



PHL 132

Happiness, Goodness and Justice

S2 Online 2019

Dept of Philosophy

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	8
<u>Learning and Teaching Activities</u>	9
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11
<u>Changes since First Published</u>	17

Disclaimer

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General Information

Unit convenor and teaching staff

Convenor, tutor

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Contact via Email

By appointment

Lecturer

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Lecturer, tutor

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Darlene Demandante

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit provides an introduction to major topics in ethics, moral theory and contemporary political philosophy. The first section 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?

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

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

Understand how some key modern philosophers have sought to establish the foundations of morality at an elementary level.

Understand some elements of contemporary theories of justice at an elementary level.

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

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

Be capable of reflecting critically on philosophical theories and arguments at an elementary level.

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

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

General Assessment Information

Results

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

Submission of Assessments

All written assessments are to be submitted via the unit's iLearn site. There is no need for a coversheet, and we request that you omit your name from the document. A link to the Turnitin submission page will be provided on iLearn in the Assessments tab. Written assessments will be run through the Turnitin software which detects unoriginal work.

The online quizzes will be available on iLearn. Each quiz can only be undertaken once and has a time limit.

Assessing Active Participation

Active participation is assessed by a student's engagement in activities such as: discussions facilitated by the lecturer/tutor, contributions to online discussion forums, or general questions asked during tutorials and involvement in set activities. Participation is expected to be well considered and relevant to the unit of study.

Extensions and Penalties

All work must be submitted on time unless an extension has been granted. Requests for extensions must be made in writing BEFORE the due date and will only be considered on serious grounds. Extensions will not be given unless good reasons and appropriate evidence (e.g., medical certificates, counsellor's letters) are presented at the earliest opportunity. Please note that work due concurrently in other subjects is NOT an exceptional circumstance and does not constitute a legitimate reason for an extension.

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.

To obtain an extension, you must submit a Special Consideration application. See below for details on how to do that.

Special Consideration Policy

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

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and

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

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

[How to submit a Special Consideration application?](#)

Assessment Tasks

Name	Weighting	Hurdle	Due
Tutorial participation	20%	No	Ongoing
Online quizzes	20%	No	Ongoing
Reflection about Happiness	20%	No	08/09/2010
Critical Essay	40%	No	10/11/2019

Tutorial participation

Due: **Ongoing**

Weighting: **20%**

Participation and engagement in tutorials (for internal students), or online in iLearn discussion boards (for online students). Please see iLearn for the tutorial schedule.

Weighting: 20%

An important part of philosophy is engaging in active dialogue with others. This mark is allocated based on your contribution to tutorial/forum discussions throughout the semester. A detailed rubric will be provided on iLearn.

Criteria: An excellent contributor has in-class contributions that class reflect extensive preparation; ideas offered are usually substantive; provide major insights and direction for class discussion; challenges are substantiated and persuasive; makes an important contribution to class discussion; always engages constructively and respectfully with the views of others, even where there is disagreement.

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.

Online quizzes

Due: **Ongoing**

Weighting: **20%**

A weekly online quiz on the topic covered that week. There are 10 quizzes in total. Please see iLearn for the quiz schedule.

Weighting: 20%

Note: Each individual quiz is only available for one week, from the date of the relevant lecture. For example, if the lecture is on Wednesday, the quiz will open on the Wednesday and close on the following Tuesday at 11:59pm.

Online quizzes test comprehension and understanding of the required readings. These quizzes involve true/false or multiple choice options. The quizzes cannot be accessed after they have closed. You can also only complete the quiz once.

Criteria: an accurate understanding of the issues and texts.

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.

Reflection about Happiness

Due: **08/09/2010**

Weighting: **20%**

Due: Sunday 8 September, 11:59pm (end of week 6)

Weighting: 20%

Length: 700 words

This is a reflective exercise about what you have learned from part one of the unit.

Criteria: An excellent written reflection will demonstrate a high degree of engagement with the issue; show a high degree of critical self-reflection; show a very good understanding of the relevant philosophical text; give an accurate interpretation of the relevant text; contain evidence of creativity; and have writing that is consistently good and without grammatical errors.

