Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts
Course Title: PRACTICAL ETHICS IN AUSTRALIAN SOCIETY
Course ID: BASSS2004
Credit Points: 15.00
Prerequisite(s): Nil
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 099999
Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

<table>
<thead>
<tr>
<th>AQF Level of Program</th>
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<tbody>
<tr>
<td>5</td>
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<tr>
<td>Level</td>
</tr>
<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>✓</td>
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<tr>
<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Understand that questions and debates concerning ethical norms are values-laden and contested
K2. Become familiar with competing perspectives at work in ethical debates
K3. Understand the ethical problems posed by and inherent in contemporary issues
K4. Become familiar with the requirements, process and significance of ethical reasoning
K5. Describe core ethical principles, and how ethical problems can be addressed in light of these principles.

Skills:

S1. Analyse a variety of ethical issues and debate
S2. Analyse a variety of sources drawn from academic to mass culture
S3. Evaluate the relative merits of competing ethical arguments, whilst appreciating that ethical conflicts are often inevitable and often insoluble
S4. Produce written and oral assessment tasks which apply the principles of academic rigour.

Application of knowledge and skills:

A1. Apply basic strategies for assessing the strength of ethical arguments
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A2. Apply understandings of ethical principles to the ethical issues discussed in class and beyond
A3. Reflect on and critically interrogate the ethical values you have and how they influence you as a person.

Course Content:

Topics may include:

- Theories of ethics and the social good
- Who counts? Personhood and autonomy
- Justice and the no harm principle
- Killing or letting die
- Can war, torture or terrorism ever be moral?
- Social morality or when we should care what our neighbours do
- Virtual worlds and the question of harm
- Ethics and the question of consumption
- Should animals matter?
- Should we protect the environment?
- World ethics in focus
- Integrity and when we should blow the whistle.

Values and Graduate Attributes:

Values:

V1. Appreciate how ethical positions are constructed
V2. Recognise the value of ethical reasoning
V3. Respect the ideas and skills of others
V4. Actively participate in learning in a supportive environment.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students gain an understanding of the role of ethical principles in the contemporary world, and how they can be accepted as fundamental to a society</td>
<td>High</td>
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<tr>
<td>Critical, creative and enquiring learners</td>
<td>Students develop the ability and confidence to develop and evaluate ethical arguments, and to differentiate between convincing and poor ethical reasoning</td>
<td>Medium</td>
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<tr>
<td>Capable, flexible and work ready</td>
<td>Students develop ethical reasoning and communication skills which are transferable to a range of study, employment and work contexts</td>
<td>High</td>
</tr>
<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Students recognise the ways in which ethical principles function in wider society, and their own role as learners and citizens in contributing to informed, critical and reasoned debate on ethical matters</td>
<td>High</td>
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</table>
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## Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
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<tbody>
<tr>
<td>K5, S4</td>
<td>Demonstrate understanding of key concepts in ethical reasoning and clear and concise expression of this understanding.</td>
<td>Short answer concept test</td>
<td>10-20%</td>
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<tr>
<td>K1, K2, K3, K4, S1, S2, A1, A2, A3</td>
<td>Responses to weekly exercises (may include images, written or digital text, blog or social media responses).</td>
<td>Class exercises and class/forum participation</td>
<td>15-25%</td>
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<tr>
<td>K1, K2, S3, A2, A3</td>
<td>Answer a series of set questions regarding a self-chosen case study and present findings orally to the class</td>
<td>Case study analysis</td>
<td>25-35%</td>
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<tr>
<td>K4, S1, S2, S3, S4, A2, A3</td>
<td>Collect and provide commentary and reflection on a range of contemporary ethical issues.</td>
<td>Journal</td>
<td>30-40%</td>
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## Adopted Reference Style:

Australian