Course Syllabus

Spring Semester 2019

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| CONTACT INFORMATION: | Professor \_\_Dr. Andrew Alexander\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_West Campus Building \_\_6\_\_\_, Room 326\_\_\_\_\_\_\_Phone:  407-582-1300\_\_\_\_Email: \_\_aalexander@mail.valenciacollege.edu\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Office Hours:  MW12:30—1pm;  4pm—5:30pm  |   |
| COURSE TITLE: | ETHICS AND CRITICAL THINKING:PHI 2600, W01 |   |
| COURSE DESCRIPTION: | This course is a study of major theoretical principles on which claims to good life and moral action have been based, such as hedonism, utilitarianism and rationalism. Each theory illustrated by representative selections from works of great philosophers from classical period to 20th century.  |   |
| PREREQUISITE: | ENC 1101 |   |
| TERM: | Spring  2019 |   |
| CREDIT HOURS:CRN: REQUIRED TEXTS: | 3 credit hours20541 NONE |   |
| IMPORTANT  DATES: | M.L.King Holiday, Jan. 21; Drop/Refund Deadline, Jan.15Spring Break, Mar.11-17; Withdrawal Deadline, Mar.22Final Exam, Apr.22,1PM.Graduation Application DeadlineJan.25  |   |
|   |   |
| COURSE FORMAT & METHOD OF INSTRUCTION Electronic Devices in class     MAJOR LEARNING OUTCOMES:      INSTRUCTIONAL MATERIALS: GRADING SCALE:  | The course will be taught through a combination of lecture, hands-on classroom exercises and homework assignments. Students should not assume that there will be class time to complete homework assignments. Required readings, assignments and other activities will be provided. **Cellular phones cannot be on your desk at any time. Text messaging or answering your cell phone while in-class will be considered disruptive behavior and can be a cause for your dismissal from class. NO ELECTRONIC DEVICES AND NO TEXT MESSAGING. At no time will you be allowed to listen to your IPOD or MP3 player in class. You are not allowed to have any music device on your desk. Also, notebooks (computers) are not to be used during class. It is distracting to other students.**1.       Students will be able to define moral concepts2.       Students will be able to identify key assumptions and implications of major theories and concepts3.       Students will be able to identify key assumptions and arguments in the public debate on contemporary moral issues.4.       Students will be able to evaluate moral argument for coherence, consistency and plausibility using understanding of moral theories5.       Students will be able to reflect on the connection between moral perspectives and personal and civic responsibilitiesSee the reading list. The following grading scale is used: A=90-100; B=80-89; C=70-79; D=60-69; F=below 60Grading Policy The course consists of three units: Ethical Theories, Ethical Assumptions and Moral Issues.  A unit test comes at the end of each unit and a group project comes at mid-term. The grading system is as follows. 1.      Two Regular Unit Essay Tests           = 40% (20% each) 2.      Mid-term Group Project                     = 20% 3.      Final Project & Presentation               = 20% 4.      Class Participation                              = 10% 5.      Attendance                                         = 10% |   |
|   | The final exam is on Apr.22 in class. Missing the final exam will result in a grade of F, until the student takes a make-up final. Make-Up Policy Essay tests that are not completed on time will lose points. Extra Credit Policy Extra credit is not given. To improve your grade, focus on maximizing your score on the final project.  Attendance counts for 10% of the grade. It will be based on the following scale:     0-1 absence             = A     2-3 absences           = B                                                                              4-5 absences         = C    6-7 absences         = D etc.    |   |
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| Student Conduct and Academic Honesty: | VCC Expected student conduct: 10-03 Student Code of Conduct

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| Specific Authority: | 1006.60, FS. |
| Law Implemented: | 1006.60, FS. |

