

General Education Course Proposal

Proposed Course: PHIL 20 Moral Questions Units 3
Prefix No. Title

Department: Philosophy School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1 ___; A2 ___; A3 ___; B4 ___
Breadth: B1 ___; B2 ___; C1 ___; C2 X; D ___; E ___
Integration: B ___; C ___; D ___; International/Multicultural ___

Existing Course ___; Revised Course ___; New Course X

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Introduction to ethics and its place in human experience. Ethical theory; methods of reasoning about values. Typical issues: euthanasia, privacy, work ethics, sex, happiness, capital punishment, censorship, social justice, environment. Non-Western perspectives; materials from arts and humanities (e.g., literature, film).

Enrollment limit per section: 40

Expected number of sections per semester - Year 1 8; Year 3 10

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Karen Beel 3/18/98
Department Chair Date

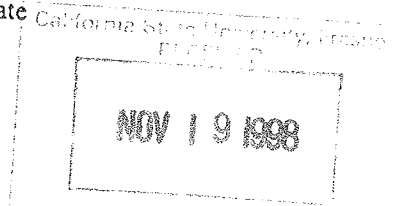
School Curriculum Committee Date

School Dean Date

Peter Arnold 12/15/98
General Education Subcommittee Date

Brandt Kehoe 12/18/98
Associate Provost Date

1/14/98



March 18, 1998
Department of Philosophy

Attachment #2 General Syllabus

Proposed course: Phil 20 Moral Questions

Phil 20 Moral Questions
3 units, no prerequisite

Semester, Year
Schedule #

Catalog description: Introduction to ethics and its place in human experience. Ethical theory; methods of reasoning about values. Typical issues: euthanasia, privacy, work ethics, sex, happiness, capital punishment, censorship, social justice, environment. Non-Western perspectives; materials from arts and humanities (e.g., literature, film).

General Education: This course meets General Education requirements for Breadth, Area C2.

Fees: There are no fees attached to this course. In any given section of the course, however, a student may be required to purchase a student ticket to a play or a ticket to a movie or the cost of a video rental.

Instructor:
Office:
Office hours:
Office phone:
E-mail address:
Department office:
Department phone:
Department hours:

Textbooks: (1) A textbook which presents basic moral concepts and moral theories will be used.
(2) A collection of selections from primary sources in philosophy and other relevant literature from philosophy and other humanities will be prepared for the student. Depending on the Broad Issues covered in the course, the contents of this collection might include selections from (a) great works of moral philosophy (Aristotle, Plato, Lao Tzu, Confucius, Aquinas, Hobbes, Locke, Kant, Mill, Nietzsche, Sartre, Camus, Rawls, King, Jr.), (b) recent works of active moral philosophers (e.g., Rachels, Feinberg, Thomson, Warren, Singer, Regan, Suzuki), (c) classic and recent literature (e.g., the *Bible*, Sophocles, Dostoevsky, Tolstoy, Wilde, Hardy, Ibsen, Hesse, Steinbeck, Huxley, Skinner, Kenneally, Asimov, Vonnegut), and (d) recent forms of expression: films (e.g., "Contact," "Grapes of Wrath," "Amadeus," "Lone Star," "Eat, Drink, Man, Woman," "Hara-kiri"), television episodes (e.g., from Star Trek Next Generation), and works of music (students contribute their selections of music which address issues of character and moral behavior).

Course goals: At the successful completion of Phil 20, students should be able to

1. Define, distinguish, and correctly apply basic moral concepts and principles to actual and realistic fictional settings of moral decision and conflict (e.g., on the job, at school, in the family, in political and economic life).
2. Identify (using imagination, sensitivity, and sensibility) how moral issues and conflicts are represented, treated, and resolved in a variety of media (historical and contemporary philosophical works from a variety of cultures, works of fiction from a variety of cultures and subcultures, film/television, music).
3. Increase familiarity with moral views different from their own and to write and speak with imagination and clarity about them.
4. Formulate correctly and strongly defend a moral argument, one in which the conclusion states that a course of conduct is or is not morally justifiable.

Course topics: Every section of Phil 20 must conform to the requirements stated in A and B and C and D, as follows:

A. Every section of Phil 20 must cover basic moral concepts (including moral relativism) and basic philosophical moral principles (at least one consequentialist theory and at least one deontological theory of moral principles).

