Description
This course of study presents the required sequence of learning activities to help you develop competency in the subject area of ethics. Your competence will be assessed through the ethics assessments (THC4 and THA4). Depending on your educational background and work experience, this course of study can take up to six weeks. Following this course of study sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below, as determined in consultation with your mentor.

Introduction
Welcome to the Ethics at Western Governors University! This academic discipline helps you focus on understanding topics of the early history of ethics, religion and moral behavior in society, ethical systems, the ethics of dignity and freedom, and modern ethical theories. In order to help you understand these topics, you will have the opportunity to engage critically with readings, activities, and religious and ethical writings that will help you demonstrate competency in this subject. Ultimately, this course of study is designed for individuals in all areas of study to achieve a greater understanding and appreciation of what it means to look at the world from different ethical perspectives. For a more detailed explanation of the concepts you will be expected to demonstrate competency in, please see the competency list below.

If at any time you require additional assistance or have any questions during your progress through this course of study, please feel free to contact the course mentor.

Course Mentor
James Soto
E-mail: humanities@wgu.edu
Telephone: 1-866-895-9660, x5506
Office Hours: Monday, 8:30am – 5:00pm, Eastern Time
Tuesday, 8:30am – 5:00pm, Eastern Time
Wednesday, 8:30am – 5:00pm, Eastern Time
Thursday, 8:30am – 5:00pm, Eastern Time
Friday, 8:30am – 5:00pm, Eastern Time

Overview
Few things tell us more about the nature of a society than its forms of morality. Ethics is the philosophical study of morality—the effort to understand how people think about moral issues. It is also intended to help us figure out how we ought to behave. Ethical study allows us to develop a greater appreciation of how other people think while honing our own ability to decide on the actions we should take in our own lives.

People will always disagree with each other about moral issues, but even when they disagree they can benefit from understanding each other’s arguments. Preparation for the ethics assessments (THC4 and THA4) will provide the foundation for evaluating and understanding moral claims. Other WGU courses of study have provided you with a background for studying ethics. For example, the study of language and communication has emphasized the necessity of clarity of expression and argument. Ethical philosophy relies on making a clear argument. As you read about various ethical theories, ask yourself how clearly a philosopher’s ideas have been expressed. It may be the case that a lack of clarity reflects an important problem that the philosopher has not quite figured out and that recognizing this will help you evaluate what the philosopher had to say.

One important point to remember as you start work on the Ethics Course of Study is that most of the concepts and theories that you encounter will reflect problems and questions you have probably spent a good deal of time thinking about. For example, you will find some fascinating discussions from the philosopher Immanuel Kant on the question, “Is it ever ok to lie to someone?”. Some philosophical language may at first seem a bit abstract, but you will find that as you read it over a few times it often becomes evident that the philosopher is talking about a theme that you already have thought about on your own.

Competencies Covered:
Competency 110.1.1: Early History of Ethics
The graduate identifies seminal moments and concepts in the early history of ethics, including the prephilosophic origins of ethical thought and the rise of philosophic ethics in classical Greece.

Competency 110.1.2: Religion and Moral Behavior in Society
The graduate understands the arguments related to the relationship between religion and moral behavior in society.

Competency 110.1.3: Ethical Systems
The graduate identifies the major points of view and influences of social contract and utilitarian ethical systems.

Competency 110.1.4: Ethics of Dignity and Freedom
The graduate knows the arguments contained in the ethics of dignity and freedom as argued by...
Immanuel Kant.

**Competency 110.1.5: Modern Ethical Theories**
The graduate identifies the major modern (post-Kantian) ethical theories—cultural relativism, subjectivism, and egoism.

**Assessments:**
This course of study is designed to prepare you for the THC4, a proctored objective exam; and the THA4, a performance assessment. The THC4 will be administered at a secure testing center, where you will have one and a half hours to complete 71 items covering topics in ethics. The THA4 will consist of two tasks, both of which will be essays completed in TaskStream.

When you go to the proctored site, do not bring any texts or study materials with you; however, you do need to bring some form of identification. Be sure you are rested and wear comfortable clothes. You will take the assessment online. Read each question carefully to make sure you understand what you are being asked to do. Reread the question if needed. The passing score on the entire THC4 assessment is 56% or better.

**Required Learning Resources:**
- Customized Ethics textbook
- MindEdge Ethics modules

**Week 1**

**Preparing for Success**
In this subject you will be introduced to the learning resources that you will need in order to achieve success in this area of study. Below you will find instructions on how to order and access the resources that are available to you.

**The Learning Resources**
See the listing on the “Resources” tab of your AAP to enroll or order learning resources.

- **Student Self-Assessment**
  Before you begin your preparations for the THC4/THA4 assessment, you should complete the Student Self-Assessment (SSA) for this area. You can access the SSA by following these instructions:
  - Click on this link: [https://web5.wgu.edu/aap/content/THC4_THA4%20SSA_11_09.doc](https://web5.wgu.edu/aap/content/THC4_THA4%20SSA_11_09.doc)
  - Download the Student Self Assessment to your computer
  - Follow the directions on the Student Self Assessment rating your knowledge of the various topic areas
  - Forward your results to your mentor of record.
  This Student Self-Assessment can be taken on your computer at home or any other convenient location. Do not use your notes or texts when completing the Student Self-Assessment. This will help indicate areas you will need to study before taking the THC4 preassessment and before working on tasks for the THA4 performance assessment. Depending on how you scored yourself on the self-assessment, you may be able to take the preassessment sooner. This should only be done in consultation with your mentor of record.

- **Customized Ethics Text**
  You will need to purchase the customized ethics text, which is available in both electronic and hardcover forms. You will receive an enrollment e-mail containing information about how to purchase this text. In order to purchase the text, you will need to access the EdMap Bookstore (the bookstore can be found under the “Resources” tab in the WGU Student Portal). Once you access the bookstore, enter the ISBN 9780390890634 in the box labeled “Search by 13-digit ISBN or Title.”