 Valencia College is dedicated to the advancement of knowledge and learning, and to the development of responsible personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules of appropriate behavior as articulated in the Student Code of Conduct. The primary responsibility for managing the classroom environment rests with the faculty. Faculty may direct students who engage in inappropriate behavior that results in disruption of a class to leave the class.  Such students may be subject to other disciplinary action, which may include a warning, withdrawal from class, probation, suspension, or expulsion from the college.  Please read the Student Code of Conduct in the current Valencia Student Handbook.  Here is the link to Valencia’s Student Code of Conduct website: <http://www.valenciacollege.edu/policies/policydetail2.cfm?PolicyCatID=10&PolicyID=3> Exams and homework are considered individual effort; any submissions that are too similar for coincidence will receive no credit.Students may collaborate in group assignments. Collaboration should be used to edit or to clarify doubts.  If anyone is involved in incidents of cheating a zero will be given. Each student is expected to be in complete compliance with the college policy on ***Academic Honesty*** as set forth in the admissions catalog and the student handbook. Any student(s) cheating on an exam will receive a zero on the exam. This cannot be replaced with the final score and the professor at his/her discretion can withdraw you from the class. Students are responsible for preparing for class by reading pre-assigned readings and completing assignments. Students who are absent are fully responsible for all material covered in class. Leaving a message on my phone or sending an e-mail will not be an excused absence.  Make sure you can contact your classmates too.Students should bring the textbook and any other material required for class.During exams and quizzes, students may not leave the room.             |   |
|                 INTERNET RESEARCH STATEMENT:              Office of Students with Disabilities:      | The secretary’s office extension is \_\_1300\_\_\_\_\_\_\_.  Messages should consist of your name, your class and class time, and a brief message. Questions such as “What did we cover in class?” will not result in a response. Emails with specific questions will be answered as soon as possible, usually within 24 hours (during week days). Students who need more than a brief response should arrange a meeting with the instructor. Wandering in and out of the classroom without prior permission is unacceptable and you could lose participation points for doing so. Doing such things will affect your grade.Also, improper conduct like interrupting too much, talking with peers, being disrespectful to professor and peers will affect your grade. Joking and having small conversations while the professor or peers are talking are considered disruptive behavior and it will not be tolerated. Because of the variety of sources, ease of publication, lack of central control and proliferation of commercial information on the free Internet, it is often hard to tell if the information is reliable.  Many sites contain research and information of high quality.  However, unlike traditional print publications or library-based electronic resources, there is usually no process of peer review, nor is there an editor verifying the accuracy of information presented on the Internet. There are an increasing number of sites containing information that may be incomplete, anonymously written, out-of-date, biased, fraudulent, or whose content may not be factual. Students should, therefore, use caution in use of the Internet for their research needs when working on activities.For academic topics that are addressed in scholarly literature, uses of electronic databases or visiting the library may better meet your needs.  **However, each professor makes the final determination of what is or is not accepted as a valid source so review the syllabus for specific guidelines from your professor**. Students who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first week of class.  The Office for Students with Disabilities (West-SSB 102) determines accommodations based on appropriate documentation of disabilities. The goal at the OSD is to open doors, remove barriers and assist you in any way the can. The key to success is matching your needs to the services provided. Please contact this office to discuss your individual needs. The link to Valencia’s OSD website: http://www.valenciacollege.edu/osd      |   |
| BAYCARE BEHAVIORAL HEALTH’S STUDENT ASSISTANCE PROGRAM:        WEST CAMPUS COMMUNICATIONS CENTER:  WRITING RUBRIC:              | Valencia students can get help with psychological issues – stress, anxiety, depression, adjustment difficulties, substance abuse, time management and relationship problems dealing with school, home or work. Students have 24 hour counseling services by phone by simply calling (800) 878-5470. Three free confidential face-to-face counseling sessions are also available. Students may also need to contact the Victim Service Center’s Sexual Assault Hotline at (407) 497-6701 or at:     <http://www.victimservicecenter.com> The writing center (5-155) provides valuable support in learning the skills of writing. The phone number is (407) 582-5454.  **FORM** (Pattern)1.          Focus on the topic.2.          Develop a clear thesis statement.3.          Use good topic sentences and transitional sentences.4.          Demonstrate sentence variety.**CONTENT** (Substance)5.          Define general ideas6.          Employ good specific positive and negative examples7.          Articulate objections to the thesis.8.          Argue for the thesis with justifying reasons (premises).  **MECHANICS**9.          Display consistent grammar.10.      Use accurate spelling                 |   |
|  Valencia General Education Student Learning Outcomes      IMPORTANT VALENCIA WEBSITE LINKS: |  **CULTURAL & HISTORICAL UNDERSTANDING**: Demonstrate understanding of the diverse traditions of the world, and an individual's place in it.**ETHICAL RESPONSIBILITY**: Demonstrate awareness of personal responsibility in one's civic, social, and academic life.**CRITICAL THINKING**: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.  ·      College Calendar:  <http://valenciacollege.edu/calendar/> ·      College Catalog:  <http://valenciacollege.edu/catalog/>·      Valencia Policy and Procedures:  <http://valenciacollege.edu/generalcounsel/policy/>·      FERPA:  <http://valenciacollege.edu/ferpa/>·      ADA:  <http://valenciacollege.edu/osd/handbook/sec4.htm>·      Medical Records:  <http://valenciacollege.edu/generalcounsel/policy/ValenciaCollegePolicy.cfm?policyID=186> |   |
| ***DISCLAIMER:*** | ***Changes may be made at the discretion of the instructor.*** |   |
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**UNIT 4**

