An Anthology*. Ed. Hugh La Follette (Cambridge; Mass.: Blackwell Publishers Ltd, 1997), pp. 320-325.

*Further Reading:*

- (iii) A. E. Cudd, 'Taking Drugs Seriously: Liberal Paternalism and the Rationality of Preferences.' In *Ethics In Practice: An Anthology*. Ed. Hugh La Follette (Cambridge; Mass.: Blackwell Publishers Ltd, 1997), pp. 309- 319.

**Week 6 (beginning 3 April): Contemporary Liberal Autonomy**

*Essential Reading:*



(i) A. E. Fuchs, 'Autonomy, Slavery, and Mill's Critique of Paternalism', *Ethical Theory and Moral Practice* 4, 2001: 231-251

*Further Reading:*

(ii) John Christman, 'Autonomy in Moral and Political Philosophy', (2003), *Stanford Encyclopedia of Philosophy*, url: <http://plato.stanford.edu/entries/autonomy-moral/>

**Week 7 (beginning 9 April): Mill and Scanlon on Freedom of Thought and Expression**

*Essential Reading:*

(i) J. S. Mill Chapter II "Of the Liberty of Thought and Discussion pp. 141- 183 (The last few pages are a good although brief summary.)

(ii) T. Scanlon, 'A Theory of Freedom of Expression', *Philosophy and Public Affairs*, Vol. 1, No. 2, (Winter 1972), pp. 204-226.

*Further Readings:*

(iii) J. Riley, *Routledge Philosophy guidebook to Mill on Liberty* London and New York: Routledge, 1988

(iv) R. Amdur, 'Scanlon on Freedom of Expression'. *Philosophy and Public Affairs*, Vol. 9, No. 3, (Winter 1972), pp. 287-300.

**\*\*\* MID-SEMESTER BREAK: 16-27 April \*\*\***

**Week 8 (beginning 30 April): Challenges to Freedom of Expression: "Hate Speech" and Pornography**

*Essential Reading:*

(i) J. Arthur, 'Sticks and Stones'. In *Ethics In Practice: An Anthology*. (3rd edition.) Ed. Hugh La Follette (Oxford: Blackwell Publishing, 2007), pp. 398-410.

(ii) D. Dyzenhaus, 'John Stuart Mill and the Harm of Pornography', *Ethics*, 102 (3), 1992: 534-551

*Further Reading:*

(iii) Ronald Dworkin: 'Do We Have a Right to Pornography?' In *Ethics In Practice: An Anthology*. Ed. Hugh La Follette (Cambridge; Mass.: Blackwell Publishers Ltd, 1997), pp. 333-337.

(iv) Rae Langton, 'Pornography, Speech Acts, and Silence'. In *Ethics In Practice: An Anthology*. H. La Follette (Cambridge; Mass.: Blackwell Publishers Ltd, 1997), 338- 349.

**SECTION 3: KANT**

## **Week 9 (beginning 7 May): Kant on Duty and the Good Will**

### *Essential Reading:*

(i) Immanuel Kant, *Groundwork of the Metaphysics of Morals*, ed. Mary Gregor (CUP, 1997), Section I ('Transition from Common Rational to Philosophic moral cognition'), [4:393-405]

### *Further Reading:*

(ii) Barbara Herman, 'On the Value of Acting from the Motive of Duty', in *The Practice of Moral Judgment*, (Cambridge, MA.: Harvard University Press, 1993)

## **Week 10 (beginning 14 May): Kant on Duty and the Categorical Imperatives**

### *Essential Reading:*

(i) Immanuel Kant, *Groundwork of the Metaphysics of Morals*, Section II, 4: pp. 406-431.

(ii) Christine Korsgaard, 'An Introduction to the ethical, political and religious thought of Kant'. Chp 1 in *Creating the Kingdom of Ends* (Cambridge: Cambridge University Press, 1996).

## **Week 11 (beginning 21 May): Kant on respect and dignity**

### *Essential Reading:* (NB: the Kant pieces are short)

(i) Immanuel Kant, *Groundwork of the Metaphysics of Morals*, Section II, 4: [pp. 430-440].

