

COURSE OUTLINE

**Lifelong Learning Seminars 024
Philosophy and Ethics for Everyday Living**

I. Catalog Statement

Lifelong Learning Seminars 024 examines the philosophies and ethics of a variety of historical and modern thinkers. This course is designed for the older adult and discussion centers on the application of these theories to the life challenges faced by mature adults.

Units – 0.0

Lecture/Discussion Hours – 30.0

II. Course Entry Expectations

Skills Level Ranges: Reading 5; Writing 5; Listening/Speaking 6; Math 1.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. define key ethical terms and concepts;
2. discuss historically important ethical views;
3. apply those views to everyday ethical problems from a senior perspective;
4. analyze the strengths and weakness in classical ethical theories.

IV. Course Content

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| A. Philosophy and Ethics | 4 hours |
| 1. Ethics definitions and applications | |
| 2. Introduction to philosophers and philosophy | |
| B. Aristotle and Virtue Ethics | 2 hours |
| 1. Virtue definition | |
| 2. Implications of Aristotle's theories from a senior perspective | |
| C. Epicurus | 2 hours |
| 1. Pleasant life | |
| 2. Stoic ideal | |
| 3. Implication of these theories from a senior perspective | |
| D. St. Augustine | 2 hours |
| 1. Religious ethics | |
| 2. Implications of St. Augustine's theories from a senior perspective | |

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| E. St. Thomas Aquinas | 2 hours |
| 1. The nature of voluntary action | |
| 2. Implications of the nature of voluntary action from a senior perspective | |
| F. Thomas Hobbes and the social contract | 2 hours |
| 1. The social contract | |
| 2. Implications of the social contract from a senior perspective | |
| G. Spinoza | 2 hours |
| 1. Spinoza's concept of virtue | |
| 2. Implications of Spinoza's theories from a senior perspective | |
| H. David Hume | 2 hours |
| 1. The origin of morals | |
| 2. Implications of Hume's theory from a senior perspective | |
| I. Immanuel Kant | 2 hours |
| 1. The categorical imperative | |
| 2. Implications of Kant's ethical theories from a senior perspective | |
| J. John Stuart Mill | 2 hours |
| 1. Utilitarianism | |
| 2. Implications of Utilitarianism from a senior perspective | |
| K. Karl Marx | 2 hours |
| 1. Morality as ideology | |
| 2. Implications of Marx's theory from a senior perspective | |
| L. Frederich Nietzsche | 2 hours |
| 1. Morality as the will to power | |
| 2. Implications of Nietzsche's theories from a senior perspective | |
| M. Jean-Paul Sartre | 2 hours |
| 1. The burden of freedom | |
| 2. Implications of Sartre's theories from a senior perspective | |
| N. Annette Baier | 2 hours |
| 1. Feminist ethics | |
| 2. Implications of Baier's theories from a senior perspective | |

V. Methods of Presentation

The following instructional methodologies may be used in this course:

1. lecture;
2. discussion.

VI. Assignments and Methods of Evaluation

1. Rubric for judging student participation in class discussions.
2. Student self-assessment.

VII. Textbook(s)

Handouts

1. Each student will choose two philosophers and write a report describing the relevance of their philosophies/ethics to the student's life.
2. Student participation in class discussions analyzing and evaluating the various philosophers' theories and ethics.

VIII. Student Learning Outcome

- Recognize key ethical terms and concepts
- Identify, summarize, and discuss historically important ethical theories
- Apply ethical theories to everyday problems
- Assess some of the strengths and weaknesses of major ethical theories