



5055 Santa Teresa Blvd  
Gilroy, CA 95023

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### Course Outline

**COURSE:** PHIL 3A                      **DIVISION:** 10                      **ALSO LISTED AS:** AJ 3A

**TERM EFFECTIVE:** Spring 2021

**CURRICULUM APPROVAL DATE:** 12/8/2020

**SHORT TITLE:** ETHICS

**LONG TITLE:** Ethics

<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
		Total Learning Hrs:	162	

#### **COURSE DESCRIPTION:**

This course examines the central theories and perennial issues in ethics. The ethical systems of Aristotle, Kant, and the utilitarians will be investigated. These systems will be applied to contemporary moral problems. Questions about objective morality, the ideal society, social justice, and moral agency will be pursued. (C-ID: PHIL 120) ADVISORY: Eligible for English 1A.

**PREREQUISITES:**

**COREQUISITES:**

**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. Identify, explain, and analyze major ethical theories, including Aristotle's ethics, Kantianism, and utilitarianism.
2. Compare and differentiate between major ethical theories.
3. Demonstrate proficiency in distinguishing between primary and secondary sources, and commentary/critique of those texts.
4. Apply ethical theories to real-world issues such as capital punishment, abortion, euthanasia, animal rights, racial and gender injustice, and future generations and the environment.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 12/8/2020

### **DE MODIFICATION ONLY**

#### **WEEK 1 2 HOURS**

overview of the definition and meaning of philosophy, the introduction of social agency, hegemony, perspective (the lens of subjectivity), expectations for the course, and general introductory material concerning ethics, morals, and social construction. Assigned: life

line project (typically takes 2 or more hours if done in a thoughtful and creative manner), read introduction to the text, become acquainted with the

handouts, write out any questions that need to be addressed for the next class period.

#### **WEEK 1 1 HOURS**

sharing of the life line project, demonstrate the connectedness of learners with each other, instructor, and the topics in the course.

Assign: Chap 1, concentration on , write a 1 paragraph synopsis of the major concepts, bring in at least 1 question or area of concern.

#### **WEEK 2 3 HOURS**

Development of the philosophical/theoretical vocabulary used in ethics.

Introduction to how to create, substantiate, and articulate a theory about ethical ideas or moral concerns.

#### **WEEK 3 3 HOURS**

Ethical Absolutism: Investigation of the multiple approaches to the all or nothing approach, its strengths and weakness as well as a query into its practical application or purpose. Students will be asked to write a brief analysis paper on this theory and engage in group discussion and debate

WEEK 4 3 HOURS

Ethical Relativism: Look into the various approaches and pitfalls to the ideas of relativism. Students will look closely into their own beliefs at this time and challenge the idea of contradictions/inconsistencies, etc. Students will write a brief analysis paper on this topic as well as engage in debate.

WEEK 5 3 HOURS

Psychological Egoism: look into the impact of this theory on society, one another, etc. Students will write an analysis paper on this topic

WEEK 6 3 HOURS

Ethical Egoism: look into this theory as it differs from psychological egoism and the other theories presented. Students will be asked to write a brief analysis paper on this topic

WEEK 7 2 HOURS

Role playing, debate, and creative application of the theories discussed thus far as a means to reinforce student understanding of the concepts and permit an opportunity to challenge the text, authors, and so forth

WEEK 7 1 HOURS

Examination #1: Introductory ideas, Absolutism, Relativism, Egoisms

WEEK 8-9 6 HOURS

Utilitarianism: students will investigate the history and progress of utilitarian theories as the theories continue to influence democratic and capitalist societies. Students will be asked to write a brief analysis paper on the subject

WEEK 10-12 9 HOURS

Deontological theories, formalism, ideas of intrinsic value, responsibility and free will. These are the fundamental approaches to rational approaches to determining appropriate behavior in moral decision making used in the West for the past 3 hundred years at a minimum. Their influence on women, the underrepresented, non-majority individuals, children, as well as on the ideas of education and the prison system are remarkable. Students will write an analysis paper and engage in group projects and dialogue.

#### WEEK 13-14 6 HOURS

Social Justice: What is justice? Who decides? How is it created or enforced? Does it even exist? What are the barriers to a just society? These topics are often inflammatory and controversial. 1. We will discuss notions of democracy, inequities and how they become hegemonic and institutionally enforced. We will investigate social bias: gender, race, ethnicity, language, homophobia, ageism, etc. Students will be expected to attempt to engage in a thoughtful dialogue about difference and how it affects others, themselves, and the community. Assign: hand-outs, autobiography sketch of the student as a social agent: student will be asked to look closely at themselves as subjects of and participants forces of oppression. 2 continuation of Social Justice discussion: students are encouraged to bring in media representations of social issues (e.g. music/music videos, TV, books, etc.)

Possible guest speakers at this time. Assign: Chap. 10 Aesthetics

#### WEEK 15 3 HOURS

Character Ethics and Virtue: Overview of the idea of character from Aristotle to the present. Students will be asked to write an assessment of their own character from the perspective of a give theorist and evaluate whether or not the assessment seems apt.

#### WEEK 16-17 6 HOURS

Feminist and Contemporary Theorists of Liberation: look into emerging theories, ideas of self and community, oppression, and many other hard hitting approaches. Students will be asked to work in groups to develop theories via consensus.

#### WEEK 18 2 HOURS

Student Presentations and Projects and Final Examination at the assigned time

The assignments are included with the content.

#### **METHODS OF INSTRUCTION:**

Lecture/discussion, small group work, debates, research project, quizzes and exams

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 5

Assignment Description: An essay where the students demonstrate their knowledge and proficiency of the ethical theories.

Required Outside Hours: 8

Assignment Description:

a group presentation engaging with the ethical theories

Required Outside Hours: 5

Assignment Description:

A final paper that engages with the ethical theories covered in the course

Required Outside Hours: 5

Assignment Description: As needed:

Other assignments to provide opportunities for the students to engage with the Ethical theories

Required Outside Hours: 85

Assignment Description: Weekly readings and short low stakes writing assignments

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 40.00 %

Percent range of total grade: 40 % to 50 % Written Homework; Essay Exams; Term or Other Papers

Problem-solving assignments

Percent of total grade: 35.00 %

Percent range of total grade: 35 % to 20 % Homework Problems Quizzes Exams

Skill demonstrations

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 25 % Class Performance/s

Objective examinations

Percent of total grade: 5.00 %

Percent range of total grade: 5 % to 5 % Multiple Choice; True/False

**REPRESENTATIVE TEXTBOOKS:**

Nina Rosenstand. The Moral of the Story: An Introduction to Ethics, 8th edition. McGraw-Hill,2018.

ISBN: 9781259907968

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV C2, effective 200670

CSU GE:

CSU C2, effective 200670

IGETC:

IGETC 3B, effective 200670

CSU TRANSFER:

Transferable CSU, effective 200670

UC TRANSFER:

Transferable UC, effective 200670

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: PHIL4

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department: PHIL

CSU Crosswalk Course Number: 120

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: CCC000330050

Sports/Physical Education Course: N

Taxonomy of Program: 150900