This is my syllabus. There are many like it, but this one is mine.
My syllabus is my best friend. It is my life. I must master it as I must master my life.
My syllabus, without me, is useless. Without my syllabus, I am useless. I must read my syllabus true.

Cell phone use is prohibited during class period. All phones should be muted and placed out of sight in purses, backpacks, and so forth. If the student is observed using their phone during class they will receive one initial warning. If there is a repeated incident the student will be asked to leave. If the student is in a unique emergency type situation where phones must be monitored during class, then see me before class to explain the circumstances. Students may, however, use their phones or other devises to record lectures only with my permission. Cell phone use of any sort during the taking of examinations will result in the student receiving an immediate F for that examination.

I sincerely regret having to be so strict regarding cell phone usage during class, but the too often class distractions and attempted cheatings on exams resulting from their presence leave me no choice but to take these rather extreme measures.

Core Curriculum Course
This course is a Critical Inquiry Core Course and fulfills one of the core curriculum requirements of the university. It emphasizes ethical and critical thinking skills necessary for interpreting the self in relation to culture and society. This course will introduce students to the major moral theories; seminal ideas that have shaped our world. This course stresses the teaching of intellectual inquiry concerning moral issues as a way of knowing how to live in an expanding world community. The course addresses a philosophic study of the major moral theories, their application to contemporary moral problems, and includes the study of both inductive and deductive reasoning as well as logical fallacies.
Course Description (There are no prerequisites for this course)
The course requires the student to engage in reflective thought about moral problems chiefly by introducing them to basic issues in moral philosophy by means of readings from the past and present.

Course Objectives
In this course students will read classical and contemporary writings on such matters as good and evil, relativism, happiness, virtue, egoism, moral education, abortion, and social policy. Students will seek to answer, using critical reasoning, a series of questions about these issues as raised by the course readings. In addition, students will engage each other in sustained discussion of these issues. The following are the outcomes a successful student will attain by the end of this course in ethics: (1) identify and define key philosophical terms studied in the course, (2) distinguish among the moral theories studied in the course, (3) apply moral theories to specific contemporary moral problems, (4) identify major points and arguments of an essay in moral philosophy, and (5) critically analyze and evaluate moral arguments. As Houston Smith puts it, “Wisdom begins with the recognition that our presuppositions are options that can be replaced if found wanting.”

Student Learning Objectives
1.) Students will begin the process of developing ethical and critical thinking skills necessary for interpreting the self in relation to culture and society.
2.) Students will read, analyze, and synthesize major texts from the history of philosophy and communicate about them in writing.
3.) Students will analyze, appraise, and formally symbolize arguments.

Text

Course Requirements
Philosophy is best learned through careful reading (and rereading) and active discussion. You are therefore strongly encouraged to do the daily readings and participate in class discussions. You are required to complete four examinations (100 possible points each).

Online Examinations
There will be four equally weighed online, open-book/open-note examinations to be done on your own time (50 possible points each). Each will consist of 50 multiple choice, true-or-false, and matching questions. You will have two hours to complete each examination (see schedule below).

In-Class Essay Examinations
There will be four equally weighed essay examinations (100 possible points each). Approximately one week before the scheduled examination date you will receive a review guide containing possible essay questions (see schedule below). From these a certain number of questions will be selected for the actual examination (e.g., you may be presented with seven possible essay questions five of which will appear on the examination). For the essay examination you are required to answer four essay questions (25 possible points each). You may, however, answer one additional essay question for extra-credit (10 possible points---you may answer two additional extra-credit essays on the final examination).

When answering essay questions, be sure to write clear, concise, and thorough answers giving as much detail as necessary. A good rule of thumb here is that a paragraph does not an essay make. In other words, though I do not grade essays on length per se, it is virtually impossible to sufficiently convey an understanding of the material in less than three full paragraphs. In short, most strong essays (those earning 23-25 points) typically run one to one and a half handwritten pages. We will discuss the essay examinations in further detail as the semester unfolds.
The grades break down as follows:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Examination I</td>
<td>50</td>
</tr>
<tr>
<td>Online Examination II</td>
<td>50</td>
</tr>
<tr>
<td>Online Examination III</td>
<td>50</td>
</tr>
<tr>
<td>Online Examination IV</td>
<td>50</td>
</tr>
<tr>
<td>In-Class Essay Examination I</td>
<td>100</td>
</tr>
<tr>
<td>In-Class Essay Examination II</td>
<td>100</td>
</tr>
<tr>
<td>In-Class Essay Examination III</td>
<td>100</td>
</tr>
<tr>
<td>In-Class Essay Examination IV</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
</tr>
</tbody>
</table>

(Possible Extra-Credit Points: 50)

**IMPORTANT**

Late and Make-Up Work Policy

In-class essay examinations may be made up **ONLY** as a result of the direst of circumstances (e.g., childbirth, auto accident, illness, mandatory court appearance, or obligation to school organizations or sports teams). Students **MUST** provide documentation of any condition or circumstance that requires the rescheduling of an essay examination. **Absolutely no rescheduling will be permitted without sufficient documentation.** In-class essay examinations may be made up **no later than the following class period.** For example, if the examination is scheduled for a Wednesday, you have until Monday to make it up. If it is scheduled for a Monday, you have until Wednesday to make it up (there may be some lenience here if the student provides documentation that the circumstances requiring rescheduling are so unique that a legitimate extension is warranted).

