



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: PHIL 3B **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Summer 2025

CURRICULUM APPROVAL DATE: 03/11/2025

SHORT TITLE: CONTEMP MORAL ISSUE

LONG TITLE: Contemporary Moral Issues

<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

Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

COURSE DESCRIPTION:

Moral Issues examines applied ethical problems that students are interested in learning about from a philosophical perspective. In the past, students have directed the course content to cover abortion, euthanasia, race and ethnicity, racism, personal and social identity, sexism, pornography, world hunger, environment, animal rights, and social justice.

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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Learners will defend their moral perspective by analyzing different points of view through reading, discussing, and researching opposing moral positions, assisting them in the skill of self-critique and accepting external criticisms.
2. Learners will experiment with possible flaws in their moral perspective by incorporating other perspectives that may originate from marginalized thinkers and philosophical traditions.
3. Learners will discern and search for key characteristics that differentiate moral perspectives by reading original texts from ancient, modern, and contemporary thinkers.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Accept rational criticism from fellow student collaborators and incorporate it into the process of formulating a stronger philosophical position.
2. Demonstrate the ability to defend a developed moral perspective through the method of self-critiquing.
3. Experiment with the possibility of being wrong on a moral issue by evaluating moral theories and perspectives from well-known and/or marginalized thinkers, examining how their perspectives emphasize different parts of an issue.
4. Identify ethical perspectives by analyzing texts, discussions, and editorials.

COURSE CONTENT:

Curriculum Approval Date: 03/11/2025

3 Hours

Basics of Ethics

Normative, Descriptive, and Applied Ethics

Metaethics

Discuss what "good" means?

3 Hours

Per student input, start with moral issues.

Abortion

Don Marquis, Mary Anne Warren

Discuss what it means to be a moral person.

3 Hours

Abortion

Judith Jarvis Thomson, Rosalind Hursthouse

Discuss the value of virtue ethics and the right to one's body

Discuss the significance of bodily autonomy

3 Hours

Euthanasia

James Rachels

Discuss the American Medical Association's position on euthanasia, then place special attention on California's policy.

3 Hours

Euthanasia

Bonnie Steinbock

Discuss Dr. Kevorkian's claim to value bodily autonomy. Relate to past discussions.

Feedback from students is especially important in these types of discussions as this issue highlights freedom to choose, which varies from culture to culture.

3 Hours

Race

Kwame Anthony Appiah and W.E.B. DuBois

Discuss the meanings of racial prejudice, racial essence, racialism, intrinsic and external racism

Opportunity to discuss how we should morally regard famous philosophers who exhibited racial prejudice (notably Kant and Hegel).

3 Hours

Race continued

Rachel Dolezal

Discuss the meaning of asserting your individual identity versus the idea of a socially constructed identity.

Discuss the essence of a race and ethnicity or if there should be such a thing.

3 Hours

Immigration

"Immigration: The Case for Limits" by David Miller

Discuss experiences with immigration, people we know, family, friends, and see if policy ought to incorporate different ethical systems for a humane solution.

3 Hours

Immigration continued

"Is There a Right to Immigrate?" by Michael Huemer

Discuss the conception of rights from past traditions and then rights from marginalized perspectives.

COURSE CONTENT(CONTINUED):

3 Hours

World Hunger

"Famine, Affluence, and Morality" by Peter Singer

Discuss Singer's ethical scenarios, specifically "The Drowning Child."

3 Hours

World Hunger continued

"A Reply to Singer" by Travis Timmerman

Discuss the moral obligation to help end poverty.

3 Hours

Pornography

"Pornography, Oppression, and Freedom" by Helen E. Longino

Discuss Kantian freedom as it relates to autonomy when it comes to sexual presentation.

3 Hours

Pornography continued

"The Case Against Pornography: An Assessment" by Joel Feinberg

Discussion objectification and the idea of subject/object distinctions in terms of the mind and body.

3 Hours

Animals

"Equality for Animals?" by Peter Singer

"Speciesism and the Idea of Equality" by Bonnie Steinbock

3 Hours

Animals continued

"Getting Animals in View" by Christine Korsgaard

"Speaking of Animal Rights" by Mary Anne Warren

3 Hours

The Environment

"Philosophical Problems for Environmentalism" by Elliott Sober

"Ethics and Global Change" by Dale Jamieson

Discuss the meaning of nature in terms of human intervention.

3 Hours

Death

"Death" by Thomas Nagel

"The Badness of Death" by Shelly Kagan

Discuss "futural" being, the notion of the human being as always being-toward-death and what type of meaning of life we can gain from that.

1 Hours

Meaning of Life

"The Meaning of Life" by Richard Taylor

"Meaning in Life" by Susan Wolf

"Meaningful Lives" by Christine Vitrano

Discuss these articles in relation to the Albert Camus' "The Myth of Sisyphus"

2 Hours

Final Exam.

METHODS OF INSTRUCTION:

Lectures, discussions, video clip analysis, collaborative reading, essay and presentation project, mini-quizzes, midterm and final

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 108

Assignment Description

The term paper will be a comparative analysis of a Western canonical philosophy text (for example, Aristotle's *Nicomachean Ethics*) and marginalized philosophical traditions (for example, feminist care ethics or Subaltern philosophical texts like the works of Albert Memmi or Gayatri Chakravorty Spivak).

This comparison will delve into the subject of how these thinkers might differ or be similar with respect to a moral issue that the student has exhibited a passion for understanding.

The paper should be from 5 to 10 pages in length, typed and double-spaced.

The first page should have an introduction that provides historical background of both texts, and a thesis statement that will be about the comparison.

The student should provide at least 4 original sources to evaluate in the body paragraphs.

The conclusion should contain reflective insights.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 75

Evaluation Description

Percent range of total grade: 75 % to 80 %

Written Homework;

Essay Exams;

Term or Other Papers

Problem-solving assignments

Evaluation Percent 5

Evaluation Description

Percent range of total grade: 5 % to 15 %

Quizzes;

Exams

Objective examinations

Evaluation Percent 20

Evaluation Description

Multiple Choice;

True/False;

Matching Items

REPRESENTATIVE TEXTBOOKS:

Exploring Ethics, Steven M. Cahn, Oxford University Press, 2022 or a comparable textbook/material.

ISBN: 9780197609064

Rationale: This book is a cost-effective and expansive text, containing short and robust reading excerpts on moral issues and moral theories. It is easy to navigate for the student and provides study questions for student assignments like in-class journals and discussions.

13+ Grade Verified by: Jesus Ramirez

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 202530

GAV E2, effective 202530

GAV Area 3 = Arts & Humanities, effective 202530

CSU GE:

CSU C2, effective 202530

IGETC:

IGETC 3B, effective 202530

CSU TRANSFER:

Transferable CSU, effective 202530

Not Transferable

UC TRANSFER:

Transferable UC, effective 202530

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000125874

Sports/Physical Education Course: N

Taxonomy of Program: 150900