

PHIL R116: CONTEMPORARY MORAL ISSUES

Originator

chorrock

College

Oxnard College

Discipline (CB01A)

PHIL - Philosophy

Course Number (CB01B)

R116

Course Title (CB02)

Contemporary Moral Issues

Banner/Short Title

Contemporary Moral Issues

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides an overview of recent and historical ethics, theory and practice, as well as methods of reasoning about values. Typical topics include abortion, euthanasia, capital punishment, affirmative action, gender relationships, privacy, animal rights, the environment, war, world hunger, censorship, cloning, and the like. Interdisciplinary and global perspectives will be emphasized. C-ID: PHIL 120.

Taxonomy of Programs (TOP) Code (CB03)

1509.00 - Philosophy

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

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

Minimum Contact/In-Class Laboratory Hours

0

Maximum Contact/In-Class Laboratory Hours

0

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 contemporary moral/ethical issues. |
| 2 | Students will give reasons, pro and con, in discussion of an argument, theory, or position related to contemporary moral/ethical issues. |
| 3 | Students will write paragraphs that exhibit clarity, focus, command of contemporary moral/ethical subject matter, and a logical development of ideas. |

Course Objectives

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

- | | |
|----|---|
| 1 | Apply philosophical concepts in reasoning to matters of value. |
| 2 | Identify basic ethical theories such as duty theory, utility theory, virtue theory, etc. |
| 3 | Compare and contrast basic ethical theories such as duty theory, utility theory, virtue theory, etc. |
| 4 | Relate ethical theories, contemporary and historical, to current moral problems. |
| 5 | Examine ethical dilemmas which reflect problems/issues in society/(the world) today. |
| 6 | Develop an interdisciplinary understanding, (economic, political, historical, social, scientific, etc.) to better understand causes and consequences related to moral issues. |
| 7 | Develop critical skills in order to weigh evidence and reach conclusions on the basis of facts and reasoned argument. |
| 8 | Increase awareness of and/or sensitivity to the nuances and details of moral matters as well as the reasoning used to articulate them. |
| 9 | Formulate ethical positions, and develop arguments based upon clear premises and sound inferences. |
| 10 | Conduct library (and learning resource) research as needed/when appropriate. |

Course Content

Lecture/Course Content

1. Introduction and foundational issues: e.g. the nature of ethics/moral philosophy; relation of ethics to other areas in philosophy.
2. Normative vs. theoretical ethics. The nature of ethical statements; Is vs. Ought.
3. The nature of moral reasoning, argument, judgment, analysis; moral dilemmas.
4. Moral skepticism; subjectivism and objectivism; absolutism and relativism.
5. Main traditions in ethics: virtue ethics, egoism, utilitarianism, deontological ethics/theories of moral duty; rights ethics, etc.
6. Abortion; reproductive technologies.
7. Capital punishment.
8. Euthanasia/physician-assisted suicide.
9. Racial and/or sexual equality; affirmative action.
10. The use of non-human animals: animal experimentation, carnivorousism, etc.
11. Bio-medical research/genetic engineering/cloning.
12. Environmental issues
13. War
14. Hunger
15. Censorship

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 discussions
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, contrast, and apply theoretical ethical perspectives with ordinary practical problems/issues (e.g. of the kind discussed in social, political, public policy forums).
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 (ex. moral relativism) relative to a larger topic (ex. topic of "truth" in philosophy); an ethical theory (ex. virtue theory) relative to a practical problem/issue (social justice issue); and/or a practical problem/issue abstractly related to another practical problem/issue, (ex. coronavirus pandemic compared with climate crisis in terms of philosophy of science/critical thinking analysis).
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 social/societal, political, personal/moral, religious, institutional, (ex. family, education, medical, etc.) perspectives.

Representative Course Assignments

Writing Assignments

1. (Analyze an ethical issue): "Is basic health care a universal human right?" (3-5 pg.)
 - a. Identify what is meant by the terms, "health care," "human right," "universal," etc.
 - b. Briefly discuss historical background/antecedents /(assumptions) related to the issue.
 - c. Reconstruct arguments both for and against a main position on the issue.
 - d. Criticize/critique perspectives to better understand strengths/weaknesses, (when rigorously scrutinized)
 - e. Summarize conclusions, results, and what was learned, and/or what would be next studied (if the exploration was continued)
2. (Short-answer writing for a quiz): "Explain the ethical theory of egoism in 50 words or less."
3. Compare and contrast the strengths and weaknesses of arguments for and against the topic of Immigration. Include interdisciplinary perspectives from history, politics, economics, sociology/culture, and natural sciences (when applicable), (ex. forensics) (7-10 pg.)

Critical Thinking Assignments

1. Participate in class and small group discussions which engage in dialogue on topical issues, e.g. discrimination, election/democracy-related-issues, international relations, personal moral issues such as abortion, etc., (using both theoretical and applied approaches/models).
2. Compare and contrast normative and descriptive views of ethics (both theoretical and applied), and examine their basis within the framework of critical thinking/reasoning/philosophy of science.

Reading Assignments

1. Primary Sources
 - a. Ch. on Duty Theory
 - b. Ch. on Utilitarianism
2. Pro-Con (text/articles)
 - a. Cloning
 - a. Global wealth/poverty
3. Journal Articles
 - a. "Impact of death penalty (or lack thereof) in States"
 - b. Economic analyses of cost of maintaining prisoners on death row

Skills Demonstrations

None

Other assignments (if applicable)

1. Review video open-source university lectures on topics in ethics
2. Research electronic databases, e.g., a prominent university's webpage for its Center for Ethical Studies, (dept.), for additional material on a subject

Outside Assignments

Representative Outside Assignments

1. Completing reading/s of primary source materials in applied ethics.
2. Completing reading/s of secondary source materials in applied ethics, including textbook materials, and other forms of interpretation.
3. Reviewing video of, for example, open-source university lectures on topics in applied 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 applied 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

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

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:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

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

Vaughn, Lewis (2012). *Doing Ethics: Moral Reasoning and Contemporary Issues*. Norton .

Resource Type

Textbook

Description

Thiroux, J. (2012). *Ethics: Theory and Practice*. Pearson.

Resource Type

Textbook

Description

Van Camp, J.; Olen, J.; Barry, V. (2011). *Applying Ethics: A Text with Readings*. Cengage.

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)	Student-to-student discussion board topics/responses will be posted on, for example, the interrelation/-ship between a theoretical, abstract model (e.g. duty theory), and a practical, applied concrete issue, (e.g. animal rights)
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 applied 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:

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100% online Modality:**Method of Instruction****Document typical activities or assignments for each method of instruction**

Asynchronous Dialog (e.g., discussion board)	Student-to-student discussion board topics/responses will be posted on, for example, the interrelation/-ship between a theoretical, abstract model (e.g. duty theory), and a practical, applied concrete issue, (e.g. animal rights)
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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**

11/16/2020

Dean

11/16/2020

Technical Review

11/25/2020

Curriculum Committee

11/25/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000570377

DOE/accreditation approval date

MM/DD/YYYY