I. BASIC COURSE INFORMATION
   A. Course Number and Title: PHIL 114 Ethics
   B. New or Modified Course: Modified Course
   C. Date of Proposal: Semester: Spring Year: 2009
   D. Sponsoring Department: Department of Humanities, Social Sciences, and Education
   E. Semester Credit Hours: 3
   F. Weekly Contact Hours: 3
      Lecture: 3
      Laboratory: 0
   G. Prerequisites/Corequisites: None
   H. Laboratory Fees: None
   I. Name and Telephone Number or E-mail Address of Department Chair:
      Kimberly Schirner, 908-526-1200 (ext. 8286)

II. CATALOG DESCRIPTION
This course is a study of the basic theories, methods, and problems of ethics. Topics may include the study of the moral theories of Aristotle, Aquinas, Hobbes, Kant, Mill, and Rawls; the nature and meaning of moral terms; moral absolutism and relativism; the nature of moral reasoning; conceptions of the good life; free will, determinism, and moral responsibility. Students will apply ethical principles and problem solving models to examples taken from everyday life as well as the workplace.

III. STATEMENT OF COURSE NEED
This course provides a basic introduction to ethical theory, which can be applied to all disciplines and aspects of life.

A study of ethics, moral responsibility, and the good life has traditionally been at the heart of a broad Liberal Arts education in the Western tradition.

Most colleges and universities offer this course as a staple of Philosophy offerings.

For those students who would like to acquire a more theoretical background before taking the much more applied course, Current Moral and Social Issues, this theory-intensive course provides this option.

IV. PLACE OF COURSE IN COLLEGE CURRICULUM
   A. Free Elective
   B. This course serves as a General Education Philosophy course.
   C. This course serves as a General Education Humanities course.
   D. Course transferability; for New Jersey schools go to the NJ transfer website, www.njtransfer.org.
      For all other colleges and universities go to their individual websites.

V. OUTLINE OF COURSE CONTENT
   A. Ethics and the Examined Life
   B. Subjectivism, Relativism, and Emotivism
   C. Evaluating Moral Arguments and Logical Fallacies
   D. Evaluating Moral Theories and Moral Responsibility
      1. Application in the professional and business world
      2. Application in medicine and healthcare
   E. Consequentialist Theories
      1. Ethical Egoism
      2. Utilitarianism
      3. Criticisms of Consequentialism
   F. Nonconsequentialist Theories
1. Kantian Ethics
2. Natural Law Theories
3. Criticisms of Nonconsequentialism

G. Virtue Ethics
1. Aristotelian Ethics
2. Ethics of Care and Feminist Ethics
3. Criticisms of Virtue Ethics

H. Other Ethical/Social Theories
1. Jewish, Christian, and Islamic Ethics
2. Platonic, Stoic, and Epicurean Ethics
3. Hobbes
4. Marx
5. Pragmatism
6. Existentialism
7. Rawls
8. Non-Western Ethics
9. Criticisms of These Theories

VI. EDUCATIONAL GOALS AND LEARNING OUTCOMES

A. Educational Goals
   Students will:
   1. learn to think critically when making value decisions (RVCC G.E. 4, 5, 6; NJ G.E. 2, 3).
   2. learn to think and act with moral vision (RVCC G.E., 4, 5; NJ G.E. 3, 9).
   3. learn to make moral decisions with a clear sense of moral principles (RVCC G.E. 4, 5; NJ G.E. 2, 3).
   4. articulate, in speech and in writing, a position regarding related issues (RVCC G.E. 1, 2; NJ G.E. 1, 2, 3).

B. Learning Outcomes
   Students will be able to:
   1. demonstrate the ability to understand and address the ethical aspects of decision making.
   2. demonstrate the communication skills required for moral reasoning and moral persuasion.
   3. articulate competing visions of the good life.
   4. understand moral responsibility and arguments regarding freedom of the will.
   5. recognize and demonstrate sensitivity to the consequence of diversity.
   6. clearly and rationally formulate one’s own conception of ethical theory in order to make responsible decisions and to make useful analyses of ongoing ethical controversies.

VII. MODES OF TEACHING AND LEARNING

A. lecture/discussion
B. independent projects
C. student presentations
D. structured debates
E. video and/or internet instruction
F. guest speakers, when available

VIII. PAPERS, EXAMINATIONS, AND OTHER ASSESSMENT INSTRUMENTS

A. papers
B. essays
C. journals
D. exams

IX. GRADE DETERMINANTS

A. written tests
B. pop quizzes
C. research papers
D. class projects

X. TEXTS AND MATERIALS
   B. suggested films: “Lost in Translation,” “Lord of the Flies,” “Harold and Maude”

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

XI. RESOURCES
   A. RVCC library
   B. internet access