This unit focuses on the development of writing skills linked to critical thinking.  Competence in argument construction, as it relates to hotly debated topics in ethics, is emphasized.  Accordingly, the class format will involve a series of guided group discussions, practices and presentations.  The following schedule of events and final evaluation are designed in order to reach this lofty goal.

1. Unit Intro (Topics and Arguments)

The professor will introduce hot moral topics along with procedures for argument construction.

1. STANDARD THEORETICAL APPLICATIONS (Pros)

Students will articulate the reasons for five pro arguments, in their groups, based on their chosen ethical theories.

1. STANDARD THEORETICAL APPLICATIONS (Cons)

Students will articulate the premises for five con arguments, based on their chosen ethical theories, in their groups.

1. REPRESENTATIVE POSITIONS (Pros and Cons)

Students will reconstruct the premises for the pro and con positions, in their groups, by showing their analysis of the textual sources.

1. WORK IN PROGRESS (Presentations and Feedback)

Two groups will present the pros and cons based on their chosen theories and the representative textual sources.  The rest of the class will give instant feedback in writing.

1. WORK IN PROGRESS (Presentations and Feedback)

Two other groups will present.  The rest of the class will give instant feedback in writing.

1. FINAL EXAM (Papers and Presentations)

Students will turn in their final papers and present the pros and cons based on a summary of their applications of standard theories.

**ETHICS**

**TEST 4**

**Part I:            This part is worth 70 points.**

Write an essay on a controversial moral topic by fulfilling the following criteria:

1. Clarifying the basic question

1. Using three standard ethical theories as the bases for pro arguments

1. Employing three standard ethical theories as the bases for con arguments

1. Summarizing the argument for a representative pro position, with a specific

            textual reference

1. Reconstructing the argument for a representative con position, with a specific

            textual reference

1. Articulating your reasons for a pro or con position

**Part II:          This part is worth 30 points.**

Write a paragraph specifying the following:

1. The theory and argument you presented

1. The helpful criticisms of other groups you set forth

1. The representative position, based on a textual source, you summarized and shared

**READING LIST – ETHICS - INTERNET SOURCES**

1. Human Virtue in Plato and Aristotle by John Alison

<http://www.hep.upenn.edu/~johnda/Papers/Virtue.pdf>

1. Hedonism – The Basics of Philosophy

<http://www.philosophybasics.com/branch_hedonism.html>

1. Epicureanism – The Basics of Philosophy

<http://www.philosophybasics.com/branch_epicureanism.html>

1. Stoicism – The Basics of Philosophy

<http://www.philosophybasics.com/branch_stoicism.html>

1. A Reasonable Imagination: Augustine, Ethics and the Human Condition

<http://robertvelarde.blogspot.com/2008/10/augustine-ethics-and-human-condition.html>

1. Thomas Aquinas: Moral Philosophy – Internet Encyclopedia

<http://www.iep.utm.edu/aq-moral/>

1. Thomas Hobbes’ View of Morality- allzermalmer

<https://allzermalmer.wordpress.com/2012/02/19/thomas-hobbs-view-of-morality/>

1. Hume’s Theory of Ethics

<http://www.vernonpratt.com/pi2214%20site/pi2214humesethics.htm>

1. Kant’s Moral Theory (Video)

[Kant's Moral Theory (Part 1 of 2)](https://www.youtube.com/watch?v=W_Q8cNzjTv0)

