

Course Required Materials / Texts:

Rachels, James and Rachels, Stuart. The Elements of Moral Philosophy. Sixth Edition. McGraw-Hill, 2010.

Siedler, Murry, ed. *The Ethics of Genetic Engineering*. Greenhaven Press, 2005.

Course Time and Location:

MWF 1:00 to 1:53 p.m. – University Center, Room 217

Class Dynamics:

This ethics class includes units on Bioethics and Healthcare Ethics. While it has been designed with students from the Montgomery College Biotechnology and Physical Therapy Assistant programs specially in mind, these units will prove to be of interest and importance to all students!

Assigned text readings for class meetings should be read in advance for the day assigned.

There will be a **Readings Quiz** for each assignment at the beginning of the class designated for a reading assignment. There will be 33 readings quizzes in the Spring 2010 semester. ***No make-ups on readings quizzes will be given***, but you may drop your four lowest quiz grades. Readings Quiz questions will appear on examinations -- Save your readings quizzes for examination study purposes!

Lectures will supplement the text readings, facilitate class discussion, and provide the foundation of examination contents. Lectures will seek to inform and to challenge the student to critical consideration and knowledge of the course subject matter.

Class discussion of lectures and readings is welcomed and encouraged. Such discussion should be informed, thoughtful, respectful of the views of others, and open to new (or old) ideas and perspectives. ***Students are not required to endorse any of the personal views of the instructor or of the course texts.***

Examinations

Study Guides will be provided prior to major examinations. If you fill out the study guide substantively and *completely* and turn it in prior to the examination a grade of '60' is assured. And the use of the study guide, though not required, can greatly assist you in making a grade higher than 'D' on the examination.! You may collaborate with other students in filling out the study guide, but please do not merely copy someone else's study guide or allow someone merely to copy yours – such will be considered "cheating."

Five Major Examinations will evidence the student's mastery of the course material.

*My policy is that no make-up examinations are given. Missed examinations, *for whatever reason*, will result in a grade of '0.' However, as the lowest major exam grade is dropped for all students, if you miss only one major exam that grade of '0' will be dropped. - Additionally, if you miss a second examination but turn in the study guide (completely filled out), you will receive a '50' for that second missed exam. Any further missed examination will receive and retain a grade of '0'

Comprehensive Examination: A Comprehensive Examination will be given on class #44 (= May 7). This examination will be worth 10% of your course grade and will consist (only!) of selected questions from major exams #1, #2 and #3.

Course Essay:

Each student will turn in a 3-5 page, double-spaced (12 font) essay in response to the topic: “My Moral Philosophy” (or “ My Ethical Perspective”). This essay will be worth 10% of your course grade.

*This is not a research paper and does not require documentation unless you utilize sources or cite material that are not your own work / words.

*Essays will be evaluated on the basis of the thoughtfulness (in both description and analysis) and course-interaction (responding to some of the issues / topics covered in the course) evidenced by the essay. (Due class #43 = May 5)

Attendance Policy!!!:

There are 44 class sessions in the Spring 2010 semester. There are no ‘excused absences,’ but you may miss up to FOUR class meetings (for whatever reasons) without any special penalty.

Each class missed AFTER FOUR class absences will result in TWO POINTS being deducted from your final course average / grade.

More than ELEVEN absences ordinarily requires that you *drop the course* (if occurring before the official Drop / Withdrawal deadline of November 6) or *receive an ‘F’* for the course.

*If you arrive late to class (= after the readings quiz has been taken up) be sure to inform me of your presence at the conclusion of the class – otherwise, you will have been counted absent.

*Students arriving more than 20 minutes late to class will be accorded ½ absence. (After the allowed four absences, each ½ absence will result in a 1-point deduction from your final course average / grade.)

*Please tell me prior to class if you will need to leave class early. I know that this is sometimes necessary, but leaving class early *for any reason* count as ½ absence.

*Students ‘sleeping’ (head down on desk, etc.), web-surfing, text-messaging, etc. during class - *or using class time for any purpose other than philosophy education* – will be counted as absent. (‘Attendance is more than your mere physical presence!’)

Cell Phones and Laptops!!!

Unless there is a special need that you *communicate to me prior to the beginning of class*, *all cell phones must be silenced, unused, and put away* during class. Using cell phones in class for text-messaging, web-surfing, etc. will result in the student being **counted as absent** for the class. Students leaving class to take / make a call will be **counted absent**. Students staring into their laps with both hands below the table will be regarded as text- messaging and will be **counted absent**.

Laptop computers may be used *for note-taking purposes only*. Laptops may only be used by students sitting *in the front two rows* on the classroom. As there is usually enough lecture content to keep you busily typing during class, students not doing so will be presumed to be using their laptops for other purposes than taking notes and will be *counted as absent* for that class.

On Dropping the Course:

Students who consider dropping the course due to excessive absences or low grades should consult with the instructor first! Mitigating circumstances and potential *may* be considered if the student is having difficulty fulfilling attendance and grade requirements of the course. *If the student does need to drop the course, it is the STUDENT'S responsibility to do so officially.*

Determination of Course Grade:

Grades will be assigned on the traditional scale of:

90 to 100	A
80 to 89	B
70 to 79	C
60 to 69	D
Below 60	F

Your course grade will be determined according to the following:

Readings Quizzes	20%	
Examination #1:	15% **	**the lowest of these five exam grades will be dropped
Examination #2:	15% **	
Examination #3:	15% **	
Examination #4	15% **	
Examination #5	15% **	
Comprehensive Exam	10%	
Course Essay	10%	

Plagiarism and Cheating:

In the case of plagiarism (claiming that words and ideas of others are your own and/or not indicating the source of ideas), the instructor reserves the right to give the student a zero for the assignment. In the case of cheating during the course of a quiz or examination, your instructor reserves the right to give the student or students a zero for the quiz or examination. *Any such grade penalties will not be dropped.*

Honors Course

Qualifying students may take this course for honors credit. If you are not already a member of the Montgomery College Honors program see Sam Thomas, Building E, Office 209e (Samuel.L.Thomas@lonestar.edu) or Karin Branham, Building A, Office 200b (karin.branham@lonestar.edu) for qualifications and requirements for honors credit and contracts. When you are accepted into the Honors Program, then set up an appointment with me to discuss your interests and the requirements for honors credit for this course. If you are already a member of the Montgomery College Honors Program, see your professor to discuss possibilities for an honors project.

Your Course Instructor:

Mark Weldon Whitten, 'Professor' of Philosophy and Religion
B.A. Baylor University (*magna cum laude*, Phi Beta Kappa)
M.Div. Southwestern Baptist Theological Seminary
Ph.D. Baylor University

My office is located in Building A, Suite 200 #K, my email is mark.w.whitten@lonestar.edu,
My phone number is 936.273.7492. Please feel free to contact me for (almost?) any reason!

Office Hours: MWF: 9:55 to 10:15 a.m. and 11:30 to 11:55 a.m.

- In the 3rd floor faculty area of the University Center

T/Th : 11:25 a.m. to 12:55 a.m.

- In my office at LSC-Montgomery

Or you may call to set up an appointment during those hours or for some other mutually agreeable time if an appointment during official office hours is not possible..

Counseling:

If you find yourself in any kind of academic or personal 'distress' during the semester, see BELS Division counselor Rachel Phelps (936-271-6157, Building A, Office 220a) She offers personal, academic, and career counseling and can put you in touch with other helpful campus resources.

Some Observations on Student Success:

1. Montgomery College and your professor are committed to doing our best to facilitate your academic success. There are many sources of aid for your educational quest, beginning with your professor and also available through the Learning Center and other Montgomery College programs. If you need help in your learning, seek and ask!
2. But YOU, the student, are fundamentally and ultimately responsible for your own learning!
*It is vitally important that **you** take responsibility for **your** learning!*
Not only will this promote your success now as a student, but it will serve to develop the personal responsibility and self-discipline that is necessary for success in your future career and in every aspect of life.
3. Becoming educated / learning is work—*often hard work*—and it may be helpful to regard being a student as your 'job' (or another job in addition to your 'real job'), requiring all of the commitment, effort, and discipline that it takes to be successful in a job.
4. So, attend class whenever possible and as required. Pay attention, be an 'active listener,' and participate in class. Take good class notes and study adequately for examinations (study groups can be helpful).
5. Take good care of yourself physically and emotionally-psychologically (get adequate rest, especially the night before an examination!) Give yourself time to do your best work on projects and papers (don't procrastinate!).

6. Keep up with your work—don't start 'sliding' through the semester and find yourself at the end of the semester not having the materials, information, or time to do well on final exams, papers, and projects.
7. *Be aware of how the new communication technologies (computers and cell phones – web-surfing, texting, Facebook, Twitter, etc.) are affecting you. Not only do many students spend a great deal of time using these technologies, but the mental habits (and brain structuring) which they utilize and reinforce may actually undermine your ability to engage in the focused, sustained, analytical thinking that is so important to intellectual development and academic success.*
8. Finally, ***believe in yourself***—that ***you can succeed and even excel*** as a student—and ***do your best***. Then take satisfaction in whatever you accomplish, for it will be your best (and YOUR BEST is all that anyone can expect.)

for further information and course resources,
see

www.Lonestar.edu/blogs/mwhitten

ETHICS: THE 'LOVE' OF MORAL 'WISDOM'

“At the root of the fundamental acts of human life lies the making of intelligent decisions. The ancient name for making such decisions well is wisdom. Philosophy is love of wisdom. It is the study of intelligent subjectivity. . . . The primary task of philosophy is to lead its students to knowledge of themselves as subjects. The primary imperative in philosophy is not “Construct a consistent system.” The primary imperative is “Know thyself.” Philosophy is more fully conscious living.” (Michael Novak)

“Commitment to normative [moral] principles is not a matter of choice; it is inherent in being a functioning human person, and thus in being capable of choice. Commitment to principles of moral criticism is inherent in personhood. Moral education, as education in logic, taps into imperatives inherent in one's being as a person.” (Warren Nord)

“The task of morality is not to examine its principles but to act upon them. But practical morality is not self-justifying. It looks for support to ethics, the theoretical discipline whose task is to investigate and compare the principles of normative judgments. Ethics renders such principles explicit . . . It divulges their essential meaning, and it displays their entailments, implications, and correlations.” (David Norton)

Course Schedule and Outline:

Class 1: January 20 / “Welcome Philosophers!” and Course Introduction

Class 2: January 22 / What is ‘Philosophy’?”

“What are some Benefits of Philosophy Education?”
(We will view a video of philosophers’ testimonials)
Receive Lonergan Handout

Class 3: January 25 / Dynamics and Demands of Philosophical Understanding

Reading Assignment: Lonergan Handout
Readings Quiz #1

Class 4: January 27 / What is ‘Ethics’? Why do We Need Ethics?

Some Basic Ethical Principles / Arguments / Concerns
Reading Assignment: Rachels, Chapter 1
Readings Quiz #2

Class 5: January 29 / “Is it true that “Everyone has a moral code?””

(We will view an excerpt from the movie: “Training Day”)
Four Types of Moral Judgment = Four Classes of Moral Action
Reading Assignment: None
Readings Quiz: None

Class 6: February 1 / Is Morality Completely ‘Relative’ to One’s Culture / Society?

(Ethical-Cultural Relativism)
Reading Assignment: Rachels, Chapter 2
Readings Quiz #3

Class 7: February 3 / “Are One’s Actions Always ‘Selfish’?” (Psychological Egoism)

Reading Assignment: Rachels, Chapter 5, pages 62-69
Readings Quiz #4

Class 8: February 5 / “Do We Possess ‘Free Will’?”

– “Are We Morally ‘Responsible’?”
Reading Assignment: “Free Will” at
www.rep.routledge.com/article/V014
Readings Quiz #5

Class 9: February 8 / EXAMINATION #1

Class 10: February 10 / Ethics Theories: Divine Command Theory of Ethics

Reading Assignment: The Bible

The Book of Exodus,

Chapters 20 and 21

The Book of Leviticus

(focus in your reading upon actions prohibited
as 'abominable / unclean', etc.

Chapter 11, verses 9 through 12

Chapter 15, verses 1 through 7, 16 through 24

Chapter 18, verse 19 through Chapter 19, verse 8;

Chapter 19, verse 19 and verses 26 through 28;

Chapter 20, verses 6 through 13, verse 18,

and verses 22 through 26;

The Book of Ephesians

Chapter 5, verses 21 through 25

Chapter 6, verses 1 through 9

Readings Quiz #6

Class 11: February 12 / 'God' and Morality: Divine Command Theory, cont.

The 'Euthypro Dilemma'

Reading Assignment: Rachels, Chapter 4, pages 48-53, 57-61

Readings Quiz #7

Class 12: February 15 / 'God' and Morality: 'Natural Law' Theory of Ethics

Reading Assignment: Rachels, Chapter 4, pages 53-57

Readings Quiz #8

Receive Schweitzer handout

Class 13: February 17 / Religious Mysticism and Ethics:

Albert Schweitzer's Ethical Mysticism; Buddhist Ethics

Reading Assignment: Schweitzer handout

Readings Quiz #9

Class 14: February 19 / Ethical Egoism and Social Contract Theory

Reading Assignment: Rachels, Chapter 5, pages 69-79

Chapter 10, 80-83, 87-96

Readings Quiz #10

Class 15: February 22 / Utilitarian Ethics

Reading Assignment: Rachels, Chapter 7, pages 97-104

Chapter 8

Reading Quiz #11

Class 16: February 24 / Kantian Ethics

Reading Assignment: Rachels, Chapter 9

Chapter 10, pages 136-139

Readings Quiz #12

Receive study guide for examination #2

Class 17: February 26 / Deontological vs. Consequentialist Ethics
Reading Assignment: None
No Readings Quiz
(We will view an excerpt from the movie: "Extreme Measures")

Class 18: March 1 / EXAMINATION #2

Class 19: March 3 / Ethics of Care
Reading Assignment: Rachels, Chapter 11
Readings Quiz #13

Class 20: March 5 / Ethics of Character - Virtue
Reading Assignment: Rachels, Chapter 12
Readings Quiz # 14

Class 21: March 8 / Ethics of Character – Virtue, cont.
Casuistry – 'Paradigm Case' Ethics
Reading Assignment: ONLINE
"Casuistry"
at www.en.wikipedia.org/wiki/Casuistry
Readings Quiz #15

Class 22: March 10 / Dr. Whitten's 'Synthesis' Account of Ethics
Reading Assignment: None
Reading Quiz: None

Class 23: March 12 / Genetics and Technology, Introduction
Reading Assignment: None
No Readings Quiz

March 15-21 / MID-SEMESTER BREAK / March 15-21

Class 24: March 22 / Overview: Ethics and Genetic Engineering
Reading Assignment: Siedler, Chapter 1
Readings Quiz # 16

Class 25: March 24 / Bioethical Concerns
Readings Assignment: Handout-
"Universal Declaration on Bioethics and Human Rights"
*first four paragraphs of page one,
*Articles 1 and 2
Readings Quiz #17

Class 26: March 26 / Bioethical Principles
Reading Assignment: Handout-
"Universal Declaration on Bioethics and Human Rights"
*Articles 3 to 12
Readings Quiz #18

Receive study guide for examination #3

Class 27: March 29 / EXAMINATION #3

Class 28: March 31 / Potential Benefits and Harms of Genetic Engineering
Reading Assignment: Siedler, Chapters 2 and 3
Readings Quiz # 19

April 2-4 / SPRING HOLIDAY / April 2-4

Class 29: April 5 / Ethical Issues in Agricultural Biotechnology
Reading Assignment: Siedler, Chapters 5 and 6
Readings Quiz # 20

Class 30: April 7 / Ethical Issues in Human Cloning
Reading Assignment: Siedler, Chapter 7
Readings Quiz # 21

Class 31: April 9 / Ethical Issues in Human Cloning
Reading Assignment: Siedler, Chapter 8
Readings Quiz # 22

Class 32: April 12 / Ethical Issues in Stem Cell Research
Reading Assignment: Siedler, Chapter 9
Readings Quiz # 23

April 13 = Last Day to Withdraw and Receive a 'W'

Class 33: April 14 / Ethical Issues in Stem Cell Research
Reading Assignment: Siedler, Chapter 10
Readings Quiz # 24

Class 34: April 16 / Additional Ethical Issues in Genetic Engineering
Reading Assignment: Siedler, Chapter 4
Readings Quiz # 25

Class 35: April 19 / Legislation and Biotechnology
Reading Assignment: Siedler, Chapter 11
Readings Quiz #26
Receive study guide for examination #4

Class 36: April 21: EXAMINATION #4

Receive handouts for Class 37

Class 37: April 23 /
Reading Assignment: Handouts:
“Functions of a Code of Ethics”
“Standards of Ethical Conduct for the Physical therapy Assistant”
Readings Quiz #27

Class 38: April 26 / “Beneficence and Non-Maleficence”

Reading Assignment: “Medical Ethics” at www.wikipedia.org

-read sections 1.2 and 1.3 and 1.3.1

Readings Quiz #28

Class 39: April 28 / Respect for “Human Life and Dignity”

Reading Assignment: Handout:

“Guide for the Conduct of the Physical Therapy Assistant”

- Standard 1

Readings Quiz #29

Class 40: April 30 / “Trustworthiness”

Reading Assignment: Handout:

“Guide for the Conduct of the Physical Therapy Assistant”

- Standard 2

Readings Quiz #30

Class 41: May 3 / “Competence”

Reading Assignment: Handout:

“Guide for the Conduct of the Physical Therapy Assistant”

- Standard 3 and 4 and 5

Readings Quiz #31

Class 42: May 5 / “The Priority of the Patient”

Reading Assignment: Handout:

“Guide for the Conduct of the Physical therapy Assistant”

- Standards 6 and 7

Readings Quiz #32

Class 43: May 7 / “Responsibilities and Resources for the Ethical Professional”

COURSE Reading assignment: Handout

ESSAYS Readings Quiz #33

DUE

Class 44: May 12 – 1:00 to 2:50 p.m.

COMPREHENSIVE EXAMINATION

(taken by all students – cannot be dropped)

and

EXAMINATION #5

(possible to be dropped as lowest grade)