

LSC Use Only Proposal No:
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Philosophy	Phone 7-2310

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: PHIL320 Ethical Theory

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
 Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals

	Signature	Date
Department Curriculum Committee Chair(s)	<i>Brad Rives</i>	3/13/14
Department Chairperson(s)	<i>Myron</i>	3.13.14
College Curriculum Committee Chair	<i>Andy Her</i>	3-26-14
College Dean	<i>Asam</i>	3/26/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrest</i>	4/8/14 Received

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I. Catalog Description

PHIL 320 Ethical Theory

3c-01-3cr

Examines historical and contemporary work on fundamental issues in ethical theory, with an emphasis on the three major approaches in normative ethics: consequentialism, deontology, and virtue ethics. Also explores select topics in contemporary metaethics, such as the meaning of moral discourse, the possibility of moral knowledge, and the nature of reasons and moral motivation.

II. Course Outcomes

At the end of the course students will be able to:

1. Explain important problems and issues in normative ethical theory.
2. Explain historically important examples of the three main approaches in normative ethics: consequentialism, deontology, and virtue ethics.
3. Analyze and evaluate objections to theories in normative ethics.
4. Explain some of the metaphysical, epistemological, semantic, and psychological issues that motivate contemporary metaethics.

III. Detailed Course Outline

- I. Introduction to Normative Ethics and Metaethics 3 hours
 - a. Distinguishing questions of what is right/wrong from questions over meaning, status, and warrant of moral judgments
 - b. Relevant epistemic, metaphysical, and semantic issues raised by metaethical debates
 - c. Historic and contemporary sources for metaethics
- II. Normative Ethics, I: Consequentialism 6 hours [9]
 - a. Mill's Utilitarianism as paradigm
 - b. The primacy of 'the good' over 'the right'
 - c. Act v. Rule Utilitarianism
 - d. Rawls on "Two Concepts of Rules"
 - e. Alternatives to *hedonistic* consequentialism
- III. Objections to Consequentialism 3 hours [12]
 - a. Finding a place for *rights* in a consequentialist framework
 - b. Famous counterexamples, e.g. Trolley Problem
 - c. Smart and Williams debate over merits of utilitarianism
- IV. Normative Ethics, II: Deontology 9 hours [21]
 - a. Kant's version as paradigm
 - b. The primacy of 'the right' over 'the good'
 - c. Acting from the 'motive of duty'

- d. Hypothetical and Categorical Imperatives
- e. Three Formulations of the Categorical Imperative
- f. Alleged equivalence of the formulations
- g. Contemporary Kantians and a “Kinder, Gentler Kant”

- V. Normative Ethics, III: Contemporary Virtue Ethics 9 hours [30]
- a. Anscombe’s “Modern Moral Philosophy”
 - b. Alleged shift of focus from “what to do” to “how to be”
 - c. Foot's challenge that morality is nothing but a system of hypothetical imperatives
 - d. The Virtues: MacIntyre’s *After Virtue*
 - e. The absence of overarching principles or codifiable rules of morality
 - f. McDowell on *phronesis* (practical wisdom) and discerning what is morally required.
 - g. The metaphysics and epistemology of *particularism*
 - h. The challenge of relativism

- VI. Contemporary Moral Philosophy and Metaethics 9 hours [39]
- a. G.E. Moore: What *is* Good? and the Open Question Argument
 - b. The Is/Ought Problem and the Naturalistic Fallacy
 - c. Non-Cognitivism: Ethical Judgments as mere emoting
 - d. From Emotivism to Prescriptivism
 - e. Mackie’s Error Theory
 - f. Saving the Appearance of Ethical Disputes: Blackburn's "Quasi-Realism"

- VII. Moral Realism and Anti-Realism 3 hours [42]
- a. Framing the debate
 - b. Kantian/Rawlsian constructivism in ethics
 - c. Truth and objectivity in ethics

- VIII. Closing Activity: Synthesis and Discussion 2 hours

IV. Evaluation Methods

Evaluation Methods may vary. The following is an example.

Weekly Writing Assignments	25% of grade
Two Short (4-page) papers	40% of grade
One Term Paper (12 pages)	25% of grade
One Peer Edit	10% of grade

Weekly writing assignments will be used to strengthen students’ abilities to summarize difficult material in clear, concise prose.

Short papers will be primarily expository ones. Students will be given topic questions to choose from, and their papers are to be focused explanations of key issues, debates and concepts that have been explored in class.

The term paper will give students an opportunity to develop and defend a thesis of their own. Students will be encouraged to synthesize information/views/theories that have been analyzed through the course.

Peer editing will provide students a chance to revise their papers in light of feedback, while encouraging their skills in analyzing other's work and providing constructive feedback.

The closing activity will provide an opportunity to explore questions that remain and where subsequent research might be helpful.

V. Example Grading Scale

90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or less F.

VI. Undergraduate Course Attendance Policy

This course will follow the official IUP attendance policy as described in the IUP Undergraduate Catalog.

VII. Required Textbooks, Supplemental Books and Readings

Example of current text:

Russ Shafer-Landau, (ed.) 2012. *Ethical Theory: An Anthology, 2nd ed.* Wiley-Blackwell.

Suggested Alternative Texts:

Smith, Michael, 1994. *The Moral Problem*, Oxford, Blackwell Publishers Inc.

Cahn and Haber, 1995. *20th Century Ethical Theory*, Prentice Hall.

VIII. Special Resource Requirements: None.

IX. Bibliography

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COURSE ANALYSIS QUESTIONNAIRE

Section A. Details of the Course

A1. The course is to be a controlled elective, one of several courses students may choose from to satisfy controlled electives in value theory. The level and depth of the material covered go

beyond what is covered in other courses and thus requires a distinct course.

A2. This course does not require changes to the content of other Philosophy courses.

A3. This course has not been offered on a trial basis, though individual units have been taught in other courses over the years.

A4. This is not a dual-level course.

A5. This course may not be taken for variable credit.

A6. An upper-level Ethical Theory course is common in undergraduate Philosophy programs.

The following are examples:

Northern Kentucky University: Philosophy 375: Ethical Theory
(https://www.academia.edu/2651281/Ethical_Theory_Syllabus)

Franklin and Marshall College: 320 Normative Ethics.
(<http://www.fandm.edu/philosophy/courses-offered-new>)

Humboldt State University: Philosophy 303: Theories of Ethics
(<http://www.users.humboldt.edu/jwpowell/303s13syl.htm>)

University of Colorado at Boulder: PHIL 3100: Ethical Theory
(<http://spot.colorado.edu/~heathwoo/phil3100/>)

A7. This specific course is not required by the American Philosophical Association (APA), though department are encouraged to provide a thorough grounding in ethics/values for philosophy majors.

Section B. Interdisciplinary Implications

B1. This course will be taught by only one instructor at a time, and always by the Philosophy Department.

B2. This course does not duplicate or affect courses offered by other departments.

B3. This course will not be cross-listed.

B4. No seats will be set aside in particular for Continuing Education students, though they are welcome to register.

Section C. Implementation

C1. With our current complement and staffing commitments, the department can reasonably expect to staff and fill at least one section of this course at least once every four years.

C2. No additional space, equipment, or supplies are needed.

C3. No resources for this course are based on grants.

C4. We expect to offer at least one section every four years.

C5. One section will be offered when the course is taught.

C6. 25 students is the present enrollment we set for upper-level classes.

C7. The American Philosophical Association does not recommend maximum enrollments for this type of course.

C8. This course is not a distance education course.

Section D. Miscellaneous.

None.