1. Utilitarianism – Wikipedia

<https://en.wikipedia.org/wiki/Utilitarianism>

1. BBC – Ethics – Introduction to Ethics: Intuitionism

<http://www.bbc.co.uk/ethics/introduction/intuitionism_1.shtml>

1. Evolutionary Ethics – Internet Encyclopedia

<http://www.iep.utm.edu/evol-eth/>

1. Pragmatic Ethics

<https://en.wikipedia.org/wiki/Pragmatic_ethics>

1. Social Contract Theory, Internet Encyclopedia of Philosophy

<http://www.iep.utm.edu/soc-cont/>

1. Cultural Relativism – Philosophy

<http://www.allaboutphilosophy.org/cultural-relativism.htm>

1. Existential Ethics – Philosophy Home Page

<http://philosophy.lander.edu/intro/sartre.html>

1. Ethics of Care – Wikipedia

<https://en.wikipedia.org/wiki/Ethics_of_care>

1. \*Taking Sides – Library Reserve at Valencia (Final Project)

COURSE OUTLINE

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| Sessions | Dates | Topics | Text |
| 1 | 1/7 | Course Intro.Ethics |   |
| 2 | 1/9 | Intro. Critical Thinking, Project Topics | 1 |
| 3 | 1/14 | Project Roles, Ethical Theories Overview | 1 |
| 4 | !/16 | Plato, Aristotle (Virtue Ethics) | 1 |
| 5 |  1/21 | M. L. King Holiday |   |
| 6 | 1/23 | Hedonism, Epicureanism, Stoicism | 2,3,4 |
| 7 | 1/28 | Augustine, Aquinas, (Theological Voluntarism), Hobbes’ Egoism | 5,6,7 |
| 8 | 1/30 | Hume’s Sentimentalism, Kant’s Rationalism | 8,9 |
| 9 | 2/4 | Utilitarianism, Intuitionism, Evolutionary Ethics | 10,11,12 |
| 10 | 2/6 | Pragmatism, Social Contract, Cultural Relativism | 13,14,15 |
| 11 | 2/11 | Existentialism, Care Ethics (Essay1 Given) | 16,17 |
| 12 | 2/13 | Unit Review( Short Presentations) | Review |
| 13 | 2/18 | Essay Outline, Rough Draft |   |
| 14 | 2/20 | Essay 1 Due, Project Demonstrations( Instructor’s Examples) |   |
| 15 | 2/25 | Project Presentations (Essay2 Given) |   |
| 16 | 2/27 | Answering Objections, Essay Outline, Rough Draft | Notes |
| 17 | 3/4 | Unit Intro., Free Will (Liberty) | Notes |
| 18 | 3/6 | Essay2 Due( Mid-term Project),Pick Final Project Topic,LIB.Reserve |   |
| 19 | 3/11 | Spring Break |   |
| 20 | 3/13 | Spring Break |   |
| 21 | 3/18 | Universal Truth (Veracity),LIBRARY Reserve | Notes |
| 22 | 3/20 | Range (Inclusivity) | Notes |
| 23 | 3/25 | Difficulty;  Essay3 Given | Notes |
| 24 | 3/27 | Review , Evaluations of Theories |   |
| 25 | 4/1 | Essay Outline, Rough Draft |   |
| 26 | 4/3 | Essay3 Due, Unit Intro., Pro Arguments | 18 |
| 27 | 4/8 | Con Arguments | 18 |
| 28 | 4/10 | Work-In- Progress Presentations | 18 |
| 29 | 4/15 | Work-In-Progress Presentations | 18 |
| 30 | 4/17 | Textual Arguments: Pros and Cons | 18 |
| 31 | 4/22 | Final( Essay4)Due,  Final Project Presentation |   |
| 32 | 4/24 | No Class |   |

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| Specific Authority: | 1006.60, FS. |
| Law Implemented: | 1006.60, FS. |

