

PHIL R102: INTRODUCTION TO ETHICS

Originator

chorrock

College

Oxnard College

Discipline (CB01A)

PHIL - Philosophy

Course Number (CB01B)

R102

Course Title (CB02)

Introduction to Ethics

Banner/Short Title

Introduction to Ethics

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides an introduction to ethical theory. Topics include: key ethical terminology, relativism, egoism, utilitarianism, duty theory, virtue ethics, feminist theory, religion and values. In addition, one or more specific contemporary moral issue will be explored such as abortion, capital punishment, euthanasia, discrimination, environmental ethics, war and terrorism. Students will be encouraged to develop a better understanding of themselves as well as to develop a tolerance for differences in societies and culture.

Taxonomy of Programs (TOP) Code (CB03)

1509.00 - Philosophy

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Students will analyze and/or compare concepts related to ethics, morals, and values. |
| 2 | Students will give reasons, pro and con, in discussion of an argument, theory, or position in Ethics. |
| 3 | Students will write paragraphs that exhibit clarity, focus, command of ethical subject matter, and a logical development of ideas. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Identify key moral terms and language, as well as traditional ethical theories in World and Western thought. |
| 2 | Identify the aims, methods, issues and problems associated with ethics and moral philosophy. |
| 3 | Identify the defining features of major ethical theories and evaluate their strengths and weaknesses relative to each other. |
| 4 | Apply philosophical methods and strategies to ethical theories and current social problems to achieve a deeper understanding of such problems and any potential solutions. |
| 5 | Assess the practical and/or theoretical consequences associated with assuming a specific position/ethical theory on an ethical issue. |
| 6 | Critique/critically analyze one's own point of view as a way of better understanding its strengths and weaknesses. |
| 7 | Demonstrate an understanding of tolerance for individual and cultural differences regarding ethical issues and positions. |
| 8 | Formulate a carefully reasoned position on an ethical issue and evaluate its strengths and weaknesses relative to opposing points of view. |

Course Content

Lecture/Course Content

1. The Scope of Ethics
 - a. Ancient Ethics
 - i. The "good" life
 - ii. Reason and freedom

- b. Modern Ethics
 - i. Right versus wrong
 - ii. Rights and responsibilities
 - c. Meta-ethics
 - i. Linguistic analysis
 - ii. Socio-cultural analysis
 - d. Applied Ethics
 - i. Interdisciplinary analysis
 - ii. Ethical Issues: examples
 - 1. Capital Punishment
 - 2. Abortion
 - 3. Euthanasia
2. The Field of Values
- a. Distinguishing between values, morals, and ethics
 - b. Facts and values
 - i. Descriptive statements
 - ii. Normative statements
 - iii. Emotivism
 - c. The ontological status (the actual reality) of values
 - d. The cognitive status (subjective/objective reality) of values
 - e. Intrinsic and instrumental values
3. Ethical Relativism
- a. Relativism
 - b. Cultural relativism (conventional ethical relativism)
 - c. Moral subjectivism (subjective ethical relativism)
 - d. Moral nihilism/Skepticism
 - e. Criticisms of ethical relativism
4. Moral Objectivism
- a. Morals, religion/s, and ethics
 - b. Natural law theory
 - i. Divine command (moral absolutism)
 - ii. Human nature
 - iii. Natural rights
 - iv. Human/civil law
 - c. Moderate objectivism
 - d. Criticisms of objectivism
5. Egoism
- a. Psychological egoism
 - b. Ethical egoism
 - c. Evolution and altruism
 - d. Criticisms of Egoism
6. Utilitarianism
- a. Principle of utility
 - i. Cost-benefit analysis
 - ii. Preferences
 - b. Consequentialism
 - c. Calculating the greatest happiness, pleasure or good
 - d. Act and Rule utilitarianism
 - e. Criticisms of utilitarianism
7. Deontological Moral Systems
- a. Intuitionism (conscience)
 - b. Decisionism (existentialism)
 - c. Kant's moral theory
 - i. Universalizability
 - ii. Moral imperatives
 - 1. Hypothetical imperatives
 - 2. The categorical imperative
 - 3. Moral obligation

- a. Duty
 - b. Moral equality
 - c. A kingdom of "ends"
- iii. Prima facie ("at first glance") duties
- iv. Criticisms of deontology
- 8. Social Contract Theory
 - a. The "state of nature" (the individual's relation to others and society)
 - b. Thomas Hobbes (insecurity and the absolute monarch)
 - c. John Rawls (justice as fairness)
 - d. Criticisms of social contract theory
- 9. Virtue Ethics
 - a. Classical virtue ethics
 - i. Aristotle's theory of moderation
 - ii. Analysis of specific virtues and/or case studies: Examples
 - 1. Courage
 - 2. Generosity
 - b. Contemporary virtue ethics
 - i. Philippa Foot: Neo-naturalistic virtue ethics
 - ii. Alistair MacIntyre: Virtues depend on culture
 - c. Criticisms of virtue ethics
- 10. Feminist Thought
 - a. Gender difference in morality
 - b. Ethics of care versus ethics of justice
 - c. Rights, equality and voices of "others"
 - d. Criticisms of feminist ethics
- 11. Applied ethics (involving one or more of the following and/or related subjects)
 - a. Death penalty
 - b. Abortion
 - c. Euthanasia
 - d. Affirmative action
 - e. Free speech
 - f. Sexual morality
 - g. Ethical issues in science and technology
- 12. Development of character
 - a. Minimal conceptions of morality
 - b. Minimal conceptions of justice

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Essays

Group projects

Objective exams

Quizzes

Reports/papers

Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Computer-aided presentations

Class activities

Distance Education

Field trips

Instructor-guided interpretation and analysis

Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will direct interactive instructional activities asking students to compare and contrast ancient ethical perspectives with (their) modern ethical counterparts.
2. Guided and focused class discussions of representative philosophical subject areas, topics, questions, and theories. These discussions would elicit student opinions on the relationship between an ethical theory relative to a larger topic; an ethical theory relative to another ethical theory; and/or an ethical theory relative to (ordinary) practice/s/perspectives.
3. Instructor will show video/s distinguishing the relationship between (traditional Western academic) philosophical ethics and its methods of experience and reasoning, with that of religious/spiritual (East and West) ethics and those (specific) methods of experience and analysis/evaluation.

