Introduction to Ethics Philosophy 141 CRN 50521 201450  Summer Online Class 2014

Instructor: Rev Dr. Karen D. Moore

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Expect an email response within 24 hours.  If you don't receive one, call me.  Grading is usually completed by the time the instructor receives everyone's assignment.  An email will be sent to you.


Important Dates: June 18 is the 20% date.  July 11 is the 60% date and the last day to withdraw from the class without a grade.

Course Description: In this course students are introduced to the subject of philosophy, including its methods, major subdivisions, and concepts. Topics in metaphysics, ethics, political and social theory, epistemology, identity, and existence are considered from the perspective of multiple cultural and historical contents. Advisory: Reading Level 1, Writing Level 2. context.

"Student Learning Outcomes: These are the outcomes you will be able to do by the end of the class.

1. Explain and illustrate the historical development of ethical thought and moral traditions in philosophy.  Sample assignments might include:
   a. Prepare on ongoing timeline outline, turn in for each chapter that illustrates the historical development of ethical thought and moral traditions –
   b. Who has Plato and Socrates influenced and the development of ethical theories. How and why?
   c. Make a go animate video demonstrating the influence – free – Make it as an individual or as a team project. Wiki timelines - - - -
2. Distinguish between different ethical theories and moral criteria within and across cultures.  Sample assignments might include:
   a. As an employer how could ethical relativism influence your hiring practices and policies?  Identify the main principles of such a policy.
   b. You are moving a long standing American company to Africa, what do you need to know about that culture and its values? What employees would you take with you and why?
3. Analyze the influence of ethical philosophy on religion, politics and science.
   a. With a partner formulate a debate concerning the influence religion had on Sir Thomas More’s political view of marriage. Make a go animate video, or extra normal video debating the trial and Sir Thomas More’s definition of integrity.
   B. Gattaca  After watching the video clips or the whole movie, then make a video or write a dialogue concerning the ethics of genetic engineering.  (You might want to watch “Food INC”)
   c. Make a go animate video discussing whether Cedar Creek should be destroyed and why, refer to ethical theory
   d. Extreme Measures  Should using the body parts of homeless people for healing the non-homeless people be acceptable according to Kant, or Utilitarian principles.  With a partner make two videos answering the question, utilizing both Kantian philosophy and Utilitarian philosophy.
4. Describe contemporary ethical problems observed in a variety of mediums such as literature, films, mass media, etc. A Sample activity might include in a term paper or oral presentation
   a. What are the ethical issues that arise involving the use of online access to porn, gambling, and virtual realities?
5. Apply ethical theories from philosophy to contemporary problems." (Your written paper will focus on the objective) Broad topics for this paper might include: Ethics in the workplace, abortion, euthanasia, use of natural resources, use of motorized vehicles in the wilderness.

The Weekly Schedule of Events for the Ethics Class
June 9-14  The Story as a Tool of Ethics Week One

The Purpose of Week One is to: A. Get to Know the students in the class by sharing a self made video; B. Examine the Authors Thesis that narratives enable us to learn values, moral rules, and can help us to examine the many and varied ethical theories.

<table>
<thead>
<tr>
<th>Content and Lecture Materials</th>
<th>Videos</th>
<th>Read Chapter One and Two</th>
<th>Review Power Points</th>
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<tbody>
<tr>
<td>Chapter One and Two begin consequentialist theories</td>
<td>“Values”</td>
<td>Smoke Signals</td>
<td>Pleasantville, and Defending Your Life/Pleasantville</td>
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Chapter two Learning Lessons from Moral Stories Medea Pulp fiction

1. Make a Video or write a short essay introducing yourself to the class. Complete your profile with a photo and other in of
2. Work in your group on the first Wiki assignment,
3. Set your own learning goals, after you review the Student Learning Outcomes of the class.

June 16-21  What Should I do? Ethics of Conduct

June 16-21st The Purpose of Week Two is focus on the learning objective to distinguish between different ethical theories and moral criteria within and across cultures. Specifically, this is the theory of Ethical Relativism. Should there be universal rules for all human beings, or does each culture have its own rules? Should there be some universal rules for all human beings? By the end of the week, you should differentiate between normative and descriptive theories: Ethical Egoism and Psychological egoism.

