

**Course Outline**

**COURSE:** AJ 3A                      **DIVISION:** 50                      **ALSO LISTED AS:** PHIL 3A

**TERM EFFECTIVE:** Spring 2014                      **CURRICULUM APPROVAL DATE:** 10/14/2013

**SHORT TITLE:** ETHICS

**LONG TITLE:** Ethics

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**COURSE DESCRIPTION:**

This course examines the central theories and perennial issues in ethics. The ethical system of Aristotle, Kant, and the utilitarians will be investigated. These systems will be applied to contemporary moral problems. Questions about objective morality, the ideal society, social justice, and moral agency will be pursued. This course is also listed as PHIL 3A. **ADVISORY:** Eligible for English 1A.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

**STUDENT LEARNING OUTCOMES:**

1. Identify, explain, and analyze major ethical theories, including Aristotle's ethics, Kantianism, and utilitarianism.

Measure:

PLO: 1,2

ILO:

GE-LO: A4, A5, A6, A7, A8, A9, D2

Year assessed or anticipated year of assessment: 2014

2. Compare and differentiate between major ethical theories.

Measure:

PLO: 1,3

ILO:

GE-LO: A4, A5, A6, A7, A8, A9, D2

Year assessed or anticipated year of assessment: 2014

3. Demonstrate proficiency in distinguishing between primary and secondary sources, and commentary/critique of those texts.

Measure:

PLO: 3

ILO:

GE-LO: A4, A5, A6, A7, A8, A9, D2

Year assessed or anticipated year of assessment: 2014

4. Apply ethical theories to real-world issues such as capital punishment, abortion, euthanasia, animal rights, racial and gender injustice, and future generations and the environment.

Measure:

PLO: 4,5

ILO:

GE-LO: A4, A5, A6, A7, A8, A9, D2

Year assessed or anticipated year of assessment: 2014

#### PROGRAM LEARNING OUTCOMES:

After completing an Associate in Arts in Philosophy degree for Transfer (AA-T), a student will be qualified to transfer to a California State University program and be able to:

1. Demonstrate knowledge of the basic rules and principles of logic, especially the skill of identifying, analyzing, and evaluating arguments.
2. Demonstrate knowledge of the perennial questions, problems and theories in the major areas of philosophy (metaphysics, epistemology, value theory, logic), including the arguments and views of the figures in the history of philosophy who address them.
3. Demonstrate proficiency in philosophical writing, which includes presenting and supporting a philosophical thesis and articulating and responding to counterarguments in a way that is clear, concise, accurate, precise, thorough, coherent, and well-organized.
4. Demonstrate the virtues of a critical thinker, including being open-minded, unbiased, intellectually modest, truth-seeking, imaginative, appropriately skeptical, free-thinking, consistent, and empathetic.
5. Demonstrate knowledge of the philosophical views of groups who are unrepresented, disenfranchised, undervalued, and nonwestern.

#### CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 10/14/2013

WEEK 1 2 HOURS

overview of the definition and meaning of philosophy, the introduction of social agency, hegemony, perspective (the lens of subjectivity), expectations for the course, and general introductory material concerning ethics, morals, and social construction. Assigned: life line project (typically takes 2 or more hours if done in a thoughtful

and creative manner), read introduction to the text, become acquainted with the handouts, write out any questions that need to be addressed for the next class period.

#### WEEK 1 1 HOURS

sharing of the life line project, demonstrate the connectedness of learners with each other, instructor, and the topics in the course.

Assign: Chap 1, concentration on , write a 1 paragraph synopsis of the major concepts, bring in at least 1 question or area of concern.

#### WEEK 2 3 HOURS

Development of the philosophical/theoretical vocabulary used in ethics. Introduction to how to create, substantiate, and articulate a theory about ethical ideas or moral concerns.

#### WEEK 3 3 HOURS

Ethical Absolutism: Investigation of the multiple approaches to the all or nothing approach, its strengths and weakness as well as a query into its practical application or purpose. Students will be asked to write a brief analysis paper on this theory and engage in group discussion and debate

#### WEEK 4 3 HOURS

Ethical Relativism: Look into the various approaches and pitfalls to the ideas of relativism. Students will look closely into their own beliefs at this time and challenge the idea of contradictions/inconsistencies, etc. Students will write a brief analysis paper on this topic as well as engage in debate.

