INTRODUCTION TO ETHICS
DIVISION OF MULTIDISCIPLINARY STUDIES
30035 - PHI 223 - 003
-SPRING 2020-

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Division of Multidisciplinary Program (ground level)
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“Philosophy begins in wonder.
And, at the end, when philosophic thought has done its best, the wonder remains.”
~ Alfred North Whitehead

I.  COURSE DESCRIPTION:

This course focuses on moral theories and issues, drawing on ideas from a variety of
disciplines. During this semester we will examine moral theories regarding what is
right and wrong, good and bad and apply them to contemporary moral issues. Most
of us undoubtedly have beliefs regarding such matters already, even very strong
ones. Thinking philosophically about contemporary moral issues, however, allows
us to see how well-supported our beliefs are by reasoned argumentation, and this is
why we examine those beliefs in light of philosophical moral theory, because moral
theory just is an attempt at providing a rational framework within which to view
important beliefs.

II.  General Education Core Curriculum Objectives/Outcomes:

A.  Students will demonstrate awareness of the scope and variety of texts dealing
    with various philosophical issues.

B.  Students will demonstrate an understanding of the historical and social
    contexts of philosophical movements.

C.  Students will demonstrate an ability to respond critically to works in
    philosophy.

D.  Students will have participated in assignments requiring them to formulate,
    express, and support their opinions on the philosophical issues covered in
the course. Students will have acquired knowledge of the cross-cultural influence of philosophy.

III. Problem Learning Outcomes:

When presented with a specific example of a moral dilemma, a student will be able to identify and explain the moral course of action according to (a) utilitarian ethical principles and (b) deontological ethical principles. This outcome include the ability to connect choices, actions and consequences to ethical decision-making.

IV. Exemplary Educational Objectives:

A. Awareness of the scope and variety of texts dealing with ethical issues.

B. Understanding of the historical and social contexts of philosophical movements in ethics.

C. Ability to respond critically to works in philosophy.

D. Ability to formulate, express, and support arguments on ethical issues.

E. Knowledge of the cross-cultural influence of philosophy.

“It is the mark of an educated mind to be able to entertain a thought without accepting it.” ~ Aristotle

V. Student Learning Outcomes and Assessment Assignment:

A. PHI 223 is part of the university's Core Curriculum. As such, the work assigned in this course recognizes the general goals of the core and the specific objectives attached to those classes designated for inclusion in the Language, Philosophy, and Culture Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

B. Specifically, students enrolled in this course will demonstrate the general ability to:

1. Think critically, which includes the ability to analyze, evaluate, and synthesize information about specific philosophical concepts.

2. Communicate effectively by developing and expressing ideas through written and visual communication.

3. Gain intercultural competence, a knowledge of civic responsibility, and an awareness of how humans in the past have engaged effectively in regional, national, and global communities.

4. Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.
“There is scarcely any passion without struggle.” ~ Albert Camus

C. Assessment Assignment

1. To measure the success of student acquisition of these mandated skills, during the course of the semester, students will be assigned an Ethical Theory Essay. Generally speaking, the project will consist of students completing a written assignment that will compare and contrast two competing ethical theories introduced by the professor. Specifically, the instructor will provide the students with an ethical scenario that will allow for differing responses to flow from the use of each theory. Specific instructions of this assignment can be found in this syllabus. Completion of this assignment is required by the university and is an integral component in the successful completion of this course.

“The question isn’t who is going to let me; it’s who is going to stop me.” ~ Ayn Rand

VI. GRADE POLICIES, COURSE REQUIREMENTS, & TESTING INFORMATION:

A. Course Policies, Requirements, & Due Dates:

- 20% Mid-Term Exam (Exam # 1): 3 March by 11:59 PM on D2L.
- 20% Ethical Essay: 5 April by 11:59 PM
- 20% Primo Levi: Ethical Themes: 29 March by 11:59 PM
- 20% Video Analysis: 19 April by 11:59 PM
- 20% Final Exam (Exam # 2): 5 May from 4:00pm-6:30pm

“Theory can blind observation.” ~ Carol Gilligan

B. Attendance is expected. A complete attendance report may be filed with the student’s dean and the registrar with the final course grade. In fact, more than one absence, whether excused or unexcused, means you will receive a final grade of “F” for this course.

Please do not miss class! In view of your interests, too much is at stake.

C. All students are required to be present for announced exams. Any missed exam without a cogent documented excuse will be counted numerically as a zero (00). This is considerably lower than an average F.