  **Note:** If you purchase the electronic version of the text, rather than the hard copy of the text, you will only be able to print up to 10 pages from it per day.
  The customized ethics text contains portions of the following textbooks:

- **MindEdge Ethics**
  This series of interactive modules will assist you in developing competency in ethics. You
will enroll in this resource through your AAP. Once you have enrolled, you will receive an e-mail from learning resources confirming your enrollment. When your course is available, you will receive an e-mail notification from MindEdge to your WGU e-mail account (or personal e-mail account). This e-mail will contain log-in instructions, a username and your password.

The MindEdge Ethics modules contain summary discussions and activities related to major ethical concepts and theories as well as “self-assessment” quizzes at the end of modules 3–7.

☐ E-Reserves

Chapters 3, 8, 14, and 16 from A Companion to Ethics are available as PDF files on ereserve through the WGU library.


You can access e-reserves from the student portal:

☐ Go to the “Resources” tab.
☐ Click on the “library” link. (Make note of the password for Docutek e-reserves).
☐ Click on the “Enter the WGU Library” link.
☐ Click on the “E-Reserves” link.
☐ Select “Liberal Arts” from the pull-down menu.
☐ Click on the “Ethics” link.
☐ Enter the password and click “View.”

☐ Create a Journal

Create a journal (electronic or hard copy) where you can take notes on the readings, vocabulary, guiding questions, and activities throughout this course of study. For ideas on how to divide this journal into sections, see the topics throughout this course of study, visit the learning community, or contact either your mentor or the course mentor.

☐ Access the Ethics Learning Community

If during your studies you need further assistance please feel free to post a question in the learning community or contact the course mentor James Soto directly at humanities@wgu.edu.

Elements of Ethical Thought

The activities under this subject will introduce you to ethical thought.

Background Information

All human societies develop forms of morality—codes of conduct and basic beliefs about right and wrong action. Ethics is the branch of philosophy that analyzes and seeks to understand morality and how we make (or should make) decisions about proper conduct. The following background questions deserve attention before beginning a course of study on ethical thought:

☐ What is the nature of an ethical theory?
☐ Can it be proven like a scientific or mathematical theory?
☐ What does moral judgment consist of?

Thinking about these questions will prove useful as you complete the course of study in ethics.

Field Code Changed

5 © 2009 Western Governors University THC4/THA4

Competency 110.1.3: Ethical Systems

The graduate identifies the major points of view and influences of social contract and utilitarian ethical systems.

Competency 110.1.5: Modern Ethical Theories

The graduate identifies the major modern (post-Kantian) ethical theories—cultural relativism, subjectivism, and egoism.

Moral Theory

As background to further study in this domain, you will want to examine the basic elements of moral theory, as well as the question of whether we can ever (or ever need to) “prove” an ethical theory. Your study of these issues should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment.

☐ Textbook Readings

Read chapter 1 (“What is Morality?”) and chapter 3 (“Subjectivism in Ethics”) in The Elements of Moral Philosophy by James Rachels.

In chapter 3, focus especially on sections 3.5 and 3.6. Preview chapter 13 (“What Would a Satisfactory Moral Theory Be Like?”) in The Elements of Moral Philosophy. Pay close attention to the following concepts and questions as you study these sections:

☐ What does James Rachels say about a “minimum conception” of morality?
☐ What does Rachels mean by “moral reasoning”?
What is the “requirement of impartiality”?
What is the difference between proof and persuasion?
How do ethical reasoning and scientific reasoning differ?

Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

MindEdge Ethics

Complete activity 3.02 (“Definitions”) and activity 5.02 (“Modern Moral Philosophy”) in the MindEdge Ethics. Pay close attention to the following questions as you complete these activities:

- Do ethics and legality differ from each other?
- Can you identify the distinctive elements of modern moral philosophy?
- What is the “slippery slope” defense?

Moral Judgment

The act of moral judgment is a central topic in the study of ethics. How do we make judgments? What is their basis? And how should we explain them to other people? Your study of these issues should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment.

Textbook Readings


Note: This chapter is the last section written by Rachels in the customized ethics text. Here, he clarifies the main questions and concerns that frame his discussions in other chapters. Take note of any terms that seem unfamiliar. You will want to pay special attention to them as you work through later topics in this course of study.

Pay close attention to the following questions as you study this chapter:

- According to James Rachels, what is the relationship of moral judgment to reason?
- What does Rachels mean by the “moral community”?
- What is a “moral agent”?

Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

MindEdge Ethics

Complete activity 7.07 (“Moral Judgments”) in MindEdge Ethics. Pay close attention to the following questions as you complete this activity (you will be reviewing the same questions asked in the activity immediately above):

- According to James Rachels, what is the relationship of moral judgment to reason?
- What does Rachels mean by the “moral community”?
- What is a “moral agent”?

Ancient Ethical Thought

The activities under this subject will introduce you to some of the basic problems of ethical thought in the ancient world.

Background Information

Many of the fundamental questions of ethical thought were introduced by philosophers in ancient Greece. Often, their ways of asking a question seem unusual at first glance. For example, the philosopher Socrates almost always claimed to be ignorant about any subject being debated (he also almost always won his debates). But it turns out that he had some compelling reasons for making this claim.

In addition to helping you understand such interesting features of ancient philosophy, our resources will help you to find the connections between ancient ethical ideas and modern thought. Pay particular attention to discussions of virtue and knowledge in Greek philosophy.

Competency 110.1.1: Early History of Ethics

The graduate identifies seminal moments and concepts in the early history of ethics, including the prephilosophic origins of ethical thought and the rise of philosophic ethics in classical Greece.

Historical Origins of Morality

Moral codes and ethical thought emerged in early history as people sought to organize societies (often around religious teachings). Your study of this historical process should focus on resources from the customized ethics text, WGU e-reserves, and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment.

WGU E-Reserves Reading
Read chapter 3 ("Ancient Ethics") from *A Companion to Ethics*. This chapter is available on e-reserves in the WGU library. Take notes in your journal by responding to the following guiding questions as you read this chapter:

- In what kinds of documents can the sources of the earliest known ethical writings be found? (Pay particular attention to discussions of nonphilosophical texts, including "hero stories," that held ethical significance.)
- How did value concepts emerge in ancient Mesopotamia?
- What was the historical significance of Hammurabi’s code?
- Which ethical ideal is presented in the legend of Gilgamesh?
- What was the Egyptian “Book of the Dead”?
- Which distinctive ethical ideas are contained in the Hebrew scriptures?

