

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Tom Donovan	Date:	10/08/2020
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Department	Subject	Course Number	Title
Philosophy	Philosophy PHIL	105	Introduction to Ethics

Units/Hours

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

C HUMANITIES

General Education Justification:

This course satisfies the Humanities Area C General Education requirement for the AA Degree. Upon completing this course students will be able to demonstrate an ability to examine ethical issues and discover the connections and correlations among various ethical traditions and relate them to contemporary society (GELO 1 and 2). Students will be able to critically apply their knowledge and skills to enduring and new ethical situations through spoken and written expression (GELO 3). And students will study and evaluate ethical theories using appropriate research methods and tools (GELO 4)

Maximum Enrollment:	40
Maximum Enrollment Justification:	Justification:
Grading Method:	Letter Grade or P/NP

TOP code:

1509.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course introduces the students to basic ethical writings from the ancients to the present. Studies include free will and determinism, good and evil, the concepts of right and wrong, relativism, and moral obligations to others. Contemporary moral issues will also be covered. Some of the philosophers studied are Plato, Immanuel Kant, David Hume, Friedrich Nietzsche, Jean Paul Sartre, Peter Singer, and James Rachels.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course is a survey of ethics covering subjects as free will, concepts of right and wrong, moral relativism, and the application of moral values.

Need for the course:

The course meets an associate degree and/or transferable general education requirement in a specific area not adequately covered by another course. Once revised, the course will be submitted to C-ID and, if approved, added to the AA-T in Philosophy.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Identify and analyze moral language and value judgments.

2. Appraise and assess ethical theories from leading philosophers such as Plato, Immanuel Kant, David Hume, and G.E. Moore.

3. Compare the difference between ethical theory and practical ethics, and the challenges in bridging from theory to practice in everyday life.

4. Compare and contrast different philosophical approaches to similar philosophical ethical problems, such as the nature of obligation, the nature of the Good, the universality of behavior, the nature of evaluative language, and the role of the sentiments in assessing moral behavior.

5. Evaluate the strengths and weaknesses of important ethical theories and how they can be applied to everyday moral life.

Course Content:

(please number the outline of main topics and subtopics)

1. Overview of the history of ethics.

2. Meaning and use. The language of moral discourse.

1. Philosophical discourse and argumentation

2. Facts vs Values

3. Moral discourse and argumentation concerning Value

3. Good and Evil.

1. Ancient Greek Philosophy and the Good

2. The evolution of “Evil” in the Middle Ages

3. Modernity and the concepts Good and Evil

4. Contemporary arguments and critiques of the concept Evil.

4. Relativism vs. absolutism.

1. Relativism and absolutism in Plato and the Sophists.

2. God and absolutism in the Middle Ages

3. Modern arguments for Absolutism

4. Modern arguments for Relativism

5. Modern arguments against both Absolutism and Relativism

5. Utilitarianism and Hedonism.

1. History of the problem.

2. Evaluating Modern and Contemporary arguments pro and con on Utilitarianism and Hedonism

6. Existentialism.

1. History of the Existentialist tradition as a decentering of questions of Ethics and Morality

2. Evaluating arguments pro and con from Kierkegaard, Camus, Sartre, Beauvoir, and others.

7. Social policy.

1. The application of ethical theory to social policy.

2. Arguments pro and con on applying ethical theory to contemporary subjects such as cloning, the distribution of wealth, hunger, punishment, and animal rights.

8. The meaning of life.

1. Evaluating different views on the purpose of life and how one can live an ethical life.

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Discussion

Integration: Socratic questioning will be used to explore concepts and issues in ethics and to identify moral language.

● **Method:** Lecture

Integration: Lecture will be used to introduce concepts and illustrate principles of ethics. Further, lecture will cover various ethical theories and the theory/practice distinction.

● **Method:** Observation and Demonstration

Integration: Student presentations will be used to illustrate analysis concerning ethical theory and practice and focus on how to philosophically appraise ethical situations.

- **Method:** Activity
Integration: Group activities will be used to analyze pro and con of ethical theory and practice and will be used to evaluate the strength and weaknesses of ethical positions.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests
Integration: Midterm exam consisting of analysis of ethical theory and application. Students should demonstrate knowledge of important ethical theories, their applications, and be able to offer critique.
- **Method:** Final exam
Integration: Final exam consisting of knowledge of the major schools of ancient and modern ethical systems. Students should understand objections to these schools and be able to apply the theories to contemporary situations.
- **Method:** presentations
Integration: Individual class presentations. Students should be able to clearly articulate an ethical position and understand the pros and cons of the arguments.
- **Method:** Quizzes
Integration: Short quizzes on individual philosophers and specific ethical problems where students can demonstrate basic knowledge of various ethical theories.
- **Method:** Papers
Integration: Thesis style papers forcing students to articulate and defend a position. Arguments should be constructed and counter arguments considered. Papers should demonstrate philosophical argumentation skills as well as charity toward opposing positions.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Compare and contrast essay exam: Compare and contrast the ethical theories of any two of the following philosophers or schools of philosophy from the Ancient world and into our Contemporary world. For example students could compare and contrast Plato's ethics to Aristotle's or Kantian ethics to Utilitarian ethics.
2. Ethical application writing assignment. Students could be asked to apply an ethical theory to a specific everyday situation. Sample essay exam: How can Ayn Rand's egoism be applied to specific situations in everyday life in America? What implications would such an ethical theory have for the population?
3. Prepare an evaluative/critical presentation on a specific (assigned) article (or passage) in the text, or supplemental reading material.
4. Argumentative thesis paper: Students could be required to write a paper defending a position on an ethical issue. For example: In what way has the approach of ethical theory changed since Aristotle? Is this change in orientation beneficial or have we lost something essential to ethical reasoning? Explain why or why not.

Textbooks:

- Pojman, L., Vaughn, L. (2017). *The Moral Life* Oxford. ISBN: 9780190607845
- MacKinnon, B (2017). *Ethics: Theory and Contemporary Issues (with InfoTrac) 5th Edition* Cengage Learning. ISBN: 978-1305958678
- Vaughn, Lewis (2018). *Doing Ethics: Moral Reasoning, Theory, and Contemporary Issues* Norton. ISBN: B07WS5HQLX

Other Resources:

Minimum Qualification

- Philosophy (Masters Required)