

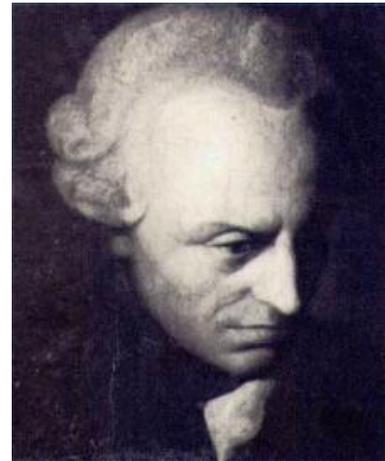
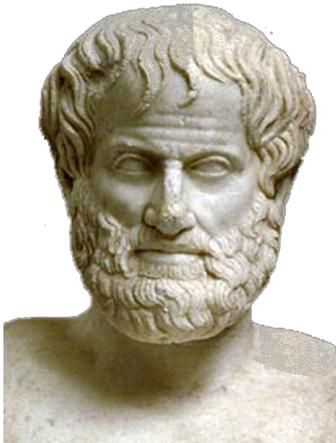


SOPHI
Philosophy Department

PHIL2612: History of Ethics

Semester 2, 2014

Unit of Study Outline



Unit Coordinator

Unit coordinators are listed on undergraduate and postgraduate coursework semester timetables, and can be consulted for help with any difficulties you may have.

Unit coordinators (as well as the Faculty) should also be informed of any illness or other misadventure that leads students to miss classes and tutorials or be late with assignments.

Unit Coordinator, lecturer and tutor: **Andrew Cooper**
Email address: a.cooper@sydney.edu.au

This Unit of Study Outline **MUST** be read in conjunction with the Faculty of Arts and Social Sciences Student Administration Manual (sydney.edu.au/arts/current_students/student_admin_manual.shtml) and all applicable University policies.

In determining applications and appeals, it will be assumed that every student has taken the time to familiarise themselves with these key policies and procedures.

PHIL2612 History of Ethics

UNIT DESCRIPTION

What is the right thing to do? What is the foundation of morality? What is the source of the normativity of moral obligations? This unit surveys answers to these questions by canonical figures in the history of philosophy. The course ranges from Aristotle to W. D. Ross, with a special emphasis on the early modern period from c. 1650 to 1800. Authors covered include Aristotle, Hobbes, Hume and Kant.

LEARNING OUTCOMES

By the end of the course students will

- * develop their abilities to read texts carefully
- * improve their confidence in speaking in front of groups
- * possess a body of knowledge concerning the history of ethics, and a firm grasp of the principles, practices, and boundaries of moral philosophy;
- * develop their abilities to think independently, analytically and creatively about values; and
- * develop their abilities to exercise critical judgement and critical thinking to create new ways of understanding values.

LEARNING STRUCTURE

The course has a unique collaborative learning structure that has carefully been designed to achieve maximal learning outcomes for the history of ethics. There are three stages to this structure as follows:

Which stage?	What?	When?	Why?
1. Read and Reflect	Students complete readings, and <u>must</u> prepare answers to the designated lecture and tutorial questions.	Before the relevant lecture and tutorial	* Developing interpretive and comprehension skills requires more than listening in lecture. * Developing these skills requires active reflective thinking in preparation, and not just passive reading
2. Share Interpretations	Students, <u>selected at random</u>, share their answers to the lecture questions. The lecture is based around and constructed out of these answers. The lectures focus on interpreting the texts.	During lecture	* The interactive lecture format aims to be engaging for students * Random selection of students to provide lecture content incentivizes careful preparation.

			<p>* Random selection ensures that a variety of students' voices are heard</p> <p>* Sharing highlights different reasonable interpretations of the same text</p>
3. Evaluate Arguments	<p>In small groups, students discuss different tutorial questions.</p> <p>A member of each group is randomly selected and summarizes key points of their group's discussion to the entire class.</p> <p>These discussions focus on evaluating the arguments and positions contained within the texts.</p>	During tutorial	<p>* Active discussion engages students.</p> <p>* Random selection of students to summarize discussions incentivizes attentive and active participation in discussion.</p> <p>* Random selection ensures that a variety of students' voices are heard.</p>

This collaborative learning structure has the consequence that students' participation strongly affects the quality of lectures and tutorials. As such, students have an important responsibility to prepare for lectures and tutorials, since this preparation affects not only the quality of their own education, but also the quality of other students' education.

Interactions will be highly sensitive to the fact that many students feel inhibited towards speaking in front of large groups. Consequently students who have made good faith efforts to prepare for lecture and tutorial will be encouraged and assisted, as appropriate and every effort will be taken to ensure that the experience is productive and beneficial for them. Indeed, part of the rationale for this format is that students build their confidence in speaking in front of groups, and develop their skills at doing so.