**MindEdge Ethics**

Complete activity 3.03 ("Human Morality and Early Ethical Texts") in MindEdge Ethics. Here, you will be reviewing some of the key ideas from chapter 3 in *A Companion to Ethics*. Pay close attention to the following questions as you work on this activity:

- What was the historical significance of Hammurabi’s code?
- Which ethical ideal is presented in the legend of Gilgamesh?
- What was the Egyptian “Book of the Dead”?
- Which distinctive ethical ideas are contained in the Hebrew scriptures?

**Greek Philosophy**

Systematic ethical thought was first developed in Greek philosophy. The Greek philosophers provided the foundations for much of modern ethical thought. Your study of Greek philosophy should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment.

**Textbook Reading**

Read the following chapters in *Socrates to Sartre and Beyond*:
- Chapter 1 ("Socrates’ Predecessors")
- Chapter 2 ("The Sophists and Socrates")
- Chapter 3 ("Plato")
- Chapter 4 ("Aristotle")
- Chapter 5 ("Classical Philosophy After Aristotle")

You may want to respond to the following guiding questions or see other students’ responses about these chapters in the learning community:

- What did Democritus contribute to ethical thought?
- Who were the Sophists? Why did they emphasize rhetoric?
- Who was Socrates? How did he differentiate himself from the Sophists? What did he believe was the basis of virtue? What did he claim was the root of evil? (Take note of the fact that he did not believe that anyone was inherently bad.) What did he say about self-interest?
- What was the “Socratic method”?
- Who was Plato? What was his philosophical relation to Socrates? How did his ethical ideas differ from Socrates’ philosophy?
- Who was Aristotle? Why did he emphasize virtue? How did his ideas about virtue differ from the views of both Socrates and Plato? (Take note also of differences in how these three philosophers discussed the cardinal virtues.)
- What were the main ideas of Epicurus?
- What was the significance of the idea of “reason” in Greek philosophy?

**MindEdge Ethics**

Complete the following activities in MindEdge Ethics:

- Activity 3.04 ("Early Greek Philosophy")
- Activity 3.05 ("Greek Philosophical Thought: The Sophists and Socrates")
- Activity 3.06 ("Plato and Moral Philosophy")
- Activity 3.07 ("Who Was Aristotle?")
- Activity 3.08 ("Aristotle and Ethics")
- Activity 3.09 ("Classical Greek Philosophy and Moral Thought")
- Activity 3.10 ("Key Concepts and Vocabulary Check")

Pay close attention to the following questions as you complete these activities (here, you will be reviewing some of the key ideas from Socrates to Sartre and Beyond):

- What did Democritus contribute to ethical thought?
- Who were the Sophists? Why did they emphasize rhetoric?
- Who was Socrates? How did he differentiate himself from the Sophists? What did he believe was the basis of virtue? What did he claim was the root of evil (take note of the fact that he did not believe that anyone was inherently bad)? What did
he say about self-interest?
☐ What was the “Socratic method”?
☐ Who was Plato? What was his philosophical relation to Socrates? How did his ethical ideas differ from Socrates’ philosophy?
☐ Who was Aristotle? Why did he emphasize virtue? How did his ideas about virtue differ from the views of both Socrates and Plato? (Take note also of differences in how these three philosophers discussed the cardinal virtues.)
☐ What were the main ideas of Epicurus?
☐ What was the significance of the idea of “reason” in Greek philosophy?

Virtue Ethics
One distinctive tradition in the history of ethical thought places virtue at the center of moral life. This tradition, which usually focuses on the Greek philosopher Aristotle, has experienced a revival in the past century (as James Rachels explains in the textbook reading for the activity below). Your study of virtue ethics should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment.

☐ Textbook Reading
Read chapter 12 (“The Ethics of Virtue”) in The Elements of Moral Philosophy. Pay close attention to the following questions as you study this chapter:
☐ What is a virtue, according to Aristotle?
☐ What virtues did Aristotle list?
☐ What advantages can you cite in the use of “virtue” as an ethical standard?
☐ What disadvantages can you cite in the use of “virtue” as an ethical standard?
☐ What is James Rachels’s conclusion on whether the theory of virtue can serve as the “complete theory” of ethics? How does he explain his conclusion?

MindEdge Activity
Complete activity 3.11 (“Advantages and Disadvantages of Ethics of Virtue”) in MindEdge Ethics. Here you will be reviewing some of the key ideas from Socrates to Sartre and Beyond. Pay close attention to the following questions as you complete this activity:
☐ What is a virtue, according to Aristotle?
☐ What virtues did Aristotle list?
☐ What advantages can you cite in the use of “virtue” as an ethical standard?
☐ What disadvantages can you cite in the use of “virtue” as an ethical standard?
☐ What is James Rachels’s conclusion on whether the theory of virtue can serve as the “complete theory” of ethics? How does he explain his conclusion?

MindEdge Self-Assessment Quiz
Complete activity 3.12, the MindEdge module 3 “Self-Assessment.” This is a cumulative quiz on ancient ethical thought.

Week 2
Religion and Morality
The activities for Week 2 will introduce you to fundamental questions regarding the relationship of ethical thought to religions.

Background Information
From its historical origins to the present day, ethical thought has been closely connected to religious ideas, beliefs, and customs. Because religions have emerged in many different forms throughout the world, it is not surprising to find that ethical thought has also taken many forms. But sometimes we overlook ethical themes that cut across many (or even all) religions. You will want to watch carefully for themes that appear in more than one religion. In order to grasp many of the key questions and concepts of ethical thought, we must study closely the ethical ideas associated with the major religions.

Competency 110.1.2: Religion and Moral Behavior in Society
The graduate understands the arguments related to the relationship between religion and moral behavior in society.

Theories of Moral Authority
The divine command theory and natural law theory have provided two significant ways of viewing ethical life and the nature of moral authority within the history of Christian thought. Your study of these theories should focus on resources from the customized ethics text and the MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment.

☐ Textbook Reading
Read chapter 4 (“Does Morality Depend on Religion?”) in The Elements of Moral
Philosophy. Pay close attention to the following questions as you read this chapter:

- What is the source of moral authority in the divine command theory?
- What key dilemmas are introduced in the study of divine command theory?
- What is the relationship between natural law and God’s will?
- What does James Rachels say about the problem of “what is the case” vs. “what ought to be the case”?
- Why is there a conflict between natural law and science?

Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

MindEdge Activities

Complete these activities in MindEdge Ethics:
- Activity 4.03 (“Divine Command Theory”)
- Activity 4.04 (“Natural Law”)

Pay close attention to the following questions as you complete these activities (here you will be reviewing some of the key ideas from James Rachels’ “Does Morality Depend on Religion?”):

- What is the source of moral authority in divine command theory?
- What key dilemmas are introduced in the study of divine command theory?
- What is the relationship between natural law and God’s will?
- What does James Rachels say about the problem of “what is the case” vs. “what ought to be the case”?
- Why is there a conflict between natural law and science?

World Religions

Your study of the ethical ideas associated with world religions should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment.

Textbook Readings (Eastern Religions)

Read these chapters in Experiencing the World’s Religions: Tradition, Challenge, and Change by Michael Molloy:
- Chapter 3 (“Hinduism”)
- Chapter 4 (“Buddhism”)
- Chapter 5 (“Jainism and Sikhism”)
- Chapter 6 (“Daoism and Confucianism”)

Also read chapter 7 (“Hindu Dharma”) in Ethics Across Cultures: An Introductory Text with Readings by Michael Brannigan.

Respond to these guiding questions in your journal as you study these chapters:

Hinduism:
- What is the Bhagavad-Gita?
- How has a system of social castes in India been significant in the development of Hinduism?
- What was the significance of the Ramayana?
- What were the Vedas?
- What are karma, artha, kama, dharma, and moksha?

Classical Chinese—Confucianism and Daoism:
- How were the “five great relationships” central to the teachings of Confucius?
- What is the Dao (or, “the Way”)?
- What significance is held by the Dao de Jing (Tao Te Ching)? What kind of text was this?

Jainism:
- What is ahimsa?
- How did ahimsa guide moral conduct under Jainism?

Buddhism:
- What are the “Four Noble Truths”?
- What is the “Eightfold Path”?
- What is the relationship of the Mahayana sutras to the Buddha?
- What characterizes the state of nirvana?
- What functions does meditation serve?
- Why is the idea of reincarnation central to Buddhism?

Gandhianism:
- Who was Mahatma Gandhi?
- Why were passive restraint and practical wisdom central to Gandhian ethics?
- How did Gandhianism draw on and transform concepts from other traditions (particularly Jainism)?
You may also want to explore these questions in the Ethics Learning Community.

**Textbook Readings (Monotheistic Religions)**

Read the following chapters in *Experiencing the World's Religions: Tradition, Challenge, and Change* by Michael Molloy:
- Chapter 8 (“Judaism”)
- Chapter 9 (“Christianity”)
- Chapter 10 (“Islam”)

Respond to these guiding questions in your journal as you study these chapters:

**Judaism:**
- What are central ethical ideas associated with Hebrew scripture?
- What are the distinctive features of the Torah?
- What is Kabbalah?
- What is the ethical significance of Halakhah?

**Christianity:**
- How do the Ten Commandments shape ethical thought?
- What is the ethical ideal embodied by the “Golden Rule”?
- How do Christian ethics diverge from the ethical ideals of Judaism?

**Islam:**
- Who was the Prophet Muhammad?
- What is the Qur'an?
- What are the Five Pillars?
- How do the Shi'a tradition and the Sunni tradition differ from each other?

You may also want to explore these questions in the Ethics Learning Community.

**WGU E-Reserves Reading**

Read chapter 8 (“Christian Ethics”) from *A Companion to Ethics*. This chapter is available on e-reserves in the WGU library. Pay close attention to the following questions as you read this chapter:
- What are the central components of Christian ethics?
- How do Christian ethics diverge from the ethical ideals of Judaism?
- How does Richard Niebuhr explain the relation of Christ and culture?

Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

**MindEdge Activities**

Complete activity 4.05 (“Eastern Religion and Ethics”) and activity 4.06 (“Monotheistic Religions and Ethics”) in MindEdge Ethics. Pay close attention to the following questions as you complete these activities (here you will be reviewing some of the key ideas from the chapter readings):

**Judaism:**
- What are central ethical ideas associated with Hebrew scripture?
- What are the distinctive features of the Torah?
- What is Kabbalah?
- What is the ethical significance of Halakhah?

**Christianity:**
- How do the Ten Commandments shape ethical thought?
- How do Christian ethics diverge from the ethical ideals of Judaism?

**Islam:**
- Who was the Prophet Muhammad?
- What is the Qur'an?
- What are the Five Pillars?

**Religion and Social Ethics**

One of the central issues in ethical thought is how religious teachings can guide moral behavior. Your study of religion and social ethics should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment.

**Textbook Reading**

Read chapter 4 (“Does Morality Depend on Religion?”) in *The Elements of Moral Philosophy* by James Rachels. Pay close attention to the following questions as you read this chapter:
- Are morality and religion the same thing?
- According to James Rachels, what dilemmas are created by applying religious teachings—scriptural and traditional—to contemporary social issues?
- According to James Rachels, do religious beliefs provide definition solutions to specific moral issues?
Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

☐ MindEdge Activity
Complete activity 4.08 (“Applying Religious Teachings to Contemporary Social Issues”) in MindEdge Ethics. Pay close attention to the following questions as you complete this activity:
☐ What dilemmas are created by applying religious teachings—scriptural and traditional—to contemporary social issues?
☐ Do religious beliefs provide definition solutions to specific moral issues?

