

MARIST COLLEGE – Core/Liberal Studies Program

FOUNDATION COURSES

A common educational experience is provided by the foundational courses, which are required for all students. These include Introduction to Philosophy, College Writing I and II, taken in the first year, as well as Ethics, taken in the junior or senior year. (For transfer students with more than 24 credits, World Views and Values takes the place of Introduction to Philosophy and Ethics.) In addition, all students take a capping course in their senior year; the course is offered within the major field, but draws connections between that discipline and the educational experience of the Core/LS Program.

INTRODUCTION TO PHILOSOPHY - PHIL 101 (syllabus follows)

COLLEGE WRITING I - ENG 116 (syllabus follows)

COLLEGE WRITING II - ENG 117 (syllabus follows)

ETHICS - PHIL 300 (syllabus follows)

CAPPING EXPERIENCE

Each major field offers a 400-level capping course (3 credits) that is normally taken in the student's senior year. These courses are considered an integral part of the student's major field and professional studies—but at the same time should also prompt reflection upon the relation of that field's methods and content with broader ethical and humanistic concerns. It has been designed to encourage students to situate their specialized studies within the broader contexts opened up by their Core/Liberal Studies as a whole.

The readings for the capping course will reflect its interdisciplinary and integrative intent. The course is designed to allow for the requirement of significant informal student participation, at least one formal oral presentation, and a research paper. Because of these expectations, classes are small (approximately 20). The capping experience must be at least 3 credits. Internships may not satisfy this requirement.

This requirement crystallizes several purposes of the Core/Liberal Studies Program. First, it asks of the student a mature, researched piece of expository/argumentative prose and so underlines the college's belief, institutionalized in the Writing Program, that students in every discipline should graduate with demonstrated abilities of written expression. Second, and more importantly, it provides a means for renewing and applying at a more mature level the perspectives introduced in the foundation courses and reinforced in the distributional studies. Third, it alerts the student that liberal study has a clear relation to the goal of professional preparation and that his/her professors in the major field are involved in effecting that blend. Finally, it provides a specific framework and incentive for faculty teaching at different levels of the general education program to collaborate on questions of methodology and value.

Sample Syllabus
INTRODUCTION TO PHILOSOPHY
(PHIL 101L-116)

MEETING TIMES: Tuesdays and Fridays, Marist College
9:30 – 10:45 AM
ROOM: Fontaine 103

Instructor: Dr. J. Brakas
Fall 2000

REASON—AND GOD, SCIENCE AND HUMAN PROGRESS

SCHEDULE OF LECTURES

***NOTE: Assignments may be modified during the semester
and additional readings and exercises assigned***

Introduction

	Class activity	Assignment due
September 5	#1 The objectives of this course. Syllabus, conduct of course and course requirements.	None

I. THE VALUE OF REASON

	Class activity	Assignment due
September 8	#2 The role of the mind in the rise of village life: “Civilization cannot arise on the move” (Bronowski)	<i>Ascent of Man</i> : Ch. 2 (“The Harvest of the Seasons”), first half
September 12	#3 The role of the mind in the rise of village life: The “virtuous spiral”	<i>Ascent of Man</i> : Ch. 2 (“The Harvest of the Seasons”), second half
September 15	#4 From village life to urban civilization: Ancient Mesopotamia	<i>A History of the Sciences</i> : Ch. 2 (“Science in the Ancient Civilizations of Babylon and Egypt”)
September 19	#5 Invention and creativity in Mesopotamian culture	<i>Gods, Graves and Scholars</i> : Ch. 15 (“Botta Finds Nineveh”) and Ch. 16 (“Grotefend: A Schoolteacher Deciphers the Babylonian Tablets”)
September 22	#6 Mock examination	<i>From Ape Man to Homer</i> : Ch. VI (“Writing and Legend”)
September 26	#7 EXAMINATION #1: THE VALUE OF REASON	PREPARE FOR EXAMINATION #1