Representative Course Assignments

Writing Assignments

1. (Analyze a philosophical quote): "It is better to be feared than loved." (3-5 pg.)
 - a. Analyze what Machievelli probably meant by this statement (giving reasons for your views)
 - b. Discuss what you think about Machievelli's argument, especially in view of our current times
 - c. Criticize/critique your own analysis (e.g. what are the assumptions you make, the strengths and weaknesses of your argument, etc.)
2. (Short-answer writing for a quiz): "Distinguish between divine law, natural law, and human law" in 100 words or less."
3. Compare and contrast the strengths and weaknesses of British utilitarianism (Bentham and Mill) and Kant's ethical theory of deontology by addressing the issue of moral decision-making. Choose one or more applied ethical issue/case analysis for consideration, e.g. the death penalty. (7-10 pg.)

Critical Thinking Assignments

1. Participate in class and small group discussions which engage in dialogue about notions of "conscience," (both theoretical and practical).
2. Compare and contrast normative and descriptive views of ethics, and their relationship/s to/with corresponding views of (moral and non-moral) knowledge.

Reading Assignments

1. Ethics, Relativism, Egoism
 - a. Why ethics? (Plato's Apology)
 - b. Is culture relative? (Ruth Benedict, Patterns of Culture)
 - c. Why not be selfish? (Niccolo Machievelli, The Prince)
2. Utilitarianism, Deontology, Virtue Ethics, Feminism
 - a. What is moral utility? (John Stuart Mill, Utilitarianism)
 - b. What is moral duty? (Immanuel Kant, Fundamental Principles of the Metaphysic of Morals)
 - c. How can one have a good character? (Aristotle, Nicomachean Ethics)
 - d. Is there a difference between male and female morality? (Carol Gilligan, In a Different Voice) (excerpt)
3. Applied Ethics
 - a. Pro-con debate: Abortion (Taking Sides on Moral Issues)
 - b. Pro-con debate: Euthanasia (Taking Sides on Moral Issues)
 - c. Pro-con debate: Affirmative Action (Taking Sides on Moral Issues)

Skills Demonstrations

None

Other assignments (if applicable)

1. Tutorial sessions
2. Review video/computer lectures on topics in philosophy
3. Research electronic databases for additional material on philosophy

Outside Assignments

Representative Outside Assignments

1. Completing reading/s of primary source materials in ethics.
2. Completing reading/s of secondary source materials in ethics, including textbook materials, and other forms of interpretation.
3. Reviewing video of, for example, open-source university lectures on topics in ethics
4. Searching for video related to course topics, but not included in the syllabus, and/or course bibliography
5. Research electronic databases, e.g., Standard Encyclopedia of Philosophy, for additional material on a subject
6. Reviewing content found on university/4-yr. college philosophy department websites, including philosophy program features, instructor web pages (of recent work, professional background), student web pages, insofar as they are indicative of professional work within the field of ethics.
7. Weekly short essay assignments related to class lecture.
8. Library/Learning resource search-inquiries and assignments.
9. (Self)-Reports/-ing of searches/inquiries, outcomes of searches, interpretation/analysis of searches.

Articulation

C-ID Descriptor Number

PHIL 120

Status

Approved

Comparable Courses within the VCCCD

PHIL M02H - Honors: Introduction to Ethics
 PHIL R102H - Honors: Introduction to Ethics
 PHIL M02 - Introduction to Ethics
 PHIL V02 - Introduction to Ethics

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 1999

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Shafer-Landau, Russ (2018). *A Concise Introduction to Ethics*. Oxford Univ. Press (UK)

Resource Type

Textbook

Description

Rosenstand,N. (2020). *The Moral of the Story*. Wadsworth. (NY/NY)

Resource Type

Textbook

Description

Burnor, R.; Raley, Y. (2018). *Ethical Choices: An Introduction with Case Studies*. Oxford Univ. Press. (UK)

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between an absolute/-ist and/or an objective position, and a relativist/-ic and/or skeptical position, (in an ethical discussion/debate)
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record audio recordings and/or video lectures on the course content including videos on metaphysics, epistemology, logic, social and political philosophy, theology, philosophy of science, and/or axiology...within the context of each one's (relative) impact on the field of ethics.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between an absolute/-ist and/or an objective position, and a relativist/-ic and/or skeptical position, (in an ethical discussion/debate)
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Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between an absolute/-ist and/or an objective position, and a relativist/-ic and/or skeptical position, (in an ethical discussion/debate)
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Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.
Examinations	
Hybrid (1%–50% online) Modality	
Online	
On campus	
Hybrid (51%–99% online) Modality	
Online	
On campus	

Primary Minimum Qualification

PHILOSOPHY

Review and Approval Dates

Department Chair

09/14/2020

Dean

09/14/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000250847

DOE/accreditation approval date

MM/DD/YYYY