☐ MindEdge Self-Assessment Quiz
Complete activity 4.09, the MindEdge module 4 “Self-Assessment.” This is a cumulative quiz on religion and moral behavior. Before taking this quiz, complete activity 4.07 (“Key Concepts and Vocabulary Check”).

Week 3

Early Modern Ethical Systems
The activities under this subject will introduce you to two significant ethical systems initially developed in the seventeenth and eighteenth centuries: social contract theory and utilitarianism.

Background Information
Social contract theory emerged in the writings of Thomas Hobbes in the seventeenth century. Hobbes intended to explain how human societies came to create governments and states. His explanation of this process fostered an understanding of human morality as inseparable from the mutually beneficial agreements that individuals reach in order to secure their own interests. Like social contract theory, utilitarianism sought to understand morality by examining human experiences (rather than abstract ideals). Utilitarianism emphasized the significance of the “greatest good for the greatest number” in ethical decision making. Both of these theories have significantly influenced the development of modern ethical thought. You will want to refer back to these theories throughout the rest of this course of study.

Competency 110.1.3: Ethical Systems
The graduate identifies the major points of view and influences of social contract and utilitarian ethical systems.

Social Contract
Your study of social contract theory should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics that you will need to master in order to pass the THC4 objective assessment.

☐ Textbook Readings
Read chapter 10 (“The Idea of a Social Contract”) in The Elements of Moral Philosophy by James Rachels. Pay close attention to the following questions as you read this chapter:
☐ What is Thomas Hobbes’s argument for basing morality on the social contract?
☐ What is the “state of nature,” according to Hobbes? Why is it important?
☐ What are the strengths and weakness of social contract ethics, according to James Rachels?
☐ How can “civil disobedience” be justified, according to modern social contract theory?

Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

☐ MindEdge Activities
Complete the following activities in MindEdge Ethics:
☐ Activity 5.03 (“Hobbes and the Social Contract”)
☐ Activity 5.04 (“Strengths and Weaknesses of the Social Contract”)
Pay close attention to the following concepts as you complete these activities (here you will be reviewing some of the key ideas from James Rachels’ “The Idea of a Social Contract”):
☐ What is Thomas Hobbes’s basic argument for an ethics based on a social contract?
☐ What is the “state of nature,” according to Hobbes? Why is it important?
☐ What are the strengths and weakness of social contract ethics?
☐ How can “civil disobedience” be justified, according to modern social contract theory?

Utilitarianism
Your study of utilitarianism should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints
on the topics you will need to master in order to pass the THC4 objective assessment.

**Textbook Readings**

Read the following chapters:
- Chapter 14 ("Utilitarianism and Positivism") in *Socrates to Sartre and Beyond* by Stumpf and Fieser
- Chapter 5 ("Utilitarian Ethics") in *Ethics Across Cultures* by Brannigan
- Chapter 6 ("The Utilitarian Approach") and chapter 7 ("The Debate Over Utilitarianism") in *The Elements of Moral Philosophy* by James Rachels

Pay close attention to the following questions as you study these chapters:
- What are the basic elements of a definition of utilitarianism?
- What is consequentialism?
- How did the ideas of Jeremy Bentham and John Stuart Mill differ?
- What does the "greatest good for the greater number" mean?
- According to James Rachels, what arguments support the theory of utilitarianism?
- According to James Rachels, what are the strengths and weaknesses of utilitarianism?

Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

**MindEdge Activities**

Complete the following activities in MindEdge Ethics
- Activity 5.05 ("Empiricism")
- Activity 5.06 ("Utilitarianism")
- Activity 5.07 ("Criticisms of Utilitarian Ethics")

Pay close attention to the following questions as you complete these activities:
- How is utilitarianism related to the tradition of empirical philosophy?
- What are the basic elements of a definition of utilitarianism?
- What was Jeremy Bentham's attitude towards capital punishment?
- How did the ideas of Jeremy Bentham and John Stuart Mill differ?
- What does the "greatest good for the greater number" mean?
- What are four major objections to utilitarian ethics?

**MindEdge Self-Assessment Quiz**

Before taking this quiz, complete activity 5.08 ("Key Concepts and Vocabulary Check"). Complete activity 5.09, the MindEdge module 5 "Self-Assessment." This is a cumulative quiz on social contract theory and utilitarianism.

**Kantian Ethics**

The activities under this subject will introduce you to the ethical thought of Immanuel Kant.

**Background Information**

Immanuel Kant transformed ethical thought at the end of the eighteenth century. He emphasized the ability of the individual to use reason to figure out universal moral principles (rules that, according to reason, everyone should always follow). In contrast to many of his philosophical predecessors, Kant viewed any moral rule as illegitimate that was not the product of the individual's own use of reason.

**Competency 110.1.4: Ethics of Dignity and Freedom**

The graduate knows the arguments contained in the ethics of dignity and freedom as argued by Immanuel Kant.

**Freedom, Dignity, and Duty**

Your study of Kantian ideas of freedom, dignity, and duty should focus on resources from the customized ethics text, WGU e-reserves, and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment and the THA4 performance assessment.

**Textbook Readings**

Read the following chapters:
- Chapter 12 ("Kant") in *Socrates to Sartre and Beyond* by Stumpf and Fieser
- Chapter 8 ("Are There Absolute Moral Rules?") and chapter 9 ("Kant and Respect for Persons") in *The Elements of Moral Philosophy* by James Rachels.

Respond to these guiding questions in your journal as you study these chapters:
- How would you define Kant’s idea of autonomy?
- What is heteronomy, according to Kant?
- How did Kant’s ethics represent a response to previous ethical theories?
- What does dignity consist of, according to Kant?
- How did Kant’s retributive theory of punishment differ from utilitarian philosophy (specifically Jeremy Bentham’s theory of punishment)?

You may also want to explore these questions in the Ethics Learning Community.
WGU E-Reserves Reading

Read chapter 14 ("Kantian Ethics") from A Companion to Ethics. This chapter is available on e-reserves in the WGU library. Pay close attention to the following questions as you read this chapter:

- How did Kant’s ethics represent a response to previous ethical theories?
- What does Kant mean by a “good will”? And why is this concept important?
- What do dignity and respect consist of, according to Kant?

Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

MindEdge Activities

Complete all activities (with the exception of activity 6.10, “Self-Assessment”) in module 6 (“Kant: Ethics of Dignity and Freedom”) in MindEdge Ethics. Pay close attention to the following questions as you complete these activities:

- What does dignity consist of, according to Kant?
- How did Kant’s retributive theory of punishment differ from utilitarian philosophy (specifically Jeremy Bentham’s theory of punishment)?

Categorical Imperative

The categorical imperative is the central concept in Kant’s theory of ethical decision making. You might think of it as blueprint, or a formula, that tells us what we can do to assure that we will be able to use our reason to establish universalizable moral principles. As our resources explain, Kant presented his categorical imperative in several different formulations. Your study of the categorical imperative should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment and the THA4 performance assessment.

Textbook Readings

Read the following chapters:

- Chapter 8 ("Are There Absolute Moral Rules?") in The Elements of Moral Philosophy by James Rachels
- Chapter 12 ("Kant") in Socrates to Sartre and Beyond by Stumpf and Fieser (especially pages 193–195)
- Chapter 4 ("Kant’s Deontology") in Ethics Across Cultures by Michael Brannigan (especially pages 701–707).

Pay close attention to the following questions as you read these sections:

- What are the different formulations of the categorical imperative?
- What is an absolute rule?
- Why is the ability to universalize important to Kant’s ethics?
- What does Kant mean by the “Kingdom of Ends”?
- How does Kant explain that lying is never acceptable?

Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

Criticisms of Kant

Few philosophers have influenced the history of ethical thought to the extent that Kant has. And few have received more thorough criticism. Your study of the major criticisms of Kant should focus on resources from the customized ethics text, WGU e-reserves, and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment and the THA4 performance assessment.

Textbook Readings

Read chapter 8 ("Are There Absolute Moral Rules?") in The Elements of Moral Philosophy by James Rachels. Pay close attention to the following questions as you read this chapter:

- What does James Rachels conclude about Kant and the case of the “Inquiring Murderer”? Why does he reach this conclusion?
Why does Rachels emphasize “conflicts between rules”?

Does Kant’s ethical theory appear salvageable, according to Rachels’s?

Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

**WGU E-Reserves Readings**

Read chapter 14 (“Kantian Ethics”) from *A Companion to Ethics*. This chapter is available on e-reserves in the WGU library. Focus especially on pages 181–183. Pay close attention to the following questions as you read this chapter:

- Why is Kant criticized for formalism?
- Why is Kant criticized for rigorism?
- Why is Kant criticized for abstraction?
- How does Kant’s ethical theory struggle with “conflicting grounds of obligation”?

Respond to these guiding questions in your journal. You may also want to explore these questions in the Ethics Learning Community.

**MindEdge Activity**

Review activity 6.09 (“Criticism of Kant’s Ethics”) in MindEdge Ethics. Pay close attention to the following concepts as you review this activity:

- What problems emerge if we accept Kant’s effort to universalize morality?

**MindEdge Self-Assessment Quiz**

Complete activity 6.10, the MindEdge module 6 “Self-Assessment.” This is a cumulative quiz on Kant’s ethics.

**Week 4**

**Modern Ethical Thought**

The activities for Week 4 will introduce you to major concepts and theories in modern ethical thought.

**Background Information**

One of the major themes of post-Kantian ethical thought has been the turn away from universal moral principles. Why has this happened? Part of the answer may lie in the emphasis of modern thought on the differences rather than similarities that emerge when we examine how people experience the world around them. But are there philosophical reasons for this turn away from Kant’s ethical vision? The three theories to be studied in this week—relativism, subjectivism, and egoism—represent significant modern attempts to understand morality in nonuniversal forms.

**Competency 110.1.5: Modern Ethical Theories**

The graduate identifies the major modern (post-Kantian) ethical theories—cultural relativism, subjectivism, and egoism.

**Relativism**

Cultural or moral relativism is a way of viewing ethical life that rests on the observation that different cultures appear to maintain different moral codes. Relativists conclude from this observation that there exist no universal moral standards. Your study of relativism should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment.

**Textbook Reading**

Read chapter 2 (“The Challenge of Cultural Relativism”) in *The Elements of Moral Philosophy* by James Rachels. Take notes by responding to the following guiding questions as you read this chapter:

- How does cultural relativism differ from other ethical theories?
- What is the evidence upon which relativism is based?
- What does James Rachels identify as the “Cultural Differences Argument”? What is the significance of the “Cultural Differences Argument” for cultural relativism?
- What values does Rachels identify as universal?
- What are some prevalent criticisms of relativism?

**MindEdge Activities**

Complete activity 7.02 (“Cultural Relativism”) and activity 7.03 (“The Question of Universal Values”) in MindEdge Ethics. Pay close attention to the following questions as you complete these activities:

- What are the basic elements of cultural relativism?
- What are some prevalent criticisms of relativism?
- What values might be considered universal?

**Subjectivism**

Although it builds upon a number of old traditions in the history of ethical thought, subjectivism
has found its largest audience in the past century. The primary claim of this theory is that our moral judgments reflect our feelings and emotions (this claim has been made in a number of different ways). Your study of subjectivism should focus on resources from the customized ethics text and MindEdge activities. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment.

**Textbook Readings**

Read chapter 3 (“Subjectivism in Ethics”) in *The Elements of Moral Philosophy* by James Rachels. Take notes by responding to the following guiding questions as you read this chapter:

- What is the basis for the primary claim of ethical subjectivism?
- What is simple subjectivism?
- What is emotivism? How does it differ from simple subjectivism?
- What are some of the reasons why this theory might be appealing?
- What weakness does James Rachels point out in this theory?

**MindEdge Activity**

Review activity 7.04 (“Ethical Subjectivism and Emotivism”) in MindEdge Ethics. Pay close attention to the following questions as you complete this activity:

- Who was David Hume? What did his philosophy emphasize?
- What are the elements of ethical subjectivism?
- How does emotivism build upon simple subjectivism?

**Egoism**

In ethical thought, egoism refers to behavior motivated by self-interest. In approaching this topic, you will read about two versions of the theory: psychological egoism and ethical egoism. Your study of egoism should focus on resources from the customized ethics text, WGU e-reserves, MindEdge activities, and two web links. Be sure to use these resources, as they provide a broad range of viewpoints on the topics you will need to master in order to pass the THC4 objective assessment and the THA4 performance assessment.

**Textbook Reading**

Read chapter 5 (“Ethical Egoism”) in *The Elements of Moral Philosophy* by James Rachels. Take notes by responding to the following guiding questions as you read this chapter:

- What should motivate ethical decision making, according to ethical egoism?
- What motivates our moral behavior, according to psychological egoism?
- How does ethical egoism differ from psychological egoism?
- Is altruism possible, according to psychological egoism?
- What is the strategy of reinterpreting motives?
- What are some prevalent criticisms of ethical egoism?
- What are some prevalent criticisms of psychological egoism?
- What is the difference between selfishness and self-interest?
- What major fallacy does psychological egoism commit?

**WGU E-Reserves Reading**

Read chapter 16 (“Egoism”) from *A Companion to Ethics*. This chapter is available on ereserves in the WGU library. Take notes by responding to the following guiding questions as you read this chapter:

- What should motivate ethical decision making, according to ethical egoism?
- What are some prevalent criticisms of ethical egoism?
- What are the strong and weak versions of ethical egoism?

**Website Visits**

URLs:

- Psychological Egoism
  [http://philosophy.lander.edu/ethics/egoism.html](http://philosophy.lander.edu/ethics/egoism.html)
- Egoism
  [http://www.iep.utm.edu/e/egoism.htm](http://www.iep.utm.edu/e/egoism.htm)

Visit the websites listed above to find summary information regarding theories of egoism. Pay close attention to the following questions as you visit these websites:

- What is the difference between selfishness and self-interest?
- What are the strong and weak versions of ethical egoism?
- How does ethical egoism differ from psychological egoism?
- What major fallacy does psychological egoism commit?

**MindEdge Activities**

Complete activity 7.05 (“Ethical Egoism”) in MindEdge Ethics. Pay close attention to the
following questions as you complete this activity:

☐ How does ethical egoism differ from psychological egoism?
☐ Is altruism possible, according to psychological egoism?
☐ What is the strategy of reinterpreting motives?
☐ What are some prevalent criticisms of ethical egoism?
☐ What are some prevalent criticisms of psychological egoism?
☐ What is the difference between selfishness and self-interest?
☐ What is the principle of equal treatment?

MindEdge Self-Assessment Quiz

Complete activity 7.08, the MindEdge module 7 “Self-Assessment.” This is a cumulative quiz on modern ethical theories. Before taking this quiz, complete activity 7.06 (“Key Concepts and Vocabulary Check”).

Week 5

PATH Preassessment and THC4 Objective Assessment

The activities associated with this week will prepare you for taking the THC4 proctored objective assessment.

The Preassessment for the THC4 (PATH)

Now that you have completed the reading and worked through the activities in the Liberal Arts Ethics course, you are ready to take the preassessment (PATH) for the THC4 proctored objective assessment.

☐ Review of Concepts

Review your notes in your study journal. Review the readings to fill in any holes in your notes. Engage in the learning community discussion threads or contact a course mentor for further clarification of concepts.

☐ Complete the Preassessment

Take the preassessment before taking the THC4 proctored essay assessment. Follow the directions below to complete the PATH.

☐ This preassessment can be taken on your computer at home or any other convenient location. Do not use your notes or texts when taking the preassessment. This will help you better indicate areas you will need to review before taking the THC4 assessment.
☐ The preassessment takes approximately 1.5 hours to complete and consists of 28 questions. A passing score on the PATH is 56% or better.
☐ You can request this preassessment through your AAP.
☐ To request the PATH, click the “yes” link under “Preassessment Available.” Then click the link for request to take this preassessment. Your mentor will need to approve this request before the preassessment becomes available to you.

☐ Additional Review

Based on your score on the preassessment, additional review may be needed. Please contact the course mentor for ethics and your mentor to review your scores.

Referring for the THC4 Objective Assessment

Once you have obtained a satisfactory score on the preassessment, you are ready to demonstrate your competency in the ethics domain by taking the THC4 proctored objective assessment.

☐ Review of Concepts

Review your notes in your study journal. Review readings to fill in any holes in your notes. Engage in the learning community discussion threads or contact a course mentor for further clarification of concepts.

☐ Complete the Assessment (THC4)

During a call with your mentor, you will request a referral and schedule your THC4 assessment. Follow the directions below:
1. Look at your AAP.
2. Find THC4, and click on the “Assessment Referral” link.
3. Click the tab “Request Assessment” link.
4. Find your proctored site.
5. Enter the dates when you expect to be finished with the domain. You should choose times that are about two weeks in the future to allow for the assessment to be scheduled properly.
6. Your mentor will need to approve this request.
You will be setting the date for the completion of this exam as your drop date. This is the
Week 6

THA4 Performance Assessment

The activities for Week 6 will assist you in demonstrating competency on your ethics performance assessment.

Background Information

Now that you have demonstrated competency on the THC4 objective assessment, you are ready to begin your THA4 assessment in TaskStream. You will demonstrate competency by successfully writing two essays on topics in ethical theory.

Competency 110.1.4: Ethics of Dignity and Freedom

The graduate knows the arguments contained in the ethics of dignity and freedom as argued by Immanuel Kant.

Competency 110.1.5: Modern Ethical Theories

The graduate identifies the major modern (post-Kantian) ethical theories—cultural relativism, subjectivism, and egoism.

Referring for the THA4 Performance Assessment

You are now ready to demonstrate your competency in the ethics domain by completing the THA4 performance assessment.

Review of Concepts

Review your notes in your study journal. Review readings to fill in any holes in your notes. Engage in the learning community discussion threads or contact a course mentor for further clarification of concepts.

Complete Referral for THA4

After a call with your mentor, you will request a referral for your THA4 performance assessment.

To do this, follow the directions below:

1. Look at your AAP.
2. Find THA4, and click on the “Assessment Referral” link.
3. Click the “Request Assessment” tab.
4. Your mentor will need to approve this request. It will take approximately two business days before your assessment shows up in your TaskStream account.

Task 1: Kant’s Ethical Thought

Use the following resources to aid in the demonstration of competency on the first TaskStream essay:

Textbook Readings

Review the following chapters:
- Chapter 12 (“Kant”) in Socrates to Sartre and Beyond by Stumpf and Fieser
- Chapter 8 (“Are There Absolute Moral Rules?”) and chapter 9 (“Kant and Respect for Persons”) in The Elements of Moral Philosophy by James Rachels
- Chapter 4 (“Kant’s Deontology”) in Ethics Across Cultures by Michael Brannigan

Pay close attention to the following questions as you review these chapters:
- How would you define Kant’s idea of autonomy?
- What is heteronomy, according to Kant?
- How did Kant’s ethics represent a response to previous ethical theories?
- What are the different formulations of the categorical imperative?
- What is an absolute rule?
- Why is ability to universalize important to Kant’s ethics?
- What does Kant mean by the “Kingdom of Ends”?
- How does Kant explain that lying is never acceptable?

WGU E-ReservesReading

Review chapter 14 (“Kantian Ethics”) from A Companion to Ethics. This chapter is available on e-reserves in the WGU library. Pay close attention to the following questions as you review this chapter:
- How did Kant’s ethics represent a response to previous ethical theories?
- What are the different formulations of the categorical imperative?
- What does Kant mean by a “good will”? And why is this concept important?
- What do dignity and respect consist of, according to Kant?
MindEdge Activities
Review all activities in module 6 ("Kant: Ethics of Dignity and Freedom") in MindEdge Ethics. Pay close attention to the following questions as you complete these activities:
- What does dignity consist of, according to Kant?
- What is the categorical imperative? Why is it central to Kant's ethical theory?

Task Checklist
Before submitting to TaskStream the first task in the performance assessment, check to make sure you have completed the following:
- Have you read the instructions for the task and viewed the grading rubric in TaskStream? By viewing the rubric ahead of time, you will know what the graders are looking for.
- Have you explained Kant's general criticism of previous ethical theories?
- Have you defined autonomy and heteronomy, as Kant understood these terms?
- Have you explained Kant's formulation of the categorical imperative?
- Have you explained the relationship between the categorical imperative and Kant's understanding of autonomous ethical choice?
- Have you offered your own position on Kant's theory, supported by evidence and personal reflection?
- Have you provided a title page?
- Have you made appropriate and accurate in-text citations that follow the APA style?
- Have you provided a list of references in APA style?
- Does your essay employ a formal writing tone? Is easy to read and follow? Does it use correct grammar?

Submit Task 1 in TaskStream
When you have completed the first task and checked it against the task checklist, submit your task in TaskStream.

Task 2: Psychological Egoism and Ethical Egoism
Use the following resources to aid in the demonstration of competency on the second TaskStream essay.

Textbook Reading
Review chapter 5 ("Ethical Egoism") in The Elements of Moral Philosophy by James Rachels. Pay close attention to the following questions as you review this chapter:
- What should motivate ethical decision making, according to ethical egoism?
- What motivates moral behavior, according to psychological egoism?
- How does ethical egoism differ from psychological egoism?
- Is altruism possible, according to psychological egoism?
- What is the difference between selfishness and self-interest?

WGU E-Reserves Reading
Read chapter 16 ("Egoism") from A Companion to Ethics. This chapter is available on e-reserves in the WGU library. Pay close attention to the following concepts as you review this chapter:
- What should motivate the ethical decision making, according to ethical egoism?
- What are the strong and weak versions of ethical egoism?

Website Visits
URLs:
Psychological Egoism
http://philosophy.lander.edu/ethics/egoism.html
Egoism
http://www.iep.utm.edu/e/egoism.htm
Visit the websites above to find summary information regarding theories of egoism. Pay close attention to the following questions as you visit these websites:
- What is the difference between selfishness and self-interest?
- What are the strong and weak versions of ethical egoism?
- How does ethical egoism differ from psychological egoism?
- What major fallacy does psychological egoism commit?

MindEdge Activities
Complete activity 7.05 ("Ethical Egoism") in MindEdge Ethics. Pay close attention to the following questions as you complete this activity:
How does ethical egoism differ from psychological egoism?
Is altruism possible, according to psychological egoism?
What is the strategy of reinterpreting motives?
What is the difference between selfishness and self-interest?

Task Clarifications
Before submitting the second task in the performance assessment to TaskStream, check to make sure you have properly understood the task directions:
- The “fallacy” of psychological egoism refers to a commonly criticized mistake made within the theory of psychological egoism. Why does this theory not hold up to scrutiny?
- The “strong and weak versions” of ethical egoism do not mean the strengths and weakness of this theory. Instead, these are different versions of ethical egoism.
- When asked to “contrast the doctrines of motivation for each theory,” you will want to distinguish between the ways that psychological egoism and ethical egoism explain the motivation behind self-interested human behavior. How does psychological egoism explain our motivation? How does ethical egoism explain our motivation? Which theory emphasizes our natural selfishness?

Task Checklist
Before submitting the second task in TaskStream, check to make sure you have completed the following:
- Have you read the instructions for the task and view the grading rubric in TaskStream? By viewing the rubric ahead of time, you will know what the graders are looking for.
- Have you created an outline of how you will approach the task? (The task is asking for a 2–3 page essay. You will need to include information and ideas that help you fulfill the rubric requirements, but you will want to avoid including unnecessary information.)
- Have you identified and described both ethical egoism and psychological egoism?
- Have you explained the major fallacy of psychological egoism? (See the task clarifications above.)
- Have you discussed the “strong” and “weak” versions of ethical egoism? (See the task clarifications above.)
- Have you discussed the differences between ethical egoism and psychological egoism?
- Have you contrasted the doctrines of motivation for these theories?
- Have you provided a brief concluding discussion on the differences between selfishness and self-interest?
- Have you provided a title page?