

**ITT Technical Institute**  
**EG468**  
**Ethics**  
**Onsite and Online Course**

**SYLLABUS**

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**Credit hours:** 4


**Contact/Instructional hours:** 40 (40 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisite: EG372 Written Analysis or equivalent

**Course Description:**

This course provides students the opportunity to explore competing ethical theories and through analysis and critical thinking to determine their own code of ethics.



## COURSE SUMMARY

### COURSE DESCRIPTION

This course provides students the opportunity to explore competing ethical theories and through analysis and critical thinking to determine their own code of ethics.

### MAJOR INSTRUCTIONAL AREAS

1. Foundations of Ethics
2. Competing Theories of Ethics
3. Critical Thinking and Ethics
4. Personal Code of Ethics

### COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Apply key concepts of ethical perspectives.
2. Critically examine the key concepts of the nature of morality and describe how it relates to the discipline of ethics.
3. Compare and contrast paradigms of psychological egoism, ethical egoism, utilitarianism, and care ethics.
4. Compare and contrast key differences between nonconsequentialist theories of morality.
5. Define and analyze Virtue Ethics theories to show how they differ from consequentialist and nonconsequentialist ethical theories.
6. Compare and contrast absolutism and relativism in order to relate them to types of propositions.
7. Differentiate among determinism, indeterminism, fatalism, predestination, universal causation, and freedom.
8. Explain and analyze the five attributes that must be present for any moral system to operate and establish order and security.
9. Apply ethical perspectives to moral and human problems.
10. Examine contemporary ethical issues and current ethical debates.

## COURSE OUTLINE

### MODULE 1: THE NATURE OF ETHICS AND MORALITY

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#### COURSE LEARNING OBJECTIVES COVERED

- Apply the key concepts of ethical perspectives.
- Critically examine the key concepts of the nature of morality and describe how it relates to the discipline of ethics.
- Define and analyze Virtue Ethics theories to show how they differ from consequentialist and nonconsequentialist ethical theories.

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**TOPICS COVERED**

- Morality and Ethics
- Virtue Ethics

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> <i>Ethics: Theory and Practice</i> , Chapters 1 and 4	No	3.5 hrs
<b>Lesson:</b> Study the lesson for this module.	No	1 hr
<b>Discussion:</b> Participate in the discussion titled “Difference Between Morality and Ethics.”	Yes	N/A
<b>Analysis:</b> Submit the analysis titled “Virtue Ethics.”	Yes	2 hrs
<b>Project:</b> Read and begin the project.	No	1 hr

Total Out-Of-Class Activities: 7.5 Hours

## MODULE 2: THE MEANS VERSUS THE ENDS

### COURSE LEARNING OBJECTIVES COVERED

- Compare and contrast paradigms of psychological egoism, ethical egoism, utilitarianism, and care ethics.
- Compare and contrast key differences between nonconsequentialist theories of morality.
- Define and analyze Virtue Ethics theories to show how they differ from consequentialist and nonconsequentialist ethical theories.
- Examine contemporary ethical issues and current ethical debates.

### TOPICS COVERED

- Egoism
- Utilitarianism
- Care Ethics
- Reason/Emotion/Intuition-Based Ethics
- Kantian Ethics
- Nonconsequentialist/Consequentialist

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> <i>Ethics: Theory and Practice</i> , Chapters 2 and 3	No	2.5 hrs
<b>Lesson:</b> Study the lesson for this module.	No	2 hrs
<b>Discussion:</b> Participate in the discussion titled “Egoism.”	Yes	N/A
<b>Research:</b> Submit the research titled “Care Ethics.”	Yes	2 hrs
<b>Analysis 1:</b> Submit the analysis titled “Nonconsequentialist Theories.”	Yes	2 hrs
<b>Analysis 2:</b> Submit the analysis titled “Forms of Utilitarianism.”	Yes	2 hrs
<b>Project:</b> Continue work on Project Part 1.	No	1 hr

Total Out-Of-Class Activities: 11.5 Hours

### MODULE 3: THE ETHICAL POLES AND THEORIES OF FREEDOM

#### COURSE LEARNING OBJECTIVES COVERED

- Critically examine the key concepts of the nature of morality and describe how it relates to the discipline of ethics.
- Compare and contrast absolutism and relativism in order to relate them to types of propositions.
- Differentiate among determinism, indeterminism, fatalism, predestination, universal causation, and freedom.

