ROSE STATE COLLEGE

Division Course Syllabus

Division: HUMANITIES
Course Prefix and Number: PHIL 2303
Course Title: Introduction to Ethics
Semester and Year Submitted: Spring 2017
Credit Hours: 3
Prepared by: Guy Crain
Hours Per Week: Class 3, Lab 0

Course Description (as it appears in Catalog):
This course focuses on many of the major ethical systems and issues in the history of philosophy. Special emphasis is given to Western or traditional ethical systems, though some non-traditional ethical systems are also considered. The course also includes the application of these systems to specific moral issues and moral dilemmas. Prerequisite: ENGL 1113 or concurrent enrollment.

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Text(s):
Title: All course materials are provided electronically
Author: 
Publisher: 
Copyright Date: 
ISBN #: 
Reading Level: 

Supplemental Materials: (Other books, audio visual aids, etc.)
Outline for Remainder of Syllabus:

Rationale:
Moral choices and moral dilemmas are virtually inescapable. Thus, every person's life involves undertaking ethics to some degree. Whether a person undertakes ethics well can be affected by that person's familiarity with the variety of ethical systems, issues, and ideas that play roles in the formation of that person's sense of right, wrong, good, bad, value, and appropriate reactive attitudes. It is imperative, therefore, that students be exposed to the major ethical systems in the history of Western philosophy. Given that students today exist in a time of globalization and thus of exposure to a variety of cultures, it is critical that they be exposed to less traditional or non-Western approaches to ethics. In order to help students develop their own ethical views and understand and appreciate ethical views that differ from their own, students must be exposed to specific moral issues and dilemmas that allow for the application of a variety ethical systems and thus for the overall enhancement of critical reasoning skills with respect to ethics generally.

Expected Outcomes:

Upon completion of this course, students will be able to:

1. Summarize complex arguments concerning issues in ethics.
2. Identify specific examples of general concepts in ethics.
3. Recall the ethical positions held by philosophers.
4. Evaluate the strengths or weaknesses of objections to arguments in ethics.
5. Differentiate between finely distinct concepts, arguments, and positions in ethics.
6. Represent accurately positions and arguments in ethics which differ from their own.

Methods of Instruction:
Formal Lecture
Lecture and Discussion
Internet or Computer-based Instruction
Research Projects

Assessment (Including Critical Thinking measurements):
Students will be required to demonstrate their knowledge of course content by way of examinations, written assignments, quizzes, presentations, or projects.

Learning Objectives:

Suggested Units:

UNIT 1: META-ETHICS (Outcomes 1, 2, 3, 4, 5, and 6)
Students will be introduced to issues in meta-ethics including but not limited to relativism, divine command theory, and moral luck.

By the end of this unit, students will be expected to:
1. Define at least 5 important philosophical terms related to issues in meta-ethics.
2. Recognize at least 2 specific examples of important general concepts related to meta-ethics.
3. Recall at least 3 philosophers historically related to issues in meta-ethics.
4. Recognize at least 3 common language examples of positions, arguments, and objections related to issues in meta-ethics.
5. Evaluate the strengths and weaknesses of arguments in meta-ethics.
6. Evaluate the strengths and weaknesses of common objections to arguments in meta-ethics.

UNIT 2: NORMATIVE ETHICS (Outcomes 1, 2, 3, 4, 5, and 6)
Students will be introduced to Western and Non-Western systems of ethics including but not limited to utilitarianism, deontology, virtue ethics, feminist ethics, Confucian ethics, and Buddhist ethics.

By the end of this unit, students will be expected to:
1. Define at least 5 important philosophical terms related to normative ethics.
2. Recognize at least 2 specific examples of important general concepts related to normative ethics.
3. Recall at least 3 philosophers historically related to normative ethics.
4. Recognize at least 3 common language examples of positions, arguments, and objections related to issues in normative ethics.
5. Evaluate the strengths and weaknesses of arguments in normative ethics.
6. Evaluate the strengths and weaknesses of common objections to arguments in normative ethics.
7. Evaluate at least 3 ethical choices through the lens of at least 2 different systems of normative ethics.

UNIT 3: APPLIED ETHICS (Outcomes 1, 2, 3, 4, 5, 6, & 7)
Students will be introduced to a variety of issues in applied ethics including or similar to euthanasia, abortion, violence, poverty, patriotism, discrimination, or environmentalism. Upon completion of this unit, students will give presentations on a topic in ethics of their own choosing involving the explanation of an issue, the presentation of an argument related to that issue as well as objections to that argument, and an evaluation of the strengths and weaknesses of the argument and objections.

By the end of this unit, students will be expected to:
1. Define at least 3 important philosophical terms related to issues in applied ethics.
2. Recall at least 3 philosophers historically related to issues in meta-ethics.
3. Recognize at least 3 common language examples of positions, arguments, and objections related to issues in applied ethics.
4. Evaluate the strengths and weaknesses of arguments in applied ethics.
5. Evaluate the strengths and weaknesses of common objections to arguments in applied ethics.