COURSE SYLLABUS

Course Title:	Ethics
Department:	Humanities
Curriculum:	Philosophy

Date submitted:	Spring 2014 (AAC: 14-90)

Course Descriptors:
Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.

Course Code: (eg. ACC 101)	PHL*111
Course Type:	L/D

A: Clinical   B: Lab   D: Distance Learning
I: Individual/Independent   L: Lecture   N: Internship
M: Seminar   P: Practicum   U: Studio
X: Combined Lecture/Lab   Y: Combined Lecture/Clinical/Lab   Z: Combined Lecture/Studio

Elective Type:	G/HU/LAS

AH: Art History   E: English   FA: Fine Arts   FL: Foreign Language   G: General   HI: History   HU: Humanities   LAS: Liberal Arts & Sciences   M: Math   S: Science   SS: Social Science

Credit Hours:	3
Developmental: (yes/no)	No
Contact Hours: Lecture:	3
Clinical:	0
Lab:	0
Studio:	0
Other:	0
TOTAL:	3
Class Maximum:	25
Semesters Offered:	F/Sp/Su

Prerequisites:

C- or better in Composition (ENG*101)

Corequisites:

None

Other Requirements:

None

Catalog Course Description:

This course is designed to further the understanding of the major issues and arguments of ethics from both theoretical and applied ethics positions. The major positions on moral issues will be critically examined through sound, rational argumentation. Subjects treated will be chosen from among current arenas of concern, such as technology, the environment, the biomedical field, the creating and taking of life, and gender and racial equity.

Topical Outline:
List course content in outline format.

1. Ethics: a.k.a. Moral Philosophy, or the Philosophical Study of Morality
2. The Crucial Distinction Between Normative Ethics and Metaethics
   a) NORMATIVE ETHICS = *moral theory*: i.e., asking questions grounded in a principle that there are right and wrong choices, + *applied ethics*: i.e.,the resulting judgments put into practice
   b) METAETHICS: the investigation of the meaning, nature and logical basis of what constitutes a moral theory and judgment
3. What Ethics Is Not: Other Normative Systems (e.g., law, religious law, etiquette, prudence)

4. Descriptive Ethics: *not officially a branch of ethics but key to anthropology, psychology, sociology and history (though not off-limits for philosophy)*

5. What Logic Is and Is Not: Review of Syllogistic Inference and Argumentation

6. Eudaimonia and Virtue Ethics: Happiness via Virtue vs. On Its Own Terms

7. Rights and Contractualism (deontology or moral necessity) vs. Consequentialism

8. Ethics and Science: Can Two Systems of Valuing Reach the Same Conclusion?

9. Moral Psychology: Moral Agency In Light of Reason, Desire and Freedom

10. Ethical Relativism vis-à-vis Cultural Relativism

11. Applied Ethics as Field of Study (for Business, Societal, International Problems)

12. Examples of Arenas for Ethical Debate in the Context of Society and Law
    (several of which may be treated in discussions or assessments, at the discretion of the instructor):

    a. Gender Equity and Sexism

    b. Racial Equity, Racism and Affirmative Action

    c. Poverty and Affluence

    d. Economic Development and Developmentalism

    e. Pornography and Censorship

    f. Animal Rights

    g. The Morality of Taking Life

    h. The Morality of Creating Life

    i. Abortion

    j. Environmental Ethics

    k. Privacy and its Limits

    l. Biomedical Ethics

Outcomes:
Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

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

COURSE:

1. distinguish between *normative ethics* (moral theory + applied ethics) and *metaethics*

2. apply deductive reasoning to ethical propositions

3. analyze normative ethical propositions to determine if they contain logical content or instead only sentiment (emotivism)

4. advance an original ethical proposition grounded in a specific normative ethical theory with the aim of helping to solve a real-world problem (applied ethics)

PROGRAM:

N/A

GENERAL EDUCATION:

2. **Critical Analysis/ Logical Thinking -** Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

    Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.

    Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.

3. **Ethical Dimensions (embedded)-** Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

	Demonstrates: Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.
	Does Not Demonstrate: Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.
Evaluation: List how the above outcomes will be assessed.	**Assessment will be based on the following criteria:** Tests; one major paper of least eight to ten (8-10) pages in length––or, as an alternative to this traditional paper, regular reflective writing (~200-300 words/week) throughout the semester: centered upon the ABE Course Abilities/Outcomes and distilled at the close of the term into a final summative reflection and self-assessment of approximately 2000-2500 words —and, at the instructor's discretion, quizzes; discussions (in-class or distance, according to course context); oral presentations; and group projects.
Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.	**Required:** Current library and technological resources are adequate for this course. **Desired:** None
Textbook(s)	Check with department chair for list of approved texts.