



## PHIL 2050

**Division:** Humanities

**Department:** Philosophy

**Course:** PHIL 2050

**Title:** Social Ethics

**Catalog Description:**

The course helps the student explore morality by reading and analyzing philosophical arguments and writing about ethical issues.

**General Education Requirements:** Humanities

**Semesters Offered:** Fall, Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Justification:**

This course focuses on issues of Good vs. Evil, Justice vs. Injustice, Equality vs. Inequality, and the necessity of defining and examining happiness and values. This confrontation with major philosophic concepts and systems is intended to engage students in serious reflection on issues of ethics and values as they relate to the students' own lives. Further, the critical thinking skills the student learns in this process can be applied to other disciplines and aspects of life in general.

**Student Learning Outcomes:**

As a result of this course a student will:

- A. Be able to explain how ethical theories can be applied to ethical situations.
- B. Be able to articulate and argue his or her own beliefs relative to ethical questions.
- C. Be able to demonstrate a critical philosophical analyses of an ethical argument.

**Content:**

The following topics and readings from primary texts will be included in the readings and writings:

A. Ethical theory including Absolutism, Relativism, Utilitarianism

Mill, *An Introduction to the Principles of Morals*

W.T. Stace, *The Concept of Morals*

B. Determinism and Moral Responsibility

Robert Blatchford, *Not Guilty*

Clarence Darrow, *Crime and Criminals*

C. Religion based on Morality

Bertrand Russell, *Why I m Not a Christian*

B.C. Johnson, *The Atheist Debater's Handbook*

D. Political Rights and Justices

Ayn Rand, "Man's Rights"  
Jan Narveson, *Moral Matters*

E. Science and Morality

Jenny Teichman, *Social Ethics*

A. David Kline, *Did the Devil Make Darwin Do It?*

### **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Students read a variety of philosophic arguments, discuss their understanding of the material, and offer criticism of these arguments. For example students read Judith Thompson's "Defense of Abortion," answer content quiz questions on the reading and critically respond to the reading in an essay.

2) Write clearly, informatively, and persuasively.

Students write essays in answer to philosophic questions raised in the class. Likewise exams are essay based. For example after the readings on God and religion students write an essay on if religious wars are justified. I respond to the clarity, informativeness, and persuasiveness with a grade and suggestions.

8) Apply ethical reasoning to a variety of contexts.

Students study ethical theory and discuss its application in a variety of situations. For example students read an essay on utilitarianism by Bentham and write an essay applying the theory to the question of whether a world food bank is a good idea.

9) Respond with informed sensitivity to an artistic work or experience.

Students study ethical theory and its application to evaluating artistic expression. For example students read several essays on pornography and freedom of expression and discuss when (if ever) nudity should be censored in public art displays such as Rodin's *The Kiss* or Michelangelo's *David*.

### **Key Performance Indicators:**

There will be objective quizzes, short essays, two exams and one term paper.

Grades:

(2) each exam: 100 points (200)

(42) reading quizzes: 1 point (42)

(1) term paper: 58 points

Total possible points: 300

90%: 270 points: A-

80%: 240 points: B-

Values are approximate.

### **Representative Text and/or Supplies:**

Burr and Goldfinger, *Philosophy and Contemporary Issues* (current edition)

**Optimum Class Size:** 20

**Maximum Class Size:** 25

**Signatures:**

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Philosophy Department:

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Mike Kowalski, , , Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

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Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)