B. Every section of Phil 20 must cover at least four (4) of the **Broad Issues** listed (in bold) below. Under the rubric of each **Broad Issue**, at least two (2) Specific Issues (in italics) will be covered.

1. Life and Death

(euthanasia, suicide, assisted suicide, abortion, capital punishment, gun control legislation, war, the value of life, the meaning of death, etc.)

2. Character and Responsibility in Personal and Professional Life

(honesty, courage, open-mindedness, benevolence, integrity; non-violence; accountability; full disclosure; informed consent; avoidance of conflict of interest, the value of work in a good life, the virtues in relationships, etc.)

3. Justice and Injustice

(distributive justice, retributive justice, procedural justice, social equality, gender equality, racial equality, fairness, affirmative action, merit, etc.)

4. Self-interest and Duty

(egoism, subjectivism, preferences, hedonism, selfishness, personal well-being, happiness; generalization of ethical positions, moral worth of choices based self-interest, etc.)

5. Freedom of Expression and Censorship

(political speech, symbolic speech, hate speech, pornography, obscenity, legal censorship, social censorship, censor vs. censure in public expression, the value of liberty of thought and expression, etc.)

6. Human Beings and Beyond the Human

(criteria for membership in the "moral community," rationality, sentience, permanence, instrumental value, intrinsic value; "smart" machines, non-human animals, the environment, etc.)

7. Personal Privacy and Protection of the Public

(sexual behavior -- what is morally required or forbidden in private consenting sexual behavior; rape; domestic violence, sexual preferences; information privacy; whistle-blowing; drug testing; required employer or insurance notification of medical conditions such as AIDS or HIV+, etc.)

8. Distribution of Scarce Resources and Entitlement

(the moral rights if any of malnourished, undernourished, starving peoples, near or far; the moral duties if any of well-off persons, wealthy nations, corporate entities, with surplus; organ transplants; scarce medicines; expensive technology, etc)

C. Every section of Phil 20 must include at least one non-Western perspective in the coverage of at least two Specific Issues.

D. Every section of Phil 20 must include assigned material in a medium other than philosophical prose (e.g., fiction or film or television or music or drama) in the coverage of at least two Specific Issues.

Assignments:

1. **Writing assignments.** The General Education Policy states that each course in lower division GE must have a 2,000 word writing requirement. Accordingly, each student will be required to complete writing assignments, consistent with GE Policy, at a minimum of 2,000 words.
2. Other assignments designed to help students meet Course Goals.
3. **Final exam** will be given according to CSUF policy and schedule.

Evaluation: Each syllabus will contain a grading policy.

Criteria for grading: Each syllabus will state the criteria which will be used in grading.

Eligibility for a passing grade: Each syllabus will contain a statement of the necessary conditions for passing the course.

Grades: Each syllabus will include a grading scale and an explanation of how grades will be assigned.

Course calendar: Distribution of coverage of course material, binding on all sections of the course.

- | | |
|---|------------|
| I. Introduction to the study of moral philosophy; encounter with assigned materials to raise awareness of moral conflicts and moral questions. | 1-2 weeks |
| II. Practice in identifying, formulating and critiquing moral arguments (distributed throughout the course in preparing for written assignments). | 1 week |
| III. Presentation of basic moral concepts (including moral relativism) and theories of moral principles (at least one consequentialist theory and at least one deontological theory). | 3-4 weeks |
| IV. Reading, viewing, listening, discussing, writing about, student presentations about the four Broad Issues identified in the course. (Presentation of concepts and theories may, at the discretion of the instructor, be integrated into the coverage of the Broad Issues .) | 8-10 weeks |

General Information:

1. Policy on attendance and participation.
2. Policy on misses quizzes, make-up work, late papers.
3. Cheating and plagiarism.
4. Students with disabilities. If you are a disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made.

Other specific policies for this course:

March 18, 1998
Department of Philosophy

Attachment #3: Typical Syllabus

Proposed course: Phil 20 Moral Questions

Phil 20 Moral Issues
3 units, no prerequisite

Fall, 1999
Schedule # _____

T Th 945 - 1100, Lab School 128.

Catalog description: Introduction to ethics and its place in human experience. Ethical theory; methods of reasoning about values. Typical issues: euthanasia, privacy, work ethics, sex, happiness, capital punishment, censorship, social justice, environment. Non-Western perspectives; materials from arts and humanities (e.g., literature, film).

General Education: This course meets General Education requirements for Breadth, Area C2.

Fees: There are no fees attached to this course. In any given section of the course, however, a student may be required to purchase a student ticket to a play or a ticket to a movie or the cost of a video rental.

Instructor: Dr. K.R. Bell
Office: Music 102A
Office hours: MW 4 - 5 pm; TTh 11:30 - 1:00
Office phone: 278-4939
E-mail address: karen_bell@csufresno.edu
Department office: Music 102
Department phone: 278-2621
Department hours: M-F 8:30 - 12:00, 1:00 - 5:00.

Textbooks: Aldous Huxley, *Brave New World* (Perennial)
James Rachels, *The Elements of Moral Philosophy*
Reader prepared for this class (for contents, see **Course Calendar** below)

Course goals: At the successful completion of Phil 20, students should be able to

1. Define, distinguish, and correctly apply basic moral concepts and principles to actual and realistic fictional settings of moral decision and conflict (e.g., on the job, at school, in the family, in political and economic life).
2. Identify (using imagination, sensitivity, and sensibility) how moral issues and conflicts are represented, treated, and resolved in a variety of media (historical and contemporary philosophical works from a variety of cultures, works of fiction from a variety of cultures and subcultures, film/television, music).
3. Increase familiarity with moral views different from their own and to write and speak with imagination and clarity about them.
4. Formulate correctly and strongly defend a moral argument, one in which the conclusion states that a course of conduct is or is not morally justifiable.

Course topics: See **Course Calendar** (below) for more detail.

- | | |
|---|------------------------------------|
| I. Introduction to the study of moral philosophy. | (1 week, Week 1) |
| II. Instruction and practice in formulating moral arguments | (1 week, during Weeks 1, 4, 7) |
| III. Moral concepts and philosophical ethical principles. | (4 weeks, during Weeks 1,3,5,6,10) |
| IV. Four Broad Issues: | (9 weeks) |
| 1. Justice and Injustice | (during Weeks 2, 3, 4) |
| 2. Distribution of Scarce Resources and Entitlement | (during Weeks 5, 6, 7) |
| 3. Human Beings and Beyond the Human | (during Weeks 8, 9, 10) |
| 4. Life and Death | (during Weeks 11, 12, 13, 14) |

In this course, presentation of ethical theory is integrated into the presentation of the first two Broad Issues.

Assignments:

1. **Moral Argument Papers.** Each student will write four "moral argument" papers, one paper on a specific subject in each Broad Issues covered in the course. The papers are to be two double-spaced typed pages in length. The structure of these papers will be described in detail in a separate handout; in brief, the paper shall (i) state the specific action or kind of action to be considered, (ii) identify the relevant basic moral principle to be applied, (iii) apply the principle to real or realistic cases, (iv) draw the conclusion which follows, (v) state the strongest objection you can think of to your conclusion, and (vi) reply to that objection. (4 papers @ ~ 500 words per paper yields **2,000 words**.) Your Moral Argument Papers on a particular Issue can be turned in any time during the discussion of that Issue but **not later than one week after the conclusion of class work on it.**

2. **Discovery Paper.** Each student is required to write a paper on one of the Broad Issues covered in the course, discussing material on the Issue researched/discovered by the student (**not** an assigned reading). The material could be a film, a television program, a historical event, a short story, a newspaper or magazine story, a dramatic production, etc. The paper should identify and analyze the important points made in that material and offer your philosophical reflections upon those main points. For example, you might argue that a play you saw expressed the view that utilitarianism is an unacceptable moral principle; you would then go on to **show** how the play did this (e.g., through its action or language or symbolism, etc). (Length: 3-4 double-spaced, typed pages; **750 - 1000 words**.)

3. **Moral Imagination Presentation.** Each student will be responsible for one "moral imagination" presentation. The focus of this assignment is on the experiential, affective, sensory, sensitivity, and sensibility as well as the rational dimensions of a moral problem, as informed by the variety of materials covered on the topic and your life experience, **on a moral position that you yourself do not hold (either because of lack of familiarity or disagreement or both).** This presentation can be an original short story, a series of poems, a song, an essay, a homily, a drawing or painting, or other sort of form (within the limits of time, space, and reason). The topic should be on a Broad Issue on which you did **not** do your Discovery Paper. You will be evaluated on the accuracy, clarity, cogency, completeness, and insightfulness of your treatment of all the dimensions of the moral position. Students will be graded on the content of their prepared notes which will be submitted on the day the presentation is given. (Page range on the presentation if written is 2-4 double-spaced typed pages, **500 - 1000 words**; presentation time 15 minutes maximum to leave for student response.)

4. **Test on moral concepts and theories.** This test will be an in-class test which will consist of some short answer questions involving definitions and short essays calling for an argument as an answer. It will also include questions which call for you to apply concepts and theories to specific situations.

5. **Final exam.** The exam will offer a range of questions on each of the Broad Issues we covered. You will be required to answer one question on each Broad Issues (there will be some choice).

Evaluation: You will be evaluated in this course on the basis of the following assignments:

<u>Assignment</u>	<u>Due</u>	<u>Points</u>
1. Moral argument paper #1	one week after completion of First Issue	100 pts
2. Moral argument paper #2	one week after completion of Second Issue	100 pts
3. Moral argument paper #3	one week after completion of Third Issue	100 pts
4. Moral argument paper #4	last day of classes	100 pts
5. Test on concepts and theory	Week 8	100 pts
6. Discovery paper	any time before Week 12	50 pts
7. Moral Imagination presentation	during the coverage of your topic	50 pts
8. Final exam	date and time given in Schedule of Courses	<u>200 pts</u>
		800 pts

Criteria for grading: Your work in this course will be evaluated on the following criteria:

1. **Accuracy** of use of concepts and theories; in the presentation of the views of others.
2. **Clarity** of expression of your own views.
3. **Cogency or strength** of the arguments you present.
4. **Completeness** -- every part of the assignment must be done and submitted.
5. **Insightfulness** displayed in your writing and presentation, where insightfulness refers to a complex attitude encompassing thought, imagination, sensitivity, and sensibility.

Eligibility for a passing grade: In order to pass the course, you must complete all assignments with an additive percentage of 59% or higher.

Grades: Grades will be assigned as follows:

100 - 90 %	800 - 720 pts	=	A
89 - 80 %	719 - 640 pts	=	B
79 - 70 %	639 - 560 pts	=	C
69 - 60 %	559 - 480 pts	=	D
59%	479 -	=	F

Course Calendar. This course calendar may change, to meet the needs of the students and according to the judgment of the instructor. To be current about any changes, you must attend class.

Week Day Assignments

1 Introduction: Thinking about Moral Questions

Introduction to the course; review of syllabus. In-class distribution of a handout of short passages containing moral choice situations; student groups analyze a situation following a few instructor guidelines; groups present their results to the entire class.

Lecture: The Structure of Moral Arguments

Read: Rachels, Ch.1: What is morality?

Tom Regan, "The Ideal Moral Judgment," from *Matters of Life and Death*, pp. 8-12 (Reader)

Rachels, Ch.2: The Challenge of Cultural Relativism

Paul Taylor, "Ethical Relativism," from *Principles of Ethics: An Introduction*, pp. 13-23.
(Reader)

William Gass, "The Case of the Obliging Stranger," from *Fiction and the Figures of Life* (Reader)

2 First Broad Issue: Justice and Injustice

A Dimension of Justice. How is a just society organized?

Read: Huxley, *Brave New World* (1939). Discuss: Is this a just society? It is an efficient society? Has unhappiness been eliminated? Does it maintain the sort of equality among citizens that justice requires? Is the fate of the non-conformist in society fair and deserved?

3 Read: Rachels, Ch. 10: Kant and Respect for Persons, pp. 114-117. (formulation of the Categorical Imperative concerning respect and non-exploitation of persons as an absolute moral requirement.)

Tom Regan, "Non-consequentialist theories," from *Matters of Life and Death*, pp. 17-25. (Reader)
(justice on this type of theory, definitions of moral and legal rights, types of rights, who possesses rights, conflicts of rights)

Rachels, Ch. 9: "Absolute Rules and the Duty Not to Lie," pp. 107-114. (discussion of the consistent universalizability formulation of the Categorical Imperative and its implications for truth-telling and lying).

Jean-Paul Sartre, "The Wall" (short story, 1939) (Reader)

4 Another Dimension of Justice.

Read: Plato, *Republic*, Book I, 327a-341b (4th cent. BCE; Reader) (a Socratic examination of three definitions of justice)

Plato, *Republic* Book IV, 443b-445b (Reader) (Socrates' account of justice in the state and in the individual soul as a harmony in which each part of the state or soul does only its job and does not attempt to do the job of another part)

Yet Another Dimension of Justice.

View: "Hinduism," written and narrated by Huston Smith (classroom video). Portrayal of the basic tenets of Hinduism, including its "caste" system as applied to society in India.

Respect for "Cloned" Persons: A very new moral issue.

Read: Melinda Roberts, "Human Cloning: A Case of No Harm Done?" *Journal of Medicine and Philosophy* 21(5), 537-554, 1996 (Reader) (discusses legal and moral dimensions of the issue of human cloning)

Questions: In what way are you related (morally) to a clone of you? Who/what would your clone be? Would your clone be justly entitled to all the same rights and respect as you are? Would your mother love your clone as much as she loves you? Should she? Do our moral concerns about human cloning carry over to our analysis of *Brave New World*? If so, how?

Review: Writing Moral Argument Paper #1.

5 **Second Broad Issue: Distribution of Scarce Resources and Entitlement**

Feeding the Hungry. Whose duty is it?

Read: "Hunger prevalent in Tulare: Study says 17 percent of poor children in county skip meals each month," *Fresno Bee*, March 11, 1998 (Reader)

Read: Garrett Hardin, "Living in a Lifeboat," (1975, Reader) (argues on utilitarian grounds that affluent nations have the moral duty not to feed the hungry in the less-affluent nations)

Read: Rachels, Ch. 7: "The Utilitarian Approach," (pp. 79-89) (presentation of basic elements of the theory)

Rachels, Ch. 8: "The Debate Over Utilitarianism," (pp. 90-103) (critiques and synthesis)

Tom Regan, "Utilitarianism," from *Matters of Life and Death*, pp. 15-17, (Reader)

Fyodor Dostoevsky, "Rebellion," from *The Brothers Karamozov* (1879, Reader)

6 Read: Peter Singer, "Famine, Affluence, and Morality" (1972, Reader) (argues on utilitarian grounds that affluent nations and individual do have the moral duty to feed the hungry)

Read: Rachels, Ch. 5: "Psychological Egoism," pp. 53-64

Rachels, Ch. 6: "Ethical Egoism," pp. 65-78 (Rachels illustrates ethical egoism by applying it to the issue of feeding the hungry.)

Read: James Rachels, "Killing and Starving to Death" (Reader)

Read: Lillian M. Li, "Famine and Famine Relief: Viewing Africa in the 1980's from China in the 1920's" (1987, Reader)

7 Organ for transplantation: a scarce life-saving resource. When many need an organ transplant to survive, who has a right to the few donated organs which are available?

Read: Ellen Goodman, "The Newest Game in Prisons: Kidney, Kidney Who's got a Kidney?" *Fresno Bee*, March 10, 1998 (Reader)

Read: John Harris, "The Survival Lottery," (1975, Reader) (argues that a lottery procedure is justified)

Read: Willard Gaylin, "Harvesting the Dead," (Reader) (argues on utilitarian grounds for increased social effort to establish organ banks)

Review: For exam and for Moral Argument Paper #2.

8 Exam on Moral Concepts and Ethical Theories

Third Broad Issue: Human Beings and Beyond the Human

Environment. Why preserve the environment? What is valuable about it? Are mountains, forests, oceans, rivers, atmospheres, species valuable in themselves or valuable only because human beings benefit from them?

Read: Karen Bell, "The Paradox of Preservation" (1998, Reader) (intrinsic value, instrumental value, survey and critique of utilitarian and deontological theories of wilderness preservation)

Read: Anthony Preus, "Some Ancient Ecological Myths and Metaphors," from *The Greeks and the Environment* pp. 11-18 (1997, Reader)

Read: J. Baird Callicott, "Traditional American Indian and Western European Attitudes Toward Nature: An Overview" (1982, Reader)

9 Read: William K. Reilly, "The Green Thumb of Capitalism: The Environmental Benefits of Sustainable Growth," (1990, Reader)

Read: Karen J. Warren, "The Power and the Promise of Ecological Feminism," (1990, Reader)

Read: Chung-ying Cheng, "On the Environmental Ethics of the Tao and the Ch'i" (1986, Reader)

10 Other Animals. Are some non-human animals persons in the moral sense? If so, have we been treating them morally?

Lecture: Criteria for Moral Considerability: Who/what are members of the moral community?

Read: Thomas I. White, "Could Dolphins be Persons?" from *Discovering Philosophy*, pp. (1991, Reader; a presentation and analysis of the traditional criteria for personhood and application to dolphins by a philosopher who has done empirical research on dolphins for a decade).

View: NBC Dateline program: Animals who use language: "Gorillas Koko and Michael." and "Alex, the African gray parrot" (1995, class video)

Consult: Web site, The Gorilla Foundation. <http://www.gorilla.org/Happening/index.html>. This Foundation was established to promote the protection, preservation and propagation of gorillas. Project Koko, a primary focus of the Gorilla Foundation, involves teaching a modified form of American Sign Language to two lowland gorillas, Koko and Michael.

11 **Fourth Broad Issue: Life and Death**

What is death?

Read: Plato, *Apology* 29a, 40c-41c (Reader)

Read: The Ad Hoc Committee of the Harvard Medical School, "A Definition of Irreversible Coma," (1968, Reader)

Read: Lucretius, *De Rerum Natura* (lines 785-795) (1st cent. BCE, Reader)

Read: Karen Bell, "Fearful Symmetry: A critique of Lucretius' Symmetry Argument as to why we should not fear death," (1989, Reader)

Read: Thomas Nagel, "Death," (Reader)

12 Suicide.

What is suicide?

Read: Tom Beauchamp, "Definition of suicide," from *Matters of Life and Death*, pp. 71-83 (Reader)

Is it ever morally justifiable to commit suicide?

Read: Seneca, on Suicide from *Epistola Morales* (1st cent., Reader)

Read: Thomas Aquinas, on Suicide from *Summa Theologiae* (13th cent., Reader)

Read: David Hume, "On Suicide," from *On the Standard of Taste and Other Essays* (18th cent., Reader)

Read: Sylvia Plath, "Attempting suicide," from *The Bell Jar* (1971, Reader)

Is suicide ever a justifiable response to dishonor?

View: "Hara-kiri," (class video, full length film)

Read: William Shakespeare, *Julius Caesar*, Act IV. (Defeat and suicide of Brutus) (Reader)

William Shakespeare, *Hamlet*, Act III, scene 1. (Hamlet's deliberations about whether "to be or not to be") (Reader)

13 Is helping someone commit suicide ever the right thing to do?

Read: State of Oregon Statute permitting "assisted suicide," (1998, Reader)

View: Star Trek Next Generation episode, "Ethics" in which Whorf asks Riker to assist him in committing suicide. (class video)

Read: Margaret P. Battin, "Physician Assisted Suicide," from *Ethical Issues in Suicide* pp. 198-227 (1995, Reader)

14 What sort of value does life have?

Read: Henry David Thoreau, "Where I lived and What I lived for," from *Walden* (1854, Reader)

Read: Bible, *Book of Genesis* Ch. 1-4 (Reader)

Read: Catechism of the Catholic Church, On the Purpose of Life (1994, Reader)

Read: Confucius, *Analects* 1-6 (in I Ching order) (5th cent. BCE, Reader)

Read: Albert Camus, "The Myth of Sisyphus" (1942, Reader)

15 Summary, course evaluation, review for final exam.

Final Exam: day, date, time, place.

General Information:

1. Attendance and participation. Attendance is very important in doing well in the course. Class is the occasion for you to participate in discussion, raising questions which puzzle you, explore ideas.

2. Policy on misses quizzes, make-up work, late papers. Papers and presentations should be turned in on the due dates. All assignments must be completed in order to pass the course. If you see that you will not make a deadline, contact me immediately. An extension on the due date can be granted only if (i) you contact me in advance of the due date and (ii) you have an excuse of a very serious or emergency nature. If you do not contact me before the due date for an extension, a late assignment loses 10% of its credit per calendar day late. Stay current with your assignments; your learning will be strengthened and your success in the course increased.

3. Cheating and plagiarism. University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consists of the misuse of the published and/or unpublished words of another by representing the material so used as one's own work." Cheating or plagiarism will not be tolerated in this course. Depending upon the seriousness of the student's action, the student may be penalized by an "F" on the assignment, to an "F" in the course, or other more serious penalty. In any case, cheating in this course will result in the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

4. Students with disabilities. If you are a disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made.