D. Because of the nature of these exams over assigned readings and lecture material, it is in your best interest to attend every class and proactively engage material, especially since each exam counts 20% towards your final grade.
E. There are a number of resources for your class on D2L. Therefore, after every lecture I highly encourage you to review the resources provided for you on D2L.

F. Class Projects: Nearly every class we will take time to do a class project over an ethical controversy, dilemma, moral/social problem, or situation. They could be real, historically or socially based, or fictional. They are designed to promote critical thinking about moral issues. Therefore, your participation in these weekly projects is demanded. In fact, lack of qualitative participation could result in a complete loss of 15 points on your final exam—no matter your score. So, these points are yours to lose:

1. Guidelines:
   a. Your name will be called to choose ethical topic from “cookie jar.”
   b. Class will be divided into groups and debate all positions. Come to a group conclusion. Be ready to share with the rest of the class.
   c. Each group will decide what is best answer in dealing with this controversy, dilemma, or moral/social problem.
   d. At all times everyone is to be respectful of each other and professor. No discrimination, intimidation, or attack on person. If so, a complete loss of 15 points on final exam.
   e. Be mindful of each other’s worldview; seek to understand each other.
   f. Justify all of your truth-claims or positions taken. Know not only what you believe, but also why you believe what you believe. Thinking with Excellence will assist you in knowing how to justify your positions.
   g. No doing homework or other work in class while doing these projects. If so, a complete loss of 15 points off of final exam.
   f. Demonstrate the art of conversation.

G. If you are having difficulties understanding ethics or my directions, I encourage you to do the following:

1. Visit with me (early on; not last minute)
2. Ask questions in class
3. Study resources on D2L
4. Review your study habits
5. Form study groups with fellow students
5. Apply skills from Thinking with Excellence
6. Go to AARC in SFA Library;
7. Review exam material with me in my office.

AARC has open house dates: 11am to 6pm on January 22 and January 23; Noon to 5pm on February 19 and 20; 1 to 4pm on March 25 and 26.
I want to see each of you succeed in this class!

H. **Required Book:**

1. Louis P. Pojman, *How Should We Live? An Introduction to Ethics* (Belmont, CA: Wadsworth Publishing, 2004). ISBN-10: 0534556574. This book will be needed for both mid-term and final. It is available not only in SFA bookstore, but also used or for rent on Amazon. Also, free copy is available at SFA library in library reserves.

2. Primo Levi, *Survival in Auschwitz* (CreateSpace Independent Publishing Platform, 2012). ISBN-10: 1479125776. This book will be required to complete a paper assignment. It is available not only in SFA bookstore, but also on Amazon in both print and kindle (e-version). Also, free copy is available at SFA library in library reserves.


> “There is nothing with which every man is so afraid as getting to know how enormously much he is capable of doing and becoming.” ~ Soren Kierkegaard

F. **Exam Information:**

1. Each exam may involve multiple choice, matching, true/false questions, short discussion, and/or essay. Please bring pencil & 882 E scantron for final exam. Mid-term exam will be on D2L essay format.

2. Each exam will cover lecture material and assigned readings as dictated on course schedule or as directed by professor.

3. I may add additional required readings as deemed appropriate. I will inform you if the additional material will be added to quizzes or exams when I distribute the material in class.

4. Take good notes. Recordings are not allowed.

5. Any student who has to miss the mid-semester exam must personally contact me with a *cogent* documented excuse to re-take the exam *within* two class days. If you miss the final exam, contact me to take the exam immediately; otherwise, you receive no credit for the exam (00). I will rarely accept any missed exam. Do not miss these exams.

6. We will have a required roundtable discussion of Primo Levi’s *Survival in Auschwitz*. This will be a student led roundtable discussion whereby you will interact with one another about the
ethical issues in this book, asking if the actions that took place at Auschwitz are morally wrong? How do we even evaluate such moral actions? Upon what basis?

7. Nearly every class we will have a contemporary ethical discussion about some type of moral problem or weighty issue. How well we navigate through those topics will largely be dependent on our ability to master the necessary skills from *Thinking with Excellence*, chapters 3-8, 11-13 and a mutual understanding of each other’s worldviews.

“Principles without traits are impotent but traits without principles are blind.” ~ William Frankena

G. **Ethical Essay Assignment:**

1. This project consists of developing a written assignment that will **compare and contrast two competing theories** introduced by the professor. Specifically, the instructor will provide the students with an ethical scenario that will allow for differing responses to flow from the use of each theory.

