This course syllabus is intended as a set of guidelines for Philosophy 2306. Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

**Instructor Information:**

Professor: Marcos Arandia, Ph.D.
Email: marandia@dcccd.edu
Office Phone: 972.273.3249
Office Location: A312
Office Hours: MW: 12:30-1:30/TR: 11:30-1:00

Class meets 100% online (eCampus)

**Textbook:** Ethics: Theory and Practice, 9th, 10th, or 11th edition/Thiroux & Krasemann

Available for purchase at the North Lake College bookstore (main campus)

For those of you who wish to avoid having to buy a textbook, I have placed a copy of the textbook on reserve in the North Lake library. You may check it out for 2 hours at a time. You may also rent the book at the NLC campus bookstore. **You may also buy a used copy of the 9th or 10th ed from any reputable online bookseller.**

**Core Curriculum Intellectual Competencies for PHIL 2306**

**Reading** the ability to analyze and interpret a variety of printed materials – books, documents, and articles – above 12th grade level.

**Writing** the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience – above 12th grade level.

**Speaking** ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience above 12th grade level.
**Listening**  analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading – above 12th grade level.

**Critical thinking**  think and analyze at a critical level.

**Course-Level Student Learning Outcomes**  (See Addenda, also)

1. All students at the course level will analyze an ethical argument from a course assignment at an 80% level of efficiency as measured by the departmental rubric.

   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
   EEO’s 1,3,4,5
   CCIC’s 1,4,5

2. All students at the course level will evaluate an ethical argument from a course assignment at a 75% level of efficiency as measured by the departmental rubric.

   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
   EEO’s 1,2,3,4,5
   CCIC’s 1,4,5

3. All students at the course level will critique, with counter examples, an ethical argument from a course assignment at a 70% level of efficiency as measured by the departmental rubric.

   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
   EEO’s 1,2,3,4,5
   CCIC’s 2,4,5

**Course Objectives**

1. Students will be introduced to the wide range of ethical questions and topics.
2. They will develop the ability to evaluate and criticise previous ethical arguments and enter into the ongoing discussion of the most basic questions of life.
3. The students should come to understand how ethical ideas affect and inform almost every aspect of our lives.

   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 3.1, 4.2, 5.2
   EEO’s 1,2,3,4,5
   CCIC’s 2,4,5

**Specific Course Student Learning Outcomes**

All students will participate in the following activities to assure that the Core Curriculum Intellectual Competencies and the Exemplary Educational Objectives are met. Professors may include additional activities to enhance the educational experience.

1. **Group discussion and analysis of assigned readings in the Discussion Board.** Students will discuss and evaluate the philosophical ideas presented in the reading.
2. **Writing the Reflection paper.** They should be able to formulate criticisms which
effectively undermine, through the use of appropriate counter-examples, some premise of that argument.

3. Taking the three exams. Students will formulate their own analysis of a specific assigned argument. This will involve explaining the major points made and how they logically connect to produce the conclusion. They will then in turn be capable of choosing the best option among the 5 choices available to them on the objective format test questions.

Course of study outline:

Unit 1:

Chapter 1: The Nature of Morality
Chapter 5: Absolutism versus Relativism
Chapter 8: Setting Up a Moral System: Basic Assumptions and Basic Principles

Unit 2:

Chapter 9: The Taking of Human Life
Chapter 11: Abortion
Chapter 13: Morality, Marriage, and Human Sexuality

Unit 3:

Chapter 14: Bioethics—Ethical Issues in Medicine
Chapter 15: Business and Media Ethics
Chapter 16: Environmental Ethics

Grading: Your grade in this class will be determined as follows:

- Three Tests (1 per Unit) = 80% of final grade
- Discussion Board postings—One Student Introduction post PLUS 3 posts for each of the three units = 10% of final grade
- One Short Reflection Paper = 10% of final grade
- Total = 100%

Tests will be objective format (25 analytical/comprehension multiple-choice questions per test).

Discussion Board Participation:

Your activity on the discussion boards is what determines your participation AND your writing grade. There will be on-going discussion associated with every subject area. The minimum expectations for the DB posts are: answer ONE of the three questions posed for each chapter, then read the responses of other students, and post at least ONE
response to one other student. Each post must be between 75—100 words. (You may of course go longer if you wish, but you must maintain a minimum of 75 words.)

