



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2010-2011 **NEXT REVIEW:** 2015-2016 **STATUS:** A
(i.e. 2006-2007) *(i.e. 2011-2012)* *(A, I, D)*

COURSE TITLE: Introduction to Ethics

COMMON COURSE NUMBER: PHI 2600

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 48

Lab:

Clinic:

Other:

PREREQUISITE(S): NONE

COREQUISITE(S): NONE

PRE/COREQUISITE(S): NONE

COURSE DESCRIPTION *(750 characters, maximum):*

This course is an introduction to the nature of ethics, ethical thinking, major intellectual movements in the history of ethics, and specific problems in ethics. A study of the basic concepts and principles of morals, values, and judgments that govern human actions, as well as various ethical theories, will be conducted. The relationship between ethics, society, religion, and culture will also be examined.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

UNIT TITLES

- 1. Ethics: General Overview**
- 2. Theories of Ethics**
- 3. Ethical Issues**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	2.0, 3.0
2. Write clearly and coherently**	1.0, 2.0, 3.0
3. Demonstrate literacy as appropriate within a given discipline**	Info: 3.0 Cul: 2.1, 2.2, 2.3, 3.0
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.1, 1.2, 1.3, 1.7, 3.0
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	1.0, 2.0, 3.0
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	3.0
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	2.1, 2.2, 2.3, 3.0
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.0, 2.0, 3.0
3. Research Papers	2.0, 3.0
4. Group projects	3.0
5. Discussions (In class and online)	1.0, 2.0, 3.0
6. Multiple Choice tests	1.0, 2.0, 3.0
7. Presentations	
8. Service Learning Projects	3.0
9. Quizzes (pop, announced, etc.)	1.0, 2.0, 3.0
10. Take-home tests	
11. Summaries, critiques, and analyses	1.0, 2.0, 3.0
12. Reaction papers	1.0, 2.0, 3.0
13. Surveys	
14. Performance	
15. Short answer tests	1.0, 2.0, 3.0
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (Please explain)	

Common Course Number:

UNITS

Unit 1 Ethics: General Overview

General Outcome:

- 1.0 The students should be able to identify and appraise elements antecedent to the study of ethics in both writing and class discussions

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Distinguish ethics from other disciplines such as sociology, law, and religion.
- 1.2 Discuss problems of justification in ethics.
- 1.3 Describe the difference between the two subdivisions in moral philosophy: normative ethics and meta-ethics.
- 1.4 Distinguish between ethical relativism and universalistic moral theories.
- 1.5 Analyze the relationship between the concepts of personhood and moral community.
- 1.6 Evaluate the impact of our worldviews and paradigms on moral thinking.
- 1.7 Describe how to identify and address moral dilemmas.

Common Course Number:

Unit 2 Theories of Ethics

General Outcome:

- 2.0** The students should be able to identify and critically read classic texts representing the major ethical theories. The students should be able to evaluate merits of classic philosophical arguments and critique traditional approaches to moral philosophy. The students should be able analyze the major ethical theories in both writing and class discussion.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** The student should be able to describe, analyze, and evaluate theory of Ethical Subjectivism
- 2.2** The student should be able to describe, analyze, and evaluate theory of Cultural Relativism
- 2.3** The student should be able to describe, analyze, and evaluate theories of Religion Based Ethics
- 2.3.1** The Divine Command Theory
- 2.3.2** The Theory of Natural Law
- 2.4** The student should be able to describe, analyze, and evaluate Consequentialist Theories
- 2.4.1** Ethical Egoism
- 2.4.2** Utilitarianism
- 2.5** The student should be able to describe, analyze, and evaluate Deontologist Theories
- 2.5.1** Kant's Categorical Imperative Deontology
- 2.5.2** Ross' Prima Facie Deontology
- 2.6** The student should be able to describe, analyze, and evaluate theory of Natural Rights Theory
- 2.7** The student should be able to describe, analyze, and evaluate Social Contract Theory
- 2.8** The student should be able to describe, analyze, and evaluate Feminist Ethics
- 2.9** The student should be able to describe, analyze, and evaluate theory of Virtue Ethics

Common Course Number:

Unit 3 Ethical Issues

General Outcome:

- 3.0** The students should be able to identify and critically read popular key texts representing current ethical issues. The students should be able to evaluate merits of popular philosophical arguments and critique contemporary approaches to applied ethics. The students should be able analyze the arguments both for and against a major moral issue in both writing and class discussion.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

3.1 The student should be able to describe, analyze, and evaluate moral arguments related issues in:

3.1.1. Social Ethics

- a. Lying, Cheating, Breaking Promises, Stealing, Killing*
- b. Sexual Intimacy and Marriage*
- c. Racial Discrimination*
- d. Social and Global Justice*
- e. War and Terrorism*
- f. Feminist Ethics Issues*
- g. Sports Ethics Issues*

3.1.2. Biomedical Ethics

- a. Abortion*
- b. Euthanasia*
- c. Genetic Engineering*
- d. Cloning*
- e. Drug and Alcohol Use*
- f. Medical Research*
- g. Suicide*

3.1.3. Animal Welfare and Environmental Ethics

- a. Animal Rights*
- b. Pollution and Climate Change*
- c. Animal Experimentation*
- d. Animal Farming*

3.1.4. Business Ethics and Media Ethics

- a) Freedom of Speech*
- b) Plagiarism*
- c) Truth in Reporting*
- d) Source Confidentiality*

3.1.5. Legal Ethics

- a. Capital Punishment*
- b. Detention without Representation*

c. Torture

3.1.6 Other ethical issues

3.2 Examine the importance and impact of their personal ethical behavior for the self and society.

3.3 Evaluate the application of ethical theories to real-world experiences.