

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**INTRODUCTION TO ETHICS  
PHIL 2400**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Revised: Spring 05**

**Catalog Course Description:**

An introduction to moral theory and/or a consideration of a variety of moral problems, including abortion, suicide and euthanasia, capital punishment, women's issues, sex and AIDS, animals and the environment and war.

**Entry Level Standards:**

Students must be able to read and write at a college level. Students must also be responsible enough to prepare for, attend, and participate in class regularly.

**Prerequisites:**

None

**Textbook(s) and Other Course Materials:**

MacKinnon, Barbara. *Ethics: Theory and Contemporary Issues*, Fourth Edition. Belmont, California: Wadsworth Publishing Company. 2004.

The PHIL 2400 Video course uses:

Newton, Lisa H. *Ethics in America Study Guide*, Second Edition. Englewood Cliffs, N.J.: Prentice Hall. 2004.

Newton, Lisa H. *Ethics in America Source Reader*, Second Edition. Englewood Cliffs, N.J.: Prentice Hall. 2004.

3 Cassette Tapes and 10 VCR Tapes (which can be gotten at the Media Center).

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Ethics and Ethical Reasoning
2	Ethical Relativism, ethical egoism
3	Aristotle, natural law, natural rights, virtue ethics
4	Utilitarianism
5	Deontology (Kant)
6	Euthanasia
7	Abortion

- 8 Sexual Morality
- 9 Pornography
- 10 Animal rights
- 11 Equality and Discrimination
- 12 Economic Justice
- 13 Legal Punishment
- 14 Violence, Terrorism, & War
- 15 Final Exam

## II. Course Objectives\*:

- A. Demonstrate a basic understanding of philosophy. I.5
- B. Demonstrate a basic understanding of moral philosophy. I.5
- C. Demonstrate a basic understanding of the main moral theories in Western thought. I.5, IV
- D. Demonstrate an awareness of the major moral issues of our time. I.5, IV
- E. Demonstrate an enhanced ability to think about these issues in a critical and open minded way. I.5, III.2, IV
- F. Demonstrate an enhanced ability to apply the theories studied to the issues considered. I.5, III.2
- G. Demonstrate an enhanced ability to articulate views about these and other moral/philosophical issues. I.3, I.4, III.2

\*Roman numerals after course objectives reference TBR's general education goals.

## III. Instructional Processes\*:

Students will:

1. Read and study the essays in the textbook. *Communication Outcome, Humanities and/or Fine Arts Outcome, Social/Behavioral Sciences Outcome, History Outcome, Natural Sciences Outcome, Active Learning Strategies*
2. Attend lectures about the relevant essays. *Communication Outcome, Active Learning Strategies*
3. Participate in classroom discussions of the relevant essays. *Communication Outcome, Humanities and/or Fine Arts Outcome, Active Learning Strategies*
4. Write essays articulating their own developing views on the issues. *Communication Outcome, Humanities and/or Fine Arts Outcome, Active Learning Strategies*
5. Be encouraged to continue this dialog in non-academic settings. *Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategies, Active Learning Strategies*

6. Be encouraged to become more tolerant of and ready to listen to the views of others. *Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategies, Active Learning Strategies*
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, contributing to class discussions, cooperating with the teacher and classmates, and acting in a professional manner while in class. *Communication Outcome, Transitional Strategies, Active Learning Strategies*
8. Begin to actually live a life informed by Socrates' claim that "the unexamined life is not worth living." *Communication Outcome, Humanities and/or Fine Arts Outcome, Social/Behavioral Sciences Outcome, History Outcome, Natural Sciences Outcome, Transitional Strategies, Active Learning Strategies*

\*Strategies and outcomes listed after instructional processes reference TBR' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

#### **IV. Expectations for Student Performance\*:**

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

1. Define philosophy. A
2. Define moral philosophy. B
3. Distinguish between what's moral and what's prudent. B
4. Distinguish moral/immoral and legal/illegal. B
5. Explain the role of argumentation in philosophy/moral philosophy. A, B, E, F
6. Define/understand several basic logical terms. A, C
7. Define individual and cultural relativism. B, C
8. Define psychological and ethical egoism. B, C
9. Explain the difference between moral theories that are teleological and deontological. B, C
10. Explain and evaluate utilitarianism. B, C
11. Explain and evaluate the moral philosophy of Kant. B, C
12. Explain and evaluate the other moral theories studied. B, C
13. Discuss the facts related to sexuality, pornography, and abortion as moral issues. D
14. Better understand Roe v. Wade. D, E
15. Explain the major arguments for the immorality of certain sexual practices, pornography, and abortion. E, F, G
16. Explain the major arguments for the morality of certain sexual practices, pornography, and abortion. E, F, G
17. Discuss the facts related to suicide/euthanasia as moral issues. D, E

18. Explain the major arguments for the immorality of suicide/euthanasia. E, F, G
19. Explain the major arguments for the morality of suicide/euthanasia. E, F, G
20. Better understand/discuss capital punishment as a moral issue. D, E, F, G
21. Explain the major arguments for the immorality of capital punishment. D, E, F, G
22. Explain the major arguments for the morality of capital punishment. D, E, F, G
23. Better understand/discuss hunger/welfare as a moral issue. D, E
24. Discuss the major arguments for our obligation to feed the "hungry." E, F, G
25. Discuss the major arguments against welfare. E, F, G
26. Better understand/discuss a variety of moral issues/arguments related to sex and AIDS. E, F, G
27. Better understand/discuss various issues related to animals and the environment. E, F, G
28. Discuss other arguments pertaining to the above mentioned issues. D, E, F, G
29. Better understand the reasons why we've always been "at war." D
30. Discuss the arguments for the immorality of war. E, F, G
31. Discuss the arguments for the morality of war. E, F, G
32. Recognize, understand, and discuss other important moral issues. D, E, F, G

\*Letters after performance expectations reference the course objectives listed above.

## **V. Evaluation:**

### A. Testing Procedures:

The grade will be based entirely upon quizzes, essay exams, and short creative papers. The number of quizzes, exams, etc., can vary from section to section.

### B. Laboratory Expectations:

N/A

### C. Field Work:

N/A

### D. Other Evaluation Methods:

N/A

### E. Grading Scale:

100-90 = A

89-85 = B+

84-80 = B

79-75 = C+

74-70 = C

69-60 = D

59-00 = F

## **VI. Policies:**

### **A. Attendance Policy:**

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

### **B. Academic Dishonesty:**

Dishonesty of any kind may result in an "F" for the course.

### **C. Accommodations for disabilities:**

If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Privately after class or in the instructor's office.

To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.