

HONORS COMMITTEE AGENDA

Monday, November 28, 2016

L-201

2:00PM

Type of Meeting: Regular

Note Taker:

Please Review/Bring: Agenda Packet

Committee Members:

John Vento, Faculty Chair

Dr. Tom O'Neil, Division Dean

Susan Knapp, Counseling

Rae Agahari, VAPA Representative

Kathy Bingham, Kinesiology & VAPA Representative

Dr. Mark McGovern, MSE Representative

Dr. Alexandra Schroer, MSE Representative

Pavinee Villapando, MSE Representative

Van Rider, Library Representative

Dr. Matthew Jaffe, SBS Representative

Guests:

Dr. Zia Nisani

Alberto Mendoza

Items	Person	Action
I. Call to Order and Roll Call		
II. Opening Comments from the Chair	J Vento	
III. Open Comments from the Public		
IV. Approval of Minutes		a. October 31, 2016 Honors Minutes (attachment)
V. Old Business		
VI. Discussion Items	J Vento	a. Honors Membership b. Counseling c. Biology 104 Course Approval Sp 17 (attachment) d. Philosophy 105 Course Approval Sp 17 (attachment)
VII. Action Items	J Vento	a. Biology 104 Course Approval Sp 17 b. Philosophy 105 Course Approval Sp 17
VIII. Other Business		
IX. Adjournment		

Honors Committee Meeting

Monday, October 31 2016
L-201 - Conference Room
2:00 p.m. – 3:00 p.m.

Type of Meeting: Regular

Please Review/Bring: Agenda, Minutes

Committee Members:

John Vento, Committee Chair
Dr. Tom O'Neil, Member
Susan Knapp, Member
Kathy Bingham, Member
Pavinee Villapando, Member
Dr. Mark McGovern, Member
Rae Agahari, Member
Dr. Alexandra Schroer, Member
Van Rider, Member
Dr. Matthew Jaffe

Guests:

AGENDA

Items	Person(s) Responsible	Action
STANDING ITEMS:		
I. Approval of Previous Minutes of September 26 (attachment)	All	Motion passed
DISCUSSION & ACTION ITEMS:		
II. Spring 2017 Class (attachment)	All	Motion passed
III. Honors Program Membership		
IV.		
NEXT MEETING DATE: Monday, November 28		



Honors Transfer Alliance Program Course Proposal

Instructions: Use this form to propose an honors section of a course. Honors sections of courses must fulfill all requirements of the Course Outline of Record, but they are distinguished from traditional courses in a number of ways:

- Innovative and active teaching learning method
- Depth and breadth of material
- Emphasis of critical thinking
- Use of technology, supplemental readings, practical applications

The following criteria will help the Honors committee to determine if the course will be distinguished from a non-honors course. **Please be very detailed and specific in your responses.**

Course Number and Title: BIOLGY 104H, Environmental Biology

Check which of the following honors objectives will be met by the proposed course?

- ✓ Course will provide content about the history or background of the field being studied.
- ✓ Course will show an awareness of some of the field's major theories or current trends.
- ✓ Course will require students to perform a case study, field experience, or other application.
- ✓ Course utilizes research methods including proper documentation for the discipline.
- ✓ Course will help students to demonstrate critical thinking and/or meta-cognitive abilities.

1. Please provide an overview of your proposed course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for the traditional course (included it at the end of this document)

Biology 104 is a general education biology course dealing with current environmental issues. Topics include environmental sustainability, ecological principles, human population impact, energy, climate change, species extinction, pollution and toxic wastes. Students will learn to draw conclusions from inquiry-based activities (case studies, etc.), and will also grow to appreciate the environment from direct study and research. A unique aspect of this course is that not only will students focus on environmental science but also approach the topics from social and political perspective.

Both the Honors class and the traditional (non-honors) class, will be using the same textbook, however, the Honors class will utilize more case-studies/discussion and students will be responsible for answering questions based on each chapter via blackboard. Furthermore, the honors class will not only be given supplemental reading assignments they will also be required to write a paper at the end of the semester. Students in the honors class will have to conduct a research, gather their information on what is already known about the topic, do literature research and conclude with a written paper. A summary of the paper might also be presented as a posters session open to the public.

2. Explain how the course will be flexible in format and teaching methodologies. Describe how the course will strive for a greater degree of student participation and involvement.

The course will be flexible in that the course is designed around a seminar structured environment utilizing the Socratic Method and case-studies. Moreover, cases can be presented in a variety of formats and taught in a variety of ways, ranging from the classical discussion method used in business and law schools to Problem-Based Learning and Team Learning, with their emphasis on small-group, cooperative learning strategies.



During lecture, students will be exposed to bare minimum “traditional formatted lecture”, animations, videos and problem solving and discussion via case studies. Thus, the students are expected to be active participant in the course. The course moto will be that “learning is not spectator sport” and students have to be prepared and active in the course. Emphasize in the course will be not memorization but how students use the concepts that they learn and apply them to current environmental issues.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? Describe writing assignments and discuss how the course will foster critical thinking?

- Students will read assigned chapters and answer questions on blackboard. This will insure that they are keeping up with the reading. The students will also be assigned article to read and discuss in classroom.
- The term ‘case study’ covers a wide range of problems posed for analysis, but most types include several key elements. Most cases are either based on real events, or are a construction of events which could reasonably take place. They tell a story, one involving issues or conflicts which need to be resolved—though most case studies do not have one obvious or clear solution. The information contained in a case study might be complex (including charts, graphs, and relevant historical background materials) or simple—a human story that illustrates a difficult situation requiring a decision. Case studies are designed to promote dialog among students by offering opportunities to discuss real-life situations. While cases often offer no concrete answers, they stimulate students' critical thinking, provide models of how to think about issues, and force students to use theoretical concepts to illuminate a practical problem. To quote C. F. Herreid, “Case studies don’t do this. They show the messy, get-the-hands-dirty approach that is the real science. Cases demand skepticism, flexibility, and the ability to see alternative approaches. Problem solving is its sine qua non. In short, cases demand critical thinking”
[Herreid C.F. (2004) Can Case Studies Be Used to Teach Critical Thinking? Journal of College Science Teaching, 33(6): 12-14]
- For their writing assignment students will write a term paper on environmental topic of their own choosing (air pollution, water pollution, population growth etc.). The paper will not only summarize the major concerns but will also analyze and offer solutions from both science and policy perspectives.

4. What supplemental readings will be assigned and how will independent reading be determined and assessed? Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

One of the assigned readings will be “Tragedy of the Commons” by Garrett Hardin. The students are not only expected to read this article the week before it is discussed in classroom, but also apply its main points in discussing issues such as population growth, resource uses and exploitations of public lands (in future lectures/discussions). Furthermore, the students will calculate their own Ecological Footprint and compare it to a footprint of an individual living in a developing nation. The students will also determine way that they can reduce their footprint. Other articles will be also assigned as needed (especially dealing with environmental policy).

5. What ideas do you have for field trips, guest speakers, and opportunities to attend related cultural and social events, if applicable?

Not Applicable



6. The course fulfills which of the following (check all that apply):

- General education requirement
 Major requirement
 Elective only

*Antelope Valley College
Biology 104
Environmental Biology*

Fall 2012

Dr. Zia Nisani

(661) 722-6300 ext 6916

znisani@avc.edu

Office: HS 164

Office Hours: No appointment required, just drop by

Monday	02:00 - 04:00am
Tuesday	01:00 - 02:00pm
Thursday	09:00 - 11:00am

Important Dates & Deadline

- 8/20 Semester begins
- 9/3 Labor Day
- 9/3 Deadline to drop without "W"
- 11/8 Deadline to drop with "W"
- 11/22 Thanksgiving Day
- 12/08 Semester ends

Required Text

Anne Hutman, Susan Karr & Jeneen Interlandi

Environmental Science for a Changing World, 1st edition 2013

Optional Text

Benjamin Kline

First Along the River: A Brief History of U.S. Environmental Movement, 4th edition 2011

Course Description



A general education biology course dealing with current environmental issues. Topics include environmental ethics, ecological principals, energy, game management and pollution. (CSU, UC, AVC)

Course Objectives

This course is designed to familiarize the student with basic ecological concepts, particularly those related to man's activities. Some of the goals are as follow:

1. To identify biotic and abiotic factors involved in resource exploitation by man.
2. To understand how energy flows though the ecosystem.
3. To predict the effects of habitat alternation in any given ecosystem.
4. To become aware of local and regional environmental issues.
5. To introduce the student to the universal environmental problems that face all people.
6. To give an assessment of options in solving environmental problems.
7. To demonstrate how human interact with environment, and how some of these interactions have led to environmental problems that confront us today.
8. To effectively communicate your ideas and options on environmental issues.

Student Learning Outcomes

1. Demonstrate an understanding of the basic concepts of ecology; recognize biotic and abiotic factors and relationships among organisms.
2. Explain the concept of energy, energy flow and how living organisms utilize it.
3. Demonstrate the principles of natural biogeochemical cycles. Students will be able to evaluate their impact on these cycles.
4. Demonstrate an understanding of human population ecology. Evaluate environmental problems created by human overpopulation.
5. Asses options in solving environmental problems.

Attendance & Rules

- Regular attendance and consistent study are the two factors which contribute most to success in college work. A college student is expected to attend all sessions of the classes in which he/she is enrolled. Failure to attend class can result in a drop or dismissal from class. If a student's absences in a specific class exceed the number of hours the class meets per week, the student may be prohibited from further attendance in the class.
- The first two days of class are important, therefore missing any one of these days' means the student might be dropped from the class.
- Please be on time and no children or visitors are allowed to the class.
- No cell-phones, pagers or any electronic equipment (including laptops) are allowed in the classroom. Any violation will result in a pop-quiz for the whole class.
- Students that are disruptive or do not abide with the rules mentioned above will be asked to leave and in some cases dropped from the class.



- THERE WILL BE NO MAKE-UP FOR ASSIGNMENTS AND EXAMS.

Withdrawals

It is the student's responsibility to withdraw from a class. If you fail to withdraw by the appropriate date you will receive the letter grade you would have earned at the end of the semester.

Reasonable Accommodation

If you have a legally protected disability under the Americans with Disabilities Act (ADA) or California discrimination law, and you believe you need reasonable accommodation to participate fully in this class, please make an appointment to see me during my private office hours to discuss your need.

