

# PHIL R102H: HONORS: INTRODUCTION TO ETHICS

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**Originator**

chorrock

**College**

Oxnard College

**Discipline (CB01A)**

PHIL - Philosophy

**Course Number (CB01B)**

R102H

**Course Title (CB02)**

Honors: Introduction to Ethics

**Banner/Short Title**

Honors: 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. The honors component requires students to engage these subjects with a greater degree of intellectual depth and rigor. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or better or "P"

**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

**Activity**

**Maximum Contact/In-Class Activity Hours**

52.5

**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. |
| 4 | Students will write ethics-based research papers using primary source material and various databases.                              |

**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.                                 |
| 9 | Honors: analyze and evaluate primary source materials in ethical philosophy.   |

- 10 Honors: create a thesis (related to Ethics); support it with reasons; and present and reply to counterarguments using standard elements of scholarship.

## 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. Phillipa 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  
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.)
4. (Honors) Compare quotes from alternate perspectives and/or worldviews.
5. (Honors) Use "outside" (beyond the textbook) research databases and cite those sources using the standard protocols of formal writing.

### 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)
4. (Honors: supplementary and/or complementary primary source readings)

### 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
4. Honors: Scholarly-based, journal-style, research writing

## 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 M02 - Introduction to Ethics  
 PHIL R102 - 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 2016

**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

Effective term:

Fall 2016

**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

Effective term:

Fall 2016

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

Area 3B: Humanities

Approved

Effective term:

Fall 2016



**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Description**

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

**Description**

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

**Description**

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

**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). Students will be required to respond to one another with substantive comments with the intent of creating a dialog.
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. All live meetings will be recorded and provided to students via the LMS.

Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.
<b>Hybrid (51%–99% online) Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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). Students will be required to respond to one another with substantive comments with the intent of creating a dialog.
E-mail	Faculty will communicate with students via email regarding course information and concerns.
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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.
<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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). Students will be required to respond to one another with substantive comments with the intent of creating a dialog.
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. All live meetings will be recorded and provided to students via the LMS.
Telephone	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.
<b>Examinations</b>	
<b>Hybrid (1%–50% online) Modality</b>	
Online	
On campus	
<b>Hybrid (51%–99% online) Modality</b>	
Online	
On campus	

**Primary Minimum Qualification**  
PHILOSOPHY

**Review and Approval Dates**

**Department Chair**  
09/20/2020

**Dean**

09/21/2020

**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**

CCC000570375

**DOE/accreditation approval date**

MM/DD/YYYY