2. **Student Directions:**

   Toward the latter half of the semester you will have been already introduced to a number of different ethical theories. As a result, it will be time to demonstrate your critical engagement with these theories through a written document. You will be given directions of an ethical scenario that I will devise, and you will need to read this scenario in order to complete the assignment.

3. Overall, the assignment will be a **five-seven** page essay (excluding cover sheet and bibliography) that is stylistically clean, displays correct internal citation of information, and include a works cited page.

4. In terms of purpose, your essay will accomplish the following:

   a. After reading the scenario, you are to provide a critical discussion in which you identify and explain each of the ethical theories you have been assigned to apply to this scenario, recognize how each of these theories would require you to act in this context, and what the result would be from such actions. (This will tie to the Written Communication and Critical Thinking rubrics)

   b. Then, you are to decide FIRST which of the two theories you find to be more personally reasonable (thus highlighting such issues as ethical self-awareness) and SECOND which of
the theories do you find more inter-culturally reasonable (thus highlighting cultural self-awareness as it may or may not be tied to civic responsibility). (This will tie to the Written Communication, Social Responsibility, and Personal Responsibility rubrics).

c. Finally, as the conclusion to the essay, you are required to provide a photograph that depicts someone acting in accordance with each of the specific ethical theories. Under each picture, you will provide a written paragraph in which you analyze the image and explain how the action in the photo is an embodiment of the theory. (This will tie to the Written Communication rubric and includes the visual element which has been integrated into the written communication submission)

d. As you can see from the description, this assignment interconnects with the Core Curriculum Objectives and will be used as part of the core assessment process. Therefore, you need to make yourself familiar with and work towards accomplishing those goals found on the rubrics for Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility; these rubrics can be found at: http://www.sfasu.edu/acadaffairs/114.asp. These rubrics will be used to assess your essay.

e. *Ethical scenarios that are used as part of this instrument will be developed by individual instructors and thus no single scenario exists. In fact, scenarios may shift from semester to semester to help deter plagiarism.

f. Here you will need to demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.

g. This work is to be done in your words. All sources must be properly cited. Plagiarism, which is your responsibility to know what it is and how to avoid it, is totally unacceptable. Strict plagiarism policy is upheld. No “cut-in-paste” from internet. This paper is to be uploaded to D2L. No extensions, exemptions, or exceptions.

h. By enrolling in Introduction to Ethics you are also enrolling in a Core Curriculum Course that fulfills the Personal Responsibility requirement. You will see this course on your D2L list. This paper will fulfill both the requirements of this course and the needs of Stephen F. Austin State University's Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the
assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills-Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations.

When you complete the assignment mentioned above, you will upload the assignment to dropbox on D2L.

H. **Ethical Themes Paper:** In this 5-7 page paper (excluding cover sheet and bibliography/works cited) you will examine and explain the ethical issues Primo Levi experienced during his time in Auschwitz. Here you will study what those moral decisions were, how he and others faced them, and consider what ways they impact your own worldview. Paper is to be uploaded to D2L. No extensions, exemptions, or exceptions.

Size: font 12; cover sheet; works cited; one inch margins. Double space.

“People almost invariably arrive at their beliefs not on the basis of proof but on the basis of what they find attractive.” ~ Blaise Pascal

I. **Video Analysis Paper:**

In this 5 to 7 page paper (excluding cover sheet and bibliography-if needed) you will have of one of three video debates to watch and critique (in your own words) using resources provided for you from *Thinking with Excellence*. These videos are posted on D2L with working links.

- The first debate is between noted theist William Lane Craig vs. famed atheist Paul Kurtz: *Is Goodness Without God Good Enough?* This debate took place at Franklin & Marshall College. This debate is 1:39 long. This paper is to be uploaded to D2L. You will find link on D2L. This paper

- The second debate is Oxford scholar and theist John Lennox vs. attorney and professor Michael Shermer: “The Nature of Evil and Suffering at Pepperdine University” (November 2013). The debate is 1:32 long. You will find this link on D2L. Paper is to be uploaded on D2L by class deadline.

- The third debate is Does God Exist between William Lane Craig vs. late antitheist Christopher Hitchens. This 4 April 2009 debate took place at Biola University in California. This debate is 2.12 hours long.
You will find link on D2L. This paper is to be uploaded to D2L by class deadline.

- Choose one of these three debates to critique; no need to critique more than one debate.

