

Course Outline (Higher Education)

School:	School of Arts
Course Title:	APPLIED ETHICS IN CONTEMPORARY SOCIETIES
Course ID:	BAXDC2004
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(PHILO1004)
ASCED:	091701

Description of the Course:

How we respond to ethical issues defines who we are as individuals and practitioners. It also determines the kinds of institutions and organisations in which we participate, and the kind of society in which we want to live. It is paramount that we understand the complexity of these issues if we are to engage the world responsibly. This course, through an interrogation of values (personal/professional/social/political), explores how we engage the world as ethically responsible citizens and professional practitioners. The course will begin with an introduction to major ethical theories, including utilitarianism, deontology, and virtue ethics. We will then interrogate the role of values, principles, emotion, and reasoning in responding to some of the pressing practice issues and ethical questions of our day. In particular, we will focus on how we understand and justify our relations with other human beings, contemporary technologies, non-human animals, the environment, institutions, and organisations. The course will draw upon real-world scenarios that engage students in complex cases of ethical decision-making.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Analyse ethical principles and theories and grasp their implications for contemporary ethical issues and professional practice.
- K2.** Interrogate how values (personal/professional/political/social) inform the way we address ethical obligations in a diversity of contexts, including everyday contexts and/or micro practice, institutional and organisational contexts.
- K3.** Explain the requirements of ethical reasoning and decision-making.
- K4.** Demonstrate awareness of the competing perspectives and norms at work in debates concerning ethical conduct, contemporary ethical issues, and frameworks for professional ethical practice.

Skills:

- S1.** Effectively apply the skills involved in ethical reasoning and argument in everyday contexts, including professional contexts.
- S2.** Examine and evaluate ethical arguments and conclusions through independent research.
- S3.** Demonstrate proficiency in expression and defence of ethical positions and arguments in both oral and written forms.

Application of knowledge and skills:

- A1.** Recognise and reflect on different accounts of ethical norms, decisions, and actions.
- A2.** Articulate and justify ethical positions in verbal and written form, demonstrating proficiency with the conventions and techniques of ethical argument and decision-making.

Course Content:

This course will engage students in interrogating and applying ethical theories and ethical practice frameworks including:

- Utilitarianism
- Deontology
- Virtue ethics

Students will apply these theories to a range of ethical questions, potentially including the following:

- What ethical obligations do we have towards organisational/professional codes of ethics?
- What are our ethical obligations to assist the vulnerable, including women, children, young people and people with disabilities?
- What are our ethical responsibilities to peoples in other countries and regions of the globe?
- What kinds of ethical considerations do we owe to people marginalised by age, class, race, gender, and/or sexuality, including people from lower socio-economic backgrounds and people of colour?
- What are the ethics of sex and consent?
- Is it justifiable to restrict certain forms of speech, such as hate speech or violent pornography?
- What are our ethical obligations in light of new technology, such as biotech, surveillance, and social media?

- How should we treat non-human animals?
- What kinds of ethical obligations do we have to the environment and ecological systems, especially in light of climate change?

The course will approach these questions from the perspective of analysing values (personal/professional/social/political) that define how we act as ethically responsible citizens and ethical professional practice.

Values:

- V1.** Develop a deeper understanding of the role of ethical values in a range of different contexts, including individual, social, political, and institutional contexts
- V2.** Recognise and respect the variety of perspectives on ethical values and decisions, and ethical complexity.
- V3.** Demonstrate awareness of professional practice frameworks.
- V4.** Respect the procedures of ethical argumentation about contested issues.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K4, A1, S2	AT1, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	N/A	N/A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K4, S1	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, S3, A2	AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S1	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S3, A1, A2	Identify, select and analyse ethical principles and contextual factors bearing on a case study.	Case study analysis	40-50%
K1, K2, K3, K4, S1, S2, S3, A1	Research and analyse a contested ethical issue, and present this analysis in extended written form.	Argumentative essay	40-50%
K3, K4, S3, A1, A2	Actively engage in classes and/or online activities; make informed contributions to course activities and discussion; complete all assigned course readings; discuss readings and ideas in a clear and coherent manner, demonstrating an understanding of key theories and concepts.	Participation and contribution	10-20%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)