 Valencia College is dedicated to the advancement of knowledge and learning, and to the development of responsible personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules of appropriate behavior as articulated in the Student Code of Conduct. The primary responsibility for managing the classroom environment rests with the faculty. Faculty may direct students who engage in inappropriate behavior that results in disruption of a class to leave the class.  Such students may be subject to other disciplinary action, which may include a warning, withdrawal from class, probation, suspension, or expulsion from the college.  Please read the Student Code of Conduct in the current Valencia Student Handbook.  Here is the link to Valencia’s Student Code of Conduct website: <http://www.valenciacollege.edu/policies/policydetail2.cfm?PolicyCatID=10&PolicyID=3> Exams and homework are considered individual effort; any submissions that are too similar for coincidence will receive no credit.Students may collaborate in group assignments. Collaboration should be used to edit or to clarify doubts.  If anyone is involved in incidents of cheating a zero will be given. Each student is expected to be in complete compliance with the college policy on ***Academic Honesty*** as set forth in the admissions catalog and the student handbook. Any student(s) cheating on an exam will receive a zero on the exam. This cannot be replaced with the final score and the professor at his/her discretion can withdraw you from the class. Students are responsible for preparing for class by reading pre-assigned readings and completing assignments. Students who are absent are fully responsible for all material covered in class. Leaving a message on my phone or sending an e-mail will not be an excused absence.  Make sure you can contact your classmates too.Students should bring the textbook and any other material required for class.During exams and quizzes, students may not leave the room.             |   |
|                 INTERNET RESEARCH STATEMENT:              Office of Students with Disabilities:      | The secretary’s office extension is \_\_1300\_\_\_\_\_\_\_.  Messages should consist of your name, your class and class time, and a brief message. Questions such as “What did we cover in class?” will not result in a response. Emails with specific questions will be answered as soon as possible, usually within 24 hours (during week days). Students who need more than a brief response should arrange a meeting with the instructor. Wandering in and out of the classroom without prior permission is unacceptable and you could lose participation points for doing so. Doing such things will affect your grade.Also, improper conduct like interrupting too much, talking with peers, being disrespectful to professor and peers will affect your grade. Joking and having small conversations while the professor or peers are talking are considered disruptive behavior and it will not be tolerated. Because of the variety of sources, ease of publication, lack of central control and proliferation of commercial information on the free Internet, it is often hard to tell if the information is reliable.  Many sites contain research and information of high quality.  However, unlike traditional print publications or library-based electronic resources, there is usually no process of peer review, nor is there an editor verifying the accuracy of information presented on the Internet. There are an increasing number of sites containing information that may be incomplete, anonymously written, out-of-date, biased, fraudulent, or whose content may not be factual. Students should, therefore, use caution in use of the Internet for their research needs when working on activities.For academic topics that are addressed in scholarly literature, uses of electronic databases or visiting the library may better meet your needs.  **However, each professor makes the final determination of what is or is not accepted as a valid source so review the syllabus for specific guidelines from your professor**. Students who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first week of class.  The Office for Students with Disabilities (West-SSB 102) determines accommodations based on appropriate documentation of disabilities. The goal at the OSD is to open doors, remove barriers and assist you in any way the can. The key to success is matching your needs to the services provided. Please contact this office to discuss your individual needs. The link to Valencia’s OSD website: http://www.valenciacollege.edu/osd      |   |
| BAYCARE BEHAVIORAL HEALTH’S STUDENT ASSISTANCE PROGRAM:        WEST CAMPUS COMMUNICATIONS CENTER:  WRITING RUBRIC:              | Valencia students can get help with psychological issues – stress, anxiety, depression, adjustment difficulties, substance abuse, time management and relationship problems dealing with school, home or work. Students have 24 hour counseling services by phone by simply calling (800) 878-5470. Three free confidential face-to-face counseling sessions are also available. Students may also need to contact the Victim Service Center’s Sexual Assault Hotline at (407) 497-6701 or at:     <http://www.victimservicecenter.com> The writing center (5-155) provides valuable support in learning the skills of writing. The phone number is (407) 582-5454.  **FORM** (Pattern)1.          Focus on the topic.2.          Develop a clear thesis statement.3.          Use good topic sentences and transitional sentences.4.          Demonstrate sentence variety.**CONTENT** (Substance)5.          Define general ideas6.          Employ good specific positive and negative examples7.          Articulate objections to the thesis.8.          Argue for the thesis with justifying reasons (premises).  **MECHANICS**9.          Display consistent grammar.10.      Use accurate spelling                       |   |
|  Valencia General Education Student Learning Outcomes      IMPORTANT VALENCIA WEBSITE LINKS: |  **CULTURAL & HISTORICAL UNDERSTANDING**: Demonstrate understanding of the diverse traditions of the world, and an individual's place in it.**ETHICAL RESPONSIBILITY**: Demonstrate awareness of personal responsibility in one's civic, social, and academic life.**CRITICAL THINKING**: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.  ·      College Calendar:  <http://valenciacollege.edu/calendar/> ·      College Catalog:  <http://valenciacollege.edu/catalog/>·      Valencia Policy and Procedures:  <http://valenciacollege.edu/generalcounsel/policy/>·      FERPA:  <http://valenciacollege.edu/ferpa/>·      ADA:  <http://valenciacollege.edu/osd/handbook/sec4.htm>·      Medical Records:  <http://valenciacollege.edu/generalcounsel/policy/ValenciaCollegePolicy.cfm?policyID=186> |   |
| ***DISCLAIMER:*** | ***Changes may be made at the discretion of the instructor.*** |   |
|  |  |  |  |  |  |  |  |