- Do not plagiarize or zero will result in analysis paper.

- If you have trouble with any of these links, you can search for the debates on youtube using names, titles, and time.

J. Grading Rubric:

Here is the way I will evaluate your philosophy papers & essays:

**An excellent book report, essay, research paper, or any other paper (A) meets or exceeds all of these criteria for both content and writing:**

**Content**

- Demonstrates originality of thought, creativity, and particular insight into the material
- Demonstrates excellent and thorough understanding of the material
- Uses primary and secondary sources in a way that demonstrates high level of intellectual engagement with the text
- Uses primary and secondary sources in such a way that demonstrates the ability to independently research, read, and assimilate material relevant to the topic and to include it in the paper in a useful and insightful way
- Demonstrates the ability to read texts from different perspectives, traditions, cultures, and time periods with nuance and sensitivity, understanding how context affects interpretation.
- Logical fallacies are completely avoided.
- Truth claims are cogently justified (e.g., logical reasoning; empirical evidences; existential relevance; workability; livability; explanatory power; ethical/aesthetic excellence)

**Writing**

- Includes excellent writing that is interesting to read, clear, correct, polished, varied, and appropriate to the nature of the audience and goal; directions were explicitly followed
- Demonstrates completely correct handling of the mechanics of citation, attribution, and integration of quoted and paraphrased material
- Is well organized, with a choice of writing and paragraph structure that guides readers through the work in a way that is well suited to the particular aims, audience, and tone of the goals of assignment.
• Is copy-edited and polished at the sentence level to within an inch of its life

**A good paper (B) meets or exceeds all of these criteria for both content and writing:**

**Content**

• Demonstrates a good understanding of the material
• Uses primary and secondary sources in a way that demonstrates a high level of intellectual engagement with the text
• Demonstrates the ability to read texts from different perspectives, traditions, cultures, and time periods, with an understanding of how context affects interpretation
• Logical fallacies are avoided.
• Truth claims are justified with good argumentation.

**Writing**

• Includes good-quality paper that is interesting to read, clear, correct, and appropriate to the nature of the assignment’s goal; directions were followed in a commendable way.
• Demonstrates correct handling of the mechanics of citation, attribution, and integration of quoted and paraphrased material
• Is well organized at the outline and paragraph level
• Is carefully copy-edited and almost entirely error-free

**An average quality paper (C) meets all of these criteria for both content and writing:**

**Content**

• Demonstrates solid understanding of the material; may sometimes not show full understanding of how sources relate to other material in the course
• Uses primary and secondary sources in a way that demonstrates intellectual engagement with the text at a level appropriate to undergraduate students
• May not demonstrate initiative in research; may sometimes show a superficial understanding of the texts
• Demonstrates the ability to read texts from different perspectives, traditions, cultures, and time periods with comprehension, but may have difficulty in not reading the text from an exclusively modern- or culture-specific position
• Logical fallacies are slightly evidenced.
• Truth claims are insufficiently justified (not argued very well)

**Writing**
• Includes average-quality writing that is correct and appropriate to the nature of the assignment's audience and goal; directions somewhat followed.
• Demonstrates an average handling of the mechanics of citation, attribution, and integration of quoted and paraphrased material; may be awkward in integration and attribution of sources
• Somewhat organized at the outline and paragraph level; may be unfocused or somewhat not organized in the most effective order
• Is satisfactorily copy-edited, although some problems of language may remain

An average (D or below):

Includes any one of these problems to a noticeable extent:

Content

• Demonstrates a deficient understanding of the material
• Does not engage with primary and secondary sources, or does so in a superficial, proof-texting way
• Includes difficulty in comprehending or engaging with texts from different perspectives, traditions, cultures, and time periods
• Logical fallacies are discovered.
• Truth-claims are not justified or are poorly justified.

Writing

• Includes writing that is not appropriate to the nature of the assignment's audience and goal (e.g., too casual or too jargonistic)
• Includes persistent problems with the mechanics of citation, attribution, and integration of quoted and paraphrased material
• Lacks organization at the outline and paragraph level
• Includes persistent and/or systemic problems at the sentence level (structure of sentences; appropriate word choice; spelling and punctuation; other grammar issues; general clarity)

K. Additional Hints for Success on Essays, Papers, & Reports:

1. Always be thinking about the leading proponents and critics on any particular idea or problem in philosophy. In other words, who embraced what particular philosophical idea and who argued against it? Where do these major ideas come out of (e.g., John Dewey's *Art as Experience*)? What was the context for the emergence of those ideas?

