

Anoka-Ramsey Community College

PHIL 1110: Introduction to Ethics

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 09 - Ethical/Civic Resp, Goal 06 - Humanities/Fine Arts

(MnTC Goals 6 and 9)

This class examines the leading attempts to answer the basic philosophical questions about the moral life. It will include an inquiry into views of the good life, personal character, and moral choices in the private and public domain. Further inquiry will explore the grounds for arguing that some moral judgments are correct and others incorrect.

B. COURSE EFFECTIVE DATES: 06/01/1998 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Introduction to the field of Ethics as a form of philosophical argument
2. Identification of a "moral dilemma"
3. Distinctions and connections between normative ethics, metaethics, and applied ethics
4. Distinction between questions of individual and social morality; consideration of ethical theories which connect them
5. Distinction between claims that express empirical fact and claims that express ethical principle/value (recognition of how such claims distinctly impact moral reasoning)
6. At least one third of the course will be spent introducing the following ethical theories:
 - a. Introduction to Moral Relativism, including its strengths and challenges
 - b. Ethics in relation to religion (e.g. strengths and challenges found in Divine Command Theory, Moral Theology, etc.)
 - c. Utilitarianism (both Bentham and Mills), including its strengths and challenges
 - d. Deontology (Kant's respect for persons), including its strengths and challenges
 - e. Virtue Ethics (Aristotle's "mean" and the role of character), including its strengths and challenges
7.
 - f. At least one ethical theory that places high value on emotion as a central tenant to its foundation (e.g., Care Ethics, Emotivism, Expressivism, forms of feminism)
 - g. Introduction to at least one ethical theory inspired by Asia, Africa or the Middle East
8. Application of ethical theories above, in comparison to one another, to at least one contemporary moral issue/dilemma (i.e. euthanasia, abortion, environmental ethics case study, etc.)
9. Introduction to the arguments put forth by at least two applied ethicists today, who represent different positions on the same moral issue

D. LEARNING OUTCOMES (General)

1. Identify different fields of ethics (e.g. metaethics, normative ethics, applied ethics, social vs. individual morality, etc.), and infer the connections between them to one another
2. Use relevant central terms in the formal study of ethics (e.g. moral agency, character, consequentialism, deontology, omission vs. commission, etc.)
3. Explain arguments put forth in normative ethics by specific philosophers (per Content area)
4. Critique at least one normative ethical theory, demonstrating a thoughtful and studied position regarding strengths and challenges of the theory
5. Explain arguments put forth by applied ethicists on specific topics (per Content area)
6. Critique at least one applied ethical theory in response to a moral dilemma, demonstrating a thoughtful and studied position regarding strengths and challenges of the theory in response to the complexities of the moral dilemma/issue
7. Compare similarities and differences between arguments put forth by ethicists in both theoretical and applied ethics, noting wherein the arguments respond to one another
8. Summarize and analyze at least one ethical theory pertaining specifically to social morality or political philosophy

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 09 - Ethical/Civic Resp

1. Examine, articulate, and apply their own ethical views.
2. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.

Goal 06 - Humanities/Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Respond critically to works in the arts and humanities.
3. Articulate an informed personal reaction to works in the arts and humanities.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted