PHIL-202H: HONORS ETHICS

Cuyahoga Community College

Viewing: PHIL-202H: Honors Ethics

Board of Trustees:
2015-01-29

Academic Term:
2015-08-24

Subject Code
PHIL - Philosophy

Course Number:
202H

Title:
Honors Ethics

Catalog Description:
Study of systems and problems of human conduct with applications to moral problems and decisions. Emphasis on an in-depth study of primary sources within philosophical tradition. Prepares students for further work in philosophy, applied ethics, and any area of learning requiring reasoned views.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
ENG-101H Honors College Composition I, or ENG-1010 College Composition I, with a grade of "B" or higher; or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online athttp://www.tri-c.edu/accessprograms. Blackboard accessibility information is available athttp://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes
Course Outcome(s):
A. Interpret and analyze various ethical theories.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Objective(s):
1. Explain the concept of ethics and the goals of descriptive, normative, and metaethics.
2. Contrast the deontological and teleological types of justification.
3. Analyze and appraise Aristotle’s virtue ethics as developed in the Nicomachean Ethics.
4. Analyze and appraise Kant’s deontological theory as developed in the Groundwork for the Metaphysics of Morals.
5. Analyze and appraise Mill’s teleological theory as developed in Utilitarianism.
6. Using primary sources, analyze and appraise the ethical theory of at least one other philosopher such as: Plato, David Hume, G. E. Moore, A. J. Ayer, Soren Kierkegaard, Jean-Paul Sartre, John Rawls, or Carol Gilligan.

Course Outcome(s):
B. Interpret and assess the historical development of ethical theory.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Explain the concept of ethics and the goals of descriptive, normative, and metaethics.
2. Contrast the deontological and teleological types of justification.
3. Using primary sources, analyze and appraise the ethical theory of at least one other philosopher such as: Plato, David Hume, G. E. Moore, A. J. Ayer, Soren Kierkegaard, Jean-Paul Sartre, John Rawls, or Carol Gilligan.

Course Outcome(s):
C. Differentiate between ethics and other fields of philosophic inquiry such as metaphysics as well as other fields of general inquiry such as psychology.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Explain the concept of ethics and the goals of descriptive, normative, and metaethics.
2. Using primary sources, analyze and appraise the ethical theory of at least one other philosopher such as: Plato, David Hume, G. E. Moore, A. J. Ayer, Soren Kierkegaard, Jean-Paul Sartre, John Rawls, or Carol Gilligan.

Methods of Evaluation:
The Philosophy counterparts have agreed that the method of evaluation for 2000 level honors courses should be comprised of writing assignments that account for at least 50% of the final grade. Some methods of evaluation include, but are not limited to, the following:
1. Essay exams
2. Written analysis/research oriented assignment required
3. Interpretive papers of primary source material
4. Oral presentations
5. Quizzes/objective exams and/or objective exam questions

Course Content Outline:
1. Subject matter of ethics
   a. Definition of "ethics"
      i. Ethics and conduct
      ii. Ethics and psychology
      iii. The problem of freedom
   b. Ethics and morality
c. Three enterprises of ethical inquiry
   i. Descriptive ethics and social science
   ii. Normative ethics: deontological and teleological justification
   iii. Metaethics
2. Socrates/Plato
   a. Knowledge and virtue
   b. Development of the soul
3. Aristotle’s ethical theory
   a. The good for humans
   b. Virtues of character
      i. Doctrine of the mean
      ii. Theory of emotions
   c. Intellectual virtues
      i. Practical wisdom
      ii. The good life
4. Augustine
   a. Love
   b. Free will and evil
5. Aquinas
   a. Human freedom
   b. Natural law
   c. Human law
   d. Divine law
6. Hume
   a. Sentiment and utility
7. Kant’s ethical theory
   a. Good will and the ends of action
   b. Motivation by duty or by inclination
   c. The categorical imperative
      i. Universal law formulation
      ii. The universalization criterion
   d. The categorical imperative: end-in-itself formulation
      i. Being treated not merely as a means to ends
      ii. Contrast between things and persons
   e. Criticism of Kant’s theory
8. Utilitarianism
   a. Bentham’s and Mill’s version of the greatest happiness principle
   b. Mill’s attempted proof of the utility principle
   c. Preference utilitarianism
   d. Problems with utilitarianism
9. G. E. Moore’s intuitionistic metaethics
   a. The naturalistic fallacy
   b. The indefinability of good
   c. Good and other normative values
   d. Problems with Moore’s arguments
10. John Rawl’s theory of justice
    a. The original position
    b. The nature of rights
    c. Justice as fairness
11. Existentialist theory
    a. Essence and existence
    b. Theistic and atheistic themes
    c. Freedom, choice, and values
12. Feminist ethics
    a. Care

Resources


Gilligan, Carol. *In a Different Voice*. Cambridge, MA, 1993.


"*Journal of Philosophy"

"*Journal of Ethics"
"Ethical Theory and Moral Practice"

"Philosophy and Public Affairs"

"Utilitas"

"Ethics; an international journal of social, political and legal philosophy"

"Journal of Moral Philosophy"

Resources Other
2. The Internet Encyclopedia of Philosophy: http://www.iep.utm.edu/1/iep-standards.htm

Instructional Services

OAN Number:
TMAH and OAH046

Top of page
Key: 3571