TQF3 Course Specification

Section 1 General Information

1. **Course Code and Title**

In Thai: ICGH 125, sec 1: จะรู้ได้อย่างไรว่าอะไรดี? การใช้เหตุผลเชิงจริยธรรมและพฤติกรรม

In English: ICGH 125, sec 1: How to know what is good? Moral Reasoning and Behavior / ICGH 104: Moral Reasoning: How can we know what is good / ICHM 106: Moral and Ethical Studies

2. **Number of Credits**   4 (4-0-8)

(Theory ... hrs.   Self-study ... hrs   Practice ... hrs. / week)

3. **Curriculum and Course Type**

     3.1 Program of Study   International Bachelor's Degree

     3.2 Course Type   General Education

    3.3   Please Specify Course's Literacy

          X MU Literacy (Core Values, SEP, GE for Human Development)

          ☐ Health Literacy (Health, Sport)

          ☐ Digital Literacy (ICT, Applied Mathematics)

          X Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)

         Communication Literacy (language, Academic Communication)

          ☐ Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)

          ☐ Finance and Management Literacy (Finance, Management, Entrepreneur)

     3.4   Please Specify Relationship between course and corporate culture

X M - Mastery	รู้แจ้ง รู้จริง สมเหตุ สมผล	
X A - Altruism	มุ่งผลเพื่อผู้อื่น	
X H - Harmony	กลมกลืนกับสรรพสิ่ง	
X I - Integrity	มั่นคงยิ่งในคุณธรรม	
☐ D - Determination	แน่วแน่ทำ กล้าตัดสินใจ	

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☐ O - Originality   สร้างสรรค์สิ่งใหม่

☐ L - Leadership   ใฝ่ใจเป็นผู้นำ

4. Course Coordinator and Instructor

4.1   Course Coordinator Asst. Prof. Gerald Moshammer, HLD/MUIC. +66 (0)2 800 3574; email:

gerald.mos@mahidol.ac.th

(Name – Department – Contact: phone no. and e-mail address)

4.2   Instructor   Gerald Moshammer

5. Trimester/Class Level

5.1 Trimester   1,2 and 3 / Class Level

   5.2 Number of Students Allowed   Approximately 40 Students

6. Pre-requisite

…………………none………………………

7. Co-requisites

…………………none…………………………

8. Study Site Location MUIC

Section 2 Aims and Objectives

1. Course Goals

An integrated view on and discussion of philosophical, psychological and scientific contributions to the understanding of moral values and agency. Hands-on constructions, scrutiny and analysis of ethical argumentation regarding burning contemporary issues in applied ethics.

2. Objectives of Course Development/Revision

2.1 Course Objectives

Utilization of and reflection upon recent research that implies tension between normative ethical theory and empirical theories of the moral brain; introducing moral philosophy as multi-faceted critical thinking; highlighting of the notion of responsibility regarding the current state of the world.

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1 Analyze and juxtapose descriptive and normative elements in moral language and reasoning.
2. CLO2 Analyze, apply, compare and integrate paradigmatic positions in metaethics and normative theory.
3. CLO3 Perform hands-on reasoning about timely issues in ethics.
4. CLO4 Evaluate inputs from moral psychology and cognitive neuroscience concerning moral dilemmas.
5. CLO5 Appreciate systematically, historically and culturally that (moral) values are caught up in the interplay between absolutism and relativism.

Section 3 Course Description and Implementation

1. Course Description

(In Thai)

สำรวจผลงานทางปรัชญาจิตวิทยาและวิทยาศาสตร์เพื่อทำความเข้าใจเกี่ยวกับค่านิยมทางศีลธรรมและสิทธิเสรี การสร้าง การตรวจสอบและวิเคราะห์ข้อโต้แย้งเชิงจริยธรรมเกี่ยวกับประเด็นการเผาไหม้ในจริยธรรมประยุกต์

(In English)

A survey of philosophical, psychological and scientific contributions to the understanding of moral values and agency. Hands-on construction, scrutiny and analysis of ethical argument regarding burning issues in applied ethics.

2. Number of Hours Per Trimester

Theory (hours)	Practice (hours)	Self-study (hours)
4	0	8

3. Number of Hours per Week for Individual Advice

One hour during official office hours and/or upon arrangement.

Section 4: Development of the expected learning outcomes

1.   A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)

By the end of the course, students who successfully complete the course will be able to:

1. CLO1 Analyze and juxtapose descriptive and normative elements in moral language and reasoning.
2. CLO2 Analyze, apply, compare and integrate paradigmatic positions in metaethics and normative theory.
3. CLO3 Perform hands-on reasoning about timely issues in ethics
4. CLO4 Evaluate inputs from moral psychology and cognitive neuroscience concerning moral dilemmas.
5. CLO5 Appreciate systematically, historically and culturally that (moral) values are caught up in the interplay between absolutism and relativism.

2.   How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

Course Code	Teaching and learning experience management	Learning outcome measurements
CLO1	Lecture, Class Discussion, Text Analysis, Videos	Quiz & Participation
CLO2	Lecture, Class Discussion, Text Analysis, Videos	Midterm Exam & Participation
CLO3	Lecture, Class Discussion, Text Analysis, Videos	Midterm Exam & Participation
CLO4	Lecture, Class Discussion, Text Analysis, Videos	Assignment & Participation
CLO5	Lecture, Class Discussion, Text Analysis, Videos	Assignment & Participation

Section 5 Lesson Plan and Evaluation

1. **Lesson Plan**

| Week | Topic/Details | Number of hours | | Online | Instructors | Notes |
		Classroom sessions	Practice sessions			
1	C-1: Course Outline, Evaluation, Class Rules / Introduction C-2: Description and Evaluation	4		x	Gerald Moshammer (GMS)	Zoom
2	C-3: Ethical Argumentation C-4: Virtue Ethics / Aristotle: Nicomachean Ethics I	4		x	GMS	Zoom
3	C-5: Aristotle: Nicomachean Ethics II C-6: Hume & Kant: Deontology I	4		x	GMS	Zoom
4	C-7: Deontology II C-8: Bentham, Mill and Sidgwick: Utilitarianism I	4		x	GMS	Zoom

5	C-9: Utilitarianism II C-10: Human Rights in the context of ethical paradigms	4		x	GMS	Zoom
6	C-11: Hare's Universal Prescriptivism and Gensler's Formal Axioms C-12: Two utilitarian arguments: P. Singer on Animal Rights and R. M. Hare on Abortion	4		x	GMS	Zoom
7	C-13: Ethical Argumentation and the Problem of Categorization C-14: Social Contract Theories and the Notion of Justice I	4		x	GMS	Zoom
8	C-15: Social Contract Theories and the Notion of Justice II C-16: Between Reason and Emotion: Neuroscience and Psychology I	4		x	GMS	Zoom

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9	C-17: Between Reason and Emotion: Neuroscience and Psychology II C-18: Applications and Problems	4		x	GMS	Zoom
10	C-19: Resentment and Power: Nietzsche and Foucault I C-20: Resentment and Power: Postmodernism	4		x	GMS	Zoom
11	C-21: Existentialism and the Absurd C-22: Contemporary challenges	4		x	GMS	Zoom
12	Revision and Q & A	4		x	GMS	Zoom
	Total	48	0			

2.

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

Quizzes, Midterm Exam, Assignment and Class Participation

b. Summative assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Measurement Method	Weight (Percentage)	
CLO1 Analyze and juxtapose descriptive and normative elements in moral language and reasoning.	Quiz	10	14
	Class Participation	4	
CLO2 Analyze, apply, compare and integrate paradigmatic positions in metaethics and normative theory.	Midterm Exam	20	24
	Class Participation	4	
CLO3 Perform hands-on reasoning about timely issues in ethics	Midterm Exam	20	24
	Class Participation	4	
CLO4 Evaluate inputs from moral psychology and cognitive neuroscience concerning moral dilemmas.	Final Assignment and Project	15	19
	Class Participation	4	

CLO5 Appreciate systematically, historically and culturally that (moral) values are caught up in the interplay between absolutism and relativism. .	Final Assignment and Project	15	19
	Class Participation	4	
รวม			100

(2) Measurement and evaluation

Standard MUIC grading scale (A-F).

(3) Re-examination (if the course allows any)

Following MUIC rules.

3. Students' Appeal

Following MUIC rules.

Section 6 Teaching Resources

1.   **Required Texts**

[Given the interdisciplinary character of the course, the main teaching materials will be composed by the faculty member who teaches the course.]

2.   **Suggested Materials**

Classic Texts

- Aristotle Nicomachean Ethics
- Hume [1740] A Treatise of Human Nature
- Hume [1751] Enquiry Concerning the Principles of Morals
- Kant [1785] Groundwork of the Metaphysics of Morals, tr. Beck
- Mill [1861] Utilitarianism

Introductions and surveys

- Warnock, M. (1978) Ethics Since 1900, 3rd. (ed.)
- Warnock, G.J. (1967) Contemporary Moral Philosophy
- Williams, B. (1972) Morality: An Introduction to Ethics
- Olson, R.G. (1978) Ethics: A Short Introduction
- Finnis, J. (1983) The Fundamentals of Ethics
- Hudson, W.D. (1983) Modern Moral Philosophy, 2nd ed
- Nelson, W.M. (1991) Morality: What's in it for me?
- Benn, P. (1997) Ethics

Handbooks

- Singer, P. (ed.) (1991) A Companion to Ethics
- Copp, D. (ed.) (2005) The Oxford Handbook of Ethical Theory
- Dreier, J. (ed.) (2005) Contemporary Debates in Moral Theory
- Baron, M., Pettit, P. and Slote, M. (1997) Three Methods of Ethics: A Debate

Important monographs

- Hare, R.M. (1952) The Language of Morals

- Hare, R.M. (1981) Moral Thinking

- Mackie, J.L. (1977) Ethics: Inventing Right and Wrong

- Harman, G. (1977) The Nature of Morality

- Williams, B. (1985) Ethics and the Limits of Philosophy

- Nagel, T. (1986) The View From Nowhere, chs. 7-10

- McNaughton, D. (1988) Moral Vision

- Gibbard, A. (1992) Wise Choices, Apt Feelings

- Gibbard, A. Thinking How to Live

- Blackburn, S. Ruling Passions

- Smith, M. (1994) The Moral Problem

- Shafer-Landau, R. (2003) Moral Realism

    Anthologies

- Foot, P. (ed.) (1977) Theories of Ethics

- Raz, J. (ed.) (1978) Practical Reasoning

- Sayre-McCord G., (ed.) (1988) Essays on Moral Realism

- Darwall, S., Gibbard, A. and Railton, P. (eds) (1997) Moral Discourse and Practice: Some Philosophical Approaches

- Rachels, J. (ed.) (1998) Ethical Theory 1: The Question of Objectivity

- Sterba, J. (1998) Ethics

- Shafer-Landau, R. and Cuneo, T. (eds) (2006) Foundations of Ethics: An Anthology, 3rd edition

3.   **Other Resources (if any)**

Videos

Section 7 Evaluation and Improvement of Course Implementation

1. Strategy for Course Effectiveness Evaluation by Students

Official Student Evaluation

2. Strategy for Teaching Evaluation

In addition to the aforementioned, analysis of test results and quality assessment of student participation and group work.

3. Teaching Improvement

Executed based on points one and two in this section.

4. Verification of Standard of Learning Outcome for the Course

Referencing up-to-date research and employment of skilled faculty.

5. Revision Process and Improvement Plan for Course Effectiveness

Consultation with supervisors.

