

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

**03/19/19**

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 11/3/20

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 for Transcripts (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) 25

11. Catalog/Course description:

This course will be an introduction to the study of ethics. An introduction to 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).

Text: Instructor's choice. The following is recommended: Elements of Moral Philosophy, James Rachels, McGraw Hill, Ninth Edition, 2019 ISBN: 9781259914256, 1259914259

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. Native American Ethics

**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.)

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

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Match philosophical terms, philosophers, and ethical theories.	A, B, C	1
Articulate a personal ethical theory and the role their culture played in its development.	B, C, D	1, 4, 6
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	1, 5
Illustrate the relationship between cultures, values, and ethical choices.	B, C, D	1, 4, 6
Categorize the ethical dimensions of legal, social, historical, cultural, and scientific issues.	B, D	1, 3
Explain the various ways diverse ethical theories	B, C	1, 4

may be applied to specific ethical issues.		
Identify the core ethical concepts required for exercising the rights and responsibilities of Citizenship.	B, C, D	2, 5, 6, 7

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 6 & 9

Goal 6: The Humanities and the Fine Arts

Students will be able to:

1. Demonstrate awareness of the scope and variety of works in the arts and humanities. Accomplished through assigning the student primary source philosophical reading.
2. 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.
3. Students will be able to respond critically to works in the arts and humanities.

4. 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.
5. Students articulate an informed personal reaction to works in the arts and humanities.
6. 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

Students will be able to examine, articulate, and apply their own views. Accomplished through:

1. Small group discussions, role playing, journals, and writing of personal ethical theory paper.
2. 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.
3. 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.
4. 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.
5. 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.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_ Yes X No

Provide the required documentation to show course meets required licensing/certification standards.

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