2. Introduction: be sure to clearly state the thesis to your work, the problem you will work out, and how you will address that problem. Explain clearly what the central idea is.
3. What are the criticisms made to this idea? What are the responses to those criticisms?

4. Also, be able to critique philosophical, ethical ideas with your own worldview. Using the sevenfold criterion, 5 ways of knowing, etc. in *Thinking with Excellence*, you should be able to offer a critique of that philosophical idea from your worldview.

5. What are the specific lessons you learned? The more specific you are with the lessons, the better your conclusion will be.

6. What are you still missing? What have you left out? Think lateral thinking?

7. Have you committed the fallacy of reductionism?

8. Have you written your work using proper grammar and spelling? Remember: how you communicate is as important as what you communicate.

9. Bibliography/works cited page. Proper citation used?


11. Using the sevenfold criteria, avoiding logical fallacies, and using the fivefold view of evaluating what is true will be helpful to your success.

12. Regularly meet with me, especially if things are unclear to you. If you find yourself struggling with a topic we are discussing in class, my door is open to you; I want you to succeed. You will need to make sure you are doing the required reading and are attending class.

13. Once again, no plagiarism whatsoever. No late papers will be accepted. No extensions or exemptions granted. To be sure, all your work will be taken seriously as a philosophical critique. So, I can’t wait to see you apply all that you are learning in this course! Go forth Lumberjacks!

“It is the mark of an educated mind to be able to entertain a thought without accepting it.” ~ Aristotle

I. Asking Good Questions:

Asking questions in class can be very intimidating for some of us. We are fearful of being embarrassed or rejected. We don’t want to appear “dumb.” We push back from the idea of being singled out by the professor whereby we are called upon repeatedly in class; we
don’t like the spotlight. We don’t want to be known as the “teacher’s pet.”

The situation becomes even more difficult. We come across those who like to argue, who want to be the center of the class, or who redirect their questions in way that benefits them. Out of arrogance, *hubris* (which means excessive pride), and control, they want to claim “superiority” over fellow classmates.

Sadly, we have all encountered educators who don’t like questions. Some are hot-tempered, cynical, and not easy to talk to or even learn from, and deem themselves “god-like” given their background, degrees, and accomplishments. They can make us feel irrelevant, uncomfortable, and worthless.

To be sure, many of us don’t even know where to begin when it comes to asking good questions. We’ve never been trained on the science and art of asking good questions. Yet, we want to learn. We want to contribute to class. We want to seize our studies!

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*“Do one thing every day that scares you.” ~ Eleanor Roosevelt

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What are we to do?

*Thinking with excellence* invites you to ask good questions. Success in life demands good questioning. Most professors we encounter love questions and long for rich classroom dialogue. They will also protect you from students who seek to disrupt you, try to take advantage of the classroom setting by showing off, or attempt to “put you down.” They want you to learn and will do all they can to facilitate those opportunities. If you can learn how to ask good questions, then you will have a dynamic skill set that will last a lifetime, no matter your career, context, or relationships.

Thus, I encourage you to think about books, conversations, truth-claims made, and worldviews like a detective by asking clarifying questions like “What do you mean by that?” and “How did you come to that conclusion.” Here are seven types of questions you should ask when it comes to truth-claims being made by authors, professors, and fellow students:

**Clarification Questions:**

1. “What do you mean by that?” How did you come to that conclusion? "When you make this truth-claim, are you saying
__________?” Here you repeat your understanding of the truth-claim.

**Example Question:**

2. “When you make this truth-claim, would this be an example of what you are trying to say?” Here you give an example of the truth-claim made. This is an example question.

**Interpretation Questions:**

3. “If I understand you correctly, your understanding of this truth-claim is __________ [repeat interpretation]? Am I right? I wonder if the claim could be interpreted this way [give alternative interpretation]?” These are interpretation questions.

**Implication Questions:**

4. “What are the implications of this truth-claim?” Or would this be an implication of this truth-claim _______________?” You can think about the implications of the truth-claim in how it affects or impacts one’s life, community, context, faith, family, other ideas, history, policy, science, or other types of studies. These are implication questions.

**Consistency Question:**

5. “Can this truth-claim be true given what we know about ___________ [common sense; empirical data; historical facts; philosophical truths; scientific evidence; other realms of studies such as sociology or other inquiries]?” Here we are examining the consistency of the truth-claim with what we already know is true and trustworthy. This is a consistency question.

**Agreement/Disagreement Question:**

6. “I agree/ disagree with you. Here’s why. I’ve had this experience [state experience; remember to summarize; don’t be too wordy].... What do you think about this experience?” This is an agreement/disagreement question rooted in personal experience.

**Lateral Questions:**

7. “What other ways can we think about this truth-claim that may be foreign to our own particular shared assumptions?” “Would __________ [e.g., different age; culture; gender; race;
These seven types of questions, namely, clarification, example, interpretation, implication, consistency, agreement/disagreement, and lateral questions, will benefit you in ways you can never imagine!

“Now if a man believes in the existence of beautiful things, but not of Beauty itself, and cannot follow a guide who would lead him to a knowledge of it, is he not living in a dream?” ~ Plato

VII. GENERAL RULES:

A. No use of cell-phones, text-messaging, games, I-Pods (or equivalent), social utilities, or internet in class. **No use** of any technological device (unless ADA) that may be a distraction to the learning process. Laptops used exclusively for class-notes are acceptable. Please silence cell-phones before class. **If you use the computer for other purposes than taking notes, then you will be asked to leave class. No texting in class (only at breaks).**

B. No smoking or use of tobacco will be permitted in the classroom.

C. All university rules governing academic dishonesty will apply.

D. Lectures may not be taped, recorded, or video transcribed.

E. No reading of newspapers, magazine, kindle books, and other materials for other classes.

F. Respect your classmates and professor.

G. If you have to step out to the restroom be sure to do so quietly.

H. Do not bring attention to yourself.

1. Attendance is expected. **In fact, more than one absent, whether excused or unexcused, means you will receive a final grade of “F” for this course.**

2. I will be taking attendance at beginning of class. It is imperative that you be present and on-time.

3. If you are late to class you must inform me at end of class or you will be counted as absent.
4. If you are more than fifteen minutes late to my class, then you will be counted as absent.

5. If you are gone more than 15 minutes from class, then you will be counted as absent.

6. If you do any other work than ethics in this class, you will be counted as absent for that day. NO OTHER WORK IS TO BE DONE IN THIS CLASS!

6. For every three times you are tardy to class (under 15 minutes), your excessive tardiness will be counted as one absence.

7. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate / inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

VIII. HOW TO DO WELL IN THIS COURSE:

A. Carefully read assigned work. Proactively bombard your assigned readings with the following questions: why, where, what, when, who, and so what?

B. Consider making an outline of the major units of thought in your readings. As you formulate your outline from the reading, ask yourself the following question: “What do I see?” The more observations you make, the better your interpretation of the author’s position or claim may be. Afterwards ask, “What does it mean?”

C. After you outline the author’s position/claim go back and see what arguments are being provided to support that position or claim. Keep asking yourself, “What is the issue?” Then consider what objections can be raised against that issue, position, or claim. Lastly, what replies can be given to defend the position or claim?

D. You should consult with me as often as possible to make sure you are understanding the material. Do not wait until the day before a test to begin studying. This is not the kind of course for which you can cram and expect to do well. Take advantage of the office hours.
E. Consider forming study groups to prepare for quizzes and exams.

F. Those who sit front and central statistically do better on their exams.

G. Try to read when you are at your best (e.g., if you are a “morning person”, then make a way to study philosophy in the morning and not late at night).

H. Make sure you are able to contact another student for lecture material in case you happen to miss a class (es).

I. Eight Strategies for First-Rate Studying:

Read Thoughtfully
Read Repeatedly
Read Patiently
Read Selectively
Read Imaginatively
Read Purposefully
Read Acquisitively
Read Telescopically

If you want to improve your reading comprehension skills I would encourage you to purchase Mortimer J. Adler's informative work, How to Read a Book.

J. 10 maxims I encourage you to inculcate into your life in order to achieve academic success:

1. Be focused! Your energy, time, and discipline need to be bent on becoming the very best. Focus on what really counts. Do not allow yourself to become diverted by the trivial and unimportant.

2. Be holistic! Pro-actively make decisions and pursue interests in your daily life that will assist you in obtaining success. Your resources must always be redirected to your goal.

3. Be undivided! Do not separate one area of your life from another. Pursuing opposing interests may marginalize your success because it divides up your energy, time, resources, and attention.

4. Be determined! Academic progress is rough, ever so time-consuming, and ever so demanding. Meet every demand with a determination for excellence. Learn from your mistakes. Pick yourself up when you fail and press on!