II. GOOD REASONING

	Class activity	Assignment due
September 29	#8 Good and bad reasoning	<i>Essential Logic</i> : “Introduction” (1-4); ch.1, “Why Study Logic?: Logic as a Defensive Tool,” 5-14; “Why Study Logic?: Deductive Reasoning [the three prisoners’ hats],” 14-18
October 3	#9 Some deductive arguments, some basic logical concepts: I	<i>Essential Logic</i> : Ch.1, “Why Study Logic?: Deductive Reasoning [examples 1-1 through 1-7]”: 18-25.
October 6	#10 Review of answers to exam #1	No new assignment
October 10	#11 Some deductive arguments, some basic logical concepts: II	<i>Essential Logic</i> : “Why Study Logic?: Logic and Belief Testing, Key Terminology, and Concept Summary:” 25-30.
October 13	#12 Pine’s logic exercises: I	<i>Essential Logic</i> : Exercises: II: 2, 3; and III: 1, 3, 4, 5. (Pp. 30-33)
October 17	#13 Pine’s logic exercises: II	<i>Essential Logic</i> : Exercises: III: 7-9; IV: 1, 3, 4; and I: 1-12 (Pp. 33-36, and 30)
October 24	#14 Pine’s logic exercises: III	No new assignment
October 27	#15 EXAMINATION #2: GOOD REASONING	PREPARE FOR EXAMINATION #2

III. GOD AND REASON

	Class activity	Assignment due
October 31	#16 The existence of God: Introductory discussion The concept of God	<i>The Religions of Man</i> : Ch. VII (“Judaism”) <i>Atheism</i> : Ch. 2 (“The Concept ‘god’ ”)
November 3	#17 The First Cause Argument	<i>The Catholic Study Bible: Genesis</i> , Chas. 1-9 <i>The Portable North American Indian Reader</i> : “Cherokee: How the World Was Made,” 86-88. <i>Tales of the North American Indians</i> , Ch. VIII (“The Creation”), 24-30. <i>Atheism</i> : Ch. 9 (“The Cosmological Arguments”)
November 7	#18 Review of answers to exam #2	No new assignment
November 10	#19 The Argument from Life The Argument from Design	<i>Atheism</i> : Ch. 10 (“The Design Arguments”) <i>Classical Philosophical Questions</i> : Ch. 8 (“The Teleological Argument”)
November	#20 Three kinds of evolution	<i>Cosmos</i> : Ch. 2 (“One Voice in Cosmic

14		Fugue”)
November 17	#21	The existence of God: Debate <i>Atheism</i> : Ch. 4 (“Reason vs. Faith”), 95-124.
November 21	#22	EXAMINATION #3: GOD AND REASON PREPARE FOR EXAMINATION #3

IV. REASON AND SCIENCE

		Class activity	Assignment due
November 28	#23	Scientific explanation: Introduction	<i>A Short History of Science</i> : Introduction: Nature of the Scientific Process
December 1	#24	Eratosthenes on the shape and size of the earth	<i>Essential Logic</i> : “Logic and Creativity,” 97-105.
December 5	#25	Scientific explanations: their adequacy	<i>The Art of Reasoning</i> , Introduction to Ch. 18, “Explanation:” 547; “Explanation and Argument,” 548-49; “Evaluating Explanations,” 552; and “Adequacy,” 553-561.
December 8	#26	Scientific explanations: their truth	<i>The Art of Reasoning</i> , “The Truth of Hypotheses,” 562-72; and “Summary,” 573-74. Do Practice Quiz 18.3
December 12	#27	The extinction of the dinosaurs	<i>The Art of Reasoning: Readings for Logical Analysis</i> : Stephen Jay Gould: Sex, Drugs, Disasters, and the Extinction of the Dinosaurs, 143-52. Try to answer Study Questions 1-8 on p. 152; write out you answers to Questions 3, 4, 6 and 7 and bring them to class.
Week of final examinations		EXAMINATION #4: REASON AND SCIENCE	PREPARE FOR EXAMINATION #4

TEXTS

The only text you have to buy is Ronald C. Pine’s *Essential Logic* (Harcourt Brace College Publishers, 1996). All of the other readings have been scanned into the Marist Merit system, where they can be accessed and downloaded by you. You will receive instructions on the first day of class concerning how that can be done.

