

# PHIL M02: INTRODUCTION TO ETHICS

---

**Originator**

mmorgan

**Co-Contributor(s)**
**Name(s)**

Herlocker, Brian (bherlocker)

**College**

Moorpark College

**Discipline (CB01A)**

PHIL - Philosophy

**Course Number (CB01B)**

M02

**Course Title (CB02)**

Introduction to Ethics

**Banner/Short Title**

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 meta-ethical theories. Includes such topics as freedom and responsibility, justice, and moral relativism.

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

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**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.                                                           |

**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.                |

## 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 (Joseph 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

Seminars

## 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.

### 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 moral relativism.

### 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.

## 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.

## Articulation

### C-ID Descriptor Number

PHIL 120

### Status

Approved

### Equivalent Courses at 4 year institutions

| University       | Course ID | Course Title                   | Units |
|------------------|-----------|--------------------------------|-------|
| UC Santa Cruz    | PHIL 22   | Introduction to Ethical Theory | 5     |
| UC Los Angeles   | PHIL 22   | Introduction to Ethical Theory | 5     |
| UC Santa Barbara | PHIL 4    | Introduction to Ethics         | 4     |
| CSU Long Beach   | PHIL 160  | Introductory to Ethics         | 3     |

**Comparable Courses within the VCCCD**

PHIL M02H - Honors: Introduction to Ethics  
PHIL R102 - Introduction to Ethics  
PHIL R102H - Honors: 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:**

F1995

**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

**Classic Textbook**

No

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

Textbook

**Classic Textbook**

No

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

Textbook

**Classic Textbook**

Yes

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

Textbook

**Classic Textbook**

No

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

Textbook

**Classic Textbook**

No

**Description**

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

**Library Resources****Assignments requiring library resources**

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 in the area of ethics such as Kant's argument supporting the principle of the categorical imperative.

**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:**

| <b>Method of Instruction</b>                 | <b>Document typical activities or assignments for each method of instruction</b>                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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:**

| <b>Method of Instruction</b>                 | <b>Document typical activities or assignments for each method of instruction</b>                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                                                                                                                                                                                                                |

**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**

04/20/2024

**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**

CCC000427045

**DOE/accreditation approval date**

MM/DD/YYYY