Schedule:
Aug 27-29--------Introduction p. 1--7
Sept 5---------------Human Nature p. 45-56
  10-12-------- Human Nature p 11-44.
  17-19--------Relativism p.150-159, 190-211
  24-26--------Relativism 184-189 Exam 1—Sept 26
Oct 1—3------------Utilitarian Ethics 222-232, 268-289
  8—10---------Deontological Ethics 291-312, 332-336
  15-17---------Virtue Ethics 376-409
  22-24--------Weapons of the Spirit
  29—31--------Exam 2—Oct 29, Ethics of Jesus p.461-465
Nov. 5—7------------Nietzsche p.121-134
  12—14--------Existentialism p.578-584, 592-600
  19—21--------Issues: Abortion p. 808-820, Euthanasia p. 851-858
  26—28--------Issues: Terrorism p.954-975 Exam 3—Nov 28
Dec 3—5---------Conclusions, p. Term Paper due—Dec. 3
Dec 10 through 15—Final Exam week

Readings from The Moral Life, 4th ed. By Pojman and Vaughn

Grading: There will be an in-class activity each class period which will be worth 4 possible points. There are 30 class periods. 25 in-class activities times 4 would equal 100 points which is what I will use as 100% of this assessment. This means that if you complete all the in-class activities with no absences, you can accumulate an extra 20 points. In-class activities cannot be made up. Bring paper and pen or pencil each class period. There will also be 3 exams given during the semester worth a possible 60 points each which makes a possible total of 180 points. There will be a term paper due worth a possible 120 points. That makes the total possible points 400. Thus: 360—400 = A; 320—359 = B; 280—319 = C; 240—279 = D; Below 240 = F.

Exams: Each exam will cover the material which preceded it. Exams will cover the reading material and information discussed in class. Exams may include short answer questions, short essays, multiple choice, and True-False questions.

Term Paper: This will be a 6-10 page, typed, double-spaced paper. More details below.
Office: A 110, Phone: 972-238-6140  Home: 972-636-7194.  E-mail: gypsyprof@aol.com
Alternative: jkirk@dcccd.edu  Make appointment for consultation

Participation: Students are encouraged to participate fully in the class discussions. Although it may be bad form to disagree with the instructor in some classes, in philosophy class it is a virtue. As the philosopher Alfred North Whitehead put it: “A clash of doctrines is not a disaster--it is an opportunity.” The aim of genuine argument is not to brow beat one’s opponents into submission, but to promote understanding and enlightenment. In order to achieve this goal, it is necessary to listen with sympathy to other speakers. Having your position challenged by people who are sincerely listening to what you are saying is a mark of respect. One of the goals of this class is to encourage the art of constructive conversation.

The last date to drop the class with a W is Nov. 15. It is the student’s responsibility to initiate drops. Instructors are required to give marks of F to those who do not officially drop but just quit coming to class.

Attendance: Students may not receive attendance credit if they come to class late or leave early. Attendance means coming to class and participating in class discussions. Sleeping students or students reading magazines or doing work for other classes are not considered to be in attendance.

PLEASE TURN OFF ALL CELL PHONES!!!
Electronic devices may not be used in class. Put up all cell phones and laptop computers!!!!!!!

To help ensure your safety on campus, please watch this video on keeping safe in a campus emergency at  http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv"
Term Paper
Introduction to Ethics
Due Dec 3

Describe your own approach to ethics. Would you describe it as utilitarian, deontological, or virtue ethics? If none of the above, what term would you use to describe it? What is your view of human nature and how does that fit with your ethical position? Choose a person from history, personal experience, or fiction who you would consider a good person. What are the characteristics which you think make the person good? Choose another person from history, personal experience, or fiction who you would consider bad or evil. What are the characteristics which make that person bad? What do those choices say about your overall approach to ethics? What do you think are the most important characteristics of an ethical person? Do you think it is possible to teach ethics? Why or Why not?

Grading: Evidence of thought will make the grade go up. Evidence of just putting something down on paper filled with clichés will cause it to go down. Any position you take is O.K., but remember to give reasons for your positions.

6—10 pages, typewritten, 12 pt font, double-spaced.

Do not copy large portions from other sources. This is supposed to be your thinking on the issues. If you do use other sources, be sure to cite your sources. Any consistent system of citation is O.K.
PHIL 2306 (3 Credit Hours)
Offered at BHC, CVC, EFC, ECC, MVC, NLC, RLC

Ethics
This is a Texas Common Course Number. This is a DCCCD Core Curriculum Course.
Prerequisite: DREA 0093 or English as a Second Language (ESOL) 0044 or have met the
Texas Success Initiative (TSI) standard in Reading.
Course Description: Consideration of what constitutes a good and a moral life. Using
classical and contemporary theories, students will weigh such ingredients as pleasure,
duty, power, and love as they apply to current issues of daily living. Students may
consider ethical problems in business, law, and medicine. (3 Lec.)
Coordinating Board Academic Approval Number 3801015312

General Information: 3 credit hours.
ADA—
If you are a student with a disability and/or special needs who requires accommodations, please contact the college
Disability Services Office at 972-238-6180 (Voice/TTY), visit Thunderduck Hall, suite T120, or go to
http://www.dcccd.edu/Current+Students/Student+Services/Disability+Services/
(CTRL + Click to access “Current Students” site to “Student Services” to “Disability Services”)

Religious Holidays: Absences for observances of a religious holy day are excused. A student whose absence is
excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a
reasonable time after the absence. Students who will be absent from class for the observance of a religious holy day
must notify the instructor in advance.

Withdrawal and Withdrawal date:
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must
be received in the Registrar’s Office by (Nov. 15, 2012). Failure to do so will result in your receiving a performance
grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline,
you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the
current printed Credit Class Schedule, contact the Admissions/Student Records office at 972-238-6100 or 6101
(Thunderduck Hall, T170), or contact the division office.

Obtaining Final Course Grades Using eConnect: Final course grades are no longer mailed. Convenient access is
available online at www.econnect.dcccd.edu or by telephone at 972-613-1818. Use your identification number when
you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding
your college record. Your grades will also be printed on your Student Advising Report, which is available in the
Admissions and Student Records Office, T170.

Financial Aid:
If you are receiving any form of financial aid, you 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 after the drop date are also subject to this
policy.

Academic Honesty: Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty
includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a
responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the
DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm.

Third Attempt to Enroll in a Course: Repeating a Course
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students
registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and
Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental
Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at http://www.dcccd.edu/thirdcourseattempt/

Six Drop Policy: For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access https://www1.dcccd.edu/6drop

Food and Drink: Students may bring food and drink into the classroom as long as they are responsible for avoiding spills and as long as the consumption of the food and drink is not distracting to other students.

COMPETENCIES FOR PHILOSOPHY AND RELIGION COURSES

Reading: Students will be asked to read from philosophy and religion textbooks written for students reading at the 12th grade level or above. Students may be asked to read some short passages from primary sources. Student achievement will be measured by such methods as exams, quizzes, and in-class discussion of the material.

Writing: Students will be given opportunities to write essays and papers about philosophical and religious issues. The student’s progress in improving academic writing will be communicated by such methods as instructor remarks written on papers and individual student conferences.

Speaking: Students are expected to participate in such speaking activities as class discussions, small group discussions, and class presentations. The instructor will evaluate their speaking skills.

Listening: Students will enhance their listening skills by practicing speaking one at a time and attending to the speaker. Students may be asked to summarize or repeat an argument they have just heard.

Critical Thinking: Students’ writing and class participation will be evaluated continually by such criteria as clarity, consistency, coherence, comprehensiveness, compatibility, and fairness in thought and expression.

Scope and Variety in Philosophy and Religion: By studying a wide range of ideas, purported by different historical periods, ages, and cultures, the student will demonstrate through written and spoken work an awareness of the scope and variety of issues and ideas studied in philosophy and religion. Some non-western ideas may be presented and discussed.

Expressions of Individual and Human Values within a Social and Historical Context: In class ideas will generally be presented within a historical, cultural, and social context, so students can understand why and how the ideas emerged. Students will be encouraged, in class discussions and in written work, to relate the ideas studied in philosophy and religion to ideas studied in other courses (e.g., literature, psychology, history, etc.).

Critical Response: Students will practice, in speech and writing, giving reasoned, critical responses to the ideas and theories presented. Unsupported statements of likes or dislikes will be treated as seminal material by the instructor for the development of a reasoned, critical response to a theory, idea, or religion.

Informed Personal Reaction: Students will be encouraged by the instructor to personalize the material studied and to react to it. The instructor, however, may ask students to support reactions by such means as the use of logic, reason, and bibliographical research.

Influence of Philosophy/Religion on Intellectual Experiences: Through such means as written papers and exams, class participation and discussions, oral presentations, and small group activities, students will relate the ideas and theories studied in religion and philosophy to various related intellectual experiences.
THE DEPARTMENT MISSION STATEMENT

The mission of the Philosophy/Religion Department at Richland College is to provide to students and teachers alike interactive and cooperative learning environments in which they may examine ideas related to their cultural, philosophical, and religious heritages. The Department further strives to develop skills in analysis and evaluation of arguments and the ability to write and to speak clearly about philosophic and religious issues, which pertain to values, knowledge, reality, human nature, and God. The Department aims at translating these skills into considered actions in the lives of those involved and into reasoned interactions with the greater global community.

Exemplary Educational Objectives (EEO):
To demonstrate awareness of the scope and variety of works in the arts and humanities  [Explain both the theory/position in question and an opposing theory/position. As I grade, I will ask myself, “How well did you explain both positions?”]

5  Demonstrates a clear and insightful awareness of the scope and variety of the works in philosophy by providing clear and full explanations of both positions.
4  Demonstrates a clear and reasonable awareness of the scope and variety of the works in philosophy by providing mostly clear and full explanations of both positions.
3  Demonstrates an adequate awareness of the scope and variety of the works in philosophy by (a) providing a clear and full explanation of one position and a poor explanation of the second position or (b) providing explanations for both positions that are unclear and/or incomplete.
2  Demonstrates a limited awareness of the scope and variety of the works in philosophy by (a) failing to provide an explanation for one of the two theories or (b) providing poor explanations of both positions.
1  Demonstrates little or no awareness of the scope and variety of the works in philosophy by (a) failing to provide an explanation for one of the two theories and (b) providing a poor explanation for the other position.
0  The essay was not on the topic or there was no essay at all.