5. Be resilient! Do not give up. You will perhaps fail some time or another during your program. You may even become depressed from the critical feedback you receive from your professors and peers. When those times come, and they do for most if not all, you must
pick yourself up again—for accomplishing the goal is worth facing seemingly insurmountable obstacles.

6. Be sacrificial! Purposefully let go of those things that will hinder your success. Willfully discard every hindrance and degenerative influence that will keep you from achieving your goal with a passion for excellence. Routinely examine your life and see what is encouraging or discouraging you from reaching excellence.

7. Be healthy! Realize, as Aristotle states, that one area of your life impacts all other areas, whether intellectual, physical, or moral. Take very tender care of your mind, soul, and body. You need to strive to be holistically healthy—for if you are not mentally, physically, and spiritually healthy, then you may easily become fatigued, develop inner angst, regret, disappointment, and waiver in the completion of your goals. Remember, a good night sleep is one of the best things you can do for yourself.

8. Be supported! Cultivate a network of people who will exhort you to succeed! Develop relationships with peers who are also bent on achieving success.

9. Be excellent! Successful students realize the importance of cultivating a disposition, i.e., an inner character, which desires intellectual and moral excellence. Seek to desire excellence. Aristotle encourages us to do deeds of excellence until excellence becomes habitual in our personhood.

10. Be balanced! Learn how to balance “having fun” with “hard work.” Don’t ignore those opportunities to relax or play hard. In fact, pursue them! But do not allow those opportunities to displace your study opportunities. Remember, learning is pleasurable!

One of the dangers for those who do achieve success is the problem of malnourishment. Successful people may reach their long-term goals, but so many of them starve themselves in the process. Do not so focus on your goals that you miss out on dynamic opportunities that can nourish your person, inform your circumstance, grow your character, and enlarge your world. In other words, do not so focus on the future that you neglect the blessings that are right in front of you. Go forth and seize each and every day with a passion for excellence!

IX. CLASS SCHEDULE, TOPICS, & ASSIGNED READING:

Depending upon class context, I may alter our readings and topics. Notwithstanding, follow this outline unless otherwise directed by professor. Sometimes I may ask you to re-read certain chapters or portions from required readings or articles.

“When you look into an abyss, the abyss also looks into you.”

~Friedrich Nietzsche
<table>
<thead>
<tr>
<th>Class meeting</th>
<th>Topic</th>
<th>I will be introducing you to some important ideas from the following books and authors:</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>21 January</td>
<td>Introduction to Course: What is a worldview? What is Philosophy? Development of Critical Thinking Skills; How to study ethics</td>
<td>Introduction to Deontological Ethics; Virtue Ethics; Consequential Ethics</td>
<td>Pojman, chapter 1 Thinking with Excellence, chapters 1-3</td>
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<tr>
<td>28 January</td>
<td>Virtue Ethics: Socrates Plato</td>
<td>Plato’s Meno Plato’s Republic</td>
<td>Thinking with Excellence, chapters 3-4 Please re-read chapter 3. Pojman, chapter 2</td>
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<tr>
<td>11 February</td>
<td>Deontological Ethics: Natural Law Kantian Ethics Intuitionism</td>
<td>St. Thomas Aquinas Immanuel Kant Sir David Ross, The Right and the Good</td>
<td>Thinking with Excellence, chapters 6-8 Please re-read chapter 6 Pojman, chapters 4, 7</td>
</tr>
<tr>
<td>18 February</td>
<td>Ethics of Agapism Ethics of David Hume</td>
<td>An Inquiry Concerning the Principles of Morals</td>
<td>Review Pojman, chapters 1, 2, 4, 7 &amp; 8.</td>
</tr>
<tr>
<td>25 February</td>
<td>Stoicism and Epicureanism</td>
<td>D2L</td>
<td>Review Pojman, chapters 1, 2, 4, 7, &amp; 8.</td>
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<tr>
<td>3 March</td>
<td>Mid-Term Exam:</td>
<td>D2L</td>
<td>Review chapters 1, 2, 4, 7,</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>Spring Break on March 10</td>
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<td>and 8 for mid-term exam from from Pojman, lecture notes, and chapters 1-8 from <em>Thinking with Excellence</em></td>
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<tr>
<td>17 March</td>
<td>Ethical Objectivism: Introduction to Ayn Rand</td>
<td><em>Moral Objectivism</em> Jeremy Bentham; <em>John Stuart Mill</em></td>
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<td></td>
<td>Relativism</td>
<td>Read Pojman, chapters 3 &amp; 6.</td>
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<td></td>
<td>Nihilism</td>
<td>Read <em>Thinking With Excellence</em>, chapters 11-13</td>
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<tr>
<td>24 March</td>
<td>Existentialism</td>
<td>Re-read Pojman, chapters 3 &amp; 6.</td>
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<td></td>
<td>Re-read chapters 11-13 from <em>Thinking with Excellence</em></td>
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<tr>
<td>31 March</td>
<td>Round table Discussion over Primo Levi's <em>Survival in Auschwitz</em></td>
<td>Be on time!</td>
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<td></td>
<td></td>
<td>Bring Primo Levi book to class!</td>
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<tr>
<td>7 April</td>
<td>Ontological Foundations for Ethics</td>
<td>C. S. Lewis</td>
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<td>American Pragmatism</td>
<td>John Dewey</td>
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<td>Emotivism</td>
<td>Paul Kurtz</td>
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<td>William Lane Craig</td>
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<td>Pojman, chapter 5.</td>
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<td>14 April</td>
<td>Ethics of Care vs. Ethics of Justice</td>
<td><em>Carol Gilligan</em></td>
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<td>Ethics of R. M. Hare</td>
<td><em>R. M. Hare</em></td>
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<td></td>
<td>Addressing the Problem of Evil and Suffering</td>
<td>Read Pojman, chapter 9.</td>
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<tr>
<td>21 April</td>
<td>Application of Ethics</td>
<td>Gandhi vs. Frank Castle</td>
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<tr>
<td></td>
<td></td>
<td>Re-read Pojman, Chapters, 3, 5, 6, &amp; 9.</td>
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</tbody>
</table>
X. OTHER IMPORTANT MATTERS:

A. Topics, Assignments, Tests, Reading Materials, and Office Hours are subject to change per professor’s discretion.

B. I’m here for you. It is best to contact me by e.mail shockleypr@sfasu.edu to make an office appointment.

C. Earn a Certificate of Applied Ethics! After you complete this course with a C or above, all you need are three more courses and you can receive a “Certificate of Applied Ethics!” When you earn this certificate (9 more hours is all you need), this achievement will also be officially noted on your official transcript. Here are more details...

1. **The Certificate in Applied Ethics** is based on an interdisciplinary curriculum that both supports and extends a student’s major and offers students an enhanced ability to evaluate ethical issues related to their major filed or future profession. An examination of morality and ethical theory fused with disciplines such as public administration, sciences and more offers students a deeper understanding of how to pursue a career or conduct research in their primary field of study. Ethical decision-making and critical thinking are essential skills for students applying to graduate schools.

2. Students will take size hours of required course in PHI 223 Introduction to Ethics (this course) and PHI 323 Ethical Theory, and six hours of approved electives. Our certificate includes a theoretical basis for understanding ethics, and students who pursue it will complete a project that integrates their study of ethics with their future career plans (e.g., business; education; forestry; human resources; medicine; military; speech-language therapy; social work).
3. **Sign up today!** Contact the Division of Multidisciplinary Programs at 936-468-6537.

XII. **STUDENT ETHICS AND OTHER POLICY INFORMATION:**

A. Student Ethics and Other Policy Information can be found at http://www.sfasu.edu/policies/

B. Class Attendance and Excused Absence: Policy 6.7:

1. Given nature of class, only one absence is allowed, whether excused or unexcused. Official documentation will be required for excused absence.

2. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered.

3. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades.

4. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

5. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

C. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

D. Student Academic Dishonesty: Policy 4.1:
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

E. Definition of Academic Dishonesty:

1. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; helping or attempting to help another in an act of cheating or plagiarism.

2. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
   a. submitting an assignment as one’s own work when it is at least partly the work of another person;
   b. submitting a work that has been purchased or otherwise obtained from the Internet or another source;
   c. incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

F. Penalties for Academic Dishonesty:

1. Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

G. Student Appeals:

1. A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

H. Withheld Grades: Policy 5.5:

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
I. Student Code of Conduct: Policy 10.4:

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

J. PHI. 223: Typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks, and also meets for a 2.5-hour final examination. Students have significantly weekly reading assignments, and typically two exams, a final exam, an ethical theory essay and discussion work. These activities average a minimum of 6 hours of work per week to prepare outside of classroom hours.

“Sometimes the questions are complicated and the answers are simple.”

~ Dr. Seuss