#### TOPICS COVERED

- Cultural Relativism
- Absolute Truths and Propositions
- Determinism
- Freedom and Determinism

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> <i>Ethics: Theory and Practice</i> , Chapters 5 and 6	No	2.5 hrs
<b>Lesson:</b> Study the lesson for this module.	No	2 hrs
<b>Discussion:</b> Participate in the discussion titled “Absolutism and Relativism.”	Yes	N/A
<b>Research:</b> Submit the research titled “Cultural Relativism.”	Yes	2 hrs
<b>Analysis:</b> Submit the analysis titled “Freedom and Determinism.”	Yes	2 hrs
<b>Project:</b> Submit Project Part 1.	Yes	3 hrs

Total Out-Of-Class Activities: 11.5 Hours

## MODULE 4: REWARD AND PUNISHMENT

### COURSE LEARNING OBJECTIVES COVERED

- Explain and analyze the five attributes that must be present for any moral system to operate and establish order and security.
- Apply ethical perspectives to moral and human problems.

### TOPICS COVERED

- The Social Contract
- Reward and Punishment
- Constructing a Moral System
- Capital Punishment and Mercy Killing
- Humanitarian Ethics (Theory in Practical Application)

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> <i>Ethics: Theory and Practice</i> , Chapters 7–10	No	10 hrs
<b>Lesson:</b> Study the lesson for this module.	No	2 hrs
<b>Discussion:</b> Participate in the discussion titled “Nature of Justice.”	Yes	N/A
<b>Research:</b> Submit the research titled “The Social Contract.”	Yes	2 hrs
<b>Analysis 1:</b> Submit the analysis titled “Principles of Humanitarian Ethics.”	Yes	2 hrs
<b>Analysis 2:</b> Submit the analysis titled “Theories of Justice.”	Yes	2 hrs
<b>Project:</b> Begin work on Project Part 2.	No	1 hr

Total Out-Of-Class Activities: 19 Hours

## MODULE 5: ETHICS IN BUSINESS AND MEDICINE

### COURSE LEARNING OBJECTIVES COVERED

- Apply ethical perspectives to moral and human problems.
- Examine contemporary ethical issues and current ethical debates.

### TOPICS COVERED

- Bioethics
- Medical Issues
- Ethics in Business and Media
- Personal Code of Ethics

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
<b>Reading:</b> <i>Ethics: Theory and Practice</i> , Chapters 14 and 15	No	5 hrs
<b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Databases> Opposing Viewpoints in Context> Search "All": Employee Monitoring Can Violate Privacy  ITT Tech Virtual Library> School of Study> General Education Information> Databases> EbscoHost Academic Search Elite> Global Bioethics Hopes, Fears, and New Voices	No	2 hrs
<b>Lesson:</b> Study the lesson for this module.	No	2 hrs
<b>Discussion:</b> Participate in the discussion titled "Cultural Relativism in Practical Application."	Yes	N/A
<b>Research:</b> Submit the research titled "Stem Cell Research."	Yes	2 hrs
<b>Analysis 1:</b> Submit the analysis titled "Ethical Controversy."	Yes	2 hrs
<b>Analysis 2:</b> Submit the analysis titled "Personal Code of Ethics."	Yes	2 hrs
<b>Project:</b> Continue work on Project Part 2.	No	2 hrs

Total Out-Of-Class Activities: 17 Hours

## MODULE 6: THE ENVIRONMENT AND ETHICS AND REFLECTION ON ETHICS

### COURSE LEARNING OBJECTIVES COVERED

- Apply key concepts of ethical perspectives.
- Critically examine the key concepts of the nature of morality and describe how it relates to the discipline of ethics.
- Compare and contrast paradigms of psychological egoism, ethical egoism, utilitarianism, and care ethics.
- Compare and contrast key differences between nonconsequentialist theories of morality.
- Define and analyze Virtue Ethics theories to show how they differ from consequentialist and nonconsequentialist ethical theories.
- Compare and contrast absolutism and relativism in order to relate them to types of propositions.
- Differentiate among determinism, indeterminism, fatalism, predestination, universal causation, and freedom.
- Explain and analyze the five attributes that must be present for any moral system to operate and establish order and security.
- Apply ethical perspectives to moral and human problems.
- Examine contemporary ethical issues and current ethical debates.

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#### TOPICS COVERED

- Environmental Ethical Issues
- Attitudes Toward Natural Environment
- Moral Obligations to Nature

MODULE LEARNING ACTIVITIES	GRADED	Out-Of-Class Time
<b>Reading:</b> <i>Ethics: Theory and Practice, 11th ed., Chapter 16</i>	No	2.5 hrs
<b>Lesson:</b> Study the lesson for this module.	No	2 hrs
<b>Project:</b> Submit Project Part 2.	Yes	2 hrs
<b>Final Exam:</b> Prepare for the final exam.	No	5 hrs
<b>Final Exam:</b> Take the final exam.	Yes	N/A

Total Out-Of-Class Activities: 11.5 Hours



## EVALUATION AND GRADING

### EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

CATEGORY	WEIGHT
Discussion	15%
Research	25%
Analysis	25%
Project	25%
Final Exam	10%
<b>TOTAL</b>	<b>100%</b>

### GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

## LEARNING MATERIALS AND REFERENCES

### REQUIRED RESOURCES

#### COMPLETE TEXTBOOK PACKAGE

- Thiroux, J.P. & Krasemann, K.W. (2012). *Ethics: Theory and Practice (11th ed.)*. Boston, MA: Pearson.

### RECOMMENDED RESOURCES

- Periodicals and Professional Journals
  - The Journal of Ethics, An International Philosophical Review
  - Monash Bioethics Review
  - Philosophy Today
  - Philosophy of the Social Sciences
  - Bioethics.net
  - ProQuest
- ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)
  - School of Study> General Education Information> Databases> EbscoHost Academic Search Elite> Publications>
    - Public Integrity> 2014> Vol. 16 Issue 2 - Spring2014> Leadership and virtue ethics
    - Anthropological Quarterly> 2007> Vol. 80 Issue 3 - Summer2007> Cultural Relativism: Interpretations of a Concept
    - European Journal of Social Psychology> 2011> Vol. 41 Issue 5 - Aug2011> Do cultural values predict individuals' moral attitudes? A cross-cultural multilevel approach
    - Issues in Science & Technology> 2012> Vol. 29 Issue 1 - Fall2012> Global Bioethics Hopes, Fears, and New Voices
    - Environmental Health Perspectives> 2007> Vol. 115 Issue 10 - Oct2007> Standing on Principle: The Global Push for Environmental Justice
  - School of Study> General Education Information> Databases> EbscoHost Business Source Premier> Publications>
    - Business & Society Review (08934398)> 2013> Vol. 118 Issue 3 - Fall2013> In defense of a utilitarian business ethic

- Building Research & Information> 2010> Vol. 38 Issue 4 - Jul/Aug2010> Making morality: Sustainable architecture and the pragmatic imagination
  - School of Study> General Education Information> Databases> Opposing Viewpoints in Context> Search "All": Employee Monitoring Can Violate Privacy
- Other References
  - <http://plato.stanford.edu/entries/feminism-ethics/>
- Additional Reading from ITT Tech Virtual Library:
  - Acevedo, A. (2013). But, is it ethics? Common misconceptions in business ethics education. *Journal of Education for Business*, 88(2), 63-69. doi:10.1080/08832323.2011.639407
  - Audi, R. (2012). Virtue Ethics as a resource in business. *Business Ethics Quarterly*, 22(2), 273-291. doi:10.5840/beq201222220
  - Bramer, M. (2010). The importance of personal relationships in Kantian moral theory: A reply to care ethics. *Hypatia*, 25(1), 121-139. doi:10.1111/j.1527-2001.2009.01087.x
  - Höffe, O. (n.d). *Aristotle's "Nicomachean ethics" [electronic resource]* edited by Otfried Höffe; translated by David Fernbach. Leiden; Boston Brill 2010
  - Lewis, P. V., & Speck III, H. E. (1990). Ethical orientations for understanding business ethics. *Journal of Business Communication*, 27(3), 213-232.
  - Locke, J., & Shapiro, I. (2003). *Two Treatises of Government: And a Letter Concerning Toleration*. New Haven, Conn: Yale University Press.
  - Luco, A. (2014). The definition of morality: Threading the needle. *Social Theory & Practice*, 40(3), 361-387. doi:10.5840/soctheorpract201440324
  - Mattick, C., & Allenby, B. (2013). The future of meat. *Issues in Science & Technology*, 30(1), 64-70.
  - Murtagh, K. J. (2013). Free will denial and punishment. *Social Theory & Practice*, 39(2), 223-240. doi:10.5840/soctheorpract201339213
  - Roeser, S. (2010). Intuitions, emotions and gut reactions in decisions about risks: Towards a different interpretation of 'neuroethics'. *Journal of Risk Research*, 13(2), 175-190. doi:10.1080/13669870903126275

- Wollstonecraft, M. (n.d). *A vindication of the rights of woman [electronic resource] by Mary Wollstonecraft. Blacksburg, VA Virginia Tech 2001.*

## INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as opinion-based discussions that enable you to analyze and use ethical theories. You can also use this discussion to share best practices, tips, and solutions with your classmates. The lessons in this course will focus on identification and analysis of a variety of ethical theories and their application to individual and personal behavior. Your progress will be regularly assessed through a variety of assessment tools including discussions, research, analysis, a project, and a final exam.

## OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

**ACADEMIC INTEGRITY**

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

**INSTRUCTOR DETAILS**

Instructor Name	
Office Hours	
Contact Details	

*(End of Syllabus)*