#### WEEK 5 3 HOURS

Psychological Egoism: look into the impact of this theory on society, one another, etc. Students will write an analysis paper on this topic

#### WEEK 6 3 HOURS

Ethical Egoism: look into this theory as it differs from psychological egoism and the other theories presented. Students will be asked to write a brief analysis paper on this topic

#### WEEK 7 2 HOURS

Role playing, debate, and creative application of the theories discussed thus far as a means to reinforce student understanding of the concepts and permit an opportunity to challenge the text, authors, and so forth

#### WEEK 7 1 HOURS

Examination #1: Introductory ideas, Absolutism, Relativism, Egoisms

#### WEEK 8-9 6 HOURS

Utilitarianism: students will investigate the history and progress of utilitarian theories as the theories continue to influence democratic and capitalist societies. Students will be asked to write a brief analysis paper on the subject

#### WEEK 10-12 9 HOURS

Deontological theories, formalism, ideas of intrinsic value, responsibility and free will. These are the fundamental approaches to rational approaches to determining appropriate behavior in moral decision making used in the West for the past 3 hundred years at a

minimum. Their influence on women, the underrepresented, non-majority individuals, children, as well as on the ideas of education and the prison system are remarkable. Students will write an analysis paper and engage in group projects and dialogue.

WEEK 13-14 6 HOURS

Social Justice: What is justice? Who decides? How is it created or enforced? Does it even exist? What are the barriers to a just society? These topics are often inflammatory and controversial. 1. We will discuss notions of democracy, inequities and how they become hegemonic and institutionally enforced. We will investigate social bias: gender, race, ethnicity, language, homophobia, ageism, etc. Students will be expected to attempt to engage in a thoughtful dialogue about difference and how it affects others, themselves, and the community. Assign: hand-outs, autobiography sketch of the student as a social agent: student will be asked to look closely at themselves as subjects of and participants forces of oppression. 2 continuation of Social Justice discussion: students are encouraged to bring in media representations of social issues (e.g. music/music videos, TV, books, etc.)

Possible guest speakers at this time. Assign: Chap. 10 Aesthetics

WEEK 15 3 HOURS

Character Ethics and Virtue: Overview of the idea of character from Aristotle to the present. Students will be asked to write an assessment of their own character from the perspective of a give theorist and evaluate whether or not the assessment seems apt.

WEEK 16-17 6 HOURS

Feminist and Contemporary Theorists of Liberation: look into emerging theories, ideas of self and community, oppression, and many other hard hitting approaches. Students will be asked to work in groups to develop theories via consensus.

WEEK 18 2 HOURS

Student Presentations and Projects and Final Examination at the assigned time

The assignments are included with the content.

### **METHODS OF INSTRUCTION:**

Lecture/discussion, small group work, debates, research project, quizzes and exams

### **METHODS OF EVALUATION:**

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 40 % to 50 %

Written Homework

Essay Exams

Term or Other Papers

CATEGORY 2 -The problem-solving assignments required:  
Percent range of total grade: 35 % to 20 %

Homework Problems

Quizzes

Exams

CATEGORY 3 -The types of skill demonstrations required:  
Percent range of total grade: 20 % to 25 %

Class Performance/s

CATEGORY 4 - The types of objective examinations used in the course:  
Percent range of total grade: 5 % to 5 %

Multiple Choice

True/False

### **REPRESENTATIVE TEXTBOOKS:**

Required:

Rachels, James. The Right Thing To Do: Basic Readings in Moral Philosophy. McGraw-Hill. 2012, or other appropriate college level text.

ISBN: 0078038235

Reading level of text, Grade: 13+      Verified by: Ryan Scherbart

Other textbooks or materials to be purchased by the student:

James Rachels. The Elements of Moral Philosophy, 7th edition. McGraw-Hill. 2012, ISBN: 0078038243.

### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201430

UC TRANSFER:

Not Transferable

### **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone  
Special Class Status: N  
CAN:  
CAN Sequence:  
CSU Crosswalk Course Department: AJ  
CSU Crosswalk Course Number: 3A  
Prior to College Level: Y  
Non Credit Enhanced Funding: N  
Funding Agency Code: Y  
In-Service: N  
Occupational Course: D  
Maximum Hours: 3  
Minimum Hours: 3  
Course Control Number:  
Sports/Physical Education Course: N  
Taxonomy of Program: 210500