Appendix

Relations between the course and the General Education

Table 1 Relations between CLOs and MU-GE Module LOs (numbers in the table = Sub LOs)

(Course Code)	MU-GE LOs								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1 Analyze and juxtapose descriptive and normative elements in moral language and reasoning.	1.1 1.3 1.4	2.2	3.1 3.2	4.1 4.2		6.2 6.3	7.1 7.2	8.1 8.3	
CLO2 Analyze, apply, compare and integrate paradigmatic positions in metaethics and normative theory.	1.1 1.3 1.4	2.2	3.1 3.2	4.1 4.2		6.2 6.3	7.1 7.2	8.1 8.3	
CLO3 Perform hands-on reasoning about timely issues in ethics	1.1 1.3 1.4	2.2	3.1 3.2	4.1 4.2		6.2 6.3	7.1 7.2	8.1 8.3	

CLO4 Evaluate inputs from moral psychology and cognitive neuroscience concerning moral dilemmas.	1.1 1.3 1.4	2.2	3.1, 3.2	4.1 4.2		6.2 6.3	7.1 7.2	8.1 8.3	
CLO5 Appreciate systematically, historically and culturally that (moral) values are caught up in the interplay between absolutism and relativism.	1.1 1.3 1.4	2.2	3.1 3.2	4.1 4.2		6.2 6.3	7.1 7.2	8.1 8.3	

Table 2 LOs that the course is responsible for

MU-GE LOs	Sub LOs:
MLO1 Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. Identify concepts related to the context of learned issues/topics 2. Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 4. Synthesize information to arrive at logical reasoning

MLO2 Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	2. Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspective
MLO3 Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. Connect, synthesize and/or transform ideas or solutions within a particular framework 2. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
MLO4 Create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. Articulate the rationale for & consequences of his/her solution- identify opportunities & risk
MLO6 Act autonomously within context of relationships to others, law, rules, codes, and values	6.2 Identify the national & global challenges associated with current economic, political, and social systems 6.3 Exhibit characteristics of responsible citizenship
MLO7 Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	7.1 Identify ethical issues and recognize different viewpoint and ideologies

| MLO8 Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc. | 8.1 **C**ommunicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports. 8.3 Prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. |

MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
1. **Critical thinking & Analysis**: Use various sources and methods to collect and manage data & information and make a logical	1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. Identify concepts related to the context of learned issues/topics 2. Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 3. Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. Synthesize information to arrive at logical reasoning

judgement and decision to arrive at a solution or problem solving relevant to real-world issues/ problems	2. Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. Apply simple mathematical methods to the solution of 'real-world' problems 2. Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems
2. Creativity & Innovation: Show capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team	3. Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	4. Connect, synthesize and/or transform ideas or solutions within a particular framework 5. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question

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solutions/ results by applying the evidence-based process management concepts	4. Create a novel or unique ideas, question, format, or product within a particular framework	5. Create an original explanation or solution to the issues/problems 6. Articulate the rationale for & consequences of his/her solution- identify opportunities & risk 7. Implement innovation through process management approach
	5. Explore and situate oneself in a new physical environment and intellectual perspectives	1. Demonstrate cultural competencies and adaptabilities in different working environments 2. Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand
3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically- engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. Identify the national & global challenges associated with current economic, political, and social systems 3. Exhibit characteristics of responsible citizenship 4. Work effectively in diverse team (and multi-cultural settings)

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	7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	1. Identify ethical issues and recognize different viewpoint and ideologies 2. Guide & lead others 3. Apply principles of ethical leadership, collaborative engagement, and respect diversity
4. Communication: Communicate effectively and confidently using oral, visual, and written language	8. Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	1. Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports. 2. Prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. Prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. Demonstrate competence in a second or additional language

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5. Collaboration and Working with team: Collaborate and work effectively with team to arrive at team goals	9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	1. Collaborate effectively with others as a responsible team member to achieve team goals in time 2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork