



<http://www.thefreedictionary.com/philosophy>  
<http://www.earlham.edu/~peters/gpi/dicts.htm>

Philosophy Paper writing:

<http://www.rowan.edu/philosop/clowney/IntroPhilosophy/PhilPaper.html>  
<http://mugwump.pitzer.edu/~bkeeley/CLASS/IP/Fall01/shints.htm>

**Optional materials:** Copies of additional materials not contained in digital or handout libraries to be supplied by/to the philosophy coordinator prior to the beginning of any term of instruction.

Other materials per the section instructor.

**Revision date:** 8/14/12      **Course Coordinator:** Ken Howarth, 609-570-3809, [howarthk@mccc.edu](mailto:howarthk@mccc.edu) LA-119  
<http://www.mccc.edu/~howarthk/MainPage.htm>,  
Philosophy Bulletin Board between rooms LA-124 and LA-125  
on the first floor of the Liberal Arts Building

**Additional resources:** The College library's text and NetLibrary and ebrary electronic resources, accessible through [http://www.mccc.edu/student\\_library.shtml](http://www.mccc.edu/student_library.shtml), as well as the Library Resource page (under development) provide a wide range of philosophical reference and topic specific texts. The Philosophy Repository on the College online course platform, Angel, contains specific auxiliary readings accessible for all sections that utilize Angel as at least a 'shell' resource for even classroom-based sections. A library of targeted readings handouts is also available in the Coordinator's office.

**Learning Center Resources:** There are no tutors or study groups through the Learning Center for philosophy topics, though there are tutors for writing. There are limited volunteers in the Philosophy S.P.A. Club available for peer-to-peer tutoring, and Professor Howarth is available to meet with students for tutoring to augment students meeting with their class professors.

**Course Competencies/Goals/Student Learning Outcomes(SLO's) [to be listed on course syllabi]:**

If the student does the work assigned for this course, s/he will be able to:

1. Identify and define key ethical terms, problems and theories
2. Employ the logical and critical thinking methods and evidentiary criteria of philosophy to determine and critique the ways of addressing contemporary moral issues
3. Distinguish and analyze the relevant ethical and factual considerations of the major contemporary moral issues studied
4. Interpret, summarize and paraphrase the views of ethicists and others as expressed in actual practice, and in philosophical and contemporary issues writings
5. Frame and present your own moral views clearly, logically, concisely and coherently

Outcomes 1. through 4. relate to "philosophical ethical literacy" with respect to content knowledge. Outcomes 2. through 5. relate to "philosophical moral reasoning practice" with respect to methods applied to relevant content material. Other learning goals may be specified in particular sections by the instructor with the course coordinator's approval in addition to but not as a replacement for the above listed goals.

**Course-specific General Education Knowledge Goals and Core Skills.**

### General Education Knowledge Goals for this course:

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal. 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

### MCCC Core Skills for this course:

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

### Units of study in detail

The general plan for this course is broadly in two parts; the first unit serves as a primer of ethical theory; while subsequent units address various contemporary issues treated through articles that focus on subject particulars and applications of more general ethical theory.

#### Units in Summary

Unit 1 – Morality, Reason and Ethical Theories

Unit 2 – Ethical Issues – Life, Death and the Individual

Unit 3 – Ethical Issues – Individuals and Society

Unit 4 – Ethical Issues – Humanity and Nature

Unit 5 – Ethical Issues - War, Terrorism & Torture

Detailed Units:

## Unit One: Morality, Reason and Ethical Theories

### Learning Objectives - The student will be able to...

- Identify reasons for studying ethics and applied ethics and distinguish between the major fields of philosophy, ethics and subfields of ethics and their central concerns (Course Competencies 1, 2; General Education Goals 6; Core Skills A,B,C,G.)
- Explain key philosophical and ethical concepts such as objectivity, subjectivity, autonomy, good, etc. , as well as the role of reason, evidence and their relation to theoretical approaches to ethics such as religious, relativistic, emotivist, expressivist (Course Competencies 1, 2; General Education Goals 6,7; Core Skills A,B,C,G.)
- Critically relate theoretical approaches to others and each other, including egoistic, virtue-based, duty-based, rights-based, social contract-based, utilitarian, scientific and other major theoretical approaches (Course Competencies 1, 2; General Education Goals 6,7; Core Skills A,B,C,G.)
- Identify and use the principles and practices of reasoning, basic logic, fallacy awareness, arguments and Judgment in application to moral matters (Course Competencies 1,2; General Education Goals 6; Core Skills A,B,C,G.)

## Unit Two: Ethical Issues – Life, Death and the Individual:

### Learning Objectives - The student will be able to...

- Understand the basic differences, histories, major figures, and approaches to core ethics issues such as autonomy, identity, etc. in relation to major contemporary moral individual life and death issues (Course Competencies 1, 2, 3, 4, 5; General Education Goals 5, 6, 7, 8; Core Skills A, C, D, F, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issue of abortion. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issue of euthanasia. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issue of capital punishment. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)

## Unit Three: Ethical Issues – Individual and Society:

### Learning Objectives - The student will be able to...

- Understand the basic differences, histories, major figures, and approaches to core ethics issues such as community, identity, etc. in relation to major contemporary moral issues with respect to the relationship between individuals and societies (Course Competencies 1, 2, 3, 4, 5; General Education Goals 5, 6, 7, 8; Core Skills A, C, D, F, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issue of pornography, censorship and illegal drug use. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)

- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issue of sexuality and marriage. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issue of affirmative action. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)

#### Unit Four: Ethical Issues – Humanity and Nature

##### Learning Objectives - The student will be able to...

- Understand the basic differences, histories, major figures, and approaches to core ethics issues such as community, identity, etc. in relation to major contemporary moral issues with respect to the relationship between individuals, communities and nature (Course Competencies 1, 2, 3, 4, 5; General Education Goals 5, 6, 7, 8; Core Skills A, C, D, F, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issues of environmental ethics. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issues of genetic engineering. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issues of animal rights. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issues of global justice. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)

#### Unit Five: Ethical Issues - War, Terrorism, Genocide & Torture

##### Learning Objectives - The student will be able to...

- Understand the basic differences, histories, major figures, and approaches to core ethics issues such as community, identity, etc. in relation to major contemporary moral issues with respect to the issues of violence and armed conflict (Course Competencies 1, 2, 3, 4, 5; General Education Goals 5, 6, 7, 8; Core Skills A, C, D, F, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issues of warfare. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issues of terrorism. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific issues with respect to the issues of genocide. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)
- Critically compare and contrast the major general ethical theoretical issues as well as the key issues specific

issues with respect to the issues related to torture. (Course Competencies 1,2,3,4, 5; General Education Goals 5, 6, 7, 8; Core Skills A,B,C,D, G.)

### **Evaluation of student learning:**

Citizenship:	Course-long assessment of how students demonstrate philosophical literacy and practice through their contributions to the class learning environment, that may include such factors as attendance, the amount and manner of class participation, helpfulness to other students' understanding, oral presentations (may be broken out as a separate grading category), etc.
Homework:	6 or more short assignments aimed at having the student demonstrate that they did the assigned reading assignment and can address the issues covered in their own words.
Quizzes:	2 or more brief assessments to allow students to demonstrate philosophical literacy in a specific unit of instruction
Tests:	1 or more class-length assessments to allow students to demonstrate content knowledge/philosophical literacy in covered units of instruction
Examinations:	2 or more class-length assessments to allow students to demonstrate philosophical practices (and literacy) as applied to units of instruction; at least includes one comprehensive in-class final exam
Essays:	1 or more assessments to allow students to demonstrate philosophical literacy and practices as applied to units of instruction. Well-argued papers are the first goal here, as a demonstration of philosophical reasoning, though assigning and assessing, in part, a research dimension to the assignment is fitting, though more for 200-level courses.

### **Course Grade Breakdown:**

Citizenship	10-15% (not more than this) (includes 'participation')
Homework	10-15%
Quizzes	5-10%
Tests/Exams	30-50% (no one test/exam worth more than 20%)
<u>Essays</u>	<u>30-50%</u> (no one paper worth more than 25%)
Course =	100%

The particular grading breakdown is to be determined by each instructor and listed clearly in her/his syllabus.

**Attendance Policy:** Stated clearly in the syllabus and consistent with the MCCC student handbook.

**Academic Integrity Statement:** [As found @ <http://mlink.mccc.edu/omb/OMB210.pdf>]

MCCC

OMB 210

### **ACADEMIC INTEGRITY POLICY**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

**A. Uses or obtains unauthorized assistance in any academic work.**

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

**B. Gives fraudulent assistance to another student.**

- completing a graded academic activity or taking an exam for someone else.
- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

**C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.
- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

**D. Inappropriately or unethically uses technological means to gain academic advantage.**

- inappropriately or unethically acquiring material via the Internet or by any other means.
  - using any electronic or hidden devices for communication during an exam.
- Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

**Consequences for Violations of Academic Integrity**

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

**Appeals**

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.