The discussion boards are a tool for enhancing the knowledge of all by inviting every student to share their insights. All postings should be respectful in tone and rational in content. I realize that some people are intimidated in class and are hesitant to speak up. But please do your best to overcome this. For my part, I will try to provide a comfortable atmosphere where everyone should feel free to contribute. Your discussion contributions will count for 10% of your final grade. The first week of class, you will be asked to introduce yourself briefly to the rest of the class on the Discussion Board. This will count toward your 10% participation grade, so please don’t neglect to do it.

**EMAIL:** I check my e-mail several times daily, Monday thru Friday, and will respond within 48 hours.

Grading Scale:

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59 and below

**THERE IS NO EXTRA CREDIT OFFERED IN THIS CLASS.**

**How to Succeed in an Online Class:**
Many of you have never taken an online course before, and may be confused as to what to do in order to do well. My suggestion is that you set aside a time at least 3 to 4 days a week where you can log in to the Blackboard site to check for announcements and to follow the discussion board. (If you are taking this course during a Wintermester or Maymester, then you need to log in to Blackboard **daily**.) The more regular you make this, the better connected you will feel and the more you will get out of the course.

If you have any questions, please contact me at marandia@dcccd.edu. I will check my email regularly throughout the semester, but please allow a 48 hour turn around time for my response. Also, I will only be able to respond to emails during the week, so if you email me on the weekend, you will hear back from me on Monday. Finally, make use of your peers! I encourage you to get to know one another, chat with one another even apart from the discussion boards. Philosophy is a dialogue—and dialogues are usually more successful when they involve other people!

**How to Succeed in a Philosophy Class:**
Have you thought about what it would mean to do well in this class? What do you hope to get out of a philosophy class? What must **you** contribute to the learning experience?
You will only get out of this class what you put into it, so the following list is to help you know what sorts of things you’ll need to do in order to make this a truly fun and enlightening experience.

1. **Print out this syllabus and have it in the front of your notebook for easy access.** Take a look at it throughout the semester to refresh your memory on requirements, grade percentages, office hour times/location, etc. (I spent a lot of time working on it, so I’d love you to actually read it!)

2. **Become familiar with the course outline so you know what we’re doing, when we’re doing it, and where to find it.**

3. **Some readings (if not all) will require that you read them several times before they make sense.** This is normal in philosophy—it is also the only way to really understand and begin to formulate questions and arguments pertaining to them. Don’t expect to read quickly through these readings and have anything to say about them—that’s just not the way it works. It will get easier—but it will always take time to make your way through some of these texts. Don’t cheat yourself out of this kind of learning—it is truly rewarding!!!

4. **After doing the readings, try to think of a question you have about it.** It may be a “What the heck did that mean?” kind of question, and that’s fine. But try to find a way to articulate your confusion—what exactly are you confused about? This is not easy to do, but with practice it will get easier, and it will make you a sharper, more critical thinker in everything you do.

5. **We live in the internet age—so make use of this valuable research tool.** Often you can find information that will help you understand the class material, whether it’s the background to a specific author or time, a posted lecture, a radio broadcast, interview, etc. (Go to the External Links page for some of the most helpful websites).

6. **Keep in touch!** Check the course website regularly to see if I’ve made any important announcements or added any material for you to look at. Checking in often will also help you feel connected to the class, and this kind of connection will keep you on task. When you feel like you are a crucial part of something, you are more likely to stay involved! 😊

**Classroom Etiquette:**
In order to make the most of this class, a certain learning environment must be maintained. Especially with respect to the discussions, students must be respectful of others’ opinions and views. Discussions should be a place where everyone feels comfortable and free to express herself/himself in an appropriate way, without the worry that s/he will be unfairly criticized or ostracized. Therefore, be mindful of your comments, and make sure that your criticisms are expressed in a courteous and fair manner.

Furthermore, only **appropriate language** will be allowed, i.e. no foul language or hate-speech. The instructor reserves the right to remove students from class if their behavior becomes disruptive. This may result in an “F” for that portion (25%) of the final grade.
If such behavior extends to other segments of the class, the instructor reserves the right to take further action, including dropping the student from the class.

To sum it up: Be respectful!!!

**INSTITUTIONAL POLICIES**

**ACADEMIC DISHONESTY**
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion".

Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero on the assignment or course.
2. A reprimand.
3. Suspension from the college.

**NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)**
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

**REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT**
In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the ADA/ACCESS Office at (972) 273-3165 or visit Room A-430 at North Lake College. It is the policy of NLC to provide reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ADA/ACCESS Office.

**DROP POLICY**
If you are unable to complete this course, you must officially withdraw by the drop date **Thursday, November 15**. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: [http://www.DCCCD.edu/thirdcourseattempt](http://www.DCCCD.edu/thirdcourseattempt).

**FINANCIAL AID STATEMENT**
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail
to attend or participate are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at http://www.fafsa.ed.gov.

The Academic Skills Center (ASC)

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.

- The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or “fixing” papers, tutors focus on helping students develop and improve their writing skills.

- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

Stop Before You Drop

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at http://www.northlakecollege.edu/admissions/drop.html or https://www1.dcccd.edu/catalog/ss/oep/dw.cfm.
Requirements of the Americans with Disabilities Act

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.  
http://www.northlakecollege.edu/resources/disability.html

Exemplary Educational Objectives

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To articulate an informed personal reaction to works in the arts and humanities.
5. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts or intercultural experiences.

Core Curriculum Intellectual Competencies

This course reinforces 5 of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCI’s identified by the DCCCD which are reinforced by Philosophy 1301 are as follows:

1. READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.

2. WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.

3. CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

Exemplary Educational Objectives

5. To demonstrate awareness of the scope and variety of works in the arts and humanities.
6. To understand those works as expressions of individual and human values within an historical and social context.

7. To respond critically to works in the arts and humanities.

8. To articulate an informed personal reaction to works in the arts and humanities.

5. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts or intercultural experiences.

Core Curriculum Intellectual Competencies

This course reinforces 5 of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCI’s identified by the DCCCD which are reinforced by Introduction to Philosophy 1301 are as follows:

3. READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.

4. WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.

5. LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

6. CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

Addendum A: Learning Activities, Outcomes, and Assessments for argumentative philosophical papers.

1. Learning Activity: Group discussion and analysis of assigned readings on the Discussion Board. Students will discuss and evaluate the philosophical ideas presented in the reading.

   a. Learning Outcomes: Students will evaluate the theories presented by applying the authors ideas to personal and everyday life situations.

   b. Assessment: Students will demonstrate proficiency by devising their own examples or referring to specific experiences to explain and/or criticise the ideas being considered.

   c. EEO’s and CCIC’s: Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
2. Learning Activity: Writing the Reflection paper

   a. **Learning Outcomes:** Students will formulate their own analysis of a specific assigned argument. This will involve explaining the major points made and how they logically connect to produce the conclusion. They will then offer criticism of that argument, and cite or create relevant counter-examples.

   b. **Assessment:** Students should demonstrate that they can isolate the relevant points that form a logically coherent argument. They should be able to formulate criticisms which effectively undermine, through the use of appropriate counter-examples, some premise of that argument.

   c. **EEO’s and CCIC’s:** Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
      EEO’s 1,3,4,5
      CCIC’s 1,2,4,5

3. Learning Activity: Taking the 3 exams

   a. **Learning Outcomes:** Students will formulate their own analysis of a specific assigned argument. This will involve explaining the major points made and how they logically connect to produce the conclusion. They will then in turn be capable of choosing the best option among the five choices available to them on the objective format test questions.

   b. **Assessment:** Students should demonstrate that they can isolate the relevant points that form a logically coherent argument, as well as isolate the defective points in a logically weak argument.

   c. **EEO’s and CCIC’s:** Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
      EEO’s 1,3,4,5; CCIC’s 1,3,4,5

