PHIL M02H: HONORS: INTRODUCTION TO ETHICS

Originator
mmorgan

College
Moorpark College

Discipline (CB01A)
PHIL - Philosophy

Course Number (CB01B)
M02H

Course Title (CB02)
Honors: Introduction to Ethics

Banner/Short Title
Honors: Introduction to Ethics

Credit Type
Credit

Start Term
Fall 2024

Catalog Course Description
Introduces the systematic study of consequentialist, deontological and virtue theories as well as metaethical theories. Includes such topics as freedom and responsibility, justice, and moral relativism. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities.

Course Credit Limitations: 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". Moorpark College Honors Program requires a letter grade.

Additional Catalog Notes
Provider approved by the California Board of Registered Nursing, provider number CEP2811 for 45 contact hours.

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
Will not be required

Grading method
(L) 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	recognize and distinguish the various major moral ethical theories assumed in moral reasoning and judgment.
2	evaluate the relevance of meta-ethical concerns.
3	incorporate original source material into their philosophical analysis and interpretation of traditional philosophical positions.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	evaluate the relevance of meta-ethical concerns.
2	recognize and distinguish the various major moral ethical theories assumed in moral reasoning and judgment.
3	evaluate the different ethical theories.
4	assess the appropriateness of and necessity for the role of culture and religion in morality.
5	construct and evaluate moral arguments.
6	synthesize insights from different moral theories into a coherent moral theory of one's own.
7	Honors: analyze and evaluate primary source materials in philosophy.
8	Honors: create a thesis, support it with reasons, and present and reply to counterarguments.

Course Content

Lecture/Course Content
10.00% Metaethics
 - Cultural relativism, ethical relativism and absolutism (Margaret Mead, Bernard Williams)
 - Subjectivism
 - Emotivism (C. L. Stevenson)
 - The right and the good (W. D. Ross)
 - Naturalist fallacy (G. E. Moore)

- Skepticism (David Hume)
- Free will, determinism, compatibilism

20.00% Consequentialist Theories
- Classical and modern: utilitarianism (Jeremy Bentham, J. S. Mill)
- Contemporary (R. M. Hare)

20.00% Religion and Moral Theories
- Divine command (Euthyphro)
- Voluntarist theories (Augustine)
- Natural law (Thomas Aquinas)

20.00% Deontological Theories and Moral Obligation
- Modern (Immanuel Kant)
- Contemporary (John Rawls)
- Moral obligation (Jospeh Butler, T.M. Scanlon)

10.00% Theories of Justice
- Classical/modern (Plato, Aristotle, Thomas Hobbes, Karl Marx)
- Contemporary (John Rawls)

20.00% Virtue/Agent - Relevant Ethics
- Classical (Aristotle, Thomas Aquinas)
- Contemporary: (Philippa Foot, R. Hursthouse)
- Feminism modern (Simone de Beauvoir, Nel Noddings

Laboratory or Activity Content

n/a

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
Group projects
Individual projects
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers
Skills demonstrations
Written analyses
Written homework
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

seminar

Instructional Methodology

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

Distance Education
Group discussions
Instructor-guided interpretation and analysis
Large group activities
Lecture
Small group activities
Other (specify)

Specify other method of instruction

debates

Describe specific examples of the methods the instructor will use:

Class is broken into small groups. Each group is assigned an ethical theory to represent. The whole class is then given a moral dilemma to analyze in terms of their respective ethical theory. Each group reports out to the whole class on their analysis.

Instructor leads the class into a large group philosophical discussion and debate, and provides additional lecture content on the discussion topic.

Representative Course Assignments

Writing Assignments

moral argument construction and analysis.

synthesis of ideas from the course into the student's own moral theory.

comparisons of deontological, consequentialist, and virtue theories.

evaluation of explicit and implicit moral arguments in sample newspaper opinion essays.

Honors: analysis of and position papers on primary source texts like, for example, the basis for Kant's argument that there is only one supreme principle of morality, the categorical imperative.

Critical Thinking Assignments

participate in class debate on deontological versus consequentialist moral theories.

synthesize theory of ethics into a general theory of philosophy.

compare different versions of relativism.

Honors: facilitate in-class discussions on metaethics.

Reading Assignments

Read Mill's Utilitarianism and be prepared to discuss Mill's concept of pleasure as it relates to his ethical theory. Mill, John Stewart, Utilitarianism.

Read Book I of Aristotle's Nicomachean Ethics and be prepared to discuss the nature and role of happiness as it relates to his ethical theory. Aristotle, **The Nicomachean Ethics of Aristotle.**

Honors: Read the second section of Kant's Fundamental Principles of the Metaphysics of Morals and be prepared to discuss his first formulation of the Categorical Imperative. Kant, Immanuel Fundamental Principles of the Metaphysics of Morals.

Outside Assignments

Representative Outside Assignments

use of electronic resources, including supplementary textbook materials.

note-taking at lectures and conferences on campus.

cooperative group planning for presentations and/or projects.

assigned writing, such as summaries, explication, critical thinking exercises, on such topics as comparing Kant and Mill's approaches to resolving complex moral dilemmas.

Honors: use primary sources to analyze different moral theories and formulate a personal moral theory of one's own.

Honors: museum, lecture and other field trips.

Articulation

C-ID Descriptor Number
PHIL 120

Status
Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC Irvine	PHILOS 4	Introduction to Ethics	4
CSU East Bay	PHIL 211	Introduction to Ethics	3
UC Santa Barbara	PHIL 4	Introduction to Ethics	4
CSU Fullerton	PHIL 120	Intro to Ethics	3

Comparable Courses within the VCCCD
PHIL M02 - Introduction to Ethics
PHIL R102 - Introduction to Ethics
PHIL V02 - Introduction to Ethics
PHIL R102H - Honors: 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:
F2003

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
Pojman, Louis, and James Fieser. *Ethics: Discovering Right and Wrong.* 8th ed., Wadsworth, 2016.

Resource Type
Textbook

Description
Rachels, James, ed. *Ethical Theory 2: Theories About How We Should Live*. Oxford UP, 1998.

Resource Type
Textbook

Description
Johnson, Oliver, and Andrews Reath. *Ethics: Selections from Classic and Contemporary Writers.* 11th ed., Cengage, 2011.

Resource Type
Textbook

Description
Pojman, Louis, and James Fieser. *Ethical Theory: Classical and Contemporary Readings.* 6th ed., Wadsworth, 2010.

Resource Type
Textbook

Description
Cahn, Steven, and Peter Markie, eds. *Ethics: History, Theory, and Contemporary Issues.* 7th ed., Oxford UP, 2019.

Library Resources

Assignments requiring library resources
Research using the library's print and online resources.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources

Research using the Library's print and online resources to analyze different moral theories and formulate a personal moral theory of one's own.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% 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)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.

E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
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Examinations

Hybrid (1%–50% online) Modality
On campus
Online

Hybrid (51%–99% online) Modality
On campus
Online

Primary Minimum Qualification
PHILOSOPHY

Review and Approval Dates

Department Chair
04/17/2023

Dean
04/17/2023

Technical Review
04/20/2023

Curriculum Committee
5/2/2023

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000434098

DOE/accreditation approval date
MM/DD/YYYY