OBJECTIVES, REQUIREMENTS AND CONDUCT OF COURSE

COURSE DESCRIPTION	<p>“This course introduces the student to the general education experience with the identification and analysis of the diversity of the contemporary modes of knowing; e.g., mythological, religious, scientific, and philosophic. Required of Freshmen.” (Marist College Catalogue, 1991-2001, p. 199)</p>
PURPOSE AND OBJECTIVES	<p>The PURPOSE of this course is for you to learn how to think better, while introducing you to the “four modes of consciousness.” To think better is, first and foremost, to be more effective in acquiring knowledge and in gaining understanding; secondarily, it is to be better at critically evaluating the claims made by others.</p> <p>This purpose is to be achieved through four OBJECTIVES. These objectives are:</p> <ol style="list-style-type: none"> 1. 1. For you to acquire an appreciation and understanding of the role played by the human mind (reason) in the rise of village life and urban civilization. 2. 2. For you to learn some of the fundamental principles of deductive reasoning. 3. 3. For you appreciate and understand how these principles can be applied to answering the question whether God exists. 4. 4. For you to learn some of the basic principles of scientific explanation and understand how they apply in everyday life.
ASSESSMENT	<p>The extent to which these four objectives have been achieved will be assessed by:</p> <ol style="list-style-type: none"> 1. Four examinations in which you are required to demonstrate your skill in and/or understanding of these four areas. 2. Active participation in class demonstrating your skill in and/or understanding of these four areas.
HOMEWORK ASSIGNMENTS	<p>Regular readings and some exercises have been assigned. Be sure you have completed the assignments by the due date, since being prepared for class is essential to the success of the lectures and class discussions and for receiving full benefit from them. Do not fall behind, since you may never catch up. You should expect to spend at least 6-8 hours on the assigned readings every week.</p>
CONDUCT OF CLASSES	<p>Classes will consist of some lecturing by me, class discussion, and the viewing and discussion of some video materials. Where and to the extent possible, the classes will also be broken up into a number of smaller groups whose work will form the basis of class discussion. Student participation is vital to the success of the class sessions, and you are therefore expected and required to participate in class. Class sessions are intended to help you understand the assigned readings. You are therefore encouraged</p>

	to bring the relevant books with you, since we will often be referring to them in class.
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ATTENDANCE	Attendance is required for every class session. Excessive absence will result in your failing the course. If you are absent three or more times without a very good reason that you can document, you should not expect to pass this course. Prompt attendance is also required for every class session. Lateness is rude and disruptive and is very much frowned upon. Therefore, be prepared for unexpected delays and aim to be in class about five minutes before starting-time.
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EXAMINATIONS	There will be four examinations. The one on logic will contain problems for your solution and questions on definitions; the remaining three will consist largely of brief essay questions. Make-up examinations are looked upon with extreme prejudice. If you are unable to take a scheduled examination, it must be for a very, very good reason. Not only must it be for a very good reason, you must be able to prove that it was for a very good reason--that is, you must be able to document it. If you fail to take the examination and you cannot prove that it was for a very good reason, you will fail the examination.
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MARIST COLLEGE STATEMENT ON ACADEMIC HONESTY	“The academic community of Marist College presupposes the scholarly integrity of its members. Students who enter this community to pursue educational objectives are expected to meet fundamental standards of honesty in all phases of their academic activities. Integrity is a fundamental requisite in the preparation and presentation of all academic work, in the writing and submitting of papers and other course requirements and in all aspects of examinations. Honesty is a requisite of each student; plagiarism, forgery, and participating in any activity that is dishonest is simply not acceptable at this institution. The College will make provisions for the maintenance of academic honest among its students according to criteria and procedures found in the Student Handbook.” (Marist College catalogue, 1999-2001; p. 34)
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PARTICIPATION	Active participation in class is expected and required. Perfect attendance with a few questions and comments thrown in over the course of the semester does not constitute active participation. Active participation means attendance and participation which you largely initiate. If you find it difficult to ask questions spontaneously in class, you are advised to write down two or three questions for yourself when reading the homework assignments and then to ask those questions at the beginning of class or during it, as they seem to you to fit in. There is no excuse for not participating.
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<p>GRADING</p>	<p>Your course grade will be computed on the basis of your performance in two areas:</p> <ol style="list-style-type: none"> 1. 1. The examinations 2. 2. Your participation in class. <p><u>EXAMINATIONS</u></p> <p>Your worst examination grade will be dropped, with each of the remaining three counting for 27% of your course grade. Your score on the examinations will therefore constitute 81% of your course grade.</p> <p>The numerical grades you get on examinations are converted to letter grades, and the letter grades are what count in determining your final, course grade. The letter grades, in turn, are worth their own set of numerical points: An A is worth 4 points, a B 3 points, and so on. A numerical grade on an examination below 60—whether a 59 or a 0 or somewhere in between—is an F, and an F counts for 0 points.</p> <p>Furthermore, in order pass this course, YOUR MAY FAIL NO MORE THAN <u>ONE</u> OF THE FOUR EXAMINATIONS GIVEN. If you fail two or more examinations, then you will fail the course, regardless of how well you perform on all other examinations and in all other areas. The reason for this requirement is that a student who has failed two or more of the examinations will have failed to demonstrated passable mastery of 50% or more of the material covered in this course.</p> <p><u>PARTICIPATION</u></p> <p>Participation will count for 19% of your course grade.</p> <p><u>CALCULATING YOUR COURSE GRADE</u></p> <p>You can calculate your course grade using the following formula:</p> $\text{Course grade} = [.27 (X + Y + Z) + .19 (P)],$ <p>where X, Y, and Z are the numerical values of the letter grade you received for your three best examinations and P the numerical value of your participation grade. To get your course letter grade, convert the numerical value that you get using the above formula to the closest corresponding letter grade. So, for example, if your three best examination grades are B+, C and A- and your participation grade is A, then the formula would be</p> $\text{Course grade} = [.27 (3.3 + 2.0 + 3.7) + .19 (4.0)] = 3.19 = \text{B+}$ <p><u>EXTRA CREDIT AND PROJECTS TO IMPROVE A POOR GRADE.</u> No projects for extra credit will be given. No projects to improve a poor grade will be given.</p>
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<p>OFFICE HOURS</p>	
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(General Syllabus for College Writing I)

