



**Division of Philosophy, Humanities and Library Sciences
Philosophy Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/philosophy/>

Phil 1306: Introduction to Ethics | CRN #12876

Spring 2020 | 16 Weeks January 21- May 15

Lecture | 3 Credit Hours

Spring Branch Campus RM 311 | Mondays & Wednesdays 11:00 am – 12:20 pm

Instructor Contact Information

Instructor: Cinnamon Jenson Office Phone: 713-718-6185
Office: Commons bldg., room 803 Office Hours: Mon – Wed 12:30 – 3:00 pm
HCC Email: cinnamon.jenson@hccs.edu Office Location: Spring Branch Campus

Instructor’s Preferred Method of Contact

Please contact me with questions or concerns via the Canvas inbox, or at cinnamon.jenson@hccs.edu. I will respond to emails within 48 hours Monday through Friday.

About This Course

I am excited to introduce you to some of the most interesting and thought-provoking topics in Ethics, a subfield of philosophy. The course introduces philosophical methods of inquiry and argumentation.

Ethics involves thinking about what we ought to do. We will survey numerous ethical theories from Ethical Conventionalism and Realism, including Cultural Ethical Relativism, Utilitarianism, Deontology, Divine Command Theory, and Egoism. The complexities and dynamics that frame these theories will be emphasized as we read and discuss primary texts from past and present philosophers. We will apply traditional theories to contemporary debates such as wealth and consumption, animal rights, capital punishment, abortion, gay marriage, immigration, gun control and others.

Prerequisites and/or Co-Requisites

English 1301

Canvas Learning Management System

This section of PHIL 2306 will use Eagle Online [Canvas](https://eagleonline.hccs.edu) (<https://eagleonline.hccs.edu>) and/or the Learning Web to supplement in-class assignments, exams, and activities. If you are having trouble with your computer, there are computers available at any public library and HCC campus. HCCS Open Lab locations may be used to access the Internet and Canvas

INSTRUCTIONS FOR ACCESSING EAGLE ONLINE (CANVAS):

You must set your Canvas notifications to accept emails.

This is a web-enhanced lecture course that uses Eagle Online Canvas. The Eagle Online Canvas login page is: <https://eagleonline.hccs.edu/> Or, from the main HCC website (www.hccs.edu) --> on the top vertical toolbar click "student sign-ins" --> Sign in using your user ID and password--> click "Eagle online (canvas)" tool. You will automatically be assigned Canvas page to each of your classes at HCC.

Your Eagle Online username is your HCC email address. Your password is the same password you use to log in to PeopleSoft, HCC Webmail, and Active Directory (computer terminal login). For any questions about your Eagle ID or password, please go check online www.hccs.edu/district/students/student-e-maileagle-id/.

NOTE: Eagle Online works best with the latest version of Mozilla Firefox. Download it free, www.mozilla.org/en-US/firefox/new/.

TECHNICAL SUPPORT: <http://www.hccs.edu/online/technical-support/> or 713-718-5275

Scoring Rubrics, Sample Assignments, etc.

Refer to your Canvas course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

Instructional Materials

INSTRUCTIONS FOR ASSIGNMENTS, READING MATERIALS, AND HANDOUTS WILL BE POSTED IN "EAGLE ONLINE (CANVAS)." ALL ASSIGNMENTS SHOULD BE SUBMITTED TO "ASSIGNMENTS" IN CANVAS.

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult

courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

This is a systemic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value. This course provides a practical, community-minded introduction to questions of character and human excellence in a multi-cultural, global environment. Traditional and contemporary views concerning the nature of goodness, happiness, duty, and freedom serve as points of departure for this largely thematic inquiry into right conduct and ways of thinking that leads to that conduct.

Core Curriculum Objectives (CCOs)

This course satisfies the Philosophy, Language, and Culture component area or the Component Area Option in the HCC Core Curriculum. If you are not sure that you need this course to graduate, please consult with your advisor.

Program Student Learning Outcomes (PSLOs)

1. **Demonstrate knowledge and an understanding of arguments, problems, and terminology in philosophy.** You will be able to define, explain, and critique arguments foundational arguments from notable philosophers and the problems they were grappling with in three fields of philosophy (Logic, Philosophy of Mind, and Epistemology).
2. **Analyze and critique philosophical texts in ways that demonstrate an awareness of argument structure and the evaluation of philosophical claims.** You will be able to assess the validity, soundness, assumptions, consequences, and fallacies in philosophers' arguments and popular media. Parse and Outline arguments. Identify informal fallacies in your experiences. Practice critical thinking skills that will improve personal empowerment, engage in civic duty, think independently, and defend against faulty reasoning.
3. **Present logically persuasive arguments orally and in writing that are relevant to philosophical issues covered in course material.** You will be able to express, support, and defend your position in your assignments and discussions while acknowledging its weaknesses and realizing that your position is fallible (that is, it can and should change given new evidence and information). Hopefully, you will begin to feel comfortable making decisions in spite of an uncertainty of knowledge.
4. **Evaluate personal and social responsibilities of living in a diverse world in terms of the philosophical issues.** Practice civic engagement in activities and group work to synthesize your philosophy theories and ethical beliefs with others, and to apply these concepts to your experiences. This is a safe class environment: Critique the argument, not the person.
5. **Apply relevant ethical theories to daily activities, and to issues in contemporary debates.**

6. Additional skills will center on writing skills such as structure, proper citation, and research.

Course Student Learning Outcomes (CSLOs)

1. Read, analyze, and critique philosophical texts.
2. Define and appropriately use important terms such as relativism, virtue, duty, rights, utilitarianism, natural law, egoism, altruism, autonomy, and care ethics.
3. Demonstrate knowledge of major arguments and problems in ethics.
4. Present and discuss well-reasoned ethical positions in writing.
5. Apply ethical concepts and principles to address moral concerns.
6. Apply course material to various aspects of life.
7. Discuss ways of living responsibly in a world where people have diverse ethical beliefs.

Learning Objectives

- 1.1 Read** canonical texts and contemporary articles in the philosophical tradition of ethics.
- 1.2 Analyze, discuss, and critique** philosophical texts and ethical questions through open annotation exercises, papers, and discussion forums.
- 1.3 Analyze and critique** philosophical texts and practical ethical questions in papers and tests.
- 2.1 Learn** basic philosophical vocabulary, major arguments, and positions in philosophical ethics.
- 2.2 Recognize** key concepts in regular quizzes.
- 2.3 Demonstrate understanding** of key arguments and claims made by philosophers studied in the course through papers and assignments.
- 3 Present** logically persuasive arguments in papers and tests.
- 4.1 Engage** in critical thinking through discussion forums, papers, and tests.
- 4.2 Demonstrate** critical thinking skills in all written work.
- 5.1 Consider** the impacts of philosophical ideas on personal and social responsibility in papers and discussion forums.
- 5.2 Apply** philosophical concepts discussed in the course to personal and contemporary issues, demonstrating a concern for social and personal responsibility in written work.

Student Success

This class is modeled on a *flipped-classroom style*, where you will prepare for class by reading the material and completing response assignments BEFORE you come to class, in order to apply concepts you have read about. The focus is not so much on memorizing content, but instead to improve lifelong skills in reading comprehension, writing, dialect, critiquing, and having great conversations.

ASSESSMENTS:

Attendance and participation	30%
Response Assignments (Canvas)	30%
Argument Essays, Cases, Current debates	40%

ATTENDANCE, IN-CLASS ACTIVITIES, PARTICIPATION, DISCUSSION.

Philosophy is said to be one long conversation from Plato to you. By engaging in discussion, you add different perspectives to your knowledge. Philosophy is created by synthesizing ideas with others, applying philosophical themes to current issues, critiquing arguments, and by examining your reasons for your beliefs. Come to class prepared for discussion and civic engagement. If you come late to class, you may receive 80% attendance for that day. It is required that you participate in class activities.

RESPONSE ASSIGNMENTS.

INSTRUCTIONS FOR ASSIGNMENTS, READING MATERIALS, AND HANDOUTS WILL BE POSTED IN "EAGLE ONLINE (CANVAS)" in **Modules** → **"Schedule and Readings."**

There are three types of Assignments:

1. **Response assignments.** All assignments are due **BEFORE CLASS**. They improve skills in reading comprehension and writing, and prepare you for class discussions. **You can submit late assignments up to 1 week with a 10% penalty.** Response assignments ask you to write a few paragraphs on an assigned activity, such as watching a YouTube, listening to a podcast, taking a unit quiz, doing logic puzzles, or taking interactive ethics quizzes. You can submit late assignments for up to one week, and it is important to keep schedule.
2. **Reading Quizzes.** Reading quizzes are due **BEFORE CLASS**. They have a hard deadline and will be closed before class. **Reading quizzes cannot be submitted late.** Reading quizzes are due midnight on the night before we discuss the material in class. This is to help you improve your skills in some of the most important professional development skills you will achieve in college, namely skills in reading comprehension, your ability to evaluate arguments, and to reinterpret them in your own words. Please embrace this challenge! You are expected to carefully read the assigned material before class. It helps to take notes when you are reading, and to formulate argument outlines and objections.
3. **Unit quizzes.** Review quizzes are summative. Treat them as if you are taking an in-class exam. They are open book (never use the internet, plagiarize, or collude). **You can submit unit quizzes up to 1 week with a 10% penalty.** There may be in-class quizzes. Extra credit opportunities may be available in the DISCUSSION BOARD, for up to 2 points total. **All assignments are due on the last day of class.**

ESSAYS, CASE ANALYSES, and CURRENT DEBATE PROJECTS.

1-2 **Argument essays** consist of approximately 2 pages each. An argument essay asks you to summarize a philosopher's argument, critique the argument and then develop your own argument against it, using quotes, and citing properly. Each essay is designed to train you in a specific area of professional writing. DO NOT USE WEBSITES while writing your responses. Instructions and tips will be posted on Canvas. You must CITE PROPERLY and provide a BIBLIOGRAPHY. Plagiarized essays may receive a failing grade. The essays have a HARD DEADLINE, and late assignments will receive a penalty of 10%. You may edit and resubmit essays, if permitted in the comments to your essays.

Case analysis debates include writing elements, group work and debate activities.

Current debate projects may include group presentations, academic posters, or other group work.

READ THE COMMENTS ON YOUR ESSAYS AND ASSIGNMENTS. You can find comments in the "Grades" tab.

HCC Grading Scale can be found under Academic Information:

<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Final grades are rounded up .5

Incomplete Policy:

No student may withdraw from a course following the last date to withdraw. Incompletes are only granted with 80% completion of the course, in cases of emergency. Incompletes must be made up by the end of the following semester, after which they will automatically change to a grade of "F". <https://www.hccs.edu/resources-for/current-students/student-handbook/>

FINAL GRADE OF FX: Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Course Calendar

The schedule and reading materials are found in the **MODULES** section of CANVAS. **MODULES** will be your main portal that links to readings, assignment instructions, and handouts. Schedule is subject to change.

Week	Dates	Topic / Assignments Due
1	January 22	Introduction, orientation (Canvas)
2-4	Jan 27-Feb 16	Module 1: Logic. Gansberg, Milgram, Trolley Problems Ethical Reasoning, Critical Thinking, Cognitive biases, Fallacies
5-6	Feb 16-March 1	Module 2: Ethical Relativism. Rachels' critique.

Week	Dates	Topic / Assignments Due
		Essay 1: Cultural Relativism
7-11	March 1-March 31	Module 3: Ethical Realism. Utilitarianism (Bentham, Mill) Deontology (Kant) Trolley Problems
		Essay: Phil in the Blanks: Mill and Kant
12-13	April 5-April 12	Case analyses. Current debate preparation
13-16	April 12-May 6	Current debate/ group work
	May 10	Last day to submit late work

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignment

Email me if you have legitimate reasons for missed classes or assignments. You must schedule your time appropriately. If you are having computer issues, computers may be used at the HCC campus as well as the public library.

Academic Integrity

PLAGIARISM – (Reference Student Code of Conduct) "Plagiarism" means the appropriation of another's work and the unacknowledged incorporation of that work in one's own work offered for credit. Be advised that this class employs Turnitin plagiarism detection software (http://turnitin.com/en_us/higher-education).

Students who plagiarize, collude, or cheat may or may not have an opportunity to resubmit their work and may receive a grade of 0 for the first assignment, an F in the course for a second assignment, and a report in our Maxient system which could lead to dismissal from the college.

Collusion includes: Showing your essays to others, writing other people's work, or taking quizzes together. Plagiarism includes copying and pasting from the internet, and not citing properly for any assignment. UNLESS OTHERWISE SPECIFIED, DO NOT USE OUTSIDE RESOURCES. Use the required readings only.

If you are unclear what constitutes as plagiarism, please visit our library website at the following address:

http://library.hccs.edu/research_writing/plagiarism

DO NOT USE WEBSITES FOR YOUR ASSIGNMENTS. Unless stated in the assignment, you should be using your textbook and required materials only. For citation of your required materials, you may use the APA manual online at: <http://www.apastyle.org/> or <http://PurdueOwl.org>. For proper grammar, use the Elements of Style by Strunk and White, online at: <http://www.bartleby.com/141/>

See the following for additional information for what counts as plagiarism:

<http://plagiarism.org/> and <http://owl.english.purdue.edu/owl/resource/589/1/>

A student who is academically dishonest is claiming an advantage not available to other students. Pleading ignorance of the rules, including improper documentation (MLA, APA, etc.) is no justification for academic dishonesty. You are expected to be familiar with HCC's policy on Academic Dishonesty located at:

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Electronic Devices

NO COMPUTERS, CELL PHONES, RECORDINGS, ELECTRONICS, OR FOOD PLEASE.

Cell phones are distracting to you, me, and your classmates.

PHILOSOPHY PROGRAM INFORMATION

Please refer to our Philosophy program page for information on student groups and organizations. <https://learning.hccs.edu/programs/philosophy>

You can also follow our philosophy club Facebook site:

<https://www.facebook.com/HCC-Philosophy-Club-88672027009/>

HCC Policies

HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/>

EGLS³

The EGLS³ (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main Houston, TX 77266-7517
(713) 718-8271 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

Department Chair Contact Information

Helen Graham, Ed.D.
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555 Community College Dr.
Houston, TX 77013
<http://learning.hccs.edu/faculty/helen.graham>