

SPRINGFIELD COLLEGE IN ILLINOIS

Session 2007F: October 15 - December 7, 2007

Classroom: D-226 - Dawson Hall

Class Meeting: W 6:00 p.m. - 10:00 p.m.

Office Hours: W 5:45 p.m. - 6:00 p.m. (D-226)

Instructor: Barry Hines

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General Ethics PHI 213-70

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.

A fundamental course in traditional Western ethical theories from ancient to modern, also covering basic contemporary ethical questions, such as abortion, euthanasia, the death penalty, just war, and environmental issues. 3 credit hours.

II. Textbook: *Ethics: Discovering Right and Wrong*, 5th Edition, Pojman/Wadsworth Publishing, 2006. ISBN: 0534619363.

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 and Objectives:

A. Goals:

1. To learn what ethics is about: moral reasoning, what is good, what is right, and what we ought to do.
2. To give students an understanding of basic ethical theories, their significance, and their implications.
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.
5. To encourage students to respect diversity of opinions and cultures.
6. To encourage students to think critically.

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 moral reasoning, critical methods, logic, and ethical theories to solving contemporary moral issues (CK-1, CS-1, SR-2, PS-1).

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

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. One absence, excused in advance of class, will not materially affect a grade. Subsequent absences for any reason will materially affect the course grade.
- 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. Papers will be assigned by the instructor, written outside of class, and must be typed. One of the papers will be a term paper based on research and personal analysis and application of ethical theories. An assignment is late if not turned in at the class it is due. If late, the points earned for the assignment will be adversely affected.
- D. Exams:** There will be two exams during the session. They will be held during the first hour of Classes 5 and 8. The exams will focus almost exclusively on terms, concepts, and ethical theories as highlighted in class and the textbook, and will always include essay questions as a component of the exam.

VII. Means of Evaluation:

- A. Grading:** (Assigned papers are due at the beginning of the class due. Late work loses the point equivalent of one-half the assigned points.)
1. Attendance - 120 points
 2. Class participation - 80 points
 3. Essay papers (4 to 5 pages) (100 points per paper) - 200 points
 4. Term paper (7 to 10 pages) -150 points
 5. Midterm exam - 150 points
 6. Final exam - 300 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:

- October 17** Introductions - Discussion of syllabus; **Assignment of term paper.**
Class 1 What is ethics? Reading Philosophy.
Read chapter 1 and Appendix 2.
- October 24** **Assignment of 1st Essay Paper.**
Class 2 Ethical Relativism; Moral Objectivism.
Read chapters 2 and 3.
- October 31** Values; Egoism.
Class 3 **Read chapters 4 and 5.**
- November 7** **1st Essay Paper is Due. Assignment of 2nd Essay Paper.**
Class 4 Utilitarianism; Kant.
Euthanasia, Human Cloning, and Stem Cell Research.
Read chapters 6 and 7.
- November 14 EXAM 1**
Class 5 Virtue.
Read chapter 8.
- November 21 2nd Essay Paper is Due.**
Class 6 Religion and Ethics.
Read chapters 9 and 10.
- November 28 Term Paper is Due.**
Class 7 **Read chapters 11 and 12.**
- December 5** Review; Concluding Reflections.
Class 8 **FINAL EXAM**

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 Director of the Resource Center 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.

XI. Ethics Statement

An integral component of this course is student and professor self-disclosure and the use of personal experiences for the purpose of facilitating coursework. Each student is expected to honor confidentiality as it pertains to student disclosure. No shared information, comments, or opinions expressed by another student or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, or otherwise injure the student in his/her personal, public or business life.

An additional integral component of this course is challenging one's own perceptions and beliefs regarding contemporary moral issues and integrating information as well as understanding opposing perceptions and beliefs. Please respect our various points of view and the diversity you will experience in this course.

XII. Illinois Articulation Initiative

PHI 213 has been approved by the Illinois Articulation Initiative as meeting the criteria stipulated for *S2.901 and H2 905*. IAI H4 904

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