Some of the readings are difficult and some of the lecture and tutorial questions are hard. If you make a good faith effort, and still struggle to answer the questions, then prepare an explanation of *why* you struggled to answer the questions. (Which answers couldn't you choose between? Which specific parts of the text did you find hard to interpret?) Other students will no doubt have had similar struggles for similar reasons. Identifying these points of difficulty, and focusing attention on them in lecture, benefits everyone. In fact, it will benefit many other students more than a correct answer would do so. You don't have to have all the answers to benefit other students; but you do have to have made a good faith effort to answer the questions.

The course is organised so that there are two lectures each week. Since both lectures are scheduled back-to-back, this structure is implemented in the following timetable:

1x2-hr lecture/wk, 1x1-hr tutorial/wk

UNIT SCHEDULE

Week	Week beginning	Lecture	Tutorial
1	28 July	1. & 2. Introduction	No tutorial
2	04 August	3. Function and the Human Good 4. Virtue as a Mean	Tutorials will cover material of the previous lectures
3	11 August	5. Egoism and Moral Motivation 6. Egoism and Benevolence	
4	18 August	7. Voluntarism 8. Criticisms of Voluntarism	
5	26 August	9. Morality as the Dictate of Government 10. Morality as the Rules for Peace	
6	01 September	11. Moral Realism 12. Love as the Foundation of Morality	
7	08 September	13. Morality as Surpassing Love 14. Justice as a Useful Convention	
8	15 September	15. Morality as Disinterested Moral Sentiment 16. Skepticism about Practical Reason	
9	22 September	17. In Defense of Practical Reason 18. Moral Cognitivism	
BREAK	29 September	SESSION BREAK	
10	06 October*	19. Morality as Universalisable Principles 20. Morality as Respect for Rational Autonomy	
11	13 October	21. Morality as Freedom 22. Motivations for the Principle of Utility	
12	20 October	23. Act-Utilitarianism and its Critics 24. Rule-Utilitarianism	
13	27 October	25. & 26. Conclusions	
STUVAC	03 November	STUVAC	
EXAMS	10 November	EXAM PERIOD commences	

*NB: Public holiday on Monday 6 October.

READING REQUIREMENTS

All readings are in the course reader, which is available to purchase from the Copy Centre. Initially, they will produce as many readers as there are students pre-enrolled. If there are further enrolments, and the centre is out of readers, then students can order one within 24 hours from the Centre.

The readings are deliberately *short*. This is because (i) we will be reading them incredibly carefully, (ii) the readings are often difficult, and (iii) students have to prepare answers to lecture and tutorial questions.

In the reader, there are links to online resources for students who are interested in reading more of the original texts than the selections. This additional reading is encouraged, but only after the required reading.

Readings and student answers must be completed by the lecture on the following dates:

8th August

Aristotle, Books 1 and 2, *Nicomachean Ethics* [selections]

15th August

Bernard Mandeville, *An Enquiry into the Origin of Moral Virtue* [selections]

David Hume, *An Enquiry into the Principles of Morals* [selections]

Thomas Hobbes, *Philosophical Rudiments Concerning Government and Society (De Cive)* [selections]

Francis Hutcheson, *An Inquiry into the Original of Our Ideas of Beauty and Virtue* [selections]

Bishop Butler, *Sermon 11: On the Love of Thy Neighbour* [selections]

22nd August

Rene Descartes, *Replies to Objections* [selections]

Samuel Pufendorf, *On the Duty of Man and Citizen* [selections]

Gottfried Wilhelm Leibniz, *Meditation on the Common Concept of Justice* [selections]

Leibniz, *The Principles of Pufendorf* [selections]

Richard Price, *A Review of the Principal Questions in Morals* [selections]

29th August

Hobbes, *Philosophical Rudiments (De Cive)* [selections]

5th September

Samuel Clarke, *A Discourse Concerning the Unchangeable Obligations of Natural Religion* [selections]

Price, *A Review* [selections]

Hutcheson, *An Inquiry* [selections]

12th September

Butler, *Dissertation on Virtue* [selections]

Price, *A Review* [selections]

Hume, *Enquiry* [selections]

19th September

Hume, *Enquiry* [selections]

Hume, *A Treatise on Human Nature* [selections]

26th September

Thomas Reid, *Essays on the Active Powers of the Human Mind* [selections]

10th October

Immanuel Kant, *The Groundwork for the Metaphysics of Morals* [selections]

17th October

Kant, *Groundwork* [selections]

Jeremy Bentham, *The Principles of Morals and Legislation* [selections]

Henry Sidgwick, *The Methods of Ethics* [selections]

24th October

John Stuart Mill, *Utilitarianism* [selections]

W. D. Ross, *The Right and the Good* [selections]

31st October

No Readings

ONLINE COMPONENTS

Course materials and optional readings will be posted on the Blackboard LMS site. Students are strongly recommended to check this site regularly for updates in order to achieve maximum learning outcomes. As such, the Blackboard LMS site will primarily be informational.