The reflection will have three sections: 1) your view on happiness; 2) a description of a relevant theory of happiness; 3) a reflection on the impact of the theory on your own view.

A detailed rubric and a sample reflective exercise will be provided in iLearn during the semester.

On successful completion you will be able to:

- Understand the nature of happiness using concepts drawn from ancient philosophy at an elementary level.
- Be able to summarise and explain a philosophical text and its key features at an elementary level.
- Be capable of reflecting critically on philosophical theories and arguments at an elementary level.
- Be able to express and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level.

Critical Essay

Due: **10/11/2019**

Weighting: **40%**

Due: Sunday 10 November, 11:59pm (end of week 13)

Weighting: 40%

Length: 1500 words

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 that you have learned over the unit.

Criteria: An excellent essay will demonstrate knowledge of the relevant content; a clear structure and argument; creativity; proper expression, spelling, punctuation, and grammar; an easy to read presentation; proper integration and referencing of research and other sources.

A detailed rubric and sample essay will be provided in iLearn during the semester.

On successful completion you will be able to:

- Understand how some key modern philosophers have sought to establish the foundations of morality at an elementary level.
- Understand some elements of contemporary theories of justice at an elementary level.
- Evaluate, in an elementary way, contemporary social issues that concern happiness, goodness, or justice, using philosophical ideas and methods.
- Be able to summarise and explain a philosophical text and its key features at an elementary level.
- Be capable of reflecting critically on philosophical theories and arguments at an elementary level.
- Be able to express and defend your own ideas with clarity and rigour, in a logical, structured argument, at an elementary level.

Delivery and Resources

Required Readings

All required readings and most supplementary readings are available from the library via Leganto, which should be accessed via the link on iLearn. You are responsible for gaining access to the readings. A schedule of the required readings is provided on iLearn.

Technologies used

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

Contacting the Teaching Staff

The first point of contact is the tutor. Please see iLearn for email details. Should the tutor be unable to assist, the tutor will forward the inquiry to the convenor, Kelly Hamilton.

Unit Schedule

The unit will introduce philosophy under three big ideas:

1. Living a life of happiness
2. Justifying what goodness (morality) is
3. Topical issues of justice

Lectures are on Wednesdays. There are 12 lectures in total.

The lecture and tutorial topics are dealt with in the same week. Both lectures and tutorials are interactive, so don't miss out! You should read the weekly reading before the lecture.

Unit Schedule:

Week 1: Introduction: What is moral philosophy? (with Prof. Robert Sinnerbrink)

Part 1: Happiness

Week 2: "The good life is the life of pleasure" - Epicurean ethics (with Prof. Robert Sinnerbrink)

Week 3: Living according to nature - Stoic ethics (with Prof. Robert Sinnerbrink)

Week 4: Happiness and character - Aristotelian ethics (with Prof. Robert Sinnerbrink)

Part 2: Goodness

Week 5: Morality and religion (with Dr. Jane Johnson)

Week 6: The challenge of moral relativism (with Dr. Jane Johnson)

- **8 September (end of week 6): Reflection about happiness due**

Week 7: Egoism and self-interest (with Dr. Jane Johnson)

Recess between 16 September and 27 September

Week 8: The greatest good for the greatest number - Utilitarianism (with Dr. Jane Johnson)

Week 9: The moral law is universal! - Kant's challenge (with Prof. Paul Formosa)

Part 3: Justice

Week 10: Justice and inequality - is global poverty justifiable? (with Prof. Paul Formosa)

Week 11: Immigration and refugees - can we keep them out? (with Prof. Paul Formosa)

Week 12: Climate change and justice - who should pay to fix it? (with Prof. Paul Formosa)

Week 13: *no lectures or tutorials*

- **10 November (end of week 13): Critical essay due**

Learning and Teaching Activities

Interactive Classes

We ask you to prepare before classes, and come prepared to participate. Conversation and activity in classes helps you to acquire the most from the experience.

iLearn

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

Tutorials aligned with Learning Outcomes

Tutorials are designed to help you consolidate topics and refine the abilities described in the learning outcomes. You will be given guidance on weekly preparation. Small group discussion,

philosophical exercises, and assessment preparation will all be treated.

