



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
PHI-204	Ethics	3.0
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3/0/0	ENG-101	FA 2022

Catalog description:

An examination of the basic methods and problems of ethics. Consideration of the nature of moral terms, reasoning and action; conceptions of the good life and of right and wrong; free will; and major ethical approaches, including the theories of Aristotle, Kant, Mill, and others.

General Education Category:

Goal 6: Humanities

Course coordinator:

Ken Howarth, 6095703809 howarthk@mccc.edu

Required texts & Other materials:

Ethical Theory: An Anthology, 2nd Edition, Russell Shafer-Landau, Editor, Wiley-Blackwell, 2012, ISBN: 978-0470671603

Fundamentals of Ethics, 4th Edition, Shafer-Landau, Oxford, 2017, ISBN: 9780190631390

The Ethics Toolkit, Julian Baggini & Peter S. Fosl, Wiley-Blackwell, 2007, ISBN:9781405132312

Handouts & Websites as directed; for updated editions/similar text-check bookstore

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Identify and define key ethical terms, problems and major theories, including the role of theory (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
2. Employ the logical and critical thinking methods and evidentiary criteria of philosophy to determine and explain the approaches to ethics (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
3. Distinguish, Analyze & Critique the ethical theories and approaches studied as applied to real world cases (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
4. Interpret, summarize and paraphrase the views of ethicists and others as expressed in actual practice, and in philosophical and contemporary issues writings (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)

5. Frame and present your own moral views in clearly, logical, concise and coherent theoretical terms (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)

Outcomes 1. through 4. relate to “philosophical ethical literacy” with respect to content knowledge. Outcomes 2. through 5. relate to “philosophical moral reasoning practice” with respect to methods applied to relevant content material. Other learning goals may be specified in particular sections by the instructor with the course coordinator’s approval in addition to but not as a replacement for the above listed goals.

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts (PLO)

1. Concept Knowledge Understand the vocabulary, methods, and major concepts present in the humanities, the social sciences, and the natural sciences
2. Communication Articulate complex ideas clearly and effectively, both verbally and in writing
3. Critical Thinking Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning)
4. Research Methods Utilize research materials and methodologies

Units of study in detail – Unit Student Learning Outcomes:

The general plan for this course involves some detailed examination of key theoretical ethics approaches from ancient philosophy up through contemporary philosophical and scientific ethical theories. A key consideration is for students to learn to frame moral arguments in “sets of terms”, or theoretical frameworks, becoming aware of them and the differences between them, especially in application.

Units in Summary

Unit 1 – Moral Philosophy – Opening Issues

Unit 2 – Non-consequentialist Ethics

Unit 3 – Consequentialist Ethics

Unit 4 – Contractarian, Pluralistic and Scientific Ethics

Unit 5 – Virtue & Care-based Ethics

Units in Detail:

Unit I Moral Philosophy – Opening Issues (SLO #1, 2, 3, 4, 5)

Learning Objectives *The student will able to:*

1. Identify reasons for studying ethics and distinguish between the major fields of philosophy, ethics and subfields of ethics and their central concerns
2. Explain key philosophical and ethical concepts such as objectivity, subjectivity, autonomy, good, determinism, etc.
3. Critically relate key challenges to theoretical approaches ethics in historical and contemporary context
4. Identify and use the principles and practices of reasoning, basic logic, fallacy awareness, arguments and Judgment in application to moral matters

Unit II Nonconsequentialist Ethics: (SLO #1, 2, 3, 4, 5)

Learning Objectives *The student will able to:*

1. Understand the basic differences, histories, major figures, and approaches to core ethics issues in relation to different non-consequential ethical theories, including their implications as applied to moral and political issues.
2. Critically compare and contrast the major general ethical theoretical issues as well as the key theory specific issues with respect to Western and non-Western religious ethics.
3. Critically compare and contrast the major general ethical theoretical issues as well as the key theory specific issues with respect to duty-based ethics, such as Divine Command Theory and Kantian theories.
4. Critically compare and contrast the major general ethical theoretical issues as well as the key theory specific issues with respect to ancient and contemporary Natural Law ethics and the Doctrine of Double Effect.

Unit III Consequentialist Ethics (SLO #1, 2, 3, 4, 5)

Learning Objectives *The student will able to:*

1. Understand the basic differences, histories, major figures, and approaches to core ethics issues in relation to different consequential ethical theories, including the role of hedonism, including their implications as applied to moral and political issues.
2. Critically compare and contrast the major general ethical theoretical issues as well as the key theory specific issues with respect to desire satisfaction based theories.
3. Critically compare and contrast the major general ethical theoretical issues as well as the key theory specific issues with respect to psychological and ethical egoist theories.
4. Critically compare and contrast the major general ethical theoretical issues as well as the key theory specific issues with respect to utilitarian ethics, including act-based and rule-based approaches

Unit IV Conventional, Pluralistic and Scientific Ethics (SLO #1, 2, 3, 4, 5)

Learning Objectives *The student will able to:*

1. Understand the basic differences, histories, major figures, and approaches to core ethics issues in relation to different contemporary conventional and scientific ethical theories, including their implications as applied to moral and political issues.
2. Critically compare and contrast the major general ethical theoretical issues as well as the key theory specific issues with respect to Contractarian ethical theories, such as the thought of Socrates, Hobbes, Rousseau, Rawls, Nozick and Scanlon.
3. Critically compare and contrast the major general ethical theoretical issues as well as the key theory specific issues with respect to pluralistic approaches to ethics, including issues of relativism, particularism and other diversity matters.
4. Critically compare and contrast the major general ethical theoretical issues as well as the key theory specific issues with respect to evolutionary and psychological theories of ethics,.

Unit V Virtue & Care-based Ethics (SLO #1, 2, 3, 4, 5)

Learning Objectives *The student will able to:*

1. Understand the basic differences, histories, major figures, and approaches to core ethics issues in relation to different virtue and care based approaches to ethics, including their implications as applied to moral and political issues
2. Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to virtue- and character-based theories of ethics, such as those of Plato, Aristotle, Confucius, and contemporary virtue-theorists.
3. Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to feminist and caring-based approaches to ethics, particularly as a non-theoretical approach.

Evaluation of student learning:

Citizenship: Course-long assessment of how students demonstrate philosophical literacy and practice through their contributions to the class learning environment, that may include such factors as attendance, the amount and manner of class participation, helpfulness to other students' understanding, oral presentations (may be broken out as a separate grading category), etc.

Homework: 6 or more short assignments aimed at having the student demonstrate that they did the assigned reading assignment and can address the issues covered in their own words.

Quizzes: 2 or more brief assessments to allow students to demonstrate philosophical literacy in a specific unit of instruction

Tests: 1 or more class-length assessments to allow students to demonstrate content knowledge/philosophical literacy in covered units of instruction

Examinations: 2 or more class-length assessments to allow students to demonstrate philosophical practices (and literacy) as applied to units of instruction; at least includes one comprehensive in-class final exam

Essays: 1 or more assessments to allow students to demonstrate philosophical literacy and practices as applied to units of instruction. Well-argued papers are the first goal here, as a demonstration of philosophical reasoning, though assigning and assessing, in part, a research dimension to the assignment is fitting, though more for 200-level courses.

Course Grade Breakdown:

Citizenship	10-15% (not more than this) (includes 'participation')
Homework	10-15%
Quizzes	5-10%
Tests/Exams	30-50% (no one test/exam worth more than 20%)
<u>Essays</u>	<u>30-50%</u> (no one paper worth more than 25%)
Course =	100%

The particular grading breakdown is to be determined by each instructor in line with above and listed clearly in her/his syllabus.