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**Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics To Be Covered</th>
<th>Readings /Assignments</th>
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<tbody>
<tr>
<td>Week 1 Aug. 27-Sept 1</td>
<td><strong>Student Introductions</strong></td>
<td>Go to the Discussion Board and briefly introduce yourself to the class. Where (besides North Lake) do you go to school? What’s your major? Are you a Dallas County resident? What led you to take a Philosophy course?</td>
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<tr>
<td>Week 2</td>
<td>Unit 1</td>
<td>Read: Ch. 1, P. 1—28</td>
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<tr>
<td>Sept. 2-8</td>
<td>Chapter 1: The Nature of Morality</td>
<td>Learning Objectives:</td>
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<td>1. Know what sorts of things human beings consider to be basic goods. (In particular, you should be able to explain the view of what constitutes goodness called &quot;hedonism.&quot;)</td>
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<td>2. Understand and use correctly some technical terms of ethics, such as &quot;immoral,&quot; &quot;nonmoral,&quot; and &quot;amoral.&quot;</td>
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<td>3. Be able to distinguish between the scientific (or descriptive) and normative (or prescriptive) approaches to ethics.</td>
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<td>4. Have the ability to distinguish between moral and nonmoral uses of evaluative terms.</td>
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<td>5. Be able to explain why morality has no necessary relation either to religion or to law.</td>
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<tr>
<th>Week 3</th>
<th>Chapter 5: Absolutism versus Relativism</th>
<th>Read: Ch. 5, P. 88—99</th>
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<td>Sept. 9-15</td>
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<td>Learning Objectives:</td>
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<td>1. Be able to explain the difference between moral absolutism and moral relativism.</td>
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<td>2. Understand what cultural relativism and cultural absolutism are, and be able to discuss the criticisms of this anthropological approach to ethics.</td>
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<td>3. Know what the four main types of propositions are, and be able to distinguish among them.</td>
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<td>4. Understand what the author means by &quot;near absolutes,&quot; and the role they play in our moral lives.</td>
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| Week 4       | Chapter 8: Setting Up a Moral System: Basic Assumptions and Basic Principles | Read: Ch. 8, P. 156—178 |
|--------------|----------------------------------------------------------------------------| Learning Objectives:   |
| Sept. 16-22  |                                                                          | 1. Be able to explain which basic conflicts in our ethical intuitions have to be resolved in order to create a moral system, and how any such resolutions might be justified. |
|              |                                                                          | 2. Understand the roles played by reason, emotion, and logical consistency in a moral system. |
|              |                                                                          | 3. Be able to discuss the importance of balancing the need for a moral system to establish stability with the desire that it permit a maximum of personal freedom. |
|              |                                                                          | 4. Understand the five principles the author chooses as the foundation of his own moral system, and be able to explain how he justifies each one. |
| Week 5  
| ---  
| Sept. 23-29  
| **STUDY FOR TEST #1**  
| Use the Study Questions I’ve provided you with to prepare for Test #1  

| Week 6  
| ---  
| Sept. 30-Oct. 6  
| **TEST #1**  
| TAKE TEST #1 (25 Multiple-Choice Questions)  
**ALL UNIT 1 DISCUSSION BOARD POSTS MUST BE COMPLETED BY THE TIME YOU TAKE THE TEST. TEST MUST BE COMPLETED BY SATURDAY OCTOBER 6 BY 11:59 pm. NO EXTENSIONS!**  

| Week 7  
| ---  
| Oct. 7-13  
| **Unit 2**  
| **Chapter 9: The Taking of Human Life**  
| Read Ch. 9, P. 181—206  
**Learning Objectives:**  
1. Understand the relevance of the theories and principles regarding morality and punishment you learned in previous chapters to issues involving the taking of life.  
2. Be able to demonstrate how some of the principles from Chapter Eight (such as the Value of Life Principle and the Principle of Justice) may come into conflict in such areas as capital punishment and suicide, and how these conflicts might be resolved.  
3. Know the general arguments for and against the moral justification of suicide, war, terrorism, and capital punishment.  
4. Be able to apply the reasoning of these arguments to specific cases of suicide, warfare, terrorism, and capital punishment.  

| Week 8  
| ---  
| Oct. 14-20  
| **Chapter 11: Abortion**  
| Read Ch. 11, P. 253—271  
**Learning Objectives**  
1. Know the basic terms used to refer to the developing human individual during its progress from conception to birth.  
2. Have a basic grasp of the history of abortion laws in the United States.  
3. Understand the current legal status of abortion in America.  
4. Be able to explain the strong antiabortion and strong prochoice positions on abortion, and their respective views
of when a human life comes into existence.
5. Be able to discuss the characteristics of the more moderate views in abortion, and why adherents of these views reject the more extreme positions.

