

FIRST DAY HANDOUT -- COURSE GUIDELINES -- CHANGES WILL BE ANNOUNCED IN CLASS

Course: PHI 112, Ethics, Meeting in Arvada, Weekend College format.

Instructor: Guy Till – guytill@msn.com 303-914-6100 x 3867 (Voicemail RRCC).

This class has three Friday evening sessions and three Saturday sessions.

Friday, July 9, 2010, 5:00 PM till 10:00 PM
Saturday, July 10, 2010, 8:00 AM till 5:30 PM.

Friday, July 16, 2010, 5:00 PM till 10:00 PM
Saturday, July 17, 2010, 8:00 AM till 5:30 PM.

Friday, July 23, 2010, 5:00 PM till 10:00 PM
Saturday, July 24, 2010, 8:00 AM till 5:30 PM.

Text: Ethics for Life, 4th or 5th Edition, by Judith A. Boss (EFL). **The EFL textbook is essential for this course.**

NOTE: For perspective, it may be useful to refer to resources such as a dictionary of philosophy or encyclopedia for general descriptions or definitions of terms used in philosophy. The class will proceed by reviewing passages, lectures, some pertinent videos, and discussion.

I. General objectives of the course: Learn about some of the traditional ways of discussing issues of right and wrong in philosophy. Examine ethical theories in relation human life, thought, and experience. Philosophical theories may be applied or motivated through a selection of contemporary personal and social issues.

II. Specific course outcome objectives:

1. Identify and distinguish between teleological (outcome determined, purposive, goal oriented) and deontological (absolute, more strictly principled) ethical orientations.
2. Place several historically significant or influential ethical theorists in perspective.
3. Be able to discuss some of the issues arising from the relationships between some of the metaphysical (i.e., what is real) schools of thought and the ethical (i.e., what is right) schools of thought in the philosophical tradition.

III. Course requirements and grading:

1. Regular attendance is important. If an absence is not avoidable, specific make-up work must be negotiated to make sure the student addresses the material covered during the absence.
2. Methods of evaluation: There will be a number of short quizzes based on the readings and class discussions up to the date of the quiz, generally with the greatest emphasis on the most recent readings or class work. There will be a final test at the end of the course. Taking a quiz or the final test late normally will result in a lower grade. Tests and quizzes will be open-book and open-note.

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3. Grading will be based, in part, on classroom participation. Discussion is a part of philosophy. Listening counts. Good questions as well as good comments are useful. Listening carefully to each other and to the instructor is often essential to participating meaningfully in the classroom setting. A one page reaction paper commenting on the readings or classroom discussion may be submitted for additional credit.
4. The final grade will be generated by combining the average of the quiz grades (40 %), the final test (30%), and classroom participation, including any reaction papers. (30%).
5. When responding to a question on a quiz or test, please make sure you actually respond to the question. State your thesis/position. Briefly provide reasons, evidence, and argument to support your thesis/position.

OPTIONAL: The grading scheme may be modified if a student would prefer to write a five to ten page, double spaced, type written paper. The student must negotiate for approval of the proposed topic. The student must also negotiate for the area of evaluation the student wants the paper to apply to, e.g. classroom participation, performance on quizzes, or final test.

The optional paper may be based, in part, on a particular ethical issue addressed in Ethics for Life. The paper should quote from two or three recognized traditional philosophers and relate the views quoted to the student's own views of the subject.

You may wish to motivate your paper by imagining a traditional philosopher's response to a contemporary question and giving the reasons for your proposed response, e.g. What would Kant or Ayn Rand say about euthanasia or cloning? Which view do you find more persuasive? How come?

IV. Tentative assignments (changes will be announced in class – if you miss a class session, please check instructor's RRCC voicemail message the day after for a summary of work to be covered):

First Meeting: "Student Relativism," Pages 80-81; Plato's "Allegory of the Cave," pages 16-18; Chapter 1
Second Meeting: Chapters 3, and 4.
Third Meeting: Chapters 5 and 6.
Fourth Meeting: Chapters 7, 8 and 9.
Fifth Meeting: Chapters 9, 10 and 11.
Sixth Meeting: Review.

V. How to contact the instructor: I will check my voice mail (303-914-6100 x3867) a couple times a week. Please also feel free to talk with me during breaks or after class. If you leave a message but do not get a response, please call again. E-mail guytill@msn.com

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