



COURSE OUTLINE

Course Number: PHI-204 **Course Title:** Ethics **Credits:** 3
Course Length: 15 Weeks **Co- or Pre-requisite:** None **Implementation sem/year:** Spring 2014

Catalogue 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. 3 lecture hours.

Is course New, Revised, or Modified? [Modified courses are those which have a new prefix or course number]: Revised

Required texts/other materials: Ethical Theory: An Anthology, 2nd Edition, Russell Shafer-Landau, Editor, Wiley-Blackwell, 2012, ISBN: 978-0470671603
Fundamentals of Ethics, 2nd Edition, Shafer-Landau, Oxford, 2010, ISBN: 9780195320862
The Ethics Toolkit, Julian Baggini & Peter S. Fosl, Wiley-Blackwell, 2007, ISBN:9781405132312
Handouts and Websites as directed

Recommended Texts: Introduction to Ethics: A Reader, Edited by Andrew Dell'Olio and Caroline J. Simon, Rowman & Littlefield Publishers, 2010, ISBN: 978-0-7425-6357-5
What Does it All Mean?, Thomas Nagel, Oxford, 1987, ISBN: 0195052161
A Rulebook for Arguments, Andrew Weston, 4th edition, Hackett, 2009, ISBN: 9780872209541
The Oxford Dictionary of Philosophy, Simon Blackburn, Oxford University Press, USA; 2 edition, 2008, ISBN-13: 978-0199541430
The Philosopher's Toolkit, 2nd Edition, Julian Baggini & Peter S. Fosl, Wiley-Blackwell, 2010, ISBN:9781405190183

Suggested Websites: Ethics Updates supersite: <http://ethics.sandiego.edu/>
Internet Encyclopedia of Philosophy: <http://www.utm.edu/research/iep>
Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu>
Episteme Links Site: <http://www.epistemelinks.com/>
Erratic Impact Database: <http://www.erraticimpact.com/>
Philosophy texts & humor: <http://philosophy.eserver.org/>
The American Philosophical Association Online: <http://www.udel.edu/apa>
Philosophy Study Guides: http://instruct.westvalley.edu/lafave/study_guides.html
Philosophy Pages... from Garth Kemerling: <http://www.philosophypages.com/>
Intute Index: <http://www.intute.ac.uk/artsandhumanities/philosophy/>

Erratic Impact Database: <http://www.erraticimpact.com/>
Philosophy Texts Online: <http://people.brandeis.edu/~teuber/textsonline.html>
Philosophy Texts Online: <http://people.ucalgary.ca/~baker/books.html>
Philosophy Texts Online: <http://philosophy.eserver.org/>
Early Modern Philosophy Texts online: <http://www.earlymoderntexts.com/>
Online Philosophical Dictionaries: <http://www.ditext.com/runes/>
<http://www.philosophypages.com/dy/>
<http://www.thefreedictionary.com/philosophy>
<http://www.earlham.edu/~peters/gpi/dicts.htm>

Philosophy Paper writing:
<http://www.rowan.edu/philosop/clowney/IntroPhilosophy/PhilPaper.html>
<http://mugwump.pitzer.edu/~bkeeley/CLASS/IP/Fall01/shints.htm>

Optional materials: Copies of additional materials not contained in digital or handout libraries to be supplied by/to the philosophy coordinator prior to the beginning of any term of instruction.
Must include at least five primary source reading passages (to be read by students as homework and in class with instructor) made available to students via handouts or digitally, with at least two of these three readings coming from the works of Plato, Aristotle, Augustine or Aquinas, Descartes, Hobbes, Hume, Kant, Kierkegaard, Nietzsche, Mill, James, Dewey, Rand, Sartre, Scanlon, Rawls, Nozick, and feminist writers.
Other materials per the section instructor. Introducing some non-western ethical approaches

Revision date: 1/15/14 **Course Coordinator:** Ken Howarth, 609-570-3809, howarthk@mccc.edu LA-119
<http://www.mccc.edu/~howarthk/MainPage.htm>,
Philosophy Bulletin Board between rooms LA-124 and LA-125
on the first floor of the Liberal Arts Building

Additional resources: The College library's text and NetLibrary and ebrary electronic resources, accessible through http://www.mccc.edu/student_library.shtml, as well as the Library Resource page (under development) provide a wide range of philosophical reference and topic specific texts. The Philosophy Repository on the College online course platform, Angel, contains specific auxiliary readings accessible for all sections that utilize Angel as at least a 'shell' resource for even classroom-based sections. A library of targeted readings handouts is also available in the Coordinator's office.

Learning Center Resources: There are no tutors or study groups through the Learning Center for philosophy topics, though there are tutors for writing. There are limited volunteers in the Philosophy S.P.A. Club available for peer-to-peer tutoring, and Professor Howarth is available to meet with students for tutoring to augment students meeting with their class professors.