(Put in full course number) Syllabus for English 116L-xxx

(Course name) College Writing 1

(Meeting Times)

(Place)

(Your title and name) Dr. Mr. Mrs. Professor etc.

(Clear way to communicate with you. Office, phone extension, e-mail)

Required texts:

The Presence of Others, 2nd edition, Andrea Lunsford, and John Ruszkiewicz (eds.). (Or any Reader)

The Simon and Schuster Handbook for Writers 5th ed, Lynn Troyka (Our default handbook:)

(Course policy, spelled out in detail)

This is an introductory writing class based on readings. You will be required to keep up with assigned readings, and write specific papers dealing with them.

You will be given an assignment sheet that will bring us to the midterm. At that time, I will hand out another assignment sheet that will bring us to the end of the semester. Please feel free to give me your input as to what you would like to read in the reader for the second half semester. You are also invited to give me essays that you've found outside of class that you would like to share with the rest of us. (This is only a suggestion. You may plan out the whole semester if that is the way you prefer to teach)

The worst way to learn how to write is to listen to someone lecture to you. To avoid this, please read the assignments for the day so that we can discuss them, extract the theses of the works in question, and compare them to other works we have read. Your own writing will be much more effective if you understand the essays and stories you are writing about.

(Attendance policy, also very clear)

Be here. Attendance is required. You are allowed 2 absences from this class without penalty. This means two (2) absences, not two cuts and all the notes you can forge from the nurse. Every subsequent absence will result in a one-half letter grade penalty from your mark. If you have an adult reason for missing more than two classes (such as your own death), I may be persuaded to waive the penalty, but don't count on it. Also, be on time. Tardiness for three classes will count as an absence. You may be allowed to make up absences by writing extra papers. Please! Don't waste your time, my time, or your money.

It is important that you not get behind in this class. Once you begin to miss handing in papers, the whole thing snowballs and you will not complete the class. If you do the work on time, and stay on top of the assignments, you will most likely have great success with this class, and

maybe even learn to enjoy writing.

(Responsibilities for the course along with clear grading criteria)

You will be responsible for about eight to twelve works. The papers you hand in must be typed, double-spaced, with a heading at the top left-hand side that includes your name, the course number and title, and the meeting times.

Your mark will be based on the following criteria: (use percentages)

Cumulative paper mark (60%)
Class participation (5%)
Midterm essay exam (15%)
Final Exam (20%)

(Plagiarism statement. Please include. Reword if you desire)

A Note on Plagiarism: If you take work from another source (book, magazine, Internet, etc.) and hand it in as your own without citation it is called plagiarism. If you plagiarize a paper in this class, you will receive an "F" for that paper, and may be subject to further penalty by Marist College, including expulsion from school. Please see the Student Handbook.

(Outcomes assessment)

At the end of this class you will have learned how to accurately summarize a complex article, develop a thesis, and you will have practice in writing in various rhetorical modes with a minimum of surface and grammatical errors. I will give you a 3x5 note card from time to time so that you can self-assess your progress. (You could also use pre and post testing, or a weekly journal.)