(ii) The Doctrine of Virtue: Introduction, Sections XI & XII [pp. 398-403];

(iii) Part 1, Ch. II ('Man's Duty to Himself Merely as a Moral Being') [pp. 429-437];

(iv) Part II, Ch. 1. Section II ('On Duties of Virtue Towards Other Men Arising from the Respect Due to Them', [pp 462-468];

(v) Ch. II 'On Ethical Duties of Men Toward One Another with Regard to their Condition' [pp. 469-473].

(vi) Stephen Darwall, 'Two Kinds of Respect', *Ethics* 88, 1977: pp. 36-49.

### *Further Reading:*

(vii) Robin Dillon, 'Kant on Arrogance and Self-Respect', in Cheshire Calhoun (ed). *Setting the Moral Compass: Essays by Women Philosophers*, (New York: OUP, 2004), pp. 191- 216.

**Week 12 (beginning 28 May): Non-teaching week** (Essay preparation and one-on-one consultation)

**ESSAY DUE: 11.59pm Friday 1 June**

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](https://ask.mq.edu.au).

**LATE SUBMISSION POLICY:** 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;

(b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.

(c) No late submissions will be accepted for timed assessments – e.g. quizzes, online

tests.

## 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

- Improved skills in analyzing and critically evaluating arguments and theories in the relevant literature;
- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning

and argumentation;

## Assessment task

- Essay

## 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

- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;
- Enhancement of skills in clear and rigorous thinking as well as oral and written expression.

## Assessment task

- Attendance/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 outcomes

- Improved skills in analyzing and critically evaluating arguments and theories in the relevant literature;
- Enhancement of skills in clear and rigorous thinking as well as oral and written expression.

## Assessment task

- Attendance/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**

- Ability to demonstrate a sound understanding of the key concepts, principles and theories of Aristotle and Mill, as well as a selection of contemporary philosophers, specifically in relation to questions of individual responsibility and liberty;
- Improved skills in analyzing and critically evaluating arguments and theories in the relevant literature;
- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;
- Enhancement of skills in clear and rigorous thinking as well as oral and written expression.

## **Assessment tasks**

- Weekly Quiz
- Short Paper
- Essay
- Attendance/participation

## **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**

- Ability to demonstrate a sound understanding of the key concepts, principles and theories of Aristotle and Mill, as well as a selection of contemporary philosophers, specifically in relation to questions of individual responsibility and liberty;
- Improved skills in analyzing and critically evaluating arguments and theories in the relevant literature;

- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;
- Enhancement of skills in clear and rigorous thinking as well as oral and written expression.

## **Assessment tasks**

- Weekly Quiz
- Short Paper
- Essay
- Attendance/participation

## **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**

- Ability to demonstrate a sound understanding of the key concepts, principles and theories of Aristotle and Mill, as well as a selection of contemporary philosophers, specifically in relation to questions of individual responsibility and liberty;
- Improved skills in analyzing and critically evaluating arguments and theories in the relevant literature;
- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;

## **Assessment tasks**

- Short Paper
- 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

- Ability to demonstrate a sound understanding of the key concepts, principles and theories of Aristotle and Mill, as well as a selection of contemporary philosophers, specifically in relation to questions of individual responsibility and liberty;
- Enhancement of skills in clear and rigorous thinking as well as oral and written expression.

## Assessment tasks

- Short Paper
- Essay
- Attendance/participation

## 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

- Ability to demonstrate a sound understanding of the key concepts, principles and theories of Aristotle and Mill, as well as a selection of contemporary philosophers, specifically in relation to questions of individual responsibility and liberty;
- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;

## Assessment task

- Attendance/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 outcomes

- Ability to demonstrate a sound understanding of the key concepts, principles and theories of Aristotle and Mill, as well as a selection of contemporary philosophers, specifically in relation to questions of individual responsibility and liberty;
- Ability to identify, apply and develop the skills and concepts involved in ethical reasoning and argumentation;

## Assessment task

- Attendance/participation

## Changes from Previous Offering

Changes to assessment.

## Changes since First Published

Date	Description
25/02/2018	Changing sequence of topic