Course Competencies / Goals:

If the student does the work assigned for this course, s/he will be able to:

1. Identify and define key ethical terms, problems and major theories, including the role of theory
2. Employ the logical and critical thinking methods and evidentiary criteria of philosophy to determine and explain the approaches to ethics
3. Distinguish, Analyze & Critique the ethical theories and approaches studied as applied to real world cases
4. Interpret, summarize and paraphrase the views of ethicists and others as expressed in

- actual practice, and in philosophical and contemporary issues writings
5. Frame and present your own moral views in clearly, logical, concise and coherent theoretical terms

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 General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals for this course:

Goal 1. Communication. Students will communicate effectively in both speech and writing.

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.

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.

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

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills for this course:

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. 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.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail

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 One: Moral Philosophy – Opening Issues

Learning Objectives - The student will be able to...

- Identify reasons for studying ethics and distinguish between the major fields of philosophy, ethics and subfields of ethics and their central concerns (Course Competencies 1, 2; General Education Goals 6,9; Core Skills A,B,C,G.)
- Explain key philosophical and ethical concepts such as objectivity, subjectivity, autonomy, good, determinism, etc. (Course Competencies 1, 2; General Education Goals 6,7, 9; Core Skills A,B,C,G.)
- Critically relate key challenges to theoretical approaches ethics in historical and contemporary contexts (Course Competencies 1, 2; General Education Goals 6, 7, 9; Core Skills A,B,C,G.)
- Identify and use the principles and practices of reasoning, basic logic, fallacy awareness, arguments and Judgment in application to moral matters (Course Competencies 1,2; General Education Goals 6,9; Core Skills A,B,C,G.)

Unit Two: Nonconsequentialist Ethics:

Learning Objectives - The student will be able to...

- 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. (Course Competencies 1, 2, 3, 4, 5; General Education Goals 5, 6, 7, 8; Core Skills A, C, D, F, G.)
- 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. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8, 9; Core Skills A,B,C,D, G.)
- 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. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8, 9; Core Skills A,B,C,D, G.)
- 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. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8, 9; Core Skills A,B,C,D, G.)

Unit Three: Consequentialist Ethics:

Learning Objectives - The student will be able to...

- 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. (Course Competencies 1, 2, 3, 4, 5; General Education Goals 5, 6, 7, 8; Core Skills A, C, D, F, G.)
- 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. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8, 9; Core Skills A,B,C,D, G.)
- 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 (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8, 9; Core Skills A,B,C,D, G.)

Unit Four: Conventional, Pluralistic and Scientific Ethics

Learning Objectives - The student will be able to...

- 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. (Course Competencies 1, 2, 3, 4, 5; General Education Goals 5, 6, 7, 8; Core Skills A, C, D, F, G.)
- 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. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8, 9; Core Skills A,B,C,D, G.)
- 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. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8, 9; Core Skills A,B,C,D, G.)
- 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, (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8, 9; Core Skills A,B,C,D, G.)

Unit Five: Virtue & Care-based Ethics

Learning Objectives - The student will be able to...

- 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. (Course Competencies 1, 2, 3, 4, 5; General Education Goals 5, 6, 7, 8; Core Skills A, C, D, F, G.)
- 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. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8, 9; Core Skills A,B,C,D, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific

issues with respect to caring-based approaches to ethics, particularly as a non-theoretical approach. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8, 9; Core Skills A,B,C,D, G.)

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, especially for 200-level courses. Recommend that essays are not due in class.

Course Grade Breakdown:

Citizenship	10-15% (not more than this) (includes ‘participation’)
Homework	10-15% (key to encouraging regular preparation)
Quizzes	5-10%(key to encouraging regular preparation)
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 and listed clearly in her/his syllabus. Care should be taken to see that the course’s goals are assessed. It is important to “test what you teach”, while, of course, avoiding any semblance of “teaching to the test”! Aligning your lesson planning and teaching to stated goals is the best way to achieve this.

Attendance Policy: Stated clearly and consistent with the MCCC student handbook and detailed in the instructor’s course syllabus.

Academic Integrity Statement: [As found @ <http://mlink.mccc.edu/omb/OMB210.pdf>]

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.

- completing a graded academic activity or taking an exam for someone else.
- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.
- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

D. Inappropriately or unethically uses technological means to gain academic advantage.

- inappropriately or unethically acquiring material via the Internet or by any other means.
 - using any electronic or hidden devices for communication during an exam.
- Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

Appeals

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees May 19, 1983

Revised: May 18, 2000, March 18, 2004

Students with Disabilities:

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services at LB221, (609) 570-3525, stinsona@mccc.edu.