Since you will have roughly five days to complete the online examinations at your leisure, and since they are both open-book and open-note examinations, no late or make-up work is permitted. Once the exam is closed it is permanently closed.

**Turnitin Statement**

UCO subscribes to the Turnitin.com plagiarism prevention service. Students, by taking this course, agree that all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of the various plagiarism prevention tools and methods that may be utilized by your instructor during the semester. The UCO Student Handbook describes the process for contesting allegations of plagiarism.

**Attendance Policy**

Students who attend class regularly tend to pass, whereas those who do not tend to fail. Therefore, even though there are no points attached to attending this course, attendance will be taken as a reference to general participation. Since many of the positions we will be discussing are refutations or defenses of a previously discussed philosophical theory, it is very difficult to stay on top of the course once one falls too far behind. Thus I encourage you to attend regularly.

**Course Tutors**

Free Philosophy Department tutors will be made available to students feeling in need of additional instruction or moral support. I will introduce the tutors to the class a couple weeks into the semester.
Transformational Learning Outcomes
University of Central Oklahoma is a learning-centered organization committed to transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency, healthy lifestyles, and service to others. This course addresses three of the university’s transformative learning goals: Problem Solving, Leadership, Global & Cultural Competencies.

Disability Support Services
The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 (“Title IX”), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D.

UCO Student Information Sheet
http://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf

Tentative Reading Schedule:

Week I 08/21/17  Introduction
         Syllabus review
         08/23/17  Chapter I:
                  Ethics
                  I. Basic Tools and Concepts

Week II 08/28/17  Martin Luther King Jr. Day
         08/30/17  Chapter VII:
                  Abortion
                  I. Language
                  III. Fetal Development

Week III 09/04/17  Labor Day
           09/06/17  IV. John T. Noonan Jr.
                      V. Marry Anne Warren

Week IV 09/11/17  VI. Don Marquis
                 VIII. Judith Jarvis Thomson
           09/13/17  Thomson cont.

Week V 09/18/17  Examination I Review
                 Online Examination I
                 (Open from 12:00am, Monday, 09/18/17 through 11:59 pm,
                 Monday, 09/25/17)
           09/20/17  Examination I

Week VI 09/25/17  Chapter III:
                 Divine Command Theory
09/27/17  °The Euthyphro Problem

Week VII  10/02/17  The Euthyphro Problem cont.

10/04/17  Chapter VIII:
The Issue of Homosexuality
I. Introduction
II. “Unnaturalness”

Week VIII  10/09/17  III. Homosexuality and the Bible
° The Sin of Sodom
° Leviticus and the Holiness Code

10/11/17  ° Paul to the Romans
° Paul to the Corinthians

Week IX  10/16/17  Examination II Review
▶Online Examination II
(Open from 12:00, Monday, 10/16/17 through 11:59 pm, Monday, 10/24/17)

10/18/17  [Examination II]

Week X  10/23/17  Chapter IV:
Kantian Deontology

10/25/17  Kant, cont.
Chapter V:
Utilitarianism
Bentham and the Principle of Utility

Week XI  10/30/17  Utilitarianism
Mill and the Notion of Eudaimonia

11/01/17  The Tracy Latimer case (Lecture)
The “Baby Theresa” case (Lecture)

Week XII  11/06/17  Essay Examination III Review
▶Online Examination III
(Open from 12:00am, Monday, 11/06/17 through 11:59 pm, Monday, 11/08/17)

11/08/17  Essay Examination III

Week XIII  11/13/17  Chapter IX:
Euthanasia
I. What it Euthanasia?
II. The Wrongfulness of Euthanasia, Gay-Williams (197)

11/15/17  Gay-Williams cont.
III. Active and Passive Euthanasia, Rachels (201)

Week IVX  11/20/17  Chapter VI:
Subjectivism
I. Simple Subjectivism
II. Emotivism

11/22/17 Thanksgiving Break

Week XV
11/27/17 III. Hume’s Approach

11/29/17 Hume cont.

Week XVI
12/04/17 To be announced.

12/06/17 Examination IV Review
►Online Examination IV
(Open 12:00am, Wednesday, 12/06/17 through 11:59pm, Tuesday
Wednesday, 12/14/17)

FINAL EXAMINATION WEDNESDAY 12/13/2017 1:00-2:50