To access the Blackboard LMS site : go to the University homepage (www.sydney.edu.au) > choose MyUni > choose USYD eLearning > enter Unikey to access your eLearning sites.

Alternatively, you can bookmark the login page directly at <http://elearning.sydney.edu.au/> .

If you have any difficulties logging in or using the system, visit the Student Help area of the Sydney eLearning site, <http://sydney.edu.au/elearning/student/> .]

ASSESSMENT TASKS AND DUE DATES

2x500wd Tutorial Exercises (10% each, total of 20%)

- Due on Thursday 21st August & Thursday 9th October, 4pm
- There will be no extensions on Tutorial Exercises. Late Exercises will receive 0.
- Exercises will be handed out in the tutorial a week before they are due.

1x1500wd essay (40%).

- Due on Thursday 18th September, 4pm
- Essays that are submitted on time will be returned on Friday 10th October. Late essays will be returned soon after. This designated date is an estimate, and if many other instructors return essays at the same time, then there will be a short delay while the SOPHI staff administrate the return of many essays. PLEASE DO NOT

CONTACT SOPHI STAFF about returning essays. They will contact you when they are able to return the essays. They have to return a fantastic number of essays for all the courses in five different departments. If even a small fraction of the students taking these courses contact them, they are overwhelmed with inquiries.

- Late essays or assignments will not be accepted (except where applications for special consideration are lodged) beyond the designated return date of 10th October for the relevant written work. In cases where documented misadventure or serious illness prevents students from submitting work before the designated return date an alternative assessment task will be set.

1x2hr exam (40%)

- In the Exam Period
- All of the exam questions will be heavily based on, if not identical to, the lecture and tutorial questions.

ASSESSMENT CRITERIA

This unit uses standards referenced assessment for award of assessment marks.

Students' assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.

For reference to criteria and standards, please consult the Philosophy Department grade descriptors at http://sydney.edu.au/arts/philosophy/undergrad/grade_descriptors.shtml

In both assessments, a specific emphasis will be placed on making answers relevant to the essay question. Irrelevant material in essays or exam answers will be awarded reduced or no credit.

CHANGES TO GRADE CODES IN 2014

As the University moves to adopt a new online student management system in 2014, there will be some changes to the grade codes that are used to report on your results. This will not affect the standards you are expected to meet in order to achieve a Pass, Credit, Distinction or High Distinction grade, but your academic transcript may look a little different from mid-year onwards.

The University will keep students updated on the timing of these changes throughout the year. You can also check in with the [Ask Sydney website](#) for help with understanding the common grade codes that appear on your academic transcript.

SUBMISSION OF WRITTEN WORK

Compliance Statements

All students are required to submit an authorised statement of compliance with all work submitted to the University for assessment, presentation or publication. A statement of compliance certifies that no part of the Work constitutes a breach of Academic Dishonesty and Plagiarism Policy.

The format of the compliance statement will differ depending on the method required for submitting your work (see "Assessment Submission" below). Depending on the submission method, the statement must be in the form of:

- a. a University assignment cover sheet;
- b. a University electronic form; or
- c. a University written statement.

Assessment Submission

Paper submission only

Written work must be submitted in hard copy at SOPHI by 4pm on the due date.

You must complete, sign and attach a cover sheet/compliance statement to any written work handed in for assessment.

Essays and assignments not submitted on or before the due date are subject to penalty. Refer to http://sydney.edu.au/arts/current_students/late_work.shtml for the Policy on Late Work.

ACADEMIC DISHONESTY AND PLAGIARISM

Academic honesty is a core value of the University. The University requires students to act honestly, ethically and with integrity in their dealings with the University, its members, members of the public and others. The University is opposed to and will not tolerate academic dishonesty or plagiarism, and will treat all allegations of academic dishonesty or plagiarism seriously.

The University's Academic Dishonesty and Plagiarism Policy 2012 and associated Procedures are available for reference on the University Policy Register at <http://sydney.edu.au/policies> (enter "Academic Dishonesty" in the search field). The Policy applies to the academic conduct of all students enrolled in a coursework award course at the University.