Inclement Weather Policy

If the Weather is bad, please call my extension. There will be a voice mail message letting you know if class is cancelled for the day.

Priority Hold

(Please add to your syllabus a statement concerning priority hold on College Writing II that gives students the following information)

You as a member of this class have a priority hold on the corresponding College Writing II course offered in the Spring. In other words, if you are registered for College Writing I, Eng. 116L 000, then you have a priority hold ONLY on College Writing II, Eng. 117 L 000. If you give up your hold at pre-registration to try to enter another class, you WILL LOSE YOUR PRIORITY HOLD, and will most likely not get into the other class. Your best bet is to remain, if at all possible, with your corresponding College Writing II course for the Spring semester.

College Writing II General Syllabus

English 117L-XXX Syllabus (Course number)

(Course name) College Writing II
(Time) (Place)
(Your title) Dr. Mr. Mrs. Professor etc.
(Office, phone, e-mail)

The Presence of Others, 2nd ed. Lunsford, A. Ruskiewicz, J. (Or any reader)
Simon and Schuster Handbook for Writers, 5th ed., Troyka (Default handbook)

(Expectations)

In this class you will be building on the skills learned in College Writing I. What you will have to be able to do in this class is to pick up different points of view and synthesize them into a larger composition. One must develop a thesis, arrange ideas, and articulate the basic thrust of the paper. You will have to be able to do this with a minimum amount of error in spelling, grammar, and logical structure.

(Grading and paper requirements)

Requirements: (give percentages)

Four essays and rewrites. (40%)

Midterm. (15%)

Research paper done in at least two drafts, and an oral presentation of an abstract of that paper. (25%)

Class participation, (5%)

Proficiency Exam (15%)

A Word or Two about the Proficiency Exam:

(This must be included on your syllabus)

To graduate from Marist you must demonstrate proficiency in writing by either achieving a grade of C in Writing II or by scoring a C on the final exam in Writing II. Thus a grade of C or D+ for the course and a grade of less than C on the proficiency exam would not earn you the writing proficiency requirement. You would have to retake the exam, or the course.

(General information)

1. All work must be typed and double-spaced. If you have a PC or access to one, learn how to use it. Remember to backup all work on a disk. Do not try to backup your work on the hard disks of the Marist PCs, your work will disappear, (and most likely be stolen). Everyone now needs to know a little about PCs. This skill will come in very handy when you graduate.

2. All work must be handed in on time. Late work will be penalized. I may be persuaded to accept a plausible excuse once or twice, but don't count on it.

3. Be here. Attendance is required. You are allowed 2 absences from this class without penalty. This means two (2) absences, not two cuts and all the notes you can forge from the nurse. Every subsequent absence will result in a one-half letter grade penalty from your mark. If you have an adult reason for missing more than two classes (such as meeting your divorce lawyer) I may be persuaded to waive the penalty, but don't count on it. Also, be on time. Tardiness may count as an absence. You can make up absences by writing extra papers. Please! Don't waste your time, my time, or your money.

4. Plagiarism will not be tolerated. If you plagiarize a paper you will receive an "F" for that paper. If you plagiarize the final paper, you will fail the course. Plagiarism may also get you expelled from college. See the Student Handbook.

5. We will devote some class time to discussion. If you chose to participate please remember to be courteous. No name-calling. If you say something please be aware of the fact that someone else has the right to disagree with you.

6. There will be times when I ask to meet with you on a personal basis to go over your work. Consider this an appointment. You need to be there on time. If you cannot make it, then you must call me. I expect it.

Inclement Weather Policy:

If the weather is bad, and Marist has not closed, please call my extension. I will put a voice mail message there to let you know if I will be able to make it to class. This message will be posted by (Time).

(Outcomes Assessment)

In this class you will learn how to research and write a college-level research paper, that is properly cited in MLA or APA format. From time to time I will give you note cards and ask you to write to me concerning your impression of your progress. (You could also include per and post testing, weekly journals, or testing on general knowledge concerning term paper writing)

Syllabus

Ethics

Honors

Marist College

Course Description:

In this course we will survey classic ethical writings of Aristotle, Aquinas, Kant, Bentham, and Mill, then turn to a contemporary survey of feminist political ethics. Throughout our investigations, we will inquire into the lasting value of the ethical writings before us, testing the principles and suggestions for consequences and relevance to our own moral lives. In the end, we will write our own explorations of prospective models for ethical reflection.