How does this week help you with your personal learning goals?

June 16-21 Ethical Relativism chapter 3 ---- Chapter 4 Myself and Others

June 18th is the 20% Census Date

Content and Lecture Materials  Chapter 3 Ethical Relativism; Chapter 4 Myself and Others  Ethical Relativism  Chapter Three Films: Do the Right thing, Avatar. Have you seen My Big Fat Greek Wedding? Review the Power points for each chapter.

Chapter 4 films: Return to Paradise, A simple Plan, Antz, The One Where Phoebe Hates CBS, gorilla Helps baby

Assignments: Two Forums:

June 23-28th  Chapter 5 Utilitarianism Chapter 6 Kant's Deontology

Your first Oral Presentation is due this week!

June 23-29th The purpose of Week Three will focus on the student learning objectives: explain and illustrate the historical development of ethical thought and moral tradition in philosophy. Specifically, you will be asked to compare the influence of Jeremy Bentham on John Stuart Mill and Rene Descartes views on Suffering. As you learn their ethical theory of Utilitarianism, you will be then be asked to read examine and explain Kant's theory of Deontology and his categorical imperative.

How does this week help you with your personal learning goals?

Content and Lecture materials: Read Chapter 5 Carefully, It is particularly relevant to those interested in the medical field. Chapter 5 films: “Saving Private Ryan”; “Extreme Measures”; Chapter 6: Read Kant's Deontology it is one of the most influential theories in several centuries: “High Noon” “Abandon Ship” “Remains of the Day” Review the Power points for each chapter

Assignments will be posted on Moodle as they are available.

June 30-July 5 Justice Issues
The purpose of this chapter will be to examine the student learning objective to analyze the influence of ethical philosophy on politics and science through the philosophies of Dworkin and John Rawls. This will be of particular interest to those in law enforcement.

How does this section on consequentialist theories help you with your personal learning goals?

**July 1 - July 6th Content and Lecture Materials:** Chapter 7 Justice Issues Virtual tour of Manzanar; Video of Maricopa County Jail; Films: Island, Gattaca, Mississippi, Hotel Rwanda Review the Power Point for each chapter.

Assignments will be on Moodle as they are available.

**July 6-July 12 Virtue Theories: How Should I Be?**

The Week will move from the consequentialist theories to Virtual Ethics. You will once again be asked to examine and explain the historical development of ethical thought from Tribal philosophy to Socrates and Plato and define the term “Virtue”.

What does it mean to be virtuous? What are the virtues you value for your life and goals?

**July 7-July 12 July 11 is the 60% census date Last day to withdraw!**

**Lecture and Content Material Read Chapter 8 films: A Man for All Seasons, The Truman Show, Shrek, The Myth of the Cave; Are we like onions? Do we have a responsibility to others to help enlighten them? Review the power point**

Read Chapter 9 Aristotle's Virtue Theory Begins: Films: Lord Jim, The Hunchback of Notre Dame, As good as it Gets, The Man without a Face" Do people really change? Review the power point.

**July 13-19 Chapter 10 and 11 Contemporary Issues.**

2nd oral presentation is due on Wednesday July 16th-- Review five oral presentation and provide feedback by Friday

This week will ask you to do the following based on the student learning outcomes: apply ethical theories to contemporary problems, explain and illustrate the historical development of ethical thought and moral traditions in philosophy, and analyze the ethical influence on religion, politics, and science.

6/2left July 13-19 Chapter 10 and 11- Films: Chapter 10 No Exit; Good Will Hunting, Groundhog day, Mr. Holland's Opus Chapter 11 Films: Schindler's list, pay it forward, Band of Brothers

This week you will be asked to do the following based on the student learning outcomes: apply ethics to contemporary problems, analyze the influence of ethical philosophy on politics and science.

How do the ideas present influence your own religious, political and scientific views?

**July 21-26 Chapter 12 Different Gender, Different Ethic?**

The purpose of this Chapter and this week, will be for you to examine the influence of Philosophy on gender issues, and contemporary problems such as how the media influences how we think about women and men.