| Week 9  
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<th>Oct. 21-27</th>
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<tr>
<td><strong>Chapter 13: Morality, Marriage, and Human Sexuality</strong></td>
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<tr>
<td>Read Ch. 13, P. 304—326</td>
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<td><strong>Learning Objectives:</strong></td>
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<td>1. Understand the distinctions among the public, private, and societal aspects of sexual behavior.</td>
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<td>2. Be able to explain the opposing liberal and conservative views regarding such topics as pre-marital sex, prostitution, and pornography, and be able to critically discuss the argument they offer.</td>
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<td>3. Know the various types of monogamous and non-monogamous marriage relationships, and understand the arguments given for and against their moral acceptability.</td>
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<td>4. Be familiar with the most common arguments for and against the morality of homosexual marriage.</td>
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| Week 10  
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<th>Oct. 28-Nov. 3</th>
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<tr>
<td><strong>STUDY FOR TEST #2</strong></td>
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<tr>
<td>Use the Study Questions I’ve provided you with to prepare for Test #2</td>
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| Week 11  
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<th>Nov. 4-10</th>
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<tr>
<td><strong>TEST #2</strong></td>
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<tr>
<td>TAKE TEST #2 (25 Multiple-Choice Questions)</td>
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**ALL UNIT 2 DISCUSSION BOARD POSTS MUST BE COMPLETED BY THE TIME YOU TAKE THE TEST. TEST MUST BE COMPLETED BY SATURDAY NOVEMBER 10 BY 11:59 pm. NO EXTENSIONS!**

| Week 12  
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<th>Nov. 11-17</th>
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| **Unit 3**  
| **Chapter 14: Bioethics—Ethical Issues in Medicine** |
| Read Ch. 14, P. 332—353 |
| **Learning Objectives** |
| 1. Understand the meaning of the term "bioethics," and the areas to which it is properly applied. |
| 2. Be familiar with the basic ethical issues surrounding the relationship among patients, their families, and health care workers. |
3. Understand the ethical implications of paternalism, radical individualism, and reciprocity, and the main arguments for and against each of these approaches to the doctor-patient relationship.
4. Be familiar with the ethical difficulties we face when we consider whether health care workers should always tell the truth to their patients, obtain informed consent before important procedures, and keep medical information confidential.
5. Be able to critically discuss such current ethical issues in medicine as behavior control, human experimentation, and the application of our newly discovered knowledge of human genetics.

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<th>Week 13</th>
<th>Chapter 15: Business and Media Ethics</th>
<th>Read Ch. 15, P.361—386</th>
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<tbody>
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<td>Nov. 18-24</td>
<td>Learning Objectives</td>
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<td>1. Understand why there is a need for ethics in the business world.</td>
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<td>2. Be able to discuss the manner in which rights, obligations, justice and honesty play roles in the conduct of business.</td>
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<td>3. Be able to explain the specific ethical difficulties faced by businesses and individuals in the areas of discrimination, sexual harassment, and protecting the environment.</td>
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<td>4. Know what the most important issues in media ethics are.</td>
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<td>5. Be able to discuss the conflict between the public's right to know and the individual's right to privacy.</td>
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<th>Week 14</th>
<th>Chapter 16: Environmental Ethics</th>
<th>Read Ch. 16, P. 394—417</th>
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<tr>
<td>Nov. 25-Dec. 1</td>
<td>Learning Objectives</td>
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<tr>
<td>1. Know the several issues that are discussed under the name of environmental ethics, and how they are related to one another.</td>
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<td>2. Understand how our perception of our proper relationship to the environment has changed in modern times.</td>
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<td>3. Be able to discuss sentientism, wholism, and other views regarding our moral obligations to animals, plants, and other parts of nature.</td>
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<td>4. Understand how these views should guide our attitudes toward animal experimentation, vegetarianism, and the exploitation of nature for other purposes.</td>
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<td>5. Be able to evaluate thoughtfully the moderate positions on</td>
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</table>
6. Recognize the value of non-Western viewpoints for addressing environmental issues.

<table>
<thead>
<tr>
<th>Week 15</th>
<th>STUDY FOR TEST #3</th>
<th>Use the Study Questions I’ve provided you with to prepare for Test #3</th>
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<td>Dec. 2-8</td>
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<tr>
<th>Week 16</th>
<th>TEST #3</th>
<th>TAKE TEST #3 (25 Multiple-Choice Questions)</th>
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</thead>
</table>
| Dec. 9-12|                   | THE REFLECTION PAPER AND ALL UNIT 3 DISCUSSION BOARD POSTS MUST BE COMPLETED BY THE TIME YOU TAKE THE TEST. TEST MUST BE COMPLETED BY WEDNESDAY DECEMBER 12 AT 12 PM (NOON). NO EXTENSIONS! Congratulations, you’ve successfully completed this course!!!