Outcomes:

By the end of the course, students should be able to (1) characterize and apply a variety of moral theories and (2) demonstrate an ability to make use of the course materials to assist with moral reflections. Frequent assignments and papers will assess student competency in these areas.

Required Texts:

- Aristotle. *Nicomachean Ethics*. Cambridge: Cambridge UP, 2000.
 - Aquinas, Thomas. *Disputed Questions on Virtue*. South Bend: St. Augustine's Press, 1999.
 - Kant, Immanuel. *Groundwork of the Metaphysics of Morals*. Cambridge: Cambridge UP, 1997.
 - Mill, John Stuart & Jeremy Bentham. *Utilitarianism and Other Essays*. London: Penguin, 1987.
 - Bar On, Bat-Ami & Ann Ferguson, Eds. *Daring to Be Good: Essays in Feminist Ethico-Politics*. New York: Routledge: 1998.
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Requirements and Grades:

The final grade will be based upon the following:

- 20% Class Participation and Preparation
 - 20% Paper on Aristotle and Aquinas
 - 20% Paper on Kant, Bentham & Mill
 - 40 % Final paper on ethics for our lives today (including Praxis report).
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Praxis Report:

Each student is required to undertake 12 hours of community service, attend two Praxis roundtables, and submit a 10-page report on "Ethics and Community Service." The report will reflect upon the value of ethical theory in addressing issues that arise during community service. Opening pages should report your own developing impressions that result from experiences at the activity of your choice (2 pages). Scholarly sources source should address factual analysis of the issue at hand and propose alternative approaches (3 pages). The approaches, in turn, should be evaluated in a scholarly manner according to your choice of ethical theories from this course (2 pages). As usual, students will be encouraged to present their own opinions about the issue and its moral resolution (3 pages). Due Apr. 27.

Preparations:

For each class meeting, a preparation is indicated, which will be due at the beginning of class. Students may substitute up to four Praxis reports instead of the scheduled preparation, if the Praxis reports are also ready at the beginning of class for inclusion in workshops and forum discussions. Praxis reports should include scholarly reference to ethical theory as well as reflection upon personal experience with community service.

Attendance Policy:

Excused absences should be documented within two weeks. More than two unexcused absences will result in the deduction of a full letter from the final grade. After more than four unexcused absences, the instructor reserves the right to issues a failing grade for the course.

Schedule of Inquiry:

Jan. 17-Introduction to course. The study of ethical theory. Preparing for a discussion-centered classroom. Student expectations.

Part One: Aristotle and Thomas

In this section of the course we will review classic moral theories of Aristotle and Thomas, testing these theories for relevance against moral predicaments found in our own lives, portrayed in videos, experienced in community service, and faced in public debates. A midterm paper of eight pages will select a moral predicament from any of the above sources (2 pages), explore how Aristotle and Thomas might approach the issue (4 pages), and assess our own satisfaction with these classic approaches (2 pages). **Assessment** will be based on completeness of assignment, attention to scholarly habits of citation, composition, soundness of arguments, difficulty, and creativity of your chosen position.

Jan. 19-Aristotle, Bks. 1&2

Read: Selected Book

Preparation: Two paragraphs, typed. (1) Summarize the main points in your selected book and (2) select a key passage to show how it might apply to a moral predicament that you found in a film.

Workshops: Share your preparations, helping to summarize Aristotle's work and identify key passages that might be applied to films you have seen. Please be sure that each participant gets two to three minutes for presentation.

Forum: On issues and applications in Aristotle. Select video for discussion (a video saturated with moral predicaments).

Jan. 24-Aristotle, Bks. 3&4

Read: Selected Book.

Preparation: Two paragraphs, typed, as above (1) summarizing your selected chapter and (2) showing how Aristotle might be applied to a moral predicament in contemporary life.

Workshops: As above, please allow each participant two to three minutes for presentation.

Forum: On issues and applications in Aristotle.

Praxis: Selecting service projects.

Video #1: Illustrating moral predicaments.

Jan. 26-Aristotle, Bks 5&6

Read: Selected Book.

Preparation: Two paragraphs, typed. (1) Summarizing your selected chapter. (2) Applying a selected passage to a moral predicament in the video.

Workshops: Sharing presentations & applications.

Forum: Testing Aristotle.

Video #1: Continuing moral predicaments.

Jan. 31-Aristotle, Bks. 7&8

Read: Selected Book

Preparation: As before, two paragraphs (1) summarizing a book and (2) applying a passage to a moral predicament illustrated by the video.

Workshops: Sharing preparations.

Forum: Re-testing Aristotle. Looking for contemporary applications & challenges.

Praxis: Attending to service projects.

Feb. 2-Aristotle, Bks. 9&10

Read: Selected book.

Preparation: Two paragraphs: (1) summarizing selected book (2) applying a passage to contemporary issues and challenges.

Workshops: Sharing preparations and reflections on community service.

Forum: Aristotle and Praxis.

Feb. 7-From Aristotle to Aquinas.

Read: McInerny's introduction to the *Disputed Questions on Virtue*, pp. vii-xix.

Preparation: Three paragraphs: (1) Summary and passage from text (2) how Thomas' approach to a contemporary issue might compare to Aristotle (use the same issue selected last class?).

Workshops: Transition to Thomas, with suggested issues.

Forum: An influential approach to moral problems considered.

Video #2: Moral predicaments illustrated.

Feb. 9-Disputed Questions 1-4.

Read: Selected question.

Preparation: Two paragraphs: (1) summarize the nature of the dispute; (2) summarize Thomas' response and consider how his answer might be used to address a moral predicament in the video.

Workshops: Share preparations on Thomas. Please allow time for each participant.

Forum: Getting acquainted with Thomas.

Video #2: Continuing illustration.

Feb. 14-Disputed Questions 5-8.

Read: Selected question.

Preparation: (1) summarize the nature of the dispute; (2) summarize Thomas' response as it might be applied to a video predicament.

Workshops: Share preparations.

Forum: Implications of a Thomistic framework.

Feb. 16-Disputed Question 9-13

Read: Selected question.

Preparation: (1) summarize the nature of the dispute; (2) summarize Thomas' response as it might be applied to a moral issue encountered during community service.

Workshops: Share preparations. Praxis update.

Forum: Implications of a Thomistic framework.

Feb. 21-Disputed Questions on the Cardinal Virtues

Read: Selected question.

Preparation: (1) summarize the nature of the dispute; (2) summarize Thomas' response as it might be applied to contemporary issues & challenges.

Workshops: Share preparations.

Forum: Thomas and social justice.

Feb. 23-Reviewing Aristotle & Thomas

Preparation: Three paragraphs: (1) Two paragraphs identifying key themes of moral theory for each of our thinkers. (2) Proposed moral issue that you plan to examine for the midterm paper.

Workshops: Themes and issues for Aristotle & Thomas.

Forum: Planning the midterm paper.

Feb. 28-Outline Workshop

Prepare: Complete outline for midterm paper.

Workshops: Sharing approaches. Please take time to critically assess fellow members' proposals for thoroughness and interest. Nominate a representative report.

Forum: Sample outlines shared.

Mar. 2-Midterm Workshop

Preparation: Paper due (see above.)

Workshops: Share results.

Forum: Sharing papers.

Part Two: Kant, Mill & Bentham

In this section of the course we will review classic moral theories of Kant, Bentham, and Mill, testing these theories for relevance

against moral predicaments found in our own lives, portrayed in videos, experienced in community service, and faced in public debates. A midterm paper of eight pages will select a moral predicament from any of the above sources (2 pages), explore how Kant, Bentham, and Mill might approach the issue (4 pages), and assess our own satisfaction with these classic approaches (2 pages). **Assessment** will be based on completeness of assignment, attention to scholarly habits of citation, composition, soundness of arguments, difficulty, and creativity of your chosen position.

Mar. 7-Introducing Kant

Read: Introduction to *Groundwork*, pp. vii-xxx.

Preparation: Three paragraphs: (1) summary of Kant's approach to moral theory (2) how Kant might be applied to a moral predicament from a film you have seen.

Workshops: Sharing initial impressions of Kant.

Forum: First look at Kant.

Video #3: For moral reflection.

Mar. 9-Further introduction

Read: Kant's own preface, pp. 1-5.

Preparation: Two paragraphs: (1) summarize how Kant sees his own work and (2) how Kant's approach might be used to assess morality in the video.

Workshops: Share preparation.

Forum: Getting acquainted with the Kantian turn.

Video #3: Material for moral reflection.

