

COURSE INFORMATION

DEPARTMENT HUMANITIES

DATE DECEMBER 10, 1981

<u>PHILOSOPHY 102</u>	<u>VALUES AND CONTEMPORARY ISSUES</u>	<u>3</u>
NAME & NUMBER OF COURSE	DESCRIPTIVE TITLE	SEMESTER HOURS CREDIT

CATALOGUE DESCRIPTION: HOW CAN WE DEVELOP ANSWERS TO QUESTIONS OF VALUE IN OUR COMPLEX AGE? HOW CAN WE THINK MORE CLEARLY AND HUMANLY ABOUT ISSUES CONFRONTING OUR LIVES AND OUR SOCIETY? HOW CAN WE LIVE AS AWARE BEINGS WHO ARE GENUINELY RESPONSIVE TO OUR OWN NEEDS AND TO THE NEEDS OF OTHERS? THIS COURSE CONSIDERS THESE QUESTIONS BY EXPLORING THE MORAL AND HUMAN ISSUES INVOLVED IN SUCH TOPICS AS ABORTION, CAPITAL PUNISHMENT, RACIAL AND SEXUAL DISCRIMINATION, INDIVIDUAL LIBERTY, THE "MORAL MAJORITY", CAPITALISM, AND TECHNOLOGY; AND IT ENDEAVORS TO LEAD THE STUDENT TO AN UNDERSTANDING OF THE MORE DEEPLY ROOTED PHILOSOPHICAL PROBLEMS WHICH GIVE RISE TO OUR PERPLEXITIES CONCERNING THEM. THIS COURSE WILL SERVE AS A FOUNDATION FOR FURTHER WORK IN PHILOSOPHY. [FORMERLY PHILOSOPHY 110] (NOTE: THE FORMAT AND TOPICS MAY VARY. SOME COURSE-SECTIONS MAY FOCUS MORE EXTENSIVELY ON ISSUES IN MEDICAL ETHICS, OTHERS ON ISSUES PERTAINING TO THE RELATION OF MORALITY TO THE LAW, AND STILL OTHERS ON DIFFERENT TOPICS. SO INDIVIDUAL INSTRUCTOR'S COURSE DESCRIPTIONS SHOULD BE CONSULTED.)

COURSE PREREQUISITES: NONE; Phi 101 is Recommended
COURSE COREQUISITES: NONE OFFERED: FALL AND SPRING

HOURS PER WEEK FOR EACH STUDENT	LECTURE	HRS.	FIELD EXPERIENCE	
	LABORATORY	HRS.	STUDENT DIRECTED LEARNING	
	SEMINAR	2	OTHER (SPECIFY)	
				TOTAL

COLLEGE CREDIT TRANSFER COLLEGE CREDIT NON-TRANSFER NON-CREDIT

TRANSFER INFORMATION
 ANY TWO DOUGLAS COLLEGE PHILOSOPHY COURSES RECEIVE CREDIT FOR UBC'S PHIL 100 AND ANY FOUR FOR UBC'S PHIL 100 & 201, EXCEPT THAT D.C.'S PHI 101 & 201 TOGETHER RECEIVE CREDIT FOR UBC'S 102. AT U. VIC ANY TWO PHILOSOPHY COURSES FROM D.C. WILL RECEIVE CREDIT FOR PHIL 100. SEE TRANSFER GUIDE.
 SFU EQUIVALENCY: Phi 120

UNASSIGNED CREDIT
 (Specify if unassigned within a discipline of a faculty)

B. Davies and G. Cairns
 COURSE DESIGNER
J. Farrell
 DEPARTMENT HEAD

S.M. Linder
 DEAN OF CURRICULUM AND INSTRUCTION
W. White
 PRINCIPAL

NAME AND NUMBER OF COURSE

COURSES FOR WHICH THIS

A PREREQUISITE: None

Recommended for 151 and 250

RELATED COURSES:

Phi 151 and 250

TEXTBOOKS, REFERENCES, MATERIALS (LIST READING RESOURCES ELSEWHERE) 2 or 3 of the following:

- Olson, Robert G., Ethics: A Short Introduction, Random House, 1978.
 Duncan, A.R.C., Moral Philosophy, C.B.C.
 Singer, Peter., Practical Ethics, Cambridge, 1980.
 Abelson & Frequenton, Ethics for Modern Life, St. Martin's, 1975
 Baum, Robert, Ethical Arguments for Analysis, 2nd Ed, Holt and Rinehart, 1975.
 Regan, Thomas, Matters of Life and Death,
 Wasserstrom, Richard, ed., Morality and the Law, Wadsworth.

COURSE OBJECTIVES, CONTENT, METHOD, EVALUATION:

OBJECTIVES:

By the end of the semester the student should have:

1. Thought in a meaningful way about some of the major contemporary ethical issues.
 2. Learned how to develop personal philosophical positions in relation to some of these issues.
 3. Examined some contemporary theorizing about these issues by moral philosophers who have wrestled with them and attempted to formulate solutions in a rational and critical manner.
 4. Become familiar with some of the fundamental philosophical problems which underlie these issues, through the reading of classical and modern philosophical theories.
- Recognized that critical thinking is important to handle the complexities inherent in modern moral issues and that simple answers and thoughtless actions are dangerous responses.

CONTENT:

1. The course will primarily involve an examination of current ethical issues which are of general interest to the student. For example,
 - a) The morality of taking human life: Abortion, euthanasia, suicide, capital punishment, war.
 - b) The relation of morality to the law: The "moral majority", paternalism, civil libertarianism, pornography, drugs, censorship.
 - c) The just treatment of sentient beings: Racism, sexism, affirmative action, animal liberation, poverty and famine.
 - d) The direction of culture and civilization: Technology, t.v. and violence, eugenics, education and indoctrination, ecology, capitalism, socialism.
2. Through the examination of the types of issues in #1, students will learn the general dialogical method of developing their own moral perspective and will be acquainted with various philosophical methods for confronting moral issues (e.g. analytic, existential, phenomenological, pragmatic).
3. Through the examination of the types of issues in #1, students will also become acquainted with
 - a) different types of postures in ethics (e.g. subjectivism/objectivism, egoism/altruism, individualism/authoritarianism, relativism/universalism) as they relate both to personal and social morality;
 - b) different ethical theories (e.g. utilitarian, formal, deontological, pragmatic, existential, and situational; and
 - c) different kinds or levels of ethics-- descriptive, normative and meta-ethical.

METHOD:

The course will be taught by a combination of informal lecture and structured discussion. Class participation will be encouraged throughout all aspects of the course. As dialogue is essential to philosophical growth, time will be allowed for in-depth, "give and take" discussions between individual students and the instructor and between individual students and other students, as well as for more general class discussions. Students may be invited to participate in class-instruction, if they so desire, by giving seminars. Some audio-visual materials, focusing on particular ethical problems, or the understanding of such problems, will be used.

EVALUATION:

Two Formal Presentations (Essays, Seminar, Reports, etc.)	40%
Test (One or two)	20%
Other Evaluation (Options determined by the instructor)	20%
Instructor's General Evaluation * (Quizzes, Participation, Improvement, or short assignments)	20%

* Factors to be explained the first day of class