July 18, 2013

1. College: **College of Liberal and Applied Arts**
2. Department: **Division of Multidisciplinary Programs**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **PHI 223**
5. Course title: **Introduction to Ethics**
6. Course catalog description: **Explanation of ethical thoeries regarding both what actions are right and wrong and what makes persons of good and bad moral character; application of ethical theories to contemporary moral issues.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **250**
9. Course prerequisites and/or required qualifications for enrolling in the class: **None**
10. Course **is not/will not be** available online.
11. Foundational Component Area: **Language, Philosophy, and Culture**
12. Explain why this course fits into this foundation component area: **This course meets the Coordinating Board's description of language, philosophy, and culture courses because it focuses on how ideas, values, beliefs, and other aspects of culture affect human experience by instructing the students in a variety of ethical theories and the application of those theories to real-world moral problems; in doing this, the course exposes students to dialogue and disagreements among philosophers holding disparate positions regarding these topics as well as exploring the consequences of those positions. The course further allows and encourages the students to become an active part of this dialogue themselves. This course involves the exploration of ideas that foster aesthetic and intellectual creation (by discussing, for example, basic concepts of ethical reasoning, philosophical ethical theories, and applied ethics topics) in order to understand the human condition across cultures (by understanding, for example, the world that humans live in).**
13. Core Objectives
    o Critical Thinking - Students learn critical thinking by acquiring skills in inquiry, analysis, evaluation, and synthesis of information. Students are asked to think creatively and innovatively by questioning their taken-for-granted assumptions about ethical beliefs and topics that form the underlying background of their day-to-day worldview and actions. In studying philosophy, generally, and ethics, specifically, students will explore issues, ideas, artifacts, and events relating to these topics before accepting or formulating an opinion or conclusion. Skills are taught through lecture, discussion, and readings. They are developed through question and answer and through instructor-led discussions; and they are demonstrated through examination and through an assignment which requires students to analyze contrasting theories in regard to the justification of ethical claims, evaluate these competing ethical theories based on this analysis, and formulate, justify, and clearly express their own positions.
    o Communication Skills - Instructors use class time to explain the importance of communication skills and the norms for the clear expression of ideas within the study of ethics. Students will develop and demonstrate their writing skills by completing a research paper in which they analyze contrasting ethical theories in

regard to the justification of ethical claims, evaluate these theories based on this analysis, and formulate, justify, and clearly express their own opinions. This course assignment will require students to analyze and evaluate patterns of reasoning and inter interpret inferences drawn from a variety of evidence. In addition to the research paper, students will also engage in oral communication through class discussion, but only after instructors have the guidelines for respectful and effective group discussion.

- o Social Responsibility - Students' intercultural competence will be enhanced by class lectures and by lectures and readings exploring and challenging their own (often unrecognized) implicit cultural assumptions, and by lectures and readings exploring how ethical views have historically changed over time and within cultures. Civic engagement will be encouraged by lectures and readings that demonstrate the essentially cooperative nature of dialogue that philosophical ethics fosters and the social implications the conclusions of such dialogues have. The likelihood of students participating effectively in regional, national, and global communities will be increased by instruction and readings that enable students to respect cultural differences while also looking beyond them to explore the possibility of human truths and values as each pertains to ethics. The written assignment for the course requires students to challenge the assumptions and opinions that guide their understanding of social interactions by exploring the social consequences of differing ethical theories.

- o Personal Responsibility - A student's understanding of the connections among choices, action, and consequences and their relation to ethical decision-making will be enhanced by class lectures, and readings addressing these topics. The ability to recognize and assess their own positions, to recognize similar issues in a variety of settings, to think about how new and different perspectives might be applied to topics of concern and to consider the ramifications of alternative, creative, and innovative ways of looking at situations will be developed through question and answer and through discussion; and they are demonstrated through examination and through an assignment which requires students to explain the manner in which their individual actions would be informed by their deliberate and justified choice of an ethical theory that would help guide their decision making.

Contact person for questions about this submission:

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