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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.

Active Class Participation

All students are expected to participate in tutorial discussions. If the student is likely to experience difficulties in this, s/he is requested to liaise with the tutor to determine the best way to accommodate the student.

Policy on Children in Class

As a commitment to students who may be carers and as a commitment to diversity, the teaching staff for this unit will allow the following:

- All exclusively breastfed babies are welcome in class as often as is necessary.
- For older children, in the case of unforeseen disruptions to childcare arrangements, the child is welcome to attend the class with the parent. This is not intended as a long-term arrangement but as a solution to possible problems that may prevent the parent from attending class.
- In all cases, we request that the parent and child sit near the door so that they can easily step outside should the child need some attention that may disrupt the other students.

Breastfeeding is not considered a disruption.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

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

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

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Evaluate, in an elementary way, contemporary social issues that concern happiness, goodness, or justice, using philosophical ideas and methods.
- Be able to summarise and explain a philosophical text and its key features at an elementary level.

Assessment task

- Reflection about Happiness

Learning and teaching activity

- We ask you to prepare before classes, and come prepared to participate. Conversation and activity in classes helps you to acquire the most from the experience.
- Tutorials are designed to help you consolidate topics and refine the abilities described in the learning outcomes. You will be given guidance on weekly preparation. Small group discussion, philosophical exercises, and assessment preparation will all be treated.

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

- Tutorial 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

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

Assessment task

- Tutorial participation

Learning and teaching activity

- We ask you to prepare before classes, and come prepared to participate. Conversation and activity in classes helps you to acquire the most from the experience.
- Ilearn is your guide to action. You can keep track of where the unit is up to, and the preparation you need to do. It is also a portal to numerous activities that help you learn philosophy: quizzes, discussions and assessment preparation. Use message boards to discuss the topics for each session.
- Tutorials are designed to help you consolidate topics and refine the abilities described in the learning outcomes. You will be given guidance on weekly preparation. Small group discussion, philosophical exercises, and assessment preparation will all be treated.

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

- Tutorial participation
- Online quizzes

- Reflection about Happiness
- Critical Essay

Learning and teaching activities

- We ask you to prepare before classes, and come prepared to participate. Conversation and activity in classes helps you to acquire the most from the experience.
- Tutorials are designed to help you consolidate topics and refine the abilities described in the learning outcomes. You will be given guidance on weekly preparation. Small group discussion, philosophical exercises, and assessment preparation will all be treated.

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

- Reflection about Happiness
- Critical Essay

Learning and teaching activities

- We ask you to prepare before classes, and come prepared to participate. Conversation and activity in classes helps you to acquire the most from the experience.
- Tutorials are designed to help you consolidate topics and refine the abilities described in

the learning outcomes. You will be given guidance on weekly preparation. Small group discussion, philosophical exercises, and assessment preparation will all be treated.

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

- Critical Essay

Learning and teaching activity

- We ask you to prepare before classes, and come prepared to participate. Conversation and activity in classes helps you to acquire the most from the experience.
- Tutorials are designed to help you consolidate topics and refine the abilities described in the learning outcomes. You will be given guidance on weekly preparation. Small group discussion, philosophical exercises, and assessment preparation will all be treated.

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

- Tutorial participation
- Reflection about Happiness
- Critical Essay

Learning and teaching activities

- We ask you to prepare before classes, and come prepared to participate. Conversation and activity in classes helps you to acquire the most from the experience.
- Ilearn is your guide to action. You can keep track of where the unit is up to, and the preparation you need to do. It is also a portal to numerous activities that help you learn philosophy: quizzes, discussions and assessment preparation. Use message boards to discuss the topics for each session.
- Tutorials are designed to help you consolidate topics and refine the abilities described in the learning outcomes. You will be given guidance on weekly preparation. Small group discussion, philosophical exercises, and assessment preparation will all be treated.

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

- Tutorial 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

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

Assessment task

- Tutorial participation

Changes since First Published

Date	Description
31/07/2019	External tutor details added. Participation assessment amended.