Class Syllabus


Office Hours: Mondays & Wednesdays 9:00a -9:30a
Tuesdays & Thursdays 11:00a-12:30p
*Also available by appointment
Office Location 433D
Phone: (831) 479-6141
E-Mail: clclose@cabrillo.edu / website: http://www.cabrillo.edu/~cclose/

Grading:
How points are achieved:
Case Studies (4 @ 50 pts. each)…………………………….200
Ethics in the News Assignments (2 @ 100 pts each)…………200
Projects/Quizzes/Homework .................................100

Total Possible Points ........................................500

How grades are assigned:
A= 450 points and above or 90% and above
B = 449-400 points or 89 – 80%
C = 399-350 or 79 – 70%
D = 349-300 or 69 – 60%

**Lecture Topics and Reading Assignments***

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>7 Feb</td>
<td>Intro to Class</td>
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<tr>
<td>9 Feb</td>
<td>Ethics &amp; Ethical Reasoning</td>
<td>Pp. 1-17</td>
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<td>14 Feb</td>
<td>Ethical Relativism &amp; Egoism</td>
<td>Pp. 18-50</td>
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</tbody>
</table>
16 Feb  Utilitarianism  Pp. 51-74
21 Feb  **Holiday**
23 Feb  Kant’s Moral Theory  Pp. 75-96
28 Feb  Virtue Ethics  Pp. 111-133
  2 Mar  Ethics of Care  Web doc.
  7 Mar  Euthanasia  pp136-172
  9 Mar  Euthanasia, cont. **Target Article & Summary Due for In the News #1**
  14 Mar  Abortion  Pp.173-207
  16 Mar  Abortion, cont.
21 Mar  Sexual Morality - **Case Study #1 Due**  Pp. 208-230
23 Mar  Sexual Morality, cont. **Research Issues for In the News #1 Due**
28 Mar  Pornography  Pp. 231-253
30 Mar  Pornography, cont
  4 & 6 Apr  **Spring Break**
  11 Apr  Equality & Discrimination  Pp. 254-281
  13 Apr  Equality & Discrimination, cont. – **Completed In the News #1 Due**
18 Apr  Economic Justice - **Case Study #2 Due**  Pp. 282-311
20 Apr  Economic Justice, cont. **Target Article & Summary Due for In the News #2**
25 Apr  Legal Punishment -  Pp. 312-348
27 Apr  Legal Punishment, cont
  2 May  Environmental Ethics  Pp. 349-378
  4 May  Environmental Ethics, cont. – **Research Issues for In the News #2 Due**
  9 May  Stem Cell Research, Cloning & Genetic Engineering  Pp. 406-437
11 May  Stem Cell Research, etc., cont . – **Case Study #3 Due**
16 May  Violence, Terrorism & War  Pp. 438-463
18 May  Violence, Terrorism & War, cont.
23 May  Global Issues & Globalization  Pp. 464-492
25 May  Global Issues & Globalization, cont. – **Completed In The News #2 Due**

1 June  **10am.** – **Case Study #4 Due/ Class Project**

*Schedule is subject to change depending on students’ interest and/or difficulty with the material.
Course Comments

“Always do right--this will gratify some and astonish the rest.”¹
“We are here on earth to do good for others. What the others are here for, I don’t know.”²

Philosophy is not something one has; it is something one does. Philosophy is a discipline which focuses on the need for developing and analyzing clear reasons for acting. It is the logical predecessor of the sciences and has sometimes been called, “The art of wondering.” To encourage more “doing” of philosophy, this class will be heavily discussion oriented.

This course is designed to address some of the key contemporary moral issues of our modern life. As such, the emphasis will be placed on applying ethical theories. The first few weeks will be spent in getting familiar with classical ethical theory but the remainder of the course will be focused on specific issues. The goal is to provide the student with enhanced skills in moral decision making and a greater appreciation for the complexity of the issues we will cover. Furthermore, we will address these issues from diverse perspectives ranging from traditional western approaches to non-western and non-traditional treatments.

Core Competencies & Anticipated Learner Outcomes

This class offers opportunities to expand one’s skills in all of Cabrillo’s four core competency areas:

I. Communication
II. Critical Thinking and Information Competency
III. Global Awareness
IV. Personal Responsibility and Professional Development

By the conclusion of class, I hope each of you will be able to:

1. demonstrate a familiarity with the vocabulary and concepts associated with ethical theories and contemporary moral issues,
2. critically evaluate philosophic arguments identifying the structure and strategy employed,
3. construct expository and argumentative essays.

The in-class quizzes & projects are designed to help further develop your comprehension skills while the Case Studies and “Ethics in the News” assignments will stretch your ability to analyze and articulate complex and often alien concepts.

Case Studies

These four assignments are designed to assist students to become more skillful in applying the ethical theories we will be studying to specific contexts thus making the theories more useful and hopefully more meaningful. At the end of each chapter covering specific ethical issues in Part Two of our text are discussion cases. For each assignment, you are to pick one of these cases from the relevant chapters and answer some specific questions. The instructions and point value for each of these assignments are the same, only the specific topics differ. Each assignment is worth 50 points and my late policy for the first three assignments is 15% off the total possible points for the first class day late with an additional 10% off for each subsequent class day the assignment is not turned in. No late work will be accepted for the last assignment.

Ethics in the News Assignments

These two assignments have been included in order to more closely link what we are studying to current events in the world and to give you an opportunity to stretch your skills in research, scholarship and analysis. You will be asked to find an article in the news that directly relates to one of the topics assigned. You will then research for background information and context, analyze the issues, identifying

¹ Mark Twain, Message to Young People's Society, Greenpoint Presbyterian Church, Brooklyn, New York, February 16, 1901
² W. H. Auden
possible reasonable alternative stances or actions and advocate the most reasonable resolution to the issue. A significant portion of your task will be to integrate the assigned readings from the text into your argument.

The instructions and point value for each of these assignments are the same, only the specific topics differ. Each assignment is worth 100 points. The first two sections of each assignment may be rewritten to recoup lost points however; the second two portions of each assignment cannot be submitted as rewrites after they are graded. I invite all students to submit rough drafts prior to grading. My late policy for the first assignment and the first two phases of the second assignment is 15% off the total possible points for the first class day late with an additional 10% off for each subsequent class day the assignment is not turned in. No late work will be accepted for the second completed assignment.

Projects/Quizzes/ Homework
I have included several short assignments, some of which may be offered in-class and others as take-home. Generally these assignments will ask you to identify the core question, the author’s position on the issue and key supports offered to defend that position. You may also be asked to explain specific passages, define argument strategies or construct a rebuttal to a particular argument. As these assignments are also designed to stimulate regular attendance, no makeups will be allowed for these assignments except under extreme circumstances and subject to my approval. I will offer a couple of extra assignments to give you the opportunity make-up missed points or, for those who complete all the assignments, as extra-credit opportunities. Note: this will be the only extra credit opportunity offered so don’t bother asking for more.

Grading
I’m adding your points not averaging them. I also am not curving the class scores. This means that every point counts – the last thing you would want me to do is to drop your lowest score! The 100 quiz/homework/group project points are critical; they can make the difference of two entire letter grades. You can give yourself daily updates on your progress in this class by simply adding the number of points you have earned and subtracting that from the minimum total needed for the grade for which you’re aiming. Take that number and subtract it from the number of points still to come and you’ll know whether you’re on track for that grade. See the example provided:

<table>
<thead>
<tr>
<th>Target grade= A</th>
<th>450 minimum points</th>
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<tbody>
<tr>
<td>Number of points earned after 2 case studies and 1st In the News:</td>
<td>245</td>
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<tr>
<td>(incl. quiz scores)</td>
<td></td>
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<tr>
<td>Number of points needed</td>
<td>205</td>
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Number of points still possible = 230 => A is possible if 89% of remaining points is earned!

Policy on Cheating & Plagiarizing:
I encourage studying together but I expect that assignments handed in will be your own original work. Except when specifically assigned as such, I will not accept group efforts. If I find that the answers in two or more of the writing assignments are too similar then none of the answers in question will receive any points. If you are found plagiarizing or cheating in any other way on any of the assignments or exercises, you will be dismissed from this class with a grade of “F” and face possible suspension from Cabrillo College.

Special Note:
Students needing accommodations should contact the instructor ASAP. As required by the Americans with Disabilities Act (ADA), accommodations are provided to insure equal opportunity for students with verified disabilities. If you need assistance with an accommodation, please contact Disabled Student Services, Room 810, 479-6379, or Learning Skills Program, Room 1073, 479-6220.

3 Plagiarism is the conscious or inadvertent failure to identify the contributions of others. It occurs when someone borrows any part of another’s work and submits it as his or her own work without crediting its author. (Cabrillo College Faculty Resource Guide)