Academic Violation

- A. Violation of the Academic Honesty Policy; Dishonesty, including but limited to, cheating, or plagiarism. Plagiarism – from the Latin word for “kidnap” – involves using another's work without giving proper credit, whether done accidentally or on purpose. This includes not only words and ideas, but also graphs, artwork, music, maps, statistics, diagrams, scientific data, software, films, videos, and the like. Plagiarism is plagiarism whether the material is from published or unpublished sources. It does not matter whether ideas are stolen, bought, downloaded from the Internet, or written for the student by someone else – it is still plagiarism. Even if only bits and pieces of other sources are used, or outside sources are reworded, they must still be cited. To avoid problems, students should cite any source(s) and check with instructor before submitting an assignment or project. Students are always responsible for any plagiarism in their work.
- B. An instructor who determines that a student has cheated or plagiarized has the right to give an “F” grade for the assignment of examination



Grading

The grade will be determined from the following:

* Guiding Questions Assignments (25 sets)	= 220 points
* Analyze the Science Assignments (7 sets)	= 105 points
* Tragedy of the Commons Assignment	= 25 points
* Ecological Footprint Assignment	= 50 points
* Comprehensive Final Exam	= 100 points

* **Term total points** = **500 points**

Letter Grade	Percent
A	90 – 100
B	80 – 89
C	70 – 79
D	50 – 69
F	<50

Guiding Questions Assignments

These are out of class homework that needs to be turned in each week at the beginning of each lecture. You are expected to read the textbook (Environmental Science for a Changing World) and answer the questions found at the beginning of each chapter.

These homework need to be typed (Font 12, Times Roman, single spaced). You need to retype the question in **bold print** and the answers in regular print. The responses have to be complete sentences utilizing proper grammar mistakes and typo free.

This homework is due at the beginning of the class. No late assignments will be accepted. You cannot email them, drop them off early (and not show up to lecture), or have someone else drop them off for you. You are expected to hand these to me in-person and attend the lecture. There are 25 chapters each with their own guiding questions, and the lowest (or missed) 3 chapter question sets will be dropped.

Analyze the Science Assignments

These are data-based problems that will help in enhancing science literacy skills. Some of these problems will be done in-class (5) and some will be take home (2).



Other assignments

There will be two other assignments: (1) Tragedy of the Commons and (2) Ecological Footprint Assignment. The reading material and relevant questions for the Tragedy of the Commons assignment can be found in MyAVC (see *Additional Reading Material*). These homework need to be typed (Font 12, Times Roman, single spaced). You need to retype the question in **bold print** and the answers in regular print. The responses have to be complete sentences utilizing proper grammar mistakes and typo free.

The material for the Ecological Footprint Assignment will be distributed in class on September 4th and it is due on November 20th.

Additional Reading Material

All the material for this classroom will be posted on MyAVC under MyCourses.

1. Log-on to MyAVC
2. Under MyCourses select Biol 104
3. Click the Files tab (left hand side)
4. Click on each file and download. I do recommend printing these.

Final Exam

There will be a final comprehensive exam (open book/ notes) on the last day of class. It will consist of multiple choice, short essay, and data analysis type questions. Please bring a scantron with you.



Biology 104 Schedule

Week	Date	Lecture topics & assignments
1	Aug 21	Course Introduction; Ch 1 (Environmental Literacy)
2	Aug 28	Ch 2 (Scientific Literacy); Ch 3 (Information literacy) Guiding questions Ch 2 (p. 21) & Ch 3 (p. 39) due Ch 2: Analyze the Science (In-class) Ch3: Analyze the Science (In-class)
3	Sep 04	Ch 4 (Human population); Ch 5 (Environmental Econ. & Consum.) Guiding questions Ch 4 (p. 56) & Ch 5 (p. 75) due <i>Reminders: (1) Read and answer the questions for the Tragedy of Commons assignments for next week.</i> <i>(2) The Ecological Footprint assignment will be handed out (Due Nov 20th).</i>
4	Sep 11	Tragedy of Commons; Ch 6 (Ecosystems & Nutrient Cycle) Guiding questions Ch 6 (p. 92) due Tragedy of Commons assignment is due
5	Sep 18	Ch 7 (Population Ecology); Ch 8 (Community Ecology) Guiding questions Ch 7 (p. 112) & Ch 8 (p. 128) due <i>Reminder: Ch 7 Analyze the Science is due next week</i>
6	Sep 25	Ch 9 (Biodiversity); Ch 10 (Evolution & Extinction) Guiding questions Ch 9 (p. 148) & Ch 10 (p. 166) due Ch 7: Analyze the Science Due Ch 9: Analyze the Science (In-Class) Film: Darwin's Nightmare <i>Reminder: Ch 10 Analyze the Science due next week</i>
7	Oct 02	Ch 11 (Forests); Ch 12 (Grasslands) Guiding questions Ch 11 (p. 184) & Ch 12 (p. 205) due Ch 10: Analyze the Science is due Ch 12: Analyze the Science (In-class)
8	Oct 09	Ch 13 (Marine Systems); Ch 14 (Fisheries & Aquaculture) Guiding questions Ch 13 (p. 223) & Ch 14 (p. 242) due Moved from September 25 Ch 9: Analyze the Science (In-Class)
9	Oct 16	Ch 15 (Freshwater Resources); Ch 16 (Water Pollution) Guiding questions Ch 15 (p. 261) & Ch 16 (p. 278) due Film: Blue Gold



- 10 Oct 23 Ch 17 (Solid Waste); Ch 18 (Agriculture)
Guiding questions Ch 17 (p. 297) & Ch 18 (p. 314) due
Classroom activity (Film or GMO)
- 11 Oct 30 Ch 19 (Coal); Ch 20 (Petroleum); Other fossil fuels
Guiding questions Ch 19 (p. 333) & Ch 20 (p. 352) due
Reminder: Read the Ozone layer paper material (on MyAVC)
- 12 Nov 06 Ch 21 (Air pollution)
Guiding questions Ch 21 (p. 371) due
Ozone layer discussion
- 13 Nov 13 Ch 22 (Climate Change)
Guiding questions Ch 22 (p. 390) due
Film: Hot Planet
- 14 Nov 20 Ch 23 (Nuclear Power); Ch 24 (Sun, Wind, & Water Energy)
Guiding questions Ch 23 (p. 415) & Ch 24 (p. 435) due
The Ecological Footprint assignment due
Classroom activity
- 15 Nov 27 Ch 25 (Biofuels); Ch 26 (Urbanization & Sustainable Communities)
Guiding questions Ch 25 (p. 452) & Ch 26 (p. 473) due
Ch 25: Analyze the Science (In-class)
- 16 Dec 04 **Comprehensive Final Exam**



Honors Transfer Alliance Program Course Proposal

Course Number and Title: Philosophy 105H: Ethics: Moral Issues in Society.

Check which of the following honors objectives will be met by the proposed course?

- Course will provide content about the history or background of the field being studied.
- Course will show an awareness of some of the field's major theories or current trends.
- Course will require students to perform a case study, field experience, or other application.
- Course utilizes research methods including proper documentation for the discipline.
- Course will help students to demonstrate critical thinking and/or meta-cognitive abilities.

- 1. Please provide an overview of your proposed course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for the traditional course (included it at the end of this document)**

Traditional course:

The course, in a traditional setting, focuses on both the theories (traditional, and contemporary), and their applications (traditional, and contemporary), i.e., applied ethics, by engaging with two main textbooks (one on theory, and the other on applied ethics), and two books that show the strengths of both theory (*Just Babies*, Bloom), and its applications (*The New Jim Crow*, Alexander). The books come up as topics of discussion, once a week, for about 10-15 minutes for participation credit in the class. There are also two exams that allow the instructor to assess the students' understanding of ethics that are composed of multiple choice questions, and short essay responses. Finally, there are two short papers that need to be submitted so that a student can display their understanding of both theory (2.5-5 pages), and applied ethics (5-7 pages).

Honors course:

The course, in an honors setting, focuses on both the theories (traditional, and contemporary), and their applications (traditional, and contemporary), i.e., applied ethics, by engaging with two main textbooks (one on theory (*Ethics*, Gensler), and the other on applied ethics (*Applied Ethics: A Multicultural Approach*, May, and Delston)), and two books that show the strengths of both theory (*Just Babies*, Bloom), and its applications (*The New Jim Crow*, Alexander). The use of the theory book will be supplemented with primary readings in such a way that the primary readings will be recommended to be read first, and then use the textbook to make better sense of the primary readings. The theory book also comes with free software, i.e., *Ethi-Cola*, that will be required for the student to use to better grasp the different theories discussed in class as homework will be assigned from it. A class journal will also be required for students to bring in every class in which in it they will have answered questions asked by me that deal with the readings that will be lectured on that day, as well as questions that they might have, and any counter-arguments that they may think of when going through the assigned readings. The journal will be required, and included as part of their participation grade, to ensure the aforementioned goals of having them up-to-date on the readings are done, and to also use



while having a seminar-style during the lecture in which *the Socratic method* will be invoked. The journal will then serve for the purposes of them having something to refer to during the seminar-style that is filled with their interpretations, ideas, questions, etc. There will be two exams (one on theory, and one on applied ethics) that will be heavy essay-based; meaning, then in lieu of any multiple-choice questions, things such as definitions, ideas, concepts, refutations, responses, etc. will be expected to be properly invoked during the exam so that they can be properly assessed on theory, and its application (respectively). There will also be supplemental readings that deal with case studies (from the book *Morality Play*, Pierce) as they will be used to engage with the primary readings, and along with *the Socratic method*, benefit the student in understanding the material. Finally, there will be a final paper that will have a requirement of 2420-3630 words (approximately 10-15 pages) that will require the student to pick an ethical theory to explain, e.g., Ethical Relativism, Utilitarianism, Deontology, Virtue Ethics, etc. and defend from its counter-arguments, as well as use the chosen ethical theory to explain, and defend its application to things such as euthanasia, free speech, violence, war, and terrorism, capital punishment, etc. Rough drafts will be scheduled to be submitted throughout the semester.

2. Explain how the course will be flexible in format and teaching methodologies. Describe how the course will strive for a greater degree of student participation and involvement.

As stated earlier, the honors course will include a requirement of a class journal that should at least include responses to the questions that I will ask, beforehand, so that the student brings it in to engage with the readings that will be discussed on a particular day. The responses (as well as questions, concerns, critiques, counter-arguments, etc.) will be directly used in a seminar-style (with the foundation of *the Socratic method*) as the instructor will directly ask students their responses to the assigned questions, as well as any other perspective that they care to bring up (that deals directly, or broadly with the topic-at-hand). To also help in the understanding of the ethical theories, and its applications, the YouTube channels, *Crash Course Philosophy*, and *The School of Life*, will be used (along with other similar channels) to have another explanation of the material-at-hand. Supplementary readings have also been chosen that engage with the film medium so that they can have a better idea of how some ethical theories are viewed through the lens of film. Rough drafts will also be asked to be brought in to be ‘dissected’ by the instructor, and by the students’ colleagues to help them in the developing process of their paper.

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter? Describe writing assignments and discuss how the course will foster critical thinking?

a) The course requires a class journal in which the student answers questions given to them beforehand, that deal directly with the readings that will be discussed on a particular day. I will also state that the student should also include any specific questions that they might have from the reading(s), as well as any differing perspectives, refutations, etc. The



act of writing refutations, counter-arguments, and questioning, shall be developed through the seminar-style process as they will be explicitly stated from my end, so that the student can also develop that mindset.

b) The two exams will be used to assess two things: their ability to understand the ethical theories, and its applications, as well as their ability to question, refute, and produce counter-arguments to any ethical theory, and its application. Questions will be purposely developed so that they may answer in a way that produces their ability to think critically.

c) The final paper will allow the student to put into writing their understanding of a specific ethical, and to apply it to a topic of their choosing from the following list: capital punishment, abortion, euthanasia, pornography, and censorship, equality, and discrimination, economic justice, punishment, environmental ethics, animal right, genetic engineering, and cloning, violence, terrorism, and war. The list comes directly from the Course Outline of Record so that the student does not steer away from something that is not addressed in the COR. The final paper will also include rough drafts in which they will be allowed to be brought into class to be 'dissected' as well as have a one-on-one meeting with the instructor during office hours.

4. What supplemental readings will be assigned and how will independent reading be determined and assessed? Explain research opportunities, documentation style, and/or how primary/secondary reading sources will be utilized.

Independent reading will be determined by the class journal, and assessed during the seminar-style period of the class meeting. They will also be checked, again, during exam days to ensure that they are being done, as well as have content that reflects the questions being asked. The documentation style for the final paper will be the following: M.L.A. The student will be recommended by the instructor to take advantage of the services provided by the school's library, as well as reference librarians that may help them in their final paper. The student will be given supplementary readings (as stated above) that deal with classical perspectives, as well as contemporary responses. Throughout the semester, current events, and trends, will also be addressed and how the topics discussed in class can help in the process of understanding, and responding to the things currently happening.

5. What ideas do you have for fields trips, guest speakers, and opportunities to attend related cultural and social events, if applicable?

Students will have the opportunity to hear a guest speaker, Mr. Agustin Aguayo, during our discussion of Violence, Terrorism, and War, as he was in the military and became a conscientious objector. He is a former student of Antelope Valley College, who has first-hand experience of acting as a pacifist, and it will be a great opportunity for students to



see the abstract idea of pacifism in action, as well as have the opportunity to ask him questions behind the choices that he made, and why he made them.

6. The course fulfills which of the following (check all that apply):

General education requirement

Major requirement

Elective only

ANTELOPE VALLEY
COLLEGE

**ETHICS: MORAL
ISSUES IN
CONTEMPORARY
SOCIETY (PHIL105)
SYLLABUS**

Instructor:

Alberto Mendoza

E-mail:

amendoza2@avc.edu

Office Hours:

Mondays and Wednesdays,
08:15A.M.-09:15A.M.; and, by
appointments.

Semester:

Spring 2014

CRN:

33799

Class Meetings:

Mondays and Wednesdays
from: 11:00A.M.-12:20P.M.

Room Number:

Applied Arts-APL-107

Units: 3

“Today in a wood, we heard a Voice.

We hunted for it but could not find it. Adam said he had heard it before, but had never seen it...It was Lord of the Garden, he said,...and it had said we must not eat of the fruit of a certain tree and that if we ate it we would surely die...Adam said it was the tree of good and evil.

“Good and evil?”

“Yes.”

“What is that?”

“What is what?”

“Why, those things. What is good?”

“I do not know. How should I know?”

“Well, then, what is evil?”

“I suppose it is the name of something, but I do not know what.”

“But, Adam, you must have some idea of what it is.”

“Why should I have some idea? I have never seen the thing, how am I to form a conception of it? What is your own notion of it?”

Of course I had none, and it was unreasonable of me to require him to have one. There was no way for either of us to guess what it might be. It was a new word, like the other; we had not heard them before, and they meant nothing to us.” – Mark Twain (As referenced by the editors of, *Morality and the good life: An Introduction to Ethics through Classical Sources*, 5th edition).



The Fall of Man (1616), oil on canvas painting by Hendrick Goltzius (1558-1617).

GENERAL INFORMATION:

Description: An introduction into the nature of ethics and to the question as to what ethical system, if any determines right and wrong. This course will not only examine certain traditional approaches to ethical questions, but will investigate the possible application of these approaches to current ethical conflicts. An analysis of moral issues, such as violence, sex, war, abortion, capital punishment, privacy, oppression, pornography, and euthanasia will be emphasized. (CSU, UC, AVC).

Advisory: Eligibility for College Level Reading, and ENGL 099.

Course Corequisites: None.

Required Texts:

1st half of the semester (Theoretical Ethics):

The Moral of the Story: An Introduction to Ethics, 7th edition, Nina Rosenstand.

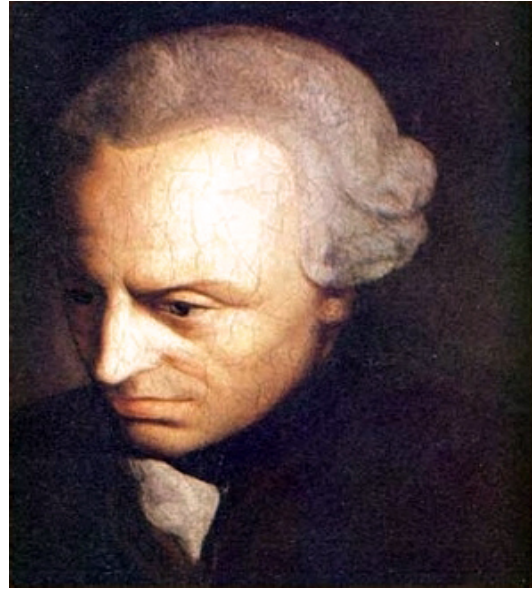
Just Babies: The Origins of Good and Evil, Paul Bloom.

Writing Philosophy, A Student's Guide to Writing Philosophy Essays, Lewis Vaughn.

2nd half of the semester (Applied Ethics):

Disputed Moral Issues: A Reader, 3rd edition, Mark Timmons.

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Michelle Alexander.



Source: <http://www.departments.bucknell.edu/history/Carnegie/kant/portrait.html>

"I OUGHT NEVER TO ACT EXCEPT IN SUCH A WAY THAT I COULD ALSO WILL THAT MY MAXIM SHOULD BECOME A UNIVERSAL LAW." - IMMANUEL KANT, *GROUNDWORK OF THE METAPHYSICS OF MORALS* (1785).

Any other additional required readings will be made available through our blackboard course page, or its reference provided in class if they are publicly available on-line. See Tentative Course Outline below for the readings assigned for each class.



Source:
<http://www.spartacus.schoolnet.co.uk/PR/bentham.JPG>

“NATURE HAS PLACED MANKIND UNDER THE GOVERNANCE OF TWO SOVEREIGN MASTERS, PAIN AND PLEASURE. IT IS FOR THEM ALONE TO POINT OUT WHAT WE OUGHT TO DO, AS WELL AS TO DETERMINE WHAT WE SHALL DO.” – JEREMY BENTHAM, AN INTRODUCTION TO THE PRINCIPLES OF MORALS AND LEGISLATION (1789; 1823).

Format:

This course will follow a lecture format. I shall spend most of the time presenting the assigned material reading(s) to the class. During this time, questions will be permitted regarding the reading(s); however, please be mindful of when you choose, and why you choose to ask a question. If the question can wait until the end of the lecture, then please ask it at the end of the lecture. In some cases, the question-at-hand is answered by the end of the lecture. If you are certain that the question will not be answered, or if you have reasoned with yourself that it must be asked at that exact moment that it sneaks into your mind/body, then please feel free to ask the question-at-hand (please do not mistake my rule on asking questions as me not wanting to take questions at all; I encourage questions, but I believe that the aforementioned system will benefit both the instructor, and the students). The last part of the lecture shall be devoted to taking questions on the assigned readings, and/or any other general questions that pertain to the scope of the course. I expect each student to come prepared to engage with the text(s). That means that you have done a *close* reading of the text(s) at least once (preferably twice); have taken reading notes; and, that you have formulated questions about aspects of the text(s) that are unclear, problematic, interesting, *etc.*



Course objectives:

1. Identify, discuss, and formulate specific philosophical arguments involved in such issues as abortion, euthanasia, pornography, and capital punishment.
2. Make an ethical decision and analyze this decision in terms of concepts and principles presented the textbook and explained in lecture and class discussion.
3. Identify and linguistically explain fallacies, especially those fallacies committed in ethical thinking. Emphasis is placed on critical thinking skills of analysis, synthesis, and evaluation.
4. Complete a written philosophical argument on a contemporary moral issue.
5. Identify and apply patterns of moral reasoning.
6. Argue well for positions with which they disagree, and avoid misrepresentations of opposing views.
7. Express the core concepts and principles of ethical theories.

Student Learning Outcomes:

1. Students will use relevant ethical theories that they have learned in the class and critical thinking skills to identify and to evaluate the conceptual, factual, and moral factors in arguments regarding moral controversies that our contemporary society faces.
2. Students are able to present well-reasoned and clear arguments to support their positions on those controversies theoretically and factually.

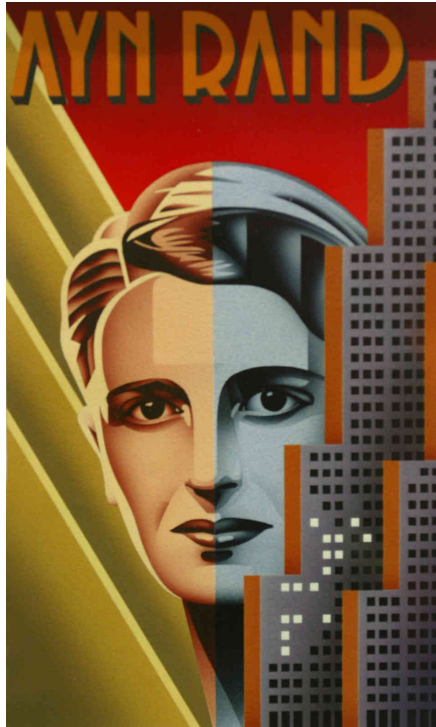
Disability:

If you have a legally protected disability under the Americans with Disabilities Act (ADA), or, California discrimination law, and you believe you need reasonable accommodation to participate fully in this class, please make an appointment to see me during my private office hours to discuss your need. I'm committed to making the classroom a space of learning free of barriers, and, inclusive of all students. Contact information for the Disabled Student Services Program: 661-722-6360, or, TDD: 661-722-6362.

Anti-Oppression Policy¹:

I will not tolerate oppressive behavior, or, language (including, but not limited to racism, sexism, misogyny, heterosexism, homophobia, transphobia, classism, ageism, ableism, xenophobia, anti-Semitism, and, Islamophobia). I am committed to (1) making this classroom a discursive space free of oppressive behavior in all its manifestations, and, (2) to ensuring that my evaluations of students are non-discriminatory and empowering. Students should not hesitate to bring incidents of concern to my attention with the collaborative goal of critically examining internalized oppression. Please note that a commitment to anti-oppression is a commitment to a *process*; it is not intended as a form of censorship in the name of "political correctness."

¹ This policy has been borrowed from Anna Carastathis, Ph.D., California State University, Los Angeles; Philosophy Department.



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http://media.npr.org/assets/img/2011/11/11/2089388_custom-be9a4e571a632807e169ce224da8a410379d85d4-s6-c30.jpg

“WE WILL REBUILD AMERICA’S SYSTEM ON THE MORAL PREMISE WHICH HAD BEEN ITS FOUNDATION, BUT WHICH YOU TREATED AS A GUILTY UNDERGROUND, IN YOUR FRANTIC EVASION OF THE CONFLICT BETWEEN THAT PREMISE AND YOUR MYSTIC MORALITY: THE PREMISE THAT MAN IS AN END IN HIMSELF, NOT THE MEANS TO THE ENDS OF OTHERS, THAT MAN’S LIFE, HIS FREEDOM, HIS HAPPINESS ARE HIS BY INALIENABLE RIGHT.” – AYN RAND, ATLAS SHRUGGED (1957).

Non-Discrimination and Sexual Harassment Policy:

“In accordance with Board Policy 3410, it is the policy of Antelope Valley Community College District to maintain a learning and working environment that is free from discrimination on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation, or Vietnam era veteran’s status, or because he or she is perceived to be in a protected category or associated with those in a protected category.” For more information, please contact the District Compliance Officer at 661-722-6300, ext. 6311.

Assessment:

Participation (15%):

Each student is expected to participate in class activities, and discussions. In order to ensure participation, each student will be *required* to bring in questions, concerns, perspectives, epiphanies, notes, etc., that they had on the weekly-chapter-readings from Paul Bloom’s book, *Just Babies: The Origins of Good and Evil*, and Michelle Alexander’s book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The weekly-chapter-readings will work in the following manner: every Wednesday we will set some time aside (10-15 minutes) where we will discuss the chapter assigned. Everyone is expected to take part of the discussion as (1) the reading is required, and, (2) it is part of your participation grade. This requirement will fall into your participation grade; but, it will not fulfill the entire 15%. To receive the full 15% of this requirement, you must also participate actively in the assigned readings from the other texts assigned. So, what you are required to do for the readings in *Just Babies: The Origins of Good and Evil*, and *The New Jim Crow*, you are also required to do with the other assigned texts.

A note on attendance²: it is crucial to attend all meetings, and obviously, you cannot receive participation points if you are not attending the class meetings. Antelope Valley College's policy states that a student may be dropped from this course after missing three class meetings. **It is your responsibility to drop the course if it is not fit for you.** Also, not being punctual to class, or leaving early from class, three times, will result in one absence. If you arrive late, or if you leave early, please do so in a manner that will not disturb the class. Missing the first day of class will also lead to being dropped from the course (unless you have contacted me before-hand, i.e., before class starts, letting me know that you will not be able to make it). If you know you will be missing class, or if something comes up unexpectedly in which case you will not be able to attend class, an e-mail, sent to me, letting me know of your absence, will be greatly appreciated.

Absences *de facto*: A student who is present in the classroom but who spends at least one third of class time engaged in activities which, in practice, make him/her be absent (i.e. absent for any pedagogical purposes), will not receive credit for attendance that day. These activities include, but are not limited to, *playing* with a cell phone or computer during the class, talking to other students, sleeping, working on assignments for other classes, or reading material unrelated to the class. If these cases occur in at least three occasions (in which the student is notified in class about it) the student will not receive any credit for attendance at the end of the term (regardless of the number of classes attended).

With respect to technology in the classroom: Turn off your cell phones, or at the very least, put them on vibrate mode. If you need to step out for an emergency phone call, please do so quietly. Laptops, and tablets (and/or any other similar electronic device), should only be used to gain access to any e-versions of documents provided for the class, and/or the e-book of the assigned text for this class. If the violation occurs in at least three occasions, then the student will not receive *any* credit for attendance at the end of the term. ("Occasion" here means each instance in which the student is explicitly requested in class to comply with the policy on electronic devices). If a student continues using electronic devices in class beyond the third notification, the student may be asked to leave the classroom for the day (and he/she will be considered absent for purposes of attendance credit). Repeated instances beyond the *third* in-class notification may result in a serious reduction of the final grade. No recording devices shall be permitted without the consent of the instructor (should a recording device be allowed, the student agrees to only use it privately, and not publicly).

With respect to food, and drinks: only water will be permitted in the classroom.

With respect to discipline: Should the unfortunate case arise in which someone in the classroom is being disrespectful to another student, and/or the instructor, or the student(s) is constantly interrupting the class lecture, *etc.*, disciplinary action may be taken such as suspending the student for the remaining time of the lecture, as well as the next lecture. Disciplinary action will depend on the severity of the violating-action(s) being committed in the classroom. Please see Antelope Valley College's catalog, under 'Procedures for Discipline Related to Standards of Conduct,' for more information. Simply put, respect each other,

² Abel B. Franco, Ph.D., C.S.U., Northridge, has been extremely influential (by providing me with his syllabus to his Philosophy 341: Kierkegaard and Nietzsche class) in helping create these rules, for the classroom, to run in a professional, academic, and respectful manner.

especially when disagreements arise; let us celebrate the fact that we live in a diverse community with different cultures, perspectives, points of views, and experiences by listening to one another, open-mindedly, and by responding respectfully, to each other, with reason as our guide.

E-mail: Your avc.edu e-mail address will be the official medium of communication for important announcements in this course. Please *make sure* that your A.V.C. e-mail account is up and running so that you do not miss any important e-mails that may be sent out to the class. A note of caution: “Despite its enormous utility, e-mail is not always the best means of communication. It is quite often a source of misunderstandings, and can create unnecessary anxiety (caused especially by the false sense of urgency and by the impression that the actual class time might never be over which it might create), or consume a disproportionate amount of time. To avoid some of these obstacles, we can take advantage of the numerous opportunities we will have throughout the term to deal in person with any course-related concerns. I will, on my part, among other things, try not to e-mail the whole class on issues that have already been announced or discussed in class. None of this means, of course, that we should not take advantage, all the advantage, of an efficient e-mail communication. In other words, this “note of caution” amounts to this: let us use e-mail when e-mail is the most efficient or appropriate means to deal with the issue in question, and let us meet in person when meeting in person is a more efficient or appropriate way to do so.”³

Assessment (continued):

Exams (40%):

Please note that the exams are not collaborative exams. You must work on the exams on your own (especially since the exams will be take-home-exams). Please see the ‘Academic Honesty’ portion of this syllabus, and/or Antelope Valley College’s catalog for the consequences of violating this rule.

Exam I (20%): This exam will cover terms, ideas, arguments, claims, etc. in chapters 1-6, 8, 9, and, 12 from Nina Rosenstand’s book, *The Moral of the Story*...It will also cover the lecture on the Natural Law Theory and Natural Rights, and Ada María Isasi-Díaz’s essay titled, *Mujerista Discourse: A Platform for Latinas’ Subjugated Knowledge*, as well as chapter 1 in J. Jack Halberstam’s book titled, *Gaga Feminism for Beginners* from, *Gaga Feminism: Sex, Gender, and the End of Normal*. Exam #1 will essentially cover the theory-part of this course. The exam will include multiple-choice questions, fill-in-the-blank questions, true or false questions, and small-essay questions from the aforementioned readings. For the small-essay portion of the exam, what I am looking for is you “using relevant ethical theories and critical thinking skills to identify and evaluate the conceptual, factual, and moral factors in moral controversies, and present a well-reasoned and clear position on those controversies.”⁴

³ Quoted directly from Abel B. Franco, Ph.D., C.S.U., Northridge, Philosophy 341 syllabus.

⁴ Notice this is the Student Learning Outcome for this course.

Exam II (20%): This exam will consist of a minimum of three questions being asked from each area of study we have gone over in class, i.e., Capital Punishment, Abortion, Euthanasia, Pornography and Censorship, Equality and Discrimination, Economic Justice, Punishment, Environmental Ethics, Animal Rights, Genetic Engineering and Cloning, and, Violence, Terrorism, and War. You will pick one question to answer from each area of study, responding to a total of eleven-small-essay-questions. The questions asked will come from any of the readings done in the, *Disputed Moral Issues* book, and from the required readings provided to you via our blackboard course website. In the essays, what I am looking for is you “using relevant ethical theories and critical thinking skills to identify and evaluate the conceptual, factual, and moral factors in moral controversies, and present a well-reasoned and clear position on those controversies.”⁵

Argumentative Papers (45%):

Technical aspects of the argumentative

papers: Both the mid-term paper, i.e., the paper on theoretical ethics, and the final paper, i.e., the paper on applied ethics, should be Typed; Font Size: 12; Spaced: Double; Length: 2 ½ to 5 pages (for the mid-term paper), and 5 to 7 pages (for the final paper); submitted to the Turnitin.com link in our blackboard course website. ***In both papers, I will expect*** a title page, and your full name on that title page; your name should only be on that first page, and none other. Also, you will be choosing your own topic to write on. It is recommended that you contact me with the topic that you want to write on, or that you contact me with regards to you not knowing what topic to write on so that we can discuss the matter.

A quick note on ***The Writing Center***: it is located in the North-West corner of the Learning Center; extension: 6628. Please visit: <http://www.avc.edu/studentservices/lc/writing/students.html> for more information. I ***urge*** you to please visit that site and find a writing workshop/term paper clinic in which you can



Source:
<http://beauvoiriana.tumblr.com/image/72588466137>

“One is not born, but rather becomes, a woman.” – Simone de Beauvoir, *The Second Sex* (1949).

⁵ Notice this is the Student Learning Outcome for this course.

Purpose: The purpose of this assignment is two-fold. First, I want you to rehearse an argument from Nina Rosenstand's book, *The Moral of the Story: An Introduction to Ethics* (this is for the **mid-term paper**), **and** then, rehearse an argument from Mark Timmons' book, *Disputed Moral Issues* (this is for the **final paper**). With respect to the mid-term paper, if you are writing on Immanuel Kant's idea of the categorical imperative, for example, you are expected to clearly, concisely, and accurately, define what the categorical imperative is; how it is to be used; as well as provide criticisms (via counter-arguments, noting any possible fallacies, etc.), and argue if those criticisms are properly placed on Kant's ethical system (specifically his categorical imperative). For the final paper, the same goes: if you are writing on Peter Singer, for example, it is expected that you clearly and precisely present the arguments in *All Animals are Equal*. Secondly, I want you to critically discuss and evaluate the argument. Thus, it is not only necessary to explain Singer's views, but also to make an argument either for, or against them.

Form of the essay⁶: Every essay should contain (though not necessarily in this order):

A) **Thesis:** In your opening paragraph, you should include a clearly worded thesis statement that informs the reader of your argument. The thesis can be stated in very simple terms. The following would be acceptable: "In this essay, it will be argued that the theory of animals rights put forth by Peter Singer in *All Animals are Equal* is insufficient."

B) **Body:** In this next part of the essay, clearly present the author's arguments. The idea here is to be clear and concise. Make sure to include all the relevant information, but also try not to ramble and go off on tangents. Provide a simple narrative of the author's ideas.

C) **Argument:** The following step is to evaluate the argument. Clearly state the reasons why you are opposed to the author's argument. (If you want to defend an author and are convinced by his or her arguments, then your essay will take a slightly different form. Rather than criticize the author's position, you will identify possible criticisms of it and reply to those criticisms.) A good essay utilizes both empirical evidence and logical argument. An empirical argument simply points to a fact in the world that either contradicts the argument of the author or cannot be explained by the author. For example, author "X" claims that democratic countries do not go to war with other democratic countries. However, in 1988, democratic country "x" went to war with democratic country "y." Beware, however, of counterfactuals. An author's argument may be generally true even though it allows for some exceptions. So, if you want to argue against the idea that African-Americans vote democratic, citing Clarence Thomas will not be all that helpful. Even though there are some African-American conservatives, evidence exists to prove that African-Americans overwhelmingly vote for democrats. With regard to logical arguments, simply deduce conclusions from stated premises. The author could be wrong on a few fronts here. It is possible that he or she has weak or unsubstantiated premises. It is also possible that their conclusions don't logically flow from their premises. They might also make two logically sound arguments that contradict each other. If you have yet to take a logic class, it is best to ask yourself a few questions, such as: 1) what point is the author trying to make? 2) How does he or

⁶ This section has been borrowed from Michael McLendon, Ph.D., California State University, Los Angeles; Political Science Department.

she prove his or her point? 3) What problems related to the author's point have not been raised? 4) What are the implications of the author's arguments? Invariably, your essays will be somewhat speculative. It is unlikely that you will prove beyond a shadow of a doubt that the author is wrong.

1 Fallacies to be Avoided: I have compiled a list of some common fallacies often committed by students.

a) *The Genetic Fallacy*: Discrediting the argument on the basis of its origin. For example, Elmer only supports a reduction in the capital gains tax because he is rich. That may be true, but Elmer may still get the argument right despite his selfish motives. There is a tradition of social criticism that seeks to uncover the lowest possible motive for holding an opposing position. And once this motive is formulated, it is automatically attributed to the opposing author. Be sure to avoid such intellectual laziness.

b) *Ad populum*: Appeal to popular prejudices. For example, everyone knows Arabs are terrorists. Kareem is an Arab. Therefore, he must be a terrorist. This, I hope, needs no explanation. More generally, do NOT hold up contemporary American moral attitudes as the yardstick with which to judge authors from other cultures and ages, e.g. Confucian social theory is self-evidently wrong because it fails to honor the value of equality. While it is perfectly legitimate to make criticize inequality, you need to back up your assertion with logical argument. The fact that Americans now believe something is not evidence that it is true.

c) *Fallacy of False Alternatives*: Over-simplifying the alternatives and setting up false choices, e.g. Bill isn't going to vote for the democrats. This proves he is a fascist. Obviously, there is a lot of ground between Barack Obama and Benito Mussolini.

d) *Appeals to Authority*: Citing an expert to prove your case. Be careful here. First of all, experts can be wrong. Secondly, sometimes people cite experts on things in which they are not experts. For example, think about the following argument: "Einstein is a pacifist, which proves that all war is wrong." Einstein, remember, is not an ethicist or international relations scholar. His opinion on these matters is no more informed than your own.

2) Don't Shoot from the Hip:- Second, do not try to be too hip, ironic, clever, *etc.* To make a persuasive argument, it is necessary to remove your tongue from your cheek. Your tone is very important. If the reader gets the sense you are either biased or condescending, he or she may not take your arguments very seriously.

d) Objections: Fourth, consider objections to your thesis. If you are critical of an author, think about he or she might respond. If you support an author, consider how critics might object to your thesis. To introduce this part of the essay, you may simply state: "Critics may object..." or "It might be objected that..." Make sure to take criticisms seriously. If you present weak arguments against yourself when obvious stronger alternatives are available, the reader will not

be convinced by your essay. This is sometimes referred as the straw man fallacy. Philosophical essays of the sort I am describing have a dialogic character. Your job is to construct both sides of the dialogue. You should thus make sure to give careful consideration to all possible viewpoints. If you win the argument too easily, it is a sign that you have not seriously considered possible objections.

e) Replies to Objections: Fifth, you need to reply to the objections. Again, you ought to use empirical evidence and logical argument. Again, the goal is to be clear, concise and fair-minded. If you win your argument too easily, then perhaps you should take another look at your criticisms.

f) Conclusion: Sum up your essay.

Secondary Sources: Lastly, do not use secondary literature. This exercise is designed to develop your argumentative abilities. Reciting another scholar's ideas has its benefits, but is at cross-purposes with the goal of this assignment. For the same reason, avoid the internet. Again, I want to see your work, not someone else's. If you really want to delve into the scholarly literature, then you must engage it critically. I don't want to see you citing authorities for your arguments. And, if you use internet sources to access the scholarly literature, be careful. Internet research has its own challenges and pitfalls. For many internet sites, it is impossible to tell who the author is and whether his or her scholarship has been subjected to an independent review process. Thus, some of your sources may be false or sub-standard. One site I recommend is: www.jstor.org. This site will allow you to access much, though not all, of the journal articles written on ethics since the 1920's. When conducting a search, make sure to include history and philosophy journals. There are, of course, other legitimate scholarly sites on the web. Just be careful and don't assume that because it's on the web it is valid.

Citations: Consult the Chicago Style Manual, MLA Handbook, or APA Handbook. An example of the easiest form is as follows: As Hobbes contends, the state of nature is "poor, nasty, brutish and short" (Hobbes, *Leviathan*, 100.) Unless you are using outside sources, you do **NOT** need a bibliography or "Works Cited" page. ***Always*** remember to cite if it is necessary to do so; not citing can lead you to receive a grade of zero (F) in any assignment (and possibly the course), as well as other consequences stated under, Academic Honesty, of this syllabus. **General rule when it comes to citing**: when in doubt, cite it.

Final Thoughts: The quality of your essay will always be more than the sum of its parts. Logical consistency, accurate summaries of the material and proper form are necessary but not sufficient for earning a grade of "A." Excellent essays are imaginative and shed new light on old problems and theories.

Policy on Late Assignments⁷, Extensions, and Missed Assignments:

Late assignments:

Any assignment that is late, i.e., an assignment that is not turned in at the beginning of class, shall be penalized with 5% per day, e.g., if the earned grade was 100%, but the assignment was turned in one day late, the final grade will now be 95%. I will accept late assignments for up to one week, i.e., seven days, after the due date (this *excludes* Exam II, and the final argumentative paper [only two days will be allowed for these assignments to be late (which will be penalized with 10%), or an extension granted with no penalty for two days after the original due date; in other words, whether granted an extension, or the assignments are turned in late, they cannot exceed two days after the original due date]). After that time, unless an arrangement was setup for an extension, a grade of zero (F) will be given on that assignment.

Extensions:

Extensions will be granted *only* in cases of documented personal emergency, or illness. The request to receive an extension should be explicitly stated within twenty-four hours before the assignment is due (unless the personal circumstances involved impede it). Simply requesting an extension is not equivalent to having been granted the extension; I must approve the request! If I do consent to an extension, a new deadline will be given. Should you submit the assignment on, or before the new deadline, a penalty of 5% per day will not be placed on the assignment. Should you submit the assignment after the new extension deadline, a 5% per day penalty will be placed on the assignment for up to seven days (after the seventh day, the assignment will no longer be accepted, i.e., a grade of zero (F) will be given on the late assignment).

Missed assignments: With respect to any missed assignment(s), it is your responsibility to contact me, at the latest, the next day of the missed assignment(s) to see about making it up. A make-up for a missed assignment can only be done in cases of any documented personal emergency, or illness. If it does not meet that requirement, a grade zero (F) will be given for that assignment. **A note on make-ups for exams:** “Make-ups for exams can be done under certain circumstances. They must, in any case, be properly requested and conceded. Such requests will only be honored *if* (a) the instructor is informed about the impossibility to take the test *at least twenty-four hours before* the date in which the test is scheduled (unless the impossibility to take the test implies also impossibility to inform the instructor on time), and (b) the impossibility to take the test is *satisfactorily justified* (which might imply showing documents, such as a doctor’s note or a police report or similar proof). It is very important to notice that, in principle, having *something else to do* at the time of the test does not necessarily count as good grounds to support a request for a make-up. In these cases, the student will have to show that the other commitment had appropriate *priority* over the missed exam.”⁸

Important notes that applies to late assignments, extensions, and missed assignments⁹:

- a) If a make-up is granted, the new date and time set for the make-up becomes the official date and time of the test (for the purposes of being late, absent, and so on).

⁷ Assignment(s) is/are being defined as all exams, papers, extra-credit opportunities, and any reading quizzes, that are required to be completed for the purposes of evaluation (as stated in Antelope Valley College’s catalog, and the SLO, ILO, and Course objectives for this course), where the evaluation will lead to an earned grade of A through F.

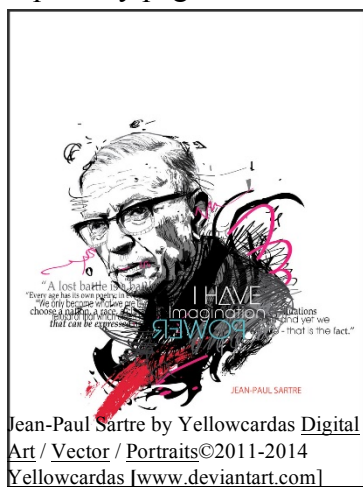
⁸ Quoted directly from Abel B. Franco, Ph.D., C.S.U., Northridge, Philosophy 341 syllabus.

⁹ Quoted directly from Abel B. Franco, Ph.D., C.S.U., Northridge, Philosophy 341 syllabus.

- b) All make-ups for tests *must be done* no later than ten calendar days (excluding official university recess days) after the test was originally scheduled (unless sufficient reason not to do so is provided). They must also be done during office hours (which means the student will have to make him/herself available at those times within the ten calendar days following the test). And they cannot be done after the last official day of classes for the course.
- c) Granting a make-up does not guarantee that the format of the test will be the same. The instructor will decide the format taking into account both fairness and practical issues.

Academic Honesty:

“Dishonesty, including but not limited to, cheating, or plagiarism. Plagiarism – from the Latin word for “kidnap” –involves using another’s work without giving proper credit, whether done accidentally or on purpose. This includes not only words and ideas, but also graphs, artwork, music, maps, statistics, diagrams, scientific data, software, films, videos and the like. Plagiarism is plagiarism whether the material is from published or unpublished sources. It does not matter whether ideas are stolen, bought, downloaded from the Internet, or written for the student by someone else – it is still plagiarism. Even if only bits and pieces of other sources are used, or outside sources reworded, they must still be cited. To avoid problems, students should cite any source(s) and check with the instructor before submitting an assignment or project. **Students are always responsible for any plagiarism in their work.** An instructor who determines that a student has cheated or plagiarized has the right to give an “F” grade, or numerical equivalent, for the assignment or examination.”¹⁰ In this course, the first instance of cheating, or plagiarism, will be penalized with a failing grade (F) for that assignment. Should there be another instance of cheating, or plagiarism, a failing grade (F) will be given for the entire course. In either instance, Antelope Valley College’s administrator of disciplinary actions shall be informed. Plagiarism is a serious offence (in and out of academia), which I consider to be unacceptable at the college-level. For more information on this matter, please see Antelope Valley College’s catalog; especially pages 35-36.



“MAN IS CONDEMNED TO BE FREE; BECAUSE ONCE THROWN INTO THE WORLD, HE IS RESPONSIBLE FOR EVERYTHING HE DOES.” – JEAN-PAUL SARTRE, BEING AND NOTHINGNESS (1943).

¹⁰ Antelope Valley College’s catalog, *Guidelines for Student Conduct*, pages 35-36 (<http://www.avc.edu/information/catalog/common/documents/academicpolicies.pdf>).

Grading System:

Note: if you have a question on any grade that you have earned on an assignment, I will not discuss it with you the same day that the grade was presented to you. Allow at least a 24-hour period before you come and talk to me (either in office hours, or via e-mail). This will give you time to reflect on what you want to state to me, and also, it will give any emotions that may have arisen in you, to be guided with reason.

Grading will be calculated on the traditional scale:

A: 100-90 | B: 89-80 | C: 79-70 | D: 69-60 | F: 59-0

A note on assessment for your participation, argumentative papers, and exams¹¹:

- “1. Your current and past grades in *any* course, including this one, are totally irrelevant. For instance, if you have always had A’s, but give me C-work, you still get a C grade for that work.
2. Your need for a certain grade is totally irrelevant! For example, if you need a certain grade in order to pass the course, graduate, retain or obtain a scholarship, transfer to a college or university, be removed from academic probation and continue college, maintain a high GPA, appease your perfectionism, inflate your ego, etc., and give me D-work, you still get a D.
3. Your I.Q., S.A.T., G.P.A., life experience, work experience, professional or social status, and whatever else you or others use to measure your intellectual worth are totally irrelevant. For instance, if you have a genuine I.Q. of 180 and a G.P.A of 4.0, but give me F-work, you still get an F grade for that work.
4. Your family and work situations are totally irrelevant. For example, if you are raising a dozen children, pursuing two full-time careers, and give me D-work, you still get a D grade for that work.
5. The fact that you perceive my presentation of the content of this course to be uninteresting, non-engaging, and boring is totally irrelevant. It is time for *you* take charge of *your* education, *your* state of mind, and your emotional reactions (which in fact stem from your beliefs).
6. **Only** the quality of your work is relevant to the grade you receive.
7. The grade you receive does *not* measure your effort but rather the quality of your performance! For instance, if you put great effort but produce C-work, you still get a C for that work. If you produce A-work, but do so effortlessly, you still get an A for that work. However, continual effort will **tend (but not guarantee)** to give you the results you want. So, please DO

Breakdown of final grade:

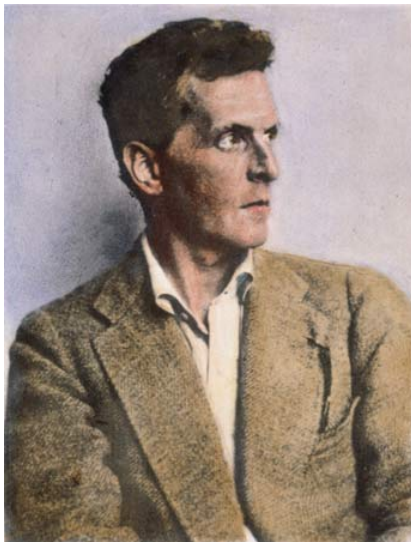
- | | |
|---|-------|
| 1. Participation: | 15% |
| a. Points: 300 | |
| 2. Argumentative papers: | 45% |
| a. Points: 350 (Theory) | |
| b. 700 (Applied) | |
| i. Theory-based-argumentative-paper | (20%) |
| ii. Applied-ethics-argumentative-paper: | (25%) |
| 3. Exams: | 40% |
| a. Points: 320 (Theory) | |
| b. 220 (Applied) | |
| i. Theory-based-exam | (20%) |
| ii. Applied-ethics-exam | (20%) |

¹¹ This has been borrowed from Dr. Claude Gratton’s Philosophy-101 syllabus.

put effort into your work and participation! DO come see me for assistance *as soon as* you need help!...”

Composition Guidelines for Submitted Papers¹²:

1. Clear, concise introductory paragraph. Is the goal stated clearly?
2. Topic sentence in each paragraph. Does the topic sentence clearly introduce the goal of each paragraph?
3. Does the *sequence/order of sentences in each paragraph* make it easy to follow the author’s reasoning in each paragraph? Is each sentence *relevant* in each paragraph: Does each sentence help the author to reach his/her goal in that specific paragraph?
4. Is the reasoning in each paragraph good? Assess the *truth* and *support* of the reasons/premises.
5. Does the *sequence/order of paragraphs* make it easy to follow the author’s reasoning throughout the paper? Is each paragraph *relevant*: does each paragraph help the author to reach his/her central goal (that should be *clearly* stated in the introductory paragraph)?
6. Are the *best* opposing views accurately presented and impartially and correctly *evaluated*? Are the *truth* and *support* of the reasons of the best opposing views impartially and correctly evaluated?
7. Are there any words whose vagueness or ambiguity prevents us from evaluating the *truth* or *support* of reasons/premises anywhere in the paper? Are the key words in the author’s reasoning appropriately clarified (according to either the principle of charity or loyalty) in the paper?
Interpretive principle of charity/generosity: if a context allows various interpretations of an expression, choose the one that results in the most reasonable position. Interpretive principle of loyalty/fidelity: if a context allows various interpretations of an expression, choose the one that comes closest to the *intended meaning or goals of the author*.
8. Is it easy to follow the author’s reasoning *throughout* the paper?
9. What is the quality of the author’s reasoning throughout the paper? Assess the *truth* and *support* of the reasons/premises throughout the paper.
10. Does the final paragraph accurately summarize the author’s work?
 Does the final summarizing paragraph take into consideration impartially all the pro/con arguments discussed in the paper? Does the author acknowledge any incompleteness of his/her work, and specify where that incompleteness lies? A final summarizing paragraph should *not* introduce new arguments or new information, but can suggest where additional thinking needs to be pursued.



“UTTERING A WORD IS LIKE STRIKING A NOTE ON THE KEYBOARD OF THE IMAGINATION.” –
 LUDWIG WITTGENSTEIN, *PHILOSOPHICAL INVESTIGATIONS* (1953).

¹² Copied directly from Claude Gratton’s site: <http://avconline.avc.edu/cgratton/documents/GuidelinesGradedAtoFpapers.pdf>



Source: <http://static.guim.co.uk/sys-images/Guardian/Pix/pictures/2013/10/30/1383139042506/Peter-Singer-008.jpg>

“To protest about bullfighting in Spain, the eating of dogs in South Korea, or the slaughter of baby seals in Canada while continuing to eat eggs from hens who have spent their lives crammed into cages, or veal from calves who have been deprived of their mothers, their proper diet, and the freedom to lie down with their legs extended, is like denouncing apartheid in South Africa while asking your neighbors not to sell their houses to blacks.” – Peter Singer, *Animal Liberation: A New Ethics for our Treatment of Animals* (1975).

Course Outline:

Note: this ‘Course Outline’ is tentative. Should any changes occur, I will announce them in the classroom. I will also make an *attempt* to announce any changes on blackboard; but, do not rely on blackboard announcements. It is still your *responsibility* to know what was taught, and, announced, in class. I urge you to ask one of your colleagues for their contact information; so in case you happen to miss class, you will be up-to-date on any announcements.

A note on procrastination: "By the streets of 'by and by,' one arrives at the house of 'never'," Miguel De Cervantes Saavedra (1547-1616). In other words, the word ‘soon’ becomes synonymous with ‘never.’ Do not procrastinate! Be responsible by doing all the readings ahead of time; make notes on your calendars of due dates and respect them. Also, ask questions if you are confused about anything (readings, lectures, questions on the syllabus, *etc.*).

A note on blackboard: Not having a computer is not a valid excuse to use for not submitting your quizzes, exams, papers, *etc.*, on time.

INTRODUCTION

Mon., Feb. 3: **Introduction to the Course: Syllabus and introductions**

A lecture on Hannah Arendt's, *Eichmann in Jerusalem: A Report on the Banality of Evil*. (**Required Reading:** Roger Berkowitz's article, *Misreading 'Eichmann in Jerusalem'* from the New York Times

[<http://opinionator.blogs.nytimes.com/2013/07/07/misreading-hannah-arendts-eichmann-in-jerusalem/>]).

A lecture on Moral Theory, and Applied Ethics (*Recommended reading:* *Disputed Moral Issues*, Chapter 1 (A Moral Theory Primer), pgs. 1-37; *The Moral of the Story...*, Chapter 3, pg. 127; *Ethics in Practice*, 2nd edition, Introduction (Theorizing about Ethics), pgs. 3-11.

An introduction to Paul Bloom's book, *Just Babies: The Origins of Good and Evil*, and Michelle Alexander's book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. (**Required Reading:** Paul Bloom's book, *Just Babies: The Origins of Good and Evil*, Preface, pgs. 1-6).

An introduction to Lewis Vaughn's book, *Writing Philosophy: A Student's Guide to Writing Philosophy Essays*. (**Required Reading:** Lewis Vaughn's book, *Writing Philosophy: A Student's Guide to Writing Philosophy Essays*, Chapter 1 (How to Read Philosophy), pgs. 3-20.

Wed., Feb. 5: **Critical Thinking and Moral Reasoning**

An introduction to critical thinking, and how it is used in an ethics course: (**Required Reading:** A reading from Michael C Brannigan's book, *Ethics Across Cultures*, Chapter 2, pgs. 30-50; a handout on: Necessary and Sufficient Conditions; , *Just Babies: The Origins of Good and Evil*, Chapter 1 (The Moral Life of Babies), pgs.7-31).

THEORY

Mon., Feb. 10: **Ethical Relativism**

Required Reading: A reading from Nina Rosenstand's book, *The Moral of the Story: An Introduction to Ethics*¹³, 7th edition, Chapter 3 (Ethical Relativism), pgs. 119-159; Lewis Vaughn's book, *Writing Philosophy: A Student's Guide to Writing Philosophy Essays*¹⁴, Chapter 2 (How to Read an Argument), pgs. 21-42;

Wed., Feb. 12: **Egoism**

¹³ From here on out, 'MOTS' shall be used for Nina Rosenstand's book, *The Moral of the Story: An Introduction to Ethics*¹³, 7th edition.

¹⁴ From here on out, 'WP' shall be used for Lewis Vaughn's book, *Writing Philosophy: A Student's Guide to Writing Philosophy Essays*.

Required Reading: MOTS, Chapter 4 (Myself or Others?), pgs. 171-220; Paul Bloom's book, *Just Babies: The Origins of Good and Evil*¹⁵, Chapter 2 (Empathy and Compassion), pgs. 33-57.

Mon., Feb. 17 **No class (Washington's Day)**

Wed., Feb. 19 **Consequentialism I**

Required Reading: MOTS, Chapter 5 (Using Your Reason, Part 1: Utilitarianism), pgs. 231-270; WP, Chapter 3 (Rules of Style and Content for Philosophical Writing), pgs. 43-54; JP, Chapter 3 (Fairness, Status, and Punishment), pgs.60-100.

Mon., Feb. 24 **Consequentialism II**

Required Reading: Continue reading from MOTS, Chapter 5 (Using Your Reason, Part 1: Utilitarianism), pgs. 231-270; WP, Chapter 4 (Defending a Thesis in an Argumentative Essay), pgs. 55-84.

Wed., Feb. 26 **Deontology (Kantian Ethics)**

Required Reading: MOTS, Chapter 6 (Using Your Reason, Part 2: Kant's Deontology), pgs. 282-310; JB, Chapter 4 (Others), pgs. 101-130.

Mon., Mar. 03 **Virtue Ethics I (Socrates and Plato)**

Required Reading: MOTS, Chapter 8, pgs. 391-428; WP, Chapter 5 (Avoiding Fallacious Reasoning), pgs. 85-95.

Wed., Mar. 05 **Virtue Ethics II (Aristotle)**

Required Reading: MOTS, Chapter 9, pgs. 440-468; JB, Chapter 5 (Bodies), pgs. 131-157.

Mon., Mar. 10 **Natural Law Theory and Natural Rights**

Required Reading: Murphy, Mark, "The Natural Law Tradition in Ethics", *The Stanford Encyclopedia of Philosophy* (Winter 2011 Edition), Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/win2011/entries/natural-law-ethics/>>; A reading from Frederik Kaufman's book, *Life's Hardest Questions: An Introduction to Moral Philosophy*, Chapter 6 (Natural Law Ethics); pgs. 68-73; WP, Chapter 6 (Using, Quoting, and Citing Sources), pgs. 96-102.

Wed., Mar. 12 **Feminist Ethics I**

Required Reading: MOTS, Chapter 12 (Different Gender, Different Ethics?), pgs. 608-650; JB, Chapter 6 (Family Matters), pgs. 159-185.

Mon., Mar. 17 **Feminist Ethics II**

¹⁵ From here on out 'JB' shall be used for Paul Bloom's book, *Just Babies: The Origins of Good and Evil*.

Required Reading: Ada María Isasi-Díaz's essay titled, *Mujerista Discourse: A Platform for Latinas' Subjugated Knowledge*, from, *Decolonizing Epistemologies: Latina/o Theology and Philosophy*, pgs. 44-67; chapter 1 in J. Jack Halberstam's book titled, *Gaga Feminism for Beginners* from, *Gaga Feminism: Sex, Gender, and the End of Normal*, pgs. 1-29; WP, Chapter 7 (Writing Effective Sentences), pgs. 105-117.

Wed., Mar. 19 **Justice and Equality (Theoretical Approaches)**

Required Reading: An excerpt from Jean-Jacques Rousseau's book, *Discourse on the Origin of Inequality*, pgs. 466-473; excerpts from Karl Marx's books, *Economic and Philosophical Manuscripts of 1844* (Estranged Labour), pgs. 484-488, and *Critique of the Gotha Program*, pgs. 489-491. The excerpts from the aforementioned readings come from the book, *Today's Moral Issues: Classic and Contemporary Perspectives*, edited by Daniel Bonevac; JB, Chapter 7, (How to be Good), pgs. 187-218; A reading from Mark Timmons' book, *Disputed Moral Issues: A Reader*, 3rd edition, Chapter 2 (Moral Theory Selections), John Rawls, *A Theory of Justice*. **Note:** Your mid-term paper will be due next week on: Wed., March 26, 2014, at the beginning of class, in a printed-format.

Mon., Mar. 24 **The Anti-Moralist, the Existentialist, and the Latin-American Philosopher**

Required Reading: An excerpt from Friedrich Nietzsche's book, *On the Genealogy of Morals*, pgs. 399-405, from *Morality and the Good Life: An Introduction to Ethics Through Classical Sources*, 5th edition, editors: Robert C. Solomon, Clancy Martin, and Wayne Vaught; A lecture given in 1946 by Jean-Paul Sartre, *Existentialism is a Humanism*, URL=<http://www.marxists.org/reference/archive/sartre/works/exist/sartre.htm>; A reading from Leopoldo Zea's essay, *The Actual Function of Philosophy in Latin America*, from, *Latin American Philosophy for the 21st Century: The Human Condition, Values, and the Search for Identity*, edited by: Jorge J.E. Gracia, and Elizabeth Millan-Zaibert, pgs. 357-368; WP, Chapter 8 (Choosing the Right Words), pgs. 118-125.

APPLIED ETHICS

Wed., Mar. 26 **Punishment**

Required Reading: Hugh LaFollette's, *Reading Philosophy*, from, *Ethics in Practice*, 3rd edition; James Rachels' essay, *Punishment and Desert*, URL=<http://www.jamesrachels.org/punanddes.pdf>; John Paul Wright, Francis T. Cullen, and Kevin M. Beaver's essay, *Does Punishment Work?*, from, *Ethics in Practice*,¹⁶ 3rd edition, edited by, Hugh LaFollette; Michelle Alexander's book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*¹⁷, Preface and Introduction, pgs. 1-19 **Note:** Your mid-term paper is due today, at the beginning of class, in a printed-format. **Note: Exam I** will be handed out in class, and it will be **due** on: April 7, 2014, at the beginning of class, in a printed-format.

¹⁶ From here on out 'EIP' shall be used for *Ethics in Practice*,¹⁶ 3rd edition, edited by, Hugh LaFollette.

¹⁷ From here on out 'TNJC' shall be used for Michelle Alexander's book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.

Mon., Mar. 31 **No Class (Spring Break)**

Wed., Apr. 2 **No Class (Spring Break)**

Mon., Apr. 7 **Capital Punishment**

Required Reading: A reading from Mark Timmons' book, *Disputed Moral Issues: A Reader*¹⁸, 3rd edition, Chapter 12 (The Death Penalty): Stephen Nathanson, *An Eye for an Eye*; Ernest van den Haag, *A Defense of the Death Penalty*; Jeffrey H. Reiman, *Civilization, Safety and Deterrence*; and James S. Liebman, Jeffrey Fagan, Valerie West, and Jonathan Lloyd, *Capital Attrition: Error Rates in Capital Cases, 1973-1995*. **Note:** **Exam I** is due today at the beginning of class.

Wed., Apr. 9 **Abortion**

Required Reading: DMI, Chapter 10 (Abortion), Mary Anne Warren, *On the Moral and Legal Status of Abortion*; Judith Jarvis Thomson, *A Defense of Abortion*; Patrick Lee and Robert P. George, *The Wrong of Abortion*; and L.W. Sumner, *A Moderate View*; TNJC, Chapter 1 (The Rebirth of Caste), pgs. 20-58.

Mon., Apr. 14 **Euthanasia**

Required Reading: DMI, Chapter 8 (Euthanasia and Physician-Assisted Suicide), James Rachels, *Active and Passive Euthanasia*; Philippa Foot, *Killing and Letting Die*; Daniel Callahan, *A Case Against Euthanasia*; and Michel B. Gill, *A Moral Defense of Oregon's Physician Assisted Suicide Law*.

Wed., Apr. 16 **Pornography and Censorship**

Required Reading: Ann Garry's essay, *Sex, Lies, and Pornography* (EIP, 2nd edition); DIM, Chapter 4 (Pornography, Hate Speech, and Censorship), Judith M. Hill, *Pornography and Degradation*; Charles R. Lawrence III, *Racist Speech as the Functional Equivalent of Fighting Words*; and John Arthur, *Sticks and Stones*; TNJC, Chapter 2 (The Lockdown).

Mon., Apr. 21 **Equality and Discrimination**

Required Reading: DMI, Chapter 6 (Sexism, Racism, and Reparation), Marilyn Frye, *Sexism*; J.L.A. Garcia; Louis J. Pojman, *Why Affirmative Action Is Immoral*; and, Luke Charles Harris and Uma Narayan's essay, *Affirmative Action as Equalizing Opportunity: Challenging the Myth of "Preferential Treatment,"* from, EIP.

Wed., Apr. 23 **Economic Justice**

Required Reading: DMI, Chapter 14 (World Hunger and Poverty), Peter Singer, *The Life You Can Save*; Iris Marion Young, *Displacing the Distributive Paradigm*, pgs. 591-601;

¹⁸ From here on out 'DMI' shall be used for Mark Timmons' book, *Disputed Moral Issues: A Reader*¹⁸, 3rd edition.

and, A chapter from Cornel West and Tavis Smiley's, *A Poverty Manifesto*, from, *The Rich and the Rest of US: A Poverty Manifesto*, pgs. 169-203; TNJC, Chapter 3 (The Color of Justice), pgs. 97-139. *Recommended Reading*: DMI, Chapter 2 (Moral Theory Selections), John Rawls, *A Theory of Justice*.

Mon., Apr. 28 **Environmental Ethics**

Required Reading: DMI, Chapter 15 (The Environment, Consumption, and Climate Change), Aldo Leopold, *The Land Ethic*; Walter Sinnott-Armstrong, *It's Not My Fault: Global Warming and Individual Moral Obligations*; A reading from David Schmidtz's essay, *A Place for Cost-Benefit Analysis*, from, EIP; An essay titled, *Toward an Ecological Society*, from Murray Bookchin's book, *Toward an Ecological Society*, pgs. 57-71.

Wed., Apr. 30 **Animal Rights**

Required Reading: DMI, Chapter 9 (The Ethical Treatment of Animals), Carl Cohen, *Do Animals Have Rights?*; Jordan Curnutt, *A New Argument for Vegetarianism*; An excerpt from Peter Singer's book, *Animal Liberation: The Definitive Classic of the Animal Movement*, titled, *All Animals Are Equal* URL= <http://www.animal-rights-library.com/texts-m/singer02.htm>; An essay by Michael Allen Fox, titled, *The Moral Community*, pgs. 181-191, from, EIP; TNJC, Chapter 4 (The Cruel Hand), pgs. 140-177.

Mon., May 5 **Genetic Engineering and Cloning**

Required Reading: DMI, Chapter 11 (Cloning and Genetic Enhancement), Leon R. Kass, *Preventing Brave New World*; Michael J. Sandel, *The Case against Perfection*; Frances M. Kamm, *Is There a Problem with Enhancement?*; Peter Singer, *Parental Choice and Human Improvement*.

Wed. May 7 **Violence, Terrorism, and War I**

Required Reading: Mohandas Karamchand Gandhi, *Non-Violent Resistance, What Satyagraha Is*, pgs. 3-36; Frantz Fanon, *The Wretched of the Earth, Concerning Violence*, pgs. 2-45; TNJC, Chapter 5 (The New Jim Crow), pgs. 178-220.

Mon., May 12 **Violence, Terrorism, and War II**

Required Reading: DMI, Chapter 13 (War, Terrorism, and Torture), Michael Walzer, *Terrorism: A Critique of Excuses*; Andrew Valls, *Can Terrorism Be Justified?*; Alan M. Dershowitz, *Should the Ticking Bomb Terrorist Be Tortured?*; Marcia Baron, *The Ticking Bomb Hypothetical*.

Wed., May 14 **Violence, Terrorism, and War III**

Required Reading: Douglas P. Lackey's essay titled, *Nipping Evil in the Bud: The Questionable Ethics of Preventive Force*, pgs. 715-725, from, EIP; William J. Hawk's essay titled, *Pacifism: Reclaiming the Moral Presumption*, pgs. 726-734, from, EIP; and Jeffrey D.

Sachs' essay titled, *Occupy Global Capitalism*, pgs. 462-474, from, *The Occupy Handbook*, edited by Janet Byrne; An excerpt by Ward Churchill, *Pacifism as Pathology: Notes on an American Pseudopraxis*, from, *Pacifism as Pathology: Reflections on the Role of Armed Struggle in North America*, pgs. 45-104. TNJC, Chapter 6 (The Fire This Time), pgs. 221-261.

Mon., May 19 **A New Ethics That Concerns Technology**

Required Reading: Martin Heidegger's essay titled, *The Question Concerning Technology*, pgs. 1-23, URL= http://simondon.ocular-witness.com/wp-content/uploads/2008/05/question_concerning_technology.pdf; Hans Jonas' essay titled, *Technology and Responsibility: Reflections on the New Tasks of Ethics*, pgs. 1-24, URL= <http://www.conductiveoutfit.com/mta/technologyandmen/readings/Jonas%20-%20Technology%20&%20Responsibility.pdf>; **Exam II** will be passed out. Note that it will be due on Wed., May 28, 2014, at the beginning of class.

Wed., May 21 **Papers, Catch-up, and Questions**

Required Readings: None. Today's meeting will consist of asking each one of you on the topic of your paper; your progress in the paper; and if you require any assistance with your paper, e.g., you are seeking help with finding secondary sources, you are having trouble formulating a thesis statement, etc. This class meeting will also consist of catching-up on any readings that we have fallen behind in due to time constraints. Finally, this meeting will be used for general questions regarding Exam II, extra-credit opportunities, final paper, and any readings we have done in the past.

Mon., May 26 **No class (Memorial Day)**

Wed., May 28 Last Day of Class

Required Reading: None. **Note:** **Exam II**, and your **final-argumentative-paper** are due today, at the beginning of class, in a printed-format. If you chose to take advantage of any extra-credit opportunities, it/they are also due today, in a printed-format.

Extra-Credit Opportunities:

Opportunity 1: There will be some extra-credit opportunities available to you in both exams. In Exam I, I will ask questions on the readings on Rousseau, Marx, Nietzsche, Zea, Rawls, and Sartre. Those questions will not require a response, unless you are looking to earn extra-credit points on Exam I. On Exam II, I will ask questions on the readings from Churchill, Heidegger, and Jonas. Those questions will not require a response, unless you are looking to earn extra-credit points on Exam II.

Opportunity 2: This opportunity requires you to write one, or two, book reviews on the books that we are reading for participation points, i.e., *Just Babies: The Origins of Good and Evil*, by Paul Bloom, and *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by

Michele Alexander. If you choose to write one, you can choose either/or. **Technical aspects regarding extra-credit opportunity 2:** Typed; Font Size: 12; Spaced: Double; Length: 2 to 3 pages, following the format from the following website:

<https://owl.english.purdue.edu/owl/resource/704/01/> Each book review that you choose to do, can earn you up to 2.5% placed in your final percentage (maximum of: 5% for both book reviews), assuming you receive full-credit on the assignment(s). For example, if your final percentage grade is an 85%, and you did both book reviews, receiving full-credit, you will have earned an extra 5% on your final percentage grade, making your final percentage grade: 90% (A).

Important dates:

First day of class: February 3, 2014.

Last day of class: May 28, 2014 (Last day for all classes: May 30, 2014).

Mid-term paper is due: March 26, 2014.

Exam I is handed out: March 26, 2014.

Exam I is due: April 7, 2014.

Exam II is handed out: May 19, 2014.

Exam II, and Final-argumentative-paper are due (as well as any extra-credit): May 28, 2014.

Class not in session:

Lincoln's Day: February 14, 2014.

Local Holiday: February 15, 2014.

Washington's Day: February 17, 2014.

Spring Break: March 31 – April 5, 2014.

Memorial Day: May 26, 2014.

Remark:

Please take into consideration the fact that this syllabus is a contract between you, and the instructor. By enrolling in this class, and by attending this class, you are making the choice to abide by everything stated in this syllabus. Should you choose not to abide, the consequences are noted in this syllabus, and Antelope Valley College's catalog. This should be a great class, and a great semester. I am hoping to have your full-cooperation, and attention during this semester, as well as respect. As I will give those aforementioned things to you, I expect them in return, too.



Slavoj Žižek; Source: <http://i.imgur.com/X1reb.jpg>

“We feel free because we lack the very language to articulate our unfreedom.” - Slavoj Žižek, "Introduction: The Missing Ink", in *Welcome to the Desert of the Real!: Five Essays on September 11 and Related Dates* (2002), p. 2.