Under the terms and definitions of the Policy,

- "academic dishonesty" means "seeking to obtain or obtaining academic advantage (including in the assessment or publication of work) by dishonest or unfair means or knowingly assisting another student to do so.
- "plagiarism" means "presenting another person's work as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source."

The presentation of another person's work as one's own without appropriate acknowledgement is regarded as plagiarism, regardless of the author's intentions. Plagiarism can be classified as negligent (negligent plagiarism) or dishonest (dishonest plagiarism).

An examiner who suspects academic dishonesty or plagiarism by a student must report the suspicion to a nominated academic in the relevant faculty. If the nominated academic concludes that the student has engaged in **dishonest plagiarism** or some other sufficiently serious form of academic dishonesty, the matter may be referred to the Registrar for further disciplinary action under the terms of the *Academic Dishonesty and Plagiarism Policy 2012* and Chapter 8 of the *University of Sydney By-Law 1999* (as amended).

SPECIAL CONSIDERATION

The Faculty of Arts and Social Sciences assesses student requests for assistance relating to completion of assessment in accordance with the regulations set out in the University Assessment Policy 2011 and Assessment Procedures 2011. Students are expected to become familiar with the University's policies and Faculty procedures relating to Special Consideration and Special Arrangements.

Students can apply for:

- **Special Consideration** - for serious illness or misadventure
- **Special Arrangements** - for essential community commitments
- **Simple Extension** – an extension of up to 5 working days for non-examination based assessment tasks on the grounds of illness or misadventure.

Further information on special consideration policy and procedures is available on the Faculty website at http://sydney.edu.au/arts/current_students/special_consideration.shtml.

OTHER POLICIES AND PROCEDURES RELEVANT TO THIS UNIT OF STUDY

The Faculty's Student Administration Manual is available for reference at the "Current Students" section of the Faculty Website (http://sydney.edu.au/arts/current_students/). Most day-to-day issues you encounter in the course of completing this Unit of Study can be addressed with the information provided in the Manual. It contains detailed instructions on processes, links to forms and guidance on where to get further assistance.

STAYING ON TOP OF YOUR STUDY

For full information visit http://sydney.edu.au/arts/current_students/staying_on_top.shtml

The Learning Centre assists students to develop the generic skills, which are necessary for learning and communicating knowledge and ideas at university. Programs available at The Learning Centre include workshops in Academic Reading and Writing, Oral communications Skills, Postgraduate Research Skills, Honours, masters Coursework Program, Studying at University, and Workshops for English Language and Learning. Further information about The Learning Centre can be found at http://sydney.edu.au/stuserv/learning_centre/.

The Write Site provides online support to help you develop your academic and professional writing skills. All University of Sydney staff and students who have a Unikey can access the WriteSite at <http://writesite.elearn.usyd.edu.au/>.

The Faculty of Arts and Social Sciences has units at both an Undergraduate and Postgraduate level that focus on **writing** across the curriculum or, more specifically, writing in the disciplines, making them relevant for all university students. To find out more visit http://sydney.edu.au/arts/teaching_learning/writing_hub/index.shtml and http://sydney.edu.au/arts/teaching_learning/pg_writing_support/index.shtml.

In addition to units of study on writing, The FASS Writing Hub offers drop-in sessions to assist students with their writing in a one-to-one setting. No appointment is necessary, and this service is free of charge to all FASS students and/or all students enrolled in WRIT units. For more information on what topics are covered in a drop-in session and for the current schedule, please visit

http://sydney.edu.au/arts/teaching_learning/writing_hub/drop_in_sessions.shtml.

Pastoral and academic support for **Aboriginal and Torres Strait Islander students** is provided by the STAR Team in Student Support services, a dedicated team of professional Aboriginal people able to respond to the needs of students across disciplines. The STAR team can assist with tutorial support, mentoring support, cultural and pastoral care along with a range of other services. More information about support for Aboriginal and Torres Strait Islander students can be found at http://sydney.edu.au/current_students/student_services/indigenous_support.shtml.

The **Library** offers students free, online tutorials in library skills at <http://sydney.edu.au/library/skills>. There's one designed especially for students studying in

the Humanities and Social Sciences at <http://libguides.library.usyd.edu.au/>. And don't forget to find out who your Faculty Liaison Librarians are.

OTHER SUPPORT SERVICES

Disability Services is located on Level 5, Jane Foss Russell Building G20; contact 8627 8422 or email <mailto:disability.services@sydney.edu.au>. For further information, visit their website at <http://sydney.edu.au/stuserv/disability/>.

Counselling and Psychological Services (CAPS) are located on Level 5, Jane Foss Russell Building G20; contact 8627 8433 or email <mailto:caps.admin@sydney.edu.au>. For further information, visit their website at http://sydney.edu.au/current_students/counselling/.