



## PHIL 2050

**Division:** Humanities

**Department:** Philosophy

**Course:** PHIL 2050

**Title:** Ethics and Values

**Catalog Description:**

The course helps the student explore personal morality by understanding ethical theories and their application to contemporary ethical issues.

**General Education Requirements:** Humanities

**Semesters Offered:** TBA

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

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** English 1010

**Justification:**

This course focuses on ethical theories including deontology, consequentialism, and virtue ethics. . 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. Issues to be discussed include racism, sexism, affirmative action, war, consumption, and environmentalism. 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 "Utilitarianism" Kant " Transition from Ordinary Rational Knowledge of Morality to Philosophical" Nietzsche "Beyond Good and Evil"
- B. The role of emotion in ethics. Hume "Enquiry"
- C. Ethics and "the good life" based on virtue and character. Aristotle "Nicomachean Ethics" MacIntyre " After Virtue"
- D. The role of religious beliefs in ethical thinking. Nielson "Ethics without Religion"
- E. The extension of ethics into political organization for justice and equality. Plato "Republic" Mill "On Liberty" Rawls " Justice as Fairness"
- F. The application of ethics to issues of war, abortion, consumption, environmental protection. Minch "When Soldiers Aren't Heroes" Warren "The Moral Significance of Birth" Durning "How Much is Enough" Singer "All animals are Equal"

**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 Warren's "The Moral Significance of Birth," answer content quiz questions on the reading and critically respond to the reading in an essay.

2) Write clearly, informatively, and persuasively.

Two term papers of at least 1200 words will be required in which students summarize and evaluate ethical arguments on a contemporary issue. Students write essays in answer to philosophic questions raised in the class. Likewise exams are essay based. For example after the readings on war and religion students write an essay on if religious wars are justified. The instructor will 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.

**Key Performance Indicators:**

There will be short reading essays, two exams and two term papers.

Grades:

(2) each exam: 100 points (200)

(2) term paper: 100 points

(10) short reading essay: 100 points

Total possible points: 500

Values are approximate.

**Representative Text and/or Supplies:**

Weigel and Minch, *Living Ethics* (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)