

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 04/22/15

4. Department/discipline: Philosophy

5. Department(s) endorsement(s): _____

(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Ethics

Abbreviated course title (25 characters or less): _____

7. Course Designator: PHIL

8. Course Level: 2010

9. Number of Credits: Lecture 3

Lab _____

10. Control Number (on site) 35

Control Number (online) _____

11. Catalog/Course description:

The study of Ethics has two basic components: the theory of ethics and the practical application of ethical theory. The student will learn the terminology and the history of ethical theory and become aware of the impact of culture on ethical study while exploring the practical application of ethical theory. (Meets MnTC goal areas 6 and 9).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Textbook that includes non-western content like:

Michael C. Brannigan. Ethics Across cultures: An Introductory Text with Readings. McGraw Hill. 2005

and a book on thinking critically or creatively such as:

Anthony Weston. Creative Problem-Solving in Ethic. Oxford. 2005

14. **Course Content** (Provide an outline of major topics covered in course)

1. What is morality?
2. Cultural Relativism and Absolutism
3. Critical and Creative Thinking in Ethics
4. Aretaic Ethics
5. Divine Command Theory
6. Theory of Natural Law

7. Psychological and Ethical Egoism
8. Altruism
9. Utilitarianism
10. Kant's Categorical Imperative and Universalism
11. Social Contract Theory
12. Feminism and Ethic of Care
13. Environmental Ethics
14. Non-western Ethics (Hinduism, Buddhism, Confucianism, and or Islam)

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course Learning Outcomes will fulfill the identified competencies.

Course Learning Outcomes

Upon completion of this course, the student will be able to:

1. Match philosophical terms, philosophers, and ethical theories. (A, B, C)
2. Articulate a personal ethical theory and the role their culture played in its development. (B, C, D)
3. Evaluate the ways in which creative and critical thinking tools can promote meaningful ethical dialog while providing alternative meanings or solutions to selected issues. (B, C)
4. Illustrate the relationship between cultures, values, and ethical choices. (B, C, D)
5. Categorize the ethical dimensions of legal, social, historical, cultural, and scientific issues. (B, D)
6. Explain the various ways diverse ethical theories may be applied to specific ethical issues. (B, C)
7. Identify the core ethical concepts required for exercising the rights and responsibilities of Citizenship. (B, C, D)

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): 6 & 9

Goal 6: The Humanities and the Fine Arts

- a. Students will be able to demonstrate awareness of the scope and variety of works in the arts and humanities. Accomplished through assigning the student primary source philosophical reading.

- b. Students will be able to understand those works as expressions of individual and human values within an historical and social context. Ethical theories are presented in their historical and social context.
- c. Students will be able to respond critically to works in the arts and humanities. Students are provided with Pojman's five characteristics that a good ethical theory should have and are given opportunities through small group, journals, and quizzes to use these characteristics to assess the various theories studied.
- d. Students articulate an informed personal reaction to works in the arts and humanities. Students have the opportunity to role play the various ethical theories and give personal responses to the various theories in journals, class discussion, small group activities, and by writing their personal ethical theory paper.

Goal 9: Ethical and Civic Responsibility

- a. Students will be able to examine, articulate, and apply their own views. Accomplished through small group discussions, role playing, journals, and writing of personal ethical theory paper.
- b. Students will be able to understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues. Accomplished through discussion of values, including goods, rights, and virtues in small groups and in journals.
- c. Students will be able to analyze and reflect on the ethical dimensions of legal, social, and scientific issues. Accomplished through small group discussions, journals, paper analyzing two specific ethical issues, and discussion of environmental case studies.
- d. Students will be able to recognize the diversity of political motivations and interests of others. Accomplished through reading and discussing in small groups and in journal entries the role of creative thinking in ethics and providing tools that are helpful in having fruitful discussions of "sensitive" topics.
- e. Students will be able to identify ways to exercise the rights and responsibilities of citizenship. Accomplished through discussion of values, including goods, rights, and virtues in small groups and in journals.