**UNIT 4**

This unit focuses on the development of writing skills linked to critical thinking.  Competence in argument construction, as it relates to hotly debated topics in ethics, is emphasized.  Accordingly, the class format will involve a series of guided group discussions, practices and presentations.  The following schedule of events and final evaluation are designed in order to reach this lofty goal.

1. Unit Intro (Topics and Arguments)

The professor will introduce hot moral topics along with procedures for argument construction.

1. STANDARD THEORETICAL APPLICATIONS (Pros)

Students will articulate the reasons for five pro arguments, in their groups, based on their chosen ethical theories.

1. STANDARD THEORETICAL APPLICATIONS (Cons)

Students will articulate the premises for five con arguments, based on their chosen ethical theories, in their groups.

1. REPRESENTATIVE POSITIONS (Pros and Cons)

Students will reconstruct the premises for the pro and con positions, in their groups, by showing their analysis of the textual sources.

1. WORK IN PROGRESS (Presentations and Feedback)

Two groups will present the pros and cons based on their chosen theories and the representative textual sources.  The rest of the class will give instant feedback in writing.

1. WORK IN PROGRESS (Presentations and Feedback)

Two other groups will present.  The rest of the class will give instant feedback in writing.

1. FINAL EXAM (Papers and Presentations)

Students will turn in their final papers and present the pros and cons based on a summary of their applications of standard theories.

**ETHICS**

**TEST 4**

**Part I:            This part is worth 70 points.**

Write an essay on a controversial moral topic by fulfilling the following criteria:

1. Clarifying the basic question

1. Using three standard ethical theories as the bases for pro arguments

1. Employing three standard ethical theories as the bases for con arguments

1. Summarizing the argument for a representative pro position, with a specific

            textual reference

1. Reconstructing the argument for a representative con position, with a specific

            textual reference

1. Articulating your reasons for a pro or con position

**Part II:          This part is worth 30 points.**

Write a paragraph specifying the following:

1. The theory and argument you presented

1. The helpful criticisms of other groups you set forth

1. The representative position, based on a textual source, you summarized and shared

**READING LIST – ETHICS - INTERNET SOURCES**

1. Human Virtue in Plato and Aristotle by John Alison

<http://www.hep.upenn.edu/~johnda/Papers/Virtue.pdf>

1. Hedonism – The Basics of Philosophy

<http://www.philosophybasics.com/branch_hedonism.html>

1. Epicureanism – The Basics of Philosophy

<http://www.philosophybasics.com/branch_epicureanism.html>

1. Stoicism – The Basics of Philosophy

<http://www.philosophybasics.com/branch_stoicism.html>

1. A Reasonable Imagination: Augustine, Ethics and the Human Condition

<http://robertvelarde.blogspot.com/2008/10/augustine-ethics-and-human-condition.html>

1. Thomas Aquinas: Moral Philosophy – Internet Encyclopedia

<http://www.iep.utm.edu/aq-moral/>

1. Thomas Hobbes’ View of Morality- allzermalmer

<https://allzermalmer.wordpress.com/2012/02/19/thomas-hobbs-view-of-morality/>

1. Hume’s Theory of Ethics

<http://www.vernonpratt.com/pi2214%20site/pi2214humesethics.htm>

1. Kant’s Moral Theory (Video)

[Kant's Moral Theory (Part 1 of 2)](https://www.youtube.com/watch?v=W_Q8cNzjTv0)

1. Utilitarianism – Wikipedia

<https://en.wikipedia.org/wiki/Utilitarianism>

1. BBC – Ethics – Introduction to Ethics: Intuitionism

<http://www.bbc.co.uk/ethics/introduction/intuitionism_1.shtml>

1. Evolutionary Ethics – Internet Encyclopedia

<http://www.iep.utm.edu/evol-eth/>

1. Pragmatic Ethics

<https://en.wikipedia.org/wiki/Pragmatic_ethics>

1. Social Contract Theory, Internet Encyclopedia of Philosophy

<http://www.iep.utm.edu/soc-cont/>

1. Cultural Relativism – Philosophy

<http://www.allaboutphilosophy.org/cultural-relativism.htm>

1. Existential Ethics – Philosophy Home Page

<http://philosophy.lander.edu/intro/sartre.html>

1. Ethics of Care – Wikipedia

<https://en.wikipedia.org/wiki/Ethics_of_care>

1. \*Taking Sides – Library Reserve at Valencia (Final Project)

COURSE OUTLINE

|  |  |  |  |
| --- | --- | --- | --- |
| Sessions | Dates | Topics | Text |
| 1 | 1/7 | Course Intro.Ethics |   |
| 2 | 1/9 | Intro. Critical Thinking, Project Topics | 1 |
| 3 | 1/14 | Project Roles, Ethical Theories Overview | 1 |
| 4 | !/16 | Plato, Aristotle (Virtue Ethics) | 1 |
| 5 |  1/21 | M. L. King Holiday |   |
| 6 | 1/23 | Hedonism, Epicureanism, Stoicism | 2,3,4 |
| 7 | 1/28 | Augustine, Aquinas, (Theological Voluntarism), Hobbes’ Egoism | 5,6,7 |
| 8 | 1/30 | Hume’s Sentimentalism, Kant’s Rationalism | 8,9 |
| 9 | 2/4 | Utilitarianism, Intuitionism, Evolutionary Ethics | 10,11,12 |
| 10 | 2/6 | Pragmatism, Social Contract, Cultural Relativism | 13,14,15 |
| 11 | 2/11 | Existentialism, Care Ethics (Essay1 Given) | 16,17 |
| 12 | 2/13 | Unit Review( Short Presentations) | Review |
| 13 | 2/18 | Essay Outline, Rough Draft |   |
| 14 | 2/20 | Essay 1 Due, Project Demonstrations( Instructor’s Examples) |   |
| 15 | 2/25 | Project Presentations (Essay2 Given) |   |
| 16 | 2/27 | Answering Objections, Essay Outline, Rough Draft | Notes |
| 17 | 3/4 | Unit Intro., Free Will (Liberty) | Notes |
| 18 | 3/6 | Essay2 Due( Mid-term Project),Pick Final Project Topic,LIB.Reserve |   |
| 19 | 3/11 | Spring Break |   |
| 20 | 3/13 | Spring Break |   |
| 21 | 3/18 | Universal Truth (Veracity),LIBRARY Reserve | Notes |
| 22 | 3/20 | Range (Inclusivity) | Notes |
| 23 | 3/25 | Difficulty;  Essay3 Given | Notes |
| 24 | 3/27 | Review , Evaluations of Theories |   |
| 25 | 4/1 | Essay Outline, Rough Draft |   |
| 26 | 4/3 | Essay3 Due, Unit Intro., Pro Arguments | 18 |
| 27 | 4/8 | Con Arguments | 18 |
| 28 | 4/10 | Work-In- Progress Presentations | 18 |
| 29 | 4/15 | Work-In-Progress Presentations | 18 |
| 30 | 4/17 | Textual Arguments: Pros and Cons | 18 |
| 31 | 4/22 | Final( Essay4)Due,  Final Project Presentation |   |
| 32 | 4/24 | No Class |   |