**Lecture and Content Material Read Chapter 12 Review the Power Point, Films include: “Mona Lisa Smile” “Like Water for Chocolate**

This week your final written paper is due and you will have an opportunity to share your work on your written paper with regard to the ethical theory that you applied to your written paper.

**July 29-August 2 Chapter 13 Applied Ethics**
Lecture and Content Material Read Chapter 13 Applied Ethics. In fact you might read this early in the semester to help you with your paper. Review the power point, and these are some of the videos associated with this Chapter


The Final Exam Question: What Have I learned in this Class? How can I apply ethics in my own personal life? What ethics will I apply?

Some of the final exams have included:

- Write a fable that reflects ethical theories.
- Write a song, or a power which convey the ethical theories and the significance in your life.
- Maybe you have another idea to share with your fellow students for the final. Just email me.

**Evaluation Categories**

- **Participation** Each week each student is asked to participate in weekly class/group discussions, and submit individual as well as written answers to forum questions, answer objective questions or help craft WIKIs and add glossary entries on the philosopher of the text, as well as make comments on other student's work, posted on the Moodle site. 160pts

- **One major research written assignment.** One 10 page written paper with footnotes which is due Friday, July 25, 2014. It will apply ethical theories from philosophy to contemporary problems such as use of natural resources, use of motorized vehicles in wilderness areas, gay marriages, euthanasia, abortion, use of illegal substances such as marijuana, and methamphetamine Rubrics will be found in the opening block 100pts

- **Essay Exam** There will be a short answer essay exam mid-term 100 pts"

**Oral Presentations** Each student is required to complete two oral presentations worth 50 points each. It must include a one page position paper and a narrated power point presentation or video of yourself explaining your position, do not read your paper. Or you may make an online video from goanimate, (These are free, and very short. Maybe a minute and a half.) In addition you must include a video clip from a movie that relates to your position paper. A separate posting of possible movies will be available. These assignments may be based on one of the questions raised in the texts, or by videos presented, current events pertaining to ethics, or your own experience with ethics in your job, family, and politics. Each presentation must include a movie clip based pertaining to a particular ethical theory. The first assignment is due no later than Wednesday June 25, 2014, you may complete it on any chapter 1-5 at any time prior to the due date. Specifically on any Wednesday to be reviewed and evaluated by your classmates that Friday. A special Forum will be made available where you can post your orals and they can be reviewed by your classmates. The second is due no later than July 16th. These are due on Wednesday to allow time for your classmates to review and evaluate your presentation no later than Friday of that week. The primary purpose of your oral presentation is to evaluate the influence of ethical theories on religion, politics, science, and the ethical problems in a variety of mediums such as literature, mass media, internet access to porn, gambling and websites such as “Second life” You must have a thesis statement, and cite your references, defend your thesis with logical reasons opposed to logical fallacies. 100pt

**All written assignments** will be evaluated on the following criteria: a. the presence of a topic sentence or a thesis statement which you will defend. ; b. the content, does the content answer the question of the topic sentence or the thesis?; c. Source material, (Does the student use reference material, and refer to student presentations?) d. grammar, spelling; punctuation, form; originality. All written material must be computer generated in a font no smaller than 12 points. It must be double-spaced, with page numbers, and margins at original default settings. And More as follows
**Revisions:** An important part of the writing process is revision; however, papers will not be revised and resubmitted for a higher grade. Rather, it is expected that students will make sufficient revisions and corrections prior to submitting papers. If you have questions about a draft, please ask in class or office hours.

**Format:** Papers must be typed, double spaced, stapled, and without title pages.

- **MLA:** All papers will be based on sources and must conform to MLA or APA guidelines for format and documenting sources, accurately use both in-text parenthetical citations and a [Works Cited page](#) according to MLA or APA style. Buy and use the MLA Handbook. Errors in format and documentation result in automatic grade reductions. Be careful with these details before the paper is due. Please refer to the pdf files in the top panel of the Moodle site or request information from the Librarian embedded in our class.

- **Font:** Please use a readable, sans serif font style (such as Calibri or Arial or Arial narrow,) in 12 or 14 font.

- **Title:** Include a title with all papers. When choosing a title, be more descriptive than "Philosophy Paper." A good title gives readers a clue to the key point of the paper.

**Paper submission and due dates:** Paper submission requires an electronic copy to the forum. You or The instructor will post your paper to Turnitin.com, an anti-plagiarism site used by Cerro Coso. Papers will not be graded until submitted to Turnitin.com. Except in extreme cases and with prior consent, late papers will lose a half grade each day or portion of a day they are late (that's a 24-hour day, not a class).

**Late Assignments:** It is the responsibility of the student to notify the instructor that an assignment will be late, and the student must request an extension of the due date. Extension may be granted due to illness, death, extenuating personal circumstances without a loss of points.

**EXTRA CREDIT** - If you feel you need extra credit then you may do an extra oral presentation.

**Total Points Possible 560 points**

"**Active Participation and Attendance Policies**

Regular active participation is expected of all students enrolled in the college. Students not actively participating may be dropped from the course. A student shall be dropped by the instructor for lack of active participation prior to the census (20%) date and any time up to the 60% date. A student also shall be dropped by the instructor anytime up to the 60% date when he or she has been absent from or not actively participating in class for a total of two consecutive weeks, or the equivalent amount of time for a short-term class. Students MAY be dropped when non-consecutive absences number the equivalent of two weeks of the course, or the equivalent amount of time for a short-term class. While it is the responsibility of instructors to communicate attendance and participation practices and to apply them to all students, it is the responsibility of the student to be aware of his or her current attendance/participation status. Students who have been absent or not actively participating in a course should notify the instructor of the reason. Students are responsible for officially withdrawing from any course or courses in which they no longer wish to be enrolled.

"**Plagiarism and Cheating:** Plagiarism is defined as the act of using the ideas or work of another person or person as if they were one’s own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate reference, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work,
failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another’s writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

The Academic Senate of Cerro Coso Community College enforces District Policy 4F8G as the following: Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of many options, which may be as severe as giving the student a failing grade for the course. Furthermore, the student may face other penalties as stated in the college’s Student Conduct Policy. Finally, it must be understood that a student who knowingly aids in another student's cheating, e.g., permitting another student to copy a paper or examination question, is as guilty as the other of the offense. A student charged with cheating or plagiarism is entitled to appeal that charge by means of the college’s Student Conduct Policies and Procedures."

Disability Accommodation The College will make reasonable accommodations and/or academic adjustments to ensure that students with disabilities have an equal opportunity to participate in the college’s courses. Students with disabilities, who are requesting academic accommodations, auxiliary aides or services, should contact Access Programs at 760-384-6250 or go to the following web site for further information and forms:

www.cerrocoso.edu/specialservices/programs/dsps.htm

Grading

As with any other college course, it is expected that students will prepare for, and participate in all class lecture materials and assignments and complete all assignments. In other words, if you don't really take the class, you shouldn't really expect to pass. The semester grade will be calculated as follows:

The grade will be determined on a standard scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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Paper Grading Standards

Papers will be graded with letter grades that correspond to the following:

- A+ = 100%
- A = 95%
- A/B = 90%
- B = 85%
- B/C = 80%
- C = 75%
- C/D = 70%
- D = 65%
- D/F = 60%
- F = 55%
- Plagiarism = 0%

A Superior. A paper at this level demonstrates insightful development and a mature style. It presents a cogent response to the assignment elaborated with well-chosen examples and persuasive reasoning. The writer observes all conventions of standard written English; moreover, words are chosen aptly and sophisticated sentences used effectively. Readers are never confused and the style is pleasing. The citation system is thoroughly employed and precise in its details; outside sources are clearly signaled and integrated smoothly into the flow of the paper. Isolated minor grammar or proofreading mistakes may be present.
**B  Clearly Competent.** The paper presents a thoughtful response to the assignment developed with appropriate examples and sensible reasoning. Not only does the writer observe the conventions of standard written English but words are chosen accurately and sentences varied for effective expression. Even with the rare proofreading error, the writing is smooth and clear. The citation system is thoroughly employed and precise in its details; all outside sources are clearly signaled and integrated smoothly into the flow of the paper.

**C  Satisfactory, even if marginally so.** It presents a complete response with acceptable reasoning and examples that support the task. Its style shows its writer can choose words of sufficient precision and control sentences of reasonable variety. The writing is generally clear and readable, if not particularly strong and precise. The citation system is correctly employed; all outside sources are signaled and integrated into the paper using an assortment of strategies.

**D  Unsatisfactory** in one or more of the following ways: 1) it may lack coherent structure—that is, demonstrate no grasp of paragraph unity and coherency, go randomly from point to point without any logical plan; 2) it may be missing examples or evidence to back up claims; 3) it may reflect an incomplete understanding of the topic; 4) it may be seriously deficient in its use of the citation system; 5) its prose style might contain pervasive major and minor grammar and/or proofreading errors.

**F  Unacceptable.** The "F" paper may disregard the topic's demands or lack any appropriate structure, even at the paragraph level. It may be inappropriately brief. It may employ no elements of the citation system whatsoever. Also, all-encompassing grammatical and proofreading mistakes will result in an "F."

**Drop Policy**

Regular active participation is expected of all students enrolled in the college. Students not actively participating in a course may be dropped from the course. The active participation practice for each course is established by the instructor and communicated in the course syllabus. Instructors are responsible for maintaining accurate records of active participation.

A student shall be dropped by the instructor for lack of active participation prior to the census (20%) date and any time up to the 60% date when the student is not actively participating according to the practice established by the instructor and communicated in the syllabus.

A student also shall be dropped by the instructor anytime up to the 60% date when he or she has been absent from or not actively participating in class for the total of two consecutive weeks, or the equivalent amount of time for a short-term class.

Students MAY be dropped when non-consecutive absences number the equivalent of two weeks of the course, or the equivalent amount of time for a short-term class, recorded from the first day of instruction.

While it is the responsibility of instructors to communicate attendance and participation practices and to apply them to all students, it is the responsibility of the student to be aware of his or her current attendance/participation status.

Students who have been absent or not actively participating in a course should notify the instructor of the reason. Notification in no way relieves the students of responsibility for work missed. Faculty members may give consideration to excusing students from courses to participate in scheduled college activities—e.g., athletics, music, field trips, etc. The student must make arrangements in advance to make up the work to be missed.

**What It Means to You**

Participation vs. attendance. The most important change is that dropping students is now triggered by participation in class, not attendance. In other words, it’s not enough for students to show up to class. They have to DO something—turn in a quiz, participate in a discussion forum, submit an exercise. The language from the Department of Education is that students must “engage in some academically related activity.” Just showing up or logging on does not qualify.
14 days MAY vs. 14 days SHALL. It used to be that you could drop students after a minimum of 14 days of absence. This was (and is still) stated in Board Policy. According to the DOE regulations, you must drop students at a maximum of 14 days of non-academically-related participation. What this means is that 14 days takes on a very important role, because it is the crux between the two rules. Basically 14 days is your trigger.

**Consecutive vs. Non-consecutive.** Does the academically-related non-participation have to be 14 days consecutively or any 14 days (and remember, when we say "14 days" we mean "or the equivalent amount of time for a short-term class")? Well, it both is and isn't up to the instructor. Here are the two basic scenarios:

1. **ONSITE and ONLINE:** If a student does not participate in two consecutive weeks of classes, they must be dropped. (Again, just showing up or logging on is not engaging in an “academically related activity”)

2. **ONSITE and ONLINE:** If a student does not participate in two non-consecutive weeks of classes, they will be dropped.

Detailed Record Keeping. The end result of this change is going to be a certain amount of record keeping. Was a student in class or not? Was the student participating while in class or not? Online, was the student non-participating for a period? How do you know? What constitutes "participation"? And so on. Please keep accurate records of student participation. In case of an audit, we have to be able to provide evidence for backup. The bottom line: check rosters regularly to clear it of students and keep records.

What about Census Day and the 60% date? This change does not affect census day. You are still obligated to clear your roster of all inactive students before census day even though it may or may not be two full weeks into the course. And it does not affect the 60% date, which is the date after which no student may be dropped by an instructor for any reason, including the DOE regulations.

\Can't You Just Opt Out? Students are adults, after all. Why don't we just let them take care of the drops and take the consequences if they don't? Nope. The DOE regulations are federal, and financial aid is taxpayer money. It's not up to students, academic affairs, the academic senate, or anybody else to decide if we do or do not comply.