Mar. 21-Kant's *Groundwork*, Section I

Read: *Groundwork*, Sec. I, pp. 7-18.

Preparation: Two paragraphs: (1) summarize Kant's approach and (2) show how the approach might be used to assess the morality of a predicament found in the video.

Workshops: Share preparations and applications.

Forum: On the uses of the categorical imperative.

Video #3

Mar. 23-Kant's *Groundwork*, Section II

Read: *Groundwork*, Section II, pp. 19-51.

Preparation: Two paragraphs: (1) summarize Kant's argument and (2) reflect on ways that Kant's theory might apply to issues raised in the video.

Workshops: Sharing preparations and illustrations.

Forum: Autonomy and heteronomy of the will.

Video #3

Mar. 28-Kant's *Groundwork*, Section III.

Read: *Groundwork*, Section III, pp. 52-66.

Preparation: Two paragraphs: (1) summarize Kant's argument and (2) reflect on the way in which Kant affects your own view of morality and how you might apply Kant's theory to contemporary issues and challenges.

Workshops: Summarizing Kant and making applications.

Forum: On the deeper issues of moral theory and whether they make a difference.

Mar. 30-Pause for Praxis.

Preparation: Two pages: (1) A vivid description of some experiences in community service and (2) a Kantian style assessment of the quality of moral life that is reflected.

Workshops: Sharing Praxis experiences.

Forum: Of moral life and moral theory.

Apr. 4-Beginning with Bentham

Read: Bentham's *Introduction*, Chs. 1-4, pp. 65-89.

Preparation: Two paragraphs: (1) Summary of Bentham's theory of utility and (2) exploration of the use of utility to assess the moral quality of life reflected in your community service experience.

Workshops: Sharing summaries and assessments.

Forum: The utilitarian turn.

Video #4

Apr. 6-Bentham, part two.

Read: Bentham's *Introduction*, Chs. 5-14, pp. 89-112.

Preparation: Two paragraphs: (1) Summary of Bentham's views on punishment and (2) how the views might be applied to our video.

Workshops: Sharing thoughts on Bentham's theory of punishment.

Forum: Pain and punishment.

Video #4

Apr. 11-Beginning Mill

Read: *Utilitarianism*, Chs. 1-3, pp. 272-306.

Preparation: Two paragraphs: (1) Summarize Mill's view of utilitarianism and (2) suggest how the principles might apply to issues raised in the video.

Workshops: Sharing first impressions of Mill.

Forum: On Mill with comparisons to Bentham.

Apr. 18--Mill, part two.

Read: *Utilitarianism*, Chs. 3-5, pp. 307-338.

Preparation: Two paragraphs: (1) Summarize Mill's view of utilitarianism and (2) suggest how the principles might apply to contemporary issues and challenges.

Workshops: Sharing the theory and assessment of utilitarianism.

Forum: On the value of utilitarianism.

Apr. 20-Paper Due on Kant, Mill & Bentham

Workshops: Sharing results.

Forum: Sample papers.

Part Three: On Feminist Ethico-Politics

Final Exercise: Due at Final Exam Period TBA-In this paper we will describe our community service experiences (3 pages), review relevant research into an issue that arises during community service (2 pages), consider the relevance of feminist moral theory for encountering issues in community service (3 pages) and proposing a moral theory which would best suit your own pursuit of the moral life (5 pages). **Assessment** will be based on completeness of assignment, attention to scholarly habits of citation, composition, soundness of arguments, difficulty, and creativity of your chosen position.

Apr. 25-Feminism, part one.

Read: Selected chapter from part one of the Bar On & Ferguson reader.

Preparation: (1) Summarize a key argument (2) assess the value of the argument for an issue that you have seen represented on film.

Workshops: Sharing first impressions of feminism.

Forum: Wading in to moral psychology.

Video #4

Apr. 27-Feminism, part two.

Read: Selected chapter from part two of the Bar On & Ferguson reader.

Preparation: (1) Summarize a key argument (2) show how it might be applied to a predicament in the video.

Workshops: Sharing further reflections on feminism.

Forum: Feminism compared.

May 2-Feminism, part three.

Read: Selected chapter from part three of the Bar On & Ferguson reader.

Preparation: (1) Summarize a key argument (2) assess the value of the argument for moral evaluation of an issue encountered in community service

Review for final paper.

Final Workshop-Sharing results and sample papers.

Contact: