

SPRINGFIELD COLLEGE IN ILLINOIS

Course Syllabus

General Ethics PHI 213-70

Session C: May 8 - July 2, 2006

Classroom: D114 - Dawson Hall
Class Meeting: W 6:00 p.m. - 10:00 p.m.
Office Hours: W 5:40 p.m. - 6:00 p.m. (D114)

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- I. Course Description:** A fundamental course in traditional Western ethical theories from ancient to modern, covering basic ethical questions, such as the meaning of what is good, the problem of determinism vs. free will, the nature of social good and justice, and the meaningfulness of moral language. 3 credit hours.
- II. Textbook and Materials:** *Ethics: Theory and Contemporary Issues*, 5th Edition, Barbara MacKinnon, Thomson/Wadsworth, 2007. ISBN: 0-495-00716-1.
- III. Mission Statement:** The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.
- IV. Goals, Objectives, and Outcomes:**
- A. Goals:**
1. To give students an understanding of basic ethical theories, their significance, and their implications.
 2. To present to students classical theories of ethics.
 3. To assist students in developing a methodology for addressing contemporary ethical issues.
 4. To cultivate in students the ability to read with a heightened and critical awareness of ethical situations.
- B. Common Student Learning Objectives (CSLOs) Adopted December 9, 2004 Are Addressed:**
1. *Content Knowledge (Lifelong Learning)* - CK-1 - Know and apply the central concepts of the subject matter.

2. *Communication Skills (Lifelong Learning and Leadership)* - CS-1 - Communicate effectively in oral and written forms.
3. *Social Responsibility (Service and Leadership)* - SR-2 - Make ethical and informed decisions.
4. *Global Perspectives (Diversity)* - GP-1 - Recognize the importance of diversity of opinion, abilities, and cultures.
5. *Self-Direction and Personal Growth (Lifelong Learning)* - SP-1 - Develop a sense of intellectual curiosity.
6. *Problem Solving Skills (Lifelong Learning and Leadership)* - PS-1 - Use inquiry and collaboration to solve problems.

C. Course-Based Student Learning Objectives (CBSLO):

1. To articulate and define common ethical language and to apply ethical reasoning to factual situations in a decision-making context (CK-1, CS-1, SR-2, GP-1, PS-1).
2. To understand classical theories of ethics (CK-1, SP-1).
3. To analyze various ethical theories (CS-1, SR-2, GP-1).
4. To apply critical methods, logic, and various approaches of solving a moral issue (CK-1, CS-1, SR-2, PS-1).

V. Teaching Methods: In-class lecture/discussion sessions.

VI. Course Requirements:

- A. Attendance:** Attendance is required. Since the course involves only eight classes within the module, students are expected to attend and participate in each class. Students will be given credit for class participation, and this participation will be an integral part of the overall class grade. Students are expected to come to class prepared to discuss the reading assignments.
- B. Reading Assignments:** Reading assignments are in the Course Outline which follows in VIII. Chapters for Class 1 should be read prior to the class. In all instances, students should read the assignment before the indicated class, be prepared to discuss the material in class, and participate in class activities concerning the same.
- C. Written Assignments:** There will be three papers/essays required for this class. Essays will be assigned by the instructor, written outside of class, and must be typed. At least one paper will be orally presented.

- D. Exams:** There will be two exams during the session. They will be held during the first hour of Classes 4 and 8. The exams will focus almost exclusively on terms, concepts, and ethical theories as highlighted by the course and textbook.

VII. Means of Evaluation:

A. Grading:

1. Attendance and class participation - 400 points
2. Papers (100 points per paper) - 300 points
3. Class presentation of paper - 100 points
4. Exams (100 points per exam) - 200 points

B. Grading Scale:

900-1000 points = A
800-899 points = B
700-799 points = C
600-699 points = D
0-599 points = E

- C. Plagiarism:** Plagiarism is defined as “the act of appropriating the literary composition of another, or parts or passages of his writing, or the ideas of language of the same and passing them off as the product of one’s own mind.” *Black’s Law Dictionary*, 1035 (5th Ed. 1979). Generally, plagiarism is immoral, but may not be illegal. Plagiarism will not be countenanced. Also useful to establish guidelines for delineating plagiarism is Diana Hacker’s definition: “Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words,” *A Writer’s Reference*, Diana Hacker, Bedford St. Martin’s Press, 2003, page 331.

VIII. Course Outline:

- Class 1** Introductions - Discussion of syllabus, assignment of first paper
Ethical reasoning, ethical relativism, egoism
Read pages 1 through 48.
- Class 2** **No class**
I have a continuing education annual course to attend.
Make up at the end of the session
- Class 3** **Paper 1 is due.**

Utilitarianism, Kant's moral theory, natural law and natural rights, virtue ethics

Read pages 49 through 130.

Class 4 Review

EXAM 1

Euthanasia, abortion

Read pages 133 through 195.

Class 5 **Paper 2 is due.**

Sexual morality, pornography, equality and discrimination

Read pages 197 through 268.

Class 6 Economic justice, legal punishment, environmental ethics

Read pages 270 through 358.

Class 7 **Paper 3 is due.**

Animal rights, stem cell research, cloning, and genetic engineering

Violence, terrorism, and war

Read pages 360 through 442.

Class 8 Review

EXAM 2

Global issues and globalization

Discussion of critical thinking, evaluation of moral issues and decision making in day to day living

Read pages 444 to 468.

IX. Americans with Disabilities Act (ADA)

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college-sponsored programs, activities, and services or to meet course requirements should contact the Dean of Student Affairs as early as possible.

X. Assessment: Classroom Assessment Techniques

The goals, objectives, and student learning outcomes listed above will be assessed through the written assignments, presentations, and exams. The instructor will also utilize prior knowledge inventories, directed paraphrasing, RSQ2C exercises, misconception/preconception checks, and other Classroom Assessment Techniques as deemed necessary to provide continuous improvement in instruction. All students are required to participate in all assessment measures. Feedback on lectures and assignments is encouraged and will be respected.