Los Angeles Harbor College  
Academic Program Review  
Philosophy

Name of discipline: Philosophy

Division chair: Mark Wood  Phone number: 310 – 233-4426

Names and types of program:  General Education

☐ Degree program

☐ Certificate program

☐ Skills certificate:

☐ Program mission and student learning outcomes

A Program Review Self-Study Committee will be formed two years prior to the program review completion date (See Appendix B. Program Review Schedule). This committee will consist of:

Division Chair or Manager  
Mark Wood

Program Faculty (all full-time and adjunct)  
Barbara Gallardo, David O’Shaughnessy, Paul Greenberg, Sage Bennett, John Coleman, Victor Grassian, King Carter.

Program Staff  
Nola Timms, Division Secretary

Administrator responsible for the area  
Dave Humphries

Vice-President of the Cluster  
Luis Rosas

One outside professional or alumni  
Dr. Don Lewis, Philosophy Chair, CSUDH

Two students currently enrolled in the program under review  
Martha Ochoa, Rocco Sigona
Program Mission
The program mission of the Philosophy Department at Los Angeles Harbor College is multifaceted. Students in any of the courses offered by the Philosophy Department will benefit from the critical thinking skills acquired and honed through the courses taken in this discipline. Philosophy as a discipline specializes in improving higher cognitive functioning. Whether seeking primarily personal growth, increased vocational functioning, or preparation for further academic study, philosophy students will benefit from the discipline’s emphasis on developing critical skills, and in turn will be better equipped to serve others.

The Philosophy Department also has a key emphasis on developing language skills. The verbal and written expression of a student’s reflection and reasoning is an area that is traditionally stressed in the discipline. Again, personal lives, communities, places of employment, and institutions of higher education are poised to receive and make good use of such language enhancement. Indeed, it was the philosopher Ludwig Wittgenstein that said that “The limits of my language are the limits of my world.”

Philosophy is also a discipline unique in its offering of instruction in moral development. The course in ethics offered by the department focuses on character and conduct. Philosophical ethics developed upon a foundation of classical Greek thinking in which the primary purposes of education were twofold: development of the individual soul, and development of the citizen.

Attach discipline offerings from College publications

1 - Introduction to Philosophy I (3) UC:CSU
Lecture 3 hours and 20 minutes per week.
This course is designed to introduce the student to philosophical thinking. Possible topics include: the existence of God; the relationship of mind to body; perception and knowledge of the external world; political theory; the free will issue; the nature, sources, and limits of knowledge; and the underlying principles of morality.

6 - Logic in Practice (3) UC:CSU
Lecture 3 hours and 20 minutes per week.
This course is designed to improve critical thinking skills in evaluating arguments in everyday life, in particular, arguments over moral, social and political issues. Emphasis is placed upon the analysis of language as an aid to clear thinking. Informal fallacies of reasoning shall be studied and exercises in reasoning may be included. Techniques of formal logic are briefly introduced.

20 - Ethics (3) UC:CSU
Lecture 3 hours and 20 minutes per week.
A study of the basic principles of moral evaluation and issues of ethical theory, as well as of specific moral issues, such as sexual morality, abortion and the death penalty. The primary emphasis is in aiding students in developing critical abilities in moral evaluation.

33 - Comparative Survey of World Religions (3) UC:CSU
Lecture 3 hours and 20 minutes per week.
A survey of the historical development of the world’s greatest religions, with their origins, teachings, growth and contributions to man’s cultural heritage.

385 - Directed Study (3) UC*:CSU
Conference 3 hours and 20 minutes per week for 3 units.
Special studies in various areas of philosophy. Topic and areas of research will be contracted between the instructor and the students.

* UC credit may be granted by petition after transfer.

Cooperative Work Experience Education
Philosophy is approved for Cooperative Work Experience Education
credit. See Cooperative Education courses for prerequisites, courses
descriptions, and credit limits.

☐ Attach current course outlines, accepted by the Curriculum Committee, for all
approved classes offered in the program: We have Course outlines for the
following course:

☒ Current sample class syllabi for courses offered in the program are available for
review in the Department/Division office.

☒ Attach current Unit Plans

Program Description:
The Philosophy department offers approximately 9
sections per semester, with Introduction to Philosophy augmented by Logic, Ethics and
World Religions. As a result of Dr. Victor Grassian’s retirement at the end of spring
2006, the complexion of this department has changed and a full time faculty member is
necessary.

Please write a brief overview of the program. Align the program with the College
mission, goals, student learning outcomes, and strategies. Include:

i) Number of full-time faculty FTEF BY SEMESTER since last review or
previous three years: .8

ii) Number of adjunct FTEF BY SEMESTER since last review or previous
three years. 2006: 1.0
2007: 1.4
2008: 1.8

iii) Number of FTEF taught as overload by full-time faculty
2006:
2007:
2008:

iv) Total FTEF BY SEMESTER since last review.
2006: 1.4
2007: 1.8
2008: 2.2

Document changes in support personnel, classifications, and budget since last
review or the previous three years. No support staff.
Number of sections offered including sections canceled, not listed in the class schedule, or combined:

GE credit courses: 16

Major required courses: 0

Elective courses: 0

Total sections: 16

Total FTES:

GE courses: 16.43

Major required courses: 0

Elective courses: 

Total FTES: 16.43

Total FTES to FTEF: 7.5:1

List FTES to FTEF for the past three years BY SEMESTER:


List total numbers for past three years:

Degrees awarded: 0

Certificates awarded: 0

Skills certificates awarded: 0

Retention rate:

GE courses:

Major required courses:

Elective courses:

Overall retention rate: 87.2

Successful course and program completion:
**GE courses:** Phil.1, Phil.6, Phil.20, Phil.33 (all other courses in catalogue are archived.)

**Major required courses:**

**Elective courses:**

**Overall successful course and program completion rates:** 46.2

**What areas of the program need strengthening?**

The Philosophy Department no longer has a full-time instructor exclusively assigned to serve it. Two full-time instructors have a split Philosophy-Humanities assignment, but one of those two instructors is assigned to the P.A.C.E. Program. Usually about five adjunct instructors help to cover the Dept’s staffing needs in covering the instruction of the sections offered. The Dept. would benefit from having at least one full-time instructor devoted to the Dept’s leadership.

**What are the strengths of the program?**

The Philosophy Program has traditionally served students in receiving their general education needs across two different G.E. Patterns (Critical Thinking and Humanities). The Philosophy Department numbers have been robust, and the retention rates high.

**Summarize program and unit plan modifications necessary for program improvement, including objectives, budgets, and timelines for implementation.**

The objectives of the Philosophy Dept. are to continue serving the general education (and philosophy) needs of the LAHc student body. To do this, acquiring a full-time instructor when better budget times arrive is a top priority. Philosophy Dept. annual budget needs are generally smaller than some departments, with occasional instructional DVDs making up the greatest expenses in recent years.

For programs requiring advisory committees, attach minutes from the last three meetings indicating that recommendations have been discussed.

**Explain how course content is current and relevant to student needs.**

The Department has only offered four courses during recent years: Introduction to Philosophy (Phil.1), Logic in Everyday Practice (Phil.6), Ethics (Phil.20), and Introduction to World Religions (Phil.33). These courses are the most frequently offered courses in Departments of Philosophy in California’s community colleges, and are the core lower division philosophy prerequisites courses at University of California and
California State Universities. Additionally, the critical thinking that is such an integral part of the discipline’s approach serves students well in all of their courses, as well as the work force and life more generally.

**What sources of data outside the college data set (if any) were taken into consideration in this part of the program review?**
A comparison of neighboring community college catalogues was used, as well as feedback from the Department Chair from the nearby state university (who sits on the LAHC Advisory Committee).

**What trends are indicated by a review of the data?**
In recent years the student demand for philosophy classes has increased, but budget pressures have reduced the number of sections offered while increasing class size. In summer of 2009, virtually the entire college’s summer offerings were eliminated resulting in an under-serving of the student body and community. Students might be better served if these trends could be countered. Consideration of a philosophy major has been discussed, but the likely number of majors was currently not thought likely large enough to warrant expanding and offering a fuller philosophy curriculum that would be necessary for such an endeavor. The nation’s and state’s budget challenges point to larger numbers of students enrolling in college and impacted universities in the state leaving more and more students at the community college for longer periods.

In conclusion, the Philosophy Department plays a vital role in the development of students at LAHC, with the development of critical thinking skills being its area of comparative advantage. All of the courses offered in the department meet general education requirements (across two general education patterns). The courses are traditionally large in size, but state, district, and college budgets sometimes place very real limitations on all the department could do on behalf of students in the community.
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Objective of the class:

Philosophy “1” (Greek philosophia, “love of wisdom”), the rational and critical inquiry into basic principles. Philosophy is often divided into four main branches: metaphysics, the investigation of ultimate reality; epistemology, the study of the origins, validity, and limits of knowledge; ethics, the study of the nature of morality and judgment; and aesthetics, the study of the nature of beauty as seen in the fine arts.

This class introduces the student to the basic themes of philosophical thought. We shall address the problems of knowledge, metaphysics, science, and religion. Our examination of God and the evidence for existence of God. We shall also address the problems of evil and the nature of the human soul. These basic themes of philosophy are essential as we become enlightened to the philosophical processes. These sessions shall also provide a working knowledge of human reality. The student is expected to read all of the material and to be prepared to address the subject matter during the class periods of instruction.


This is the primary texts for the course. Completing the readings that will be assigned will determine your ability to understand the lectures as well as the subject matter of Philosophy “1”. I shall offer other material during the sessions for the purpose of adding clarification to the subject material. You are required to write a number of essays (3) during the entire course of instruction. The subject matter comes from the text offered in this course as well as from DVD’s shown in the classroom. These papers indicate your ability to understand philosophical thought and practice.

Reading Assignments: (Subject To Instructional Change)
Session # 1 Intro To Philosophy “1” Lecture Syllabus hand out
Session # 2 TBA
Session # 3
Session # 4
Session # 5
Session # 6
Session # 7
Session # 8
Session # 9
Session # 10

Our Approach To Philosophy:

It is impossible for us to go through the whole text in this semester. I have chosen to introduce you to themes that make for sound reasoning as you become introduced to this age old discovery of the search for human knowledge. With the help of Power Point, I shall attempt to provide for you a clear view of philosophy without promoting an atmosphere of impossibility or improbability of understanding.

Your Responsibility:

Read the required material in the text that has been suggested in this class. Focus upon your ability to communicate in writing your understanding of the material. (essays will be required in this class) I must be able to read your papers. Please attempt to present your essays on some type of word processor format.

1. I will expect all papers turned in only on the date prescribed. I will not accept late papers.
2. Philosophy classes are subjective, therefore each paper will be graded based upon the student’s ability to comprehend the subject material at hand.
3. The lecture periods are most important in this class. It is your responsibility to correspond to the material during our time in class.
4. There will also be periods during the class sessions that I ask for class participation in the philosophical processes. Exchange between students is important in philosophy. Keep in mind, philosophy does not have a victor if there is a constant quest for truth.

My Responsibility:

I shall introduce you to themes. As the discussion develops, I shall attempt to add clarification to the subject matter through illustration as well as rational synthesis as we work through this course. My office hours are detailed on the syllabus. If you need to see me to discuss class objectives, please make an appointment with me after the class periods.

Class Protocol

(1) Please turn off all cell phones or ringing pagers, and text messaging devices.
(2) No food allowed in the classroom during the lecture time.
(3) A student / teacher relationship is essential to my world view. There shall be no breach of this instructional idea.
(4) Please advise me prior to class sessions of any visitors to the classroom.
(5) I do not allow video cams, or tape recorders in that during class interaction students will express themselves, and any recording devices hinders philosophical exchange.
(6) There will always be the highest respect for the student’s thoughts and expressions.
(7) I would expect a decent exchange as we investigate our quest for truth.
(8) Papers are to be typed. (If you are not able to use a word processor, find that person to assist you in this process.)

(9) There will be no make up exams or quizzes unless you have severe hardship that is documented as an emergency. (Medical slips must be provided) I will consider every request. Please note that any delays in fulfilling the class requirements may lower your final grade.

Web Site Assignments: Some assignments can be accessed on my web site on the “Phi. 1” Page
I shall inform you during the class period of instruction when various assignments can be downloaded. If you do not own a PC you can utilize the College Library Computer labs.

Attendance:
Each student should attend every class session in order to gain the full objective of the lectures and course material. Each week my grade sheet will retain a well documented record of your attendance for this class. It is very important that you come to the class on time if you are to gain the information needed to attain a high point score which corresponds with all of the material offered in this class instruction. I shall deduct points each time a student is late after the class has been in session for fifteen minutes. Attendance has a value of “100” points.

Essays: “600” Points Two Essays worth “300” points each
During the sessions of lectures, you will be assigned certain reading assignments. The texts; ask certain questions concerning philosophy. You will be asked to present papers in the forms of essays on given information. Each essay will be worth “300” points. If you write the essay in a way which meets the requirement of the course, your grade points for the essays will be “600” points. Your final grade will depend upon your responding to the questions or propositions that are presented during the lecture periods. The Mid Term and Final will also have some essay questions. The class discussion prompts the query of on the spot essays for extra points throughout the semester. You will find that I will ask you to write an assignment from the discussion of said lectures.

Video Assignments:
Each video has been chosen for its philosophical content. Though they are entertaining in some aspects, they teach moral and ethical lessons. They also pose philosophical dilemma. It is up to you to see the video assignments at your connivance and produce papers that answers the questions as you address philosophical content. Each video in some form addresses the questions about God, thought and conscience. Pay very close attention to the question sheets. If you miss the video on the date that it is shown in class, you may attempt to view the film on your own time. Go to my web site: www.johnecoleman.org to obtain the assignment sheets on the Philosophy 1 Page

Films that I use In This Class For Essays
(1) The Mission / Robert De Niro & Jeremy Irons
(2) 1984 / Richard Burton
(3) Theologians Under Hitler / Bonnhoffer The Pacifist
(4) Short Stories / Philosophical Content

PowerPoint Lessons:
Most of the instructive argument for Philosophy will be presented on PowerPoint lesson formats. It is important to take notes. Most of the material you will be tested on will come through means of the PowerPoint formats. These formats are right out of the text itself. Due to the nature of the class, the time and speed at which we move through the instruction; I highly suggest you attend each class and read all of the material.

Student Learning Objectives For introduction Of Philosophy 1 / 2011
(1) Students should be able to distinguish between properly philosophical approaches to the questions of knowledge and reality and the approaches taken either in science or in theology.

(2) Students should demonstrate improvement in understanding a developed philosophical argument.

(3) Students should be able to identify positions taken on the nature of knowledge and the human person by some of the most important figures in Western philosophy (above all, Plato and Descartes).

(4) Students should be able to identify the central issues involved in any debate over the existence of God or human free will.

(5) Students should show an awareness of alternative approaches to philosophy appearing in non-Western thought.

My Grading Scale:

Quizzes Total “4” 25 Pts. Each = “100” Total “100” Points
Mid Term Total of “100” Points Total “200” Points
Final Exam Total “100” Points Total “300” Points
Essays & Video Investigation “2” Essays Total = “600” Total “900” Points
Attendance “100” Points Total “1000” Points

Grade Scale
1000-900 = A
899-800 = B
799-700 = C
699-500 = D
499-000 = F

As you can see, each student starts off with “1000” points. You determine how well you do as you fulfill the requirements of the course. At any time during the course of study you are able to weigh your grade on a week to week basis. I believe this is a workable system.
It is impossible for us to go through the whole text in this semester. I have chosen to introduce you to themes that make for sound clarification to the subject material. You are required to write a number of essays (2) during the entire course of instruction. The focus upon the major religious practices of our western culture as well as the various major religious practices of Christianity, Judaism, Islam, as well as the indigenous religious practices of the native peoples of north and south America.

Objective of the class:  
Philosophy “33” (Course Description) This course is an introductory survey of selected world religions. This class shall place an emphasis upon the various origins, beliefs, and interpretations of philosophical concepts that underlie indigenous religions. We shall focus upon the major religious practices of our western culture as well as the various major religious practices of Christianity, Judaism, Islam, as well as the indigenous religious practices of the native peoples of north and south America.


This is the primary texts for the course. Completing the readings that will be assigned will determine your ability to understand the lectures as well as the subject matter of Philosophy “33”. I shall offer other material during the sessions for the purpose of adding clarification to the subject material. You are required to write a number of essays (2) during the entire course of instruction. The subject matter comes from the text offered in this course as well as from DVD’s shown in the classroom. These papers indicate your ability to understand philosophical thought and practice.

Reading Assignments: (Subject To Instructional Change)
Session # 1  Introduction of the class to the students: See Syllabus
Session # 2 Common features of most religions:  Pg. 1-10
Session # 3  TBA

Our Approach To Philosophy:
It is impossible for us to go through the whole text in this semester. I have chosen to introduce you to themes that make for sound reasoning as you become introduced to the religions of the world. With the help of Power Point, I shall attempt to provide for you a clear view of philosophy without promoting an atmosphere of understanding and diversity. In our study of world religions, there shall be a clear rendering of each particular aspect of the study at hand.

Your Responsibility:
Read the required material in the text that has been suggested in this class. Focus upon your ability to communicate in writing your understanding of the material. (essays will be required in this class) I must be able to read your papers. Please attempt to present your essays on some type of word processor format.

1. I will expect all papers turned in only on the date prescribed. I will not accept late papers.
2. Philosophy classes are subjective, therefore each paper will be graded based upon the student’s ability to comprehend the subject matter at hand.
3. The lecture periods are most important in this class. It is your responsibility to correspond to the material during our time in class.
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**Video Assignments:**

Each video has been chosen for its philosophical content. Though they are entertaining in some aspects, they teach moral and ethical lessons that pertain to the religion discussed. They also pose philosophical dilemma. It is up to you to see the video assignments at your connivance and produce papers that answers the questions as you address philosophical content. Each video in some form addresses the questions about God, thought and moral conscience. Pay very close attention to the question sheets. If you miss the video on the date that it is shown in class, you may attempt to view the film on your own time.

Go to my web site: [www.johnecoleman.org](http://www.johnecoleman.org) to obtain the assignment sheets on the Philosophy Page.

**PowerPoint Lessons:**

Most of the instructive argument for Philosophy will be presented on PowerPoint lesson formats. It is important to take notes. Most of the material you will be tested on will come through means of the PowerPoint formats. These formats are right out of the text itself. Due to the nature of the class, the time and speed at which we move through the instruction; I highly suggest you attend each class and read all of the material.

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**My Grading Scale:**

- **Attendance:** Total of “ ” Points
- **Quizzes** Total “4” 25 Pts. Each = “100”
- **Mid Term** Total of “ 100 ” Points
- **Final Exam** Total “100” Points
- **Essays & Video Investigation “2” Essays** Total = “600”

**Total “1000” Points**

- 1000-900 = A
- 899-800 = B
- 799-700 = C
- 699-500 = D
- 499-000 = F

As you can see, each student starts off with “1000” points. You determine how well you do as you fulfill the requirements of the course. I believe this is a workable system.
SYLLABUS - PHIL 20 - ETHICS (section 3327)
LOS ANGELES HARBOR COLLEGE
FALL 2010

Contact Information- Instructor: Sage Bennet, Ph.D.

Phone: 310-233-4429
E-Mail: sagebennet@aol.com
Office Hours: before class NEA 231 T/TH 2:30-3:00 and By Appointment
ETUDES: Private Messages (under Discussions)

Required Reading


Course Description

Moral philosophy is - in Socrates' words - the study of 'how we ought to live,' and why. There are many rival theories, each expounding a different conception of what it means to live morally. In this class, you will learn enough so that you can begin to assess where the weight of reason rests. We can first learn from tradition. Each of the major ethical traditions has important truths to contribute to our understanding of the moral life. Second, we can learn from each other. Diversity is a source of strength in the moral life. Third, you can learn from yourself. Take stock of your own moral beliefs and assess the reasons you have for holding them.

Course Objectives

1. 1. To gain insight into a variety of ethical theories by assessing the theories' strengths, weaknesses, and ramifications.
2. 2. To develop reading and writing skills that show you can write clearly, succinctly, and defensibly.
3. 3. To demonstrate in your writing and group work an awareness/sensitivity to diverse cultures to encourage and strengthen intercultural discussions.
4. 4. To develop skills at reading comprehension and problem-solving that takes into account moral complexity and differences in terms of moral values and traditions.
5. To stimulate understanding and critical thought about your own and others' moral judgements, decisions, character and values.

6.

Student Learning Objectives

1. Student will demonstrate the ability to explicate, analyze, compare, and evaluate a variety of theories in normative ethics or meta-ethics using rigorous philosophical methods.

2. Students will demonstrate the ability to apply moral theories and concepts to contemporary problems such as war, capital punishment, euthanasia, poverty and others.

3. Students will embody the qualities of an open-minded but critical thinker in the examination or formation of their moral philosophy.

Grading Criteria

7 Tests
40 test
280 Points

Wisdom Journal (written in class)
5 points per class
80 Points

Philosophy of Ethics and the Arts
30 Points

Participation in group project
40 Points

Final Exam
(cumulative)
170 Points

TOTAL POINTS

600 POINTS

Grading Scale in Percentage
90-100% A, 80-89 B, 70-79 C, 60-69 D, Below 60 F. To figure your grade, add your points.

To figure your grade, add your points and divide by the number of points of that assignment. For example, if you receive 36/40 on Test 1, divide 17 by 20 = 90 or 90%. This falls into the A range.

Grade Categories in Points

A's from 540-600, B's from 480-539, C's from 420-479, D's from 360-419, F under 360

Extra Credit Opportunities

Extra credit opportunities will come along some homework assignments may be collected and used as extra credit assignments to be applied to the exams.

Class Participation

You will receive 5 points for participating in the in-class exercises and discussions that are a part of every class. If you come to class late or leave early you will lose 1 point for each 30 minute period you miss. Perfect attendance with no late arrivals or early departures will earn you +4 points.

Cell Phones

We are all terribly important people and need to be accessible, but this is a learning environment. Use of cellphones or pages will lower your grade by -10 points per incident and during an exam will result in more severe penalties (up to and including tossing out of the exam). See me if you have urgent health or other needs requiring phone access.

Learning Differences

 Anyone with a learning disability should speak to me to make special arrangements.

Exams

Exams are a combination of multiple choice, true/false, matching, fill in the blank, short answer, short essay and/or one essay question.
Group Work

Groups will have tasks delineated so meeting outside of class time is kept to a minimum. Group work should be seen as another creative way of learning about the subject. Group work may be collected in class and WILL constitute a portion of your participation grade as well. Groups can fire a member who does not assume his/her responsibility. Fired members will have to present on their own and will have their grade lowered 10% if the expulsion is deemed warranted. Any group contemplating this course of action should consult with me first. THose fired from a group must then either find another group to "adopt" them or will have to present on their own, if necessary. Groups will be established early and be assigned dates through term.

Documentation and Academic Honest

Honesty is expected and dishonesty will be taken seriously. Give credit-any time you quote, paraphrase, or use anyone else's ideas put in a citation to that effect. See the Student Handbook if you don't know what academic integrity involves or come chat with me. Plagiarism, cheating on exams, copying, modifying your or others previous work, buying papers/exams, working with another student in writing a paper will not be tolerated. Minimally, you will fail the assignment, could fail the class and could have charges placed against you. Please be scrupulously honest. Take academic integrity very seriously, as should you.

Internet Use

If you can use an Internet source, you must include the web address (URL, up at the top of the web page ) PLUS you need to submit a hard copy of the article you used. Attach this to your paper as an appendix. I'll return all your papers to you. For references include the author, title of the article (if any), the source (e.g., The New York Times), the complete URL, the date (if known, if not date you accessed the page).

Class Etiquette

Treat one another with kindness and make any criticisms constructive and respectful. Come to class on time and quietly if you are late ( and find a seat near the door, if possible). Latecomers should enter quietly, so as not to disrupt the class. If you change your email address, please let me know. Turn off phones/pagers. If you know you'll be late or have to miss a class, give me a call, especially in case I can help clue you in on what we'll be doing. It is your responsibility to acquire any missed lecture notes from a fellow student in the event of an absence.
Need help? See me. I'm glad to help you.

Web Enhancement

This class will be web-enhanced through ETUDES-ng. Go to the LAHC website (www.lahc.edu) (look for online classes) (this will get you to a helpline for ETUDES.ng)

You will have access to LAHC ETUDES.ng Help Desk

Directions for Logging on to ETUDES.ng
The link to get to your ETUDES.ng course is https://etudes-ng.fhda.edu/portal

This will be explained more in class.
Class Schedule and Assignments

Week 1: Ethics and the Examined Life (Tues. APRIL 5)
CHAPTER 1:
pp. 3-13

Week 1: Subjectivism, Relativism, Emotivism (Thurs. APRIL 7)
CHAPTER 2:
pp. 22-37

WISDOM WALK, Introduction; Chapter 1: Hinduism, (1-20); Chapter 9: Service (207-234)

TEST 1

Week 2: Consequentialist Theories (APRIL 12)
CHAPTER 5:
pp. 76-94

Week 2: Nonconsequentialist Theories (Thurs. APRIL 14)
CHAPTER 6:
pp. 100 – 113

WISDOM WALK: Chapter 2: Buddhism (21-46)

TEST 2

SPRING BREAK - APRIL 18-24

Week 3: Virtue Ethics (Tues. APRIL 26)
CHAPTER 7:
pp. 134-141

Week 3: Abortion (Thurs. APRIL 28)
CHAPTER 8
pp. 161-172
Cases for Analysis, 225-227

WISDOM WALK: Chapter 3: Islam (47-74)

TEST 3

Week 4: Euthanasia and Physician Assisted Suicide (Tues. MAY 3)
CHAPTER 9
pp. 228-239
Cases for Analysis-pp. 287-290

Week 4: Capital Punishment (Thurs. MAY 5)
CHAPTER 10
291-300
Cases for Analysis: pp. 345-347
[film: Dead Man Walking]

WISDOM WALK: Chapter 4: Christianity (75-98)

TEST 4

PHILOSOPHY AND THE ARTS ASSIGNMENT BY SUN. MAY 8 BY MIDNIGHT
MUST BE POSTED UNDER DISCUSSION TAB ON WEBSITE

Week 5: Equality and Affirmative Action (Tues. MAY 10)
CHAPTER 12:
Equality and Affirmative Action, pp. 451-459
Cases for Analysis, 495-497

Week 5: Environmental Ethics (Tues. MAY 12)
CHAPTER 13:
pp. 498 - 507
Cases for Analysis, 551-554

WISDOM WALK: Chapter 5: Judaism (99-121)

TEST 5

Week 6: Animal Rights (Tues. MAY 17)
CHAPTER 14:
Animal Rights, pp. 555-564
Cases for Analysis, pp. 605-607

Week 6: Warfare (Thurs. MAY 19)
608-616
Cases for Analysis, 675-679

WISDOM WALK: Chapter 6: Native American Spirituality (123-149)

TEST 6
Week 7: Terrorism and Torture (Tues. MAY 24)
CHAPTER 17:
680-691
Cases for Analysis, pp. 754-756

Week 7: Sexual Morality and Marriage (Thurs. MAY 26)
CHAPTER 12
405-410
Cases for Analysis, pp. 448-451

WISDOM WALK: Chapter 7: Taoism (151-181)

TEST 7

Week 8: Global Economic Justice (Tues. MAY 31)
CHAPTER 18
757-763
Cases for Analysis, 818-820
WISDOM WALK: Chapter 9, Service (reread)

FINAL EXAMINATION (Thurs. JUNE 2)
**Group Project**

Purpose: The purpose of this exercise is give you an opportunity to cultivate critical thinking and oral communication skills as well as work with others in a collaborative and creative way.

Requirements: 5 minute oral presentation and a 2 to 3 page summary of the following:

Create a theme. (What interested you about this topic?)
Choose a topic we have not covered in this class, e.g., human trafficking, child labor, teenage suicide, etc.

Decide on an intention.

Choose a method. Possible choices are:

- writing a script
- role play
- video segment – tape your own or bring in a clip of a movie
- survey
- collage
- art project
- creative writing
- music

Submit a 2-3 page group paper plus a paragraph or two from each person answering the question: How have you changed as a result of this project?

In Summary: Your Written Assignment should include all of the following:

- Theme
- Intention
- Method
- Research of your topic
- How have you changed as a result of this project. (Each person in the group should have a statement of transformation and evaluation of team members)
Philosophy of Ethics and the Arts

Philosophy and the Arts. Many philosophers have chosen to express philosophy in the form of dialogues, plays, novel, and other literary forms. Filmmakers have often chosen philosophical themes as the focus of their messages on film. This section of the course allows us to see the relationship between philosophy of religion and the arts.

PHILOSOPHY AND THE ARTS ASSIGNMENT BY SUN. MAY 9TH BY MIDNIGHT
MUST BE POSTED UNDER DISCUSSION TAB ON WEBSITE

Here are some steps to guide you:
1. Choose a film, dialogue, play, novel, or visit a philosophical exhibit and write a short paper (words about your experiences.) YOU WILL BE SUBMITTING THIS ONLINE IN THE DISCUSSION TAB. Choose something you have not seen before. Summarize the main points of this experience.

2. Think of the relationship of the film, literature, or exhibit to an ethical theme or ethical theory which is part of our inquiry in the course (e.g., abortion, euthanasia, terrorism, virtue ethics, divine command theory, etc.). You may draw from your knowledge of the philosophy from this course or other online or other research.

3. Draw some conclusions about the philosophical material you've experienced by showing how this may have contributed to your own development or understanding of a philosophical theme, or social/political contemporary issue. (Refer to Encylopedia of Philosophy, an online resource)

In sum: your final post should include the following: (approx. 500 words)

Part 1: Summary of experience (Name the film, novel, etc. and describe the main points)
Part 2: Relation to philosophical theme or issue
Part 3: Conclusion about personal development and/or social/political contemporary issue
Note: This syllabus is to be considered contractual. The course instructor reserves the right to make clarifications, corrections, or additions to the syllabus after the time of original distribution. Significant changes will be documented in writing. The instructor guarantees all students the contents of this syllabus, but reserves the right to deal individually (and possibly differently) with each student. Returning to class after the receiving of a syllabus will be interpreted as implicit acceptance of this academic contract.

Class Instructor: David O’Shaughnessy. I have a mail slot in the Music Building and a mail box in the Administration Building. Phone messages may be left for the instructor at (310) 233-4429. College e-mail - oshaud@lahc.edu

Course Description: Philosophy 20 is a study of the basic principles of moral evaluation and issues of ethical theory, and their application to contemporary moral and social issues. The primary emphasis in the course is in aiding students in developing critical abilities in moral evaluation. The scope of this introductory ethics course will include metaethics, normative ethics, social ethics, applied ethics, and personal ethics.

Transferability: C grades and better earn transfer credit to the CSU and UC systems and meet the general education requirements for both systems.

Required Class Texts: (1) Does The Center Hold? (Fifth Edition) by Donald Palmer, (2) Ishmael by Daniel Quinn, (3) a set of lecture notes (consisting of photocopies) available through the campus book store. Students will be expected to obtain and view assigned feature films outside of class. Please bring the class lecture notes to all classes.

Adding and Dropping from the Course: It is the student’s responsibility to initiate and complete all paperwork related to adding or dropping the course.

Cheating/Plagiarism: Any infraction of the college honor code will be dealt with according to the dictates of official college policy. Students are responsible for knowing what constitutes cheating and/or plagiarism as made explicit in the official college catalog.

Students with Disabilities: It is the policy and practice of Los Angeles Harbor College to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement (such as time-limited exams, inaccessible web content, or the use of non-captioned videos) please notify the instructor as soon as possible. Students are also welcome to contact the Special Programs and Services Office, telephone 310-233-4622. For more information visit the SPS webpage at: http://www.lahc.edu/studentservices/sps/index.html

Class Control and Etiquette - No disruptions or threats to the learning environment will be tolerated. The instructor has the right to immediately suspend for a class (without articulated reason) any student. Any student not leaving when suspended can be removed by the Sheriff's Department. As part of class etiquette, it is requested that everyone turn off, or at least turn off the volume from their cell phones. Do not run out of class to answer calls. No text messaging (or even phones out) once class begins. No working on non-class material once the class begins. If working on a
lap top, no getting on the Internet, and, be prepared to show notes from the class. Repeat offenders in the same class meeting will be asked to leave and given an absence for the class.

**Attendance:** Roll will be taken every class meeting. Attendance totals begin at the first class meeting regardless of whether you were enrolled in the program by that time.

You must be present for all but fifteen minutes of a class to be counted as having attended the class. You may miss what constitutes four full classes during a semester without penalty. Upon a **FIFTH absence**, a student will be dropped or prevented from passing the class.

There is no need to tell the class instructor when or why you are going to miss class (future tense), or why you missed class (past tense). Please do not call the college to report **regular absences**. If the instructor is going to be absent, the class will be postponed. If the instructor has not arrived and the class has not been posted, **wait at least thirty minutes before leaving**. If the instructor is absent, anything that was to have happened that class will be pushed back to the next class meeting, and an attempt will subsequently be made to catch the class back up to the tentative course schedule. **Only one quiz would ever be given per any single class meeting (unless arranged)**, so prepare for what was due on the day the instructor was absent.

**Missed Classes:** Missed classes that result in a student missing quizzes, tests, or assignment deadlines can be made up with impunity for the following reasons only: (1) **Verified death** or hospitalization of a family member, (2) **Verified hospitalization** (or verified doctor’s orders for the student to stay home at the time of the class), (3) any non-work, non-recreation related emergency that you can convince the class instructor is on par with the other types of extreme situations covered above. These verified absence exceptions do not give students **additional absences for the semester**, only grace in dealing with missed quizzes, tests, or assignment deadlines.

**COURSE ASSIGNMENTS AND GRADING BREAKDOWN**

Technically, all of the assignments during the semester are optional. Whatever points are earned will be calculated. Some assignments are so weighty, that not doing them might prevent a student from passing the course.

I. **Quizzing over the class texts** - 125 points (85 for *Does The Center Hold?* and 40 for *Ishmael*).
II. **Questions for Reflection Audio Tape/CD or in lieu paper** - 40 points
III. **Outside class Film Viewing** - 100 points
IV. **Final Examination** – 100 points

**Grading breakdown:** 365 points and above = **A**, 327-292 = **B**, 291-254 = **C**, 253-217 = **D**, 216 and less = **F**

**More Information About The Assignments**

**Short Tests:** Fairly short tests will be given according to a distributed schedule. The tests will be given at the beginning of class on the days when the tests are to be administered; those arriving late to class miss the test.

Testing preparation/strategy information is included with the syllabus. The testing will always be done with **#882 Scantrons and #2 pencils** (available in the bookstore).

Being aware of the testing schedule and bringing proper testing materials is the responsibility of the student. Students should not three-hole punch, fold, or mutilate Scantrons before the testing takes place. Only one side of a Scantron will be required for any one test, but both sides of the Scantron may be used. One Scantron should be sufficient for two text quizzes. Each text will require its own side of a Scantron.
Students change/erase answers at their own risk. All testing and quizzing in the course is closed book), no-notes, individual effort (UNLESS SPECIFIED IN WRITING).

The tests will not be comprehensive; students will only be responsible for the reading material on the schedule for the week at hand. The tests will be true/false, multiple choice, or matching in nature. Students are not responsible for footnotes or extended portions that cover symbol/numerical material.

There will be bonus points (not figured into the syllabus totals) on the quizzes.

There are no make up tests for any reasons other that those specified in the missed classes section of the syllabus. There are no early tests.

Coming just for the tests and then leaving is fine, although it does not constitute attendance for the evening. Students leaving early are obligated to write "left early" on their Scantrons.

**Questions For Reflection Audio Tape or Paper:** A standard size (not miniature) audio cassette (or CD) will need to be obtained by the student. The student should label the outside of the tape with his or her name. The student should begin talking on the tape by first recording his or her name. You may question the questions, but still give some answer to the question asked. The student should then respond to the following 15 questions in the following order:

I. What do you believe human beings are generally like (by nature and socialization) - more good or bad? more generous or selfish? individualistic or others oriented? What are your reasons for holding this position?

II. Beyond basic necessities, what kinds of things are generally good for human beings (name between five and ten of the greatest goods in your mind)?

III. What kind of person is it good to be? What kind of person do you want to be?

IV. Where would you place yourself currently on the epistemological spectrum presented in class?

V. On a scale of one to ten, how would you rate yourself on YOUR "goodness scale" at this point in your life?

VI. When you fall short of YOUR OWN moral standards, why is that generally? What is your explanation?

VII. In general, on a scale of 1-10, how hypocritical are you -- how much discrepancy is there between your creeds and your deeds (10 = perfect correspondence, 0 = total hypocrite).

VIII. When you do something that involves another person (that especially strikes you as involving an ethical act or issue) what are your most common leading motivations?

IX. Who is the most morally virtuous (ethically excellent) person you personally know or have known (do not select deities, historical figures, or celebrities). DO NOT TAKE A PASS ON THIS; Select the best of the options known to you. What was this person like?

X. How should one balance one’s response to one’s own interests and concerns with the interests and concerns of others? How much and when do you decide for you, and how much and when do you decide for others?

XI. What things (persons, experiences, material objects, qualities, etc.) do you personally value most (list between five and ten of your most valued choices)?

XII. In what ways would you want a child of yours (real or hypothetical) to be like you, and to be different from you?

XIII. How can you go to sleep at night knowing that children are dying everyday for want of what you spend on luxuries? What do you say in your defense?

XIV. What pattern of distribution of resources would you advocate for society? Would you distribute according to need, effort, merit, work, contract or? Why?

XV. Are you “politically” more Libertarian, conservative, liberal, leftist, or? Why?

XVI. What is/are the normative guides have you most often used in ethical decision making prior to this class? Or at least how did you reason when ethical issues came before you?
The audio tape should be between eight and fifteen minutes. Students should pause between questions and say the number of the question before each question. Students must time the tape before handing it in and must write the tape time length next to his or her name on the tape.

A very general guideline would be allotting thirty seconds to two minutes per question. Great "depth" of answers is not expected, but careful reflection and expression is. Knowledge of the subject matter of the course should be demonstrated in your answers. Most students will do better by writing out a script and reading it into the recorder. Students should listen to their tapes prior to turning them in.

In lieu of doing the tape recording, four to five page typed or word-processed paper responding to the same questions may be turned in. You may use any spacing, any reasonable margins, and a 10, 11, or 12 point font size. Be sure to number the questions and to leave some space between each of the questions. In addition to the text, a title page with the student’s name will be needed. The title page does not count against the text length limitations. Papers will not be returned, but a student desiring instructor feedback should write his or her email address and or phone number under his or her name on the title page. Late tapes and papers will be accepted up until the last regular class meeting prior to the final examination, but late assignments will be unable to receive better than a B-. 

Out-of-Class Film Viewing: Feature-length videos can be rented and viewed outside of class. Quizzes over the content (characters, places, events, plots, etc.) will be given according to the class schedule. Each quiz will be worth a base of seven points, but at least 70% of the questions on each quiz must be answered correctly before any credit is given. Students will need a Scantron and a #2 pencil for each film quiz. Points earned beyond the syllabus allotted 100 points for the videos can be garnered as extra credit points.

Students should not rely on old viewings of these films, but should be able to pass quizzes with fresh viewing done anytime during the semester. Since many students in the class are from the same geographical area, if you wait till the last minute to rent these films, you may find that many others will be trying to rent these films at the same time as well; students will probably be well-served by not waiting till the week in which the particular film or films is being tested over. Please do not contact me to tell me that you cannot find a film, although I would be happy to be contacted to help identify films more fully. To obtain films, don’t forget public libraries, borrowing from friends, downloading, on-line & Netflix.

Final Examination: For part (1) a #882 Scantron and #2 pencil will be required. The test will be over (primarily) the class lecture notes, but also over class handouts, class lectures, and from videos/video cuts shown in class.

Student Work Verification: To protect the students, it is requested that students (1) Make additional copies of (or save on computer) their written work, (2) Keep all returned tests and papers.

Extra Credit Field Trip Opportunity: Go on your own to the Simon Wiesenthal Center and Museum of Tolerance in Los Angeles any time between the first class meeting and the final examination. The museum is closed on Saturdays. You are better off making reservations before you go (310-553-8403 or www.museumoftolerance.com), and picture I.D. is needed for entry. A receipt and a picture of you there outside the museum (any time up through the final) earns you the full points. No writing assignment is involved with the field trip. Completion of the assignment earns thirty-five points.

David O’Shaughnessy Oversimplified Teaching Philosophy
The most important aspect of teaching is the instructor-student relationship. It is my personal desire to "honor you" this semester, but often times I will need your assistance for this process. Please help me to honor you.
David O'Shaughnessy Oversimplified Philosophy of Education

I. There is a difference between schooling and education.

II. The primary purpose of education should be growth (character, knowledge, skills, etc.)

III. Public education is intended to serve those who fund it by the developing of citizens who in turn serve their communities.

IV. The purposes of community college education are multifold, but a narrowing to major purposes would have to include growth and assessment of students in their academic and vocational knowledge and skills (depending on the course), and this, except for remedial and community services courses, at a level normed for post-secondary education students.

Test/Quiz Preparation Suggestions

I. Read the material carefully, highlighting in your text anything that strikes you as especially significant. Consider placing key material on 3x5 cards and then review cards constantly.

II. Review your highlights, anything in the text in bold or italics, and chapter summaries as close to the test/quiz as is possible.

III. At the time of the test/quiz, read the questions carefully and completely. Select the best answer option available. Select answer options that use the exact wording of the class texts (or handouts where pertinent) when the exact wording of the text is relevant to the question. Ask the class instructor for possible clarification when necessary. Mark the Scantron carefully.

Sample Test Questions

(To assess whether you read the material thoroughly)

1. Examples in the assigned reading included...

A. Cord of three not easily broken, Chicago riots, pets.
B. Pork poisoning, Third Amendment, Bob Burkestead.
C. "Never again," twin studies, 10 out of twelve districts.
D. "Fidelity," Pets that like to party, matching funds

(To assess familiarity with major points/classification in the reading)

2. Which of the following was not one of the four main types of flirting dealt with in the chapter?

A. Flirting without words C. Flirting through the mail E. Foreign style flirting
B. Team flirting D. Flirting by lottery

(To assess your grasp of principles and concepts)

3. The author defines and deals with the concept of intrapersonal intimacy. Which of the following would be the clearest example of this concept?

A. A veterinarian faith healer restoring speech to a parrot. D. Two teens in a Toyota
B. Two women walking down the street deep in conversation E. A Family playing Candyland.
C. A man and a woman talking about their relationship.

(To assess your overall grasp of the message or the author’s position)

4. The author (in the assigned reading for this quiz) is _______________ cross dressing.

A. Clearly against B. Ambivalent about C. Clearly for
Important Goals in an Ethics Course

I. Stimulation of the moral imagination.
II. Increasing of the ability to recognize ethical issues.
III. Eliciting of a sense of moral obligation.
IV. Development of analytical skills.
V. Tolerating -- and reducing -- disagreement and ambiguity in ethical matters.
VI. Increasing individual intellectual responsibility for personal views.
VII. Introduction of sophisticated ethical language.
VIII. Introduction of metaethical issues.
IX. Introduction and evaluation of major normative ethical theories and theorists.
X. Introductory work with applied, everyday, and social ethics.
XI. Strengthening of the ability to reason autonomously about morality.
XII. Encouragement of vigorous self-examination.
XIII. Provision of skills and direction for further academic philosophical study.
XIV. Facilitation of character development.

"Moral autonomy requires many specific skills: the ability to identify moral problems and reasons; creative vision in imagining moral possibilities; skill in reasonably weighing conflicting moral reasons; adeptness in clarifying concepts that otherwise might be vague or ambiguous. It also involves a knowledge of people and the world that is relevant to making wise decisions. All these capacities mature through liberal learning and studies in ethics."

Mike W. Martin

<table>
<thead>
<tr>
<th>Course Intended Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Define and use the core vocabulary of the discipline of philosophy and the sub-discipline of ethics.</td>
</tr>
<tr>
<td>(2) Demonstrate knowledge of metaethics (ethical concepts, classifications, and ethical theories at the most general levels -- I.E. -- relativism, absolutism, pluralism, good and evil, motives, conscience, Egoism, etc.</td>
</tr>
<tr>
<td>(3) Identify major traditional normative theories and their components (I.E. -- Virtue Ethics, Utilitarianism, Kantianism, Feminist Ethics, etc.</td>
</tr>
<tr>
<td>(4) Identify major traditional theories of social ethics and their components -- I.E. - Rawls, Nozick, Communitarianism, etc.</td>
</tr>
<tr>
<td>(5) Demonstrate competence in using the philosophical method to respond to issues of applied and personal ethics.</td>
</tr>
</tbody>
</table>
Instructor: Mona Dallas Reddick, Ph.D.
mdreddick@rocketmail.com

SECTION 4918, WEDNESDAY 8:00 TO 10:00 P.M., ROOM: NEA 117
FOUR SAT. MORNINGS, 10:10 A.M. TO 12:10 A.M. & THREE SAT. AFTERNOON ALL-CLASS CONFERENCES

Office Hours: 7:15 - 8:00 p.m., Wednesday. Check in the PACE suite of offices and outside the classroom. 15 minutes after class on Saturdays. For an appointment, please email to arrange a time. Voicemail: 310-233-4698 x 4905.

Read this syllabus before the next class meeting. You are responsible for becoming familiar with everything in the syllabus, including the course calendar that lists important quiz/exam dates and assignment due dates. If you need help paying for books and other college expenses, call the Financial Aid Office at (310) 233-4320 or see them in the Student Services/Administration Building, Room 114, http://www.lahc.edu/finaid

I. Course Description
Humanities 6 is organized around a focused study of selected eras and individuals whose works in literature, visual art or music, and social, political, or religious life have had a lasting impact. Whenever possible, we shall engage directly with these works through in-class reading, listening, and viewing film. The roster of great individuals and eras examined in our course includes Mesopotamian and Egyptian rulers, Homeric heroes, the Greek Golden Age, Buddha, the beginnings of Chinese civilization, early Christianity, Charlemagne, medieval heroes, and others.

II. Learning Objectives
• Identify and appropriately apply basic vocabularies of literary genres, formal elements in visual art and music, of scientific inquiry, and of social, economic or political thought.
• Identify and describe the major achievements of selected persons, the eras and cultural contexts in which they lived.
• Examine the life events and motivations of selected individuals in relation to their creativity, problem solving, or productive endeavors.
• Relate the achievements of the selected persons to contemporary problems and situations.
• Compare and evaluate the power of different individuals to shape or change culture and society.

III. Texts and Resources
REQUIRED:

Package of scantrons from bookstore (Form No. 882-E), No. 2 pencils and good white eraser.

If you are enrolled, internet access to the Harbor College library http://lahc.edu/library/index.html is easily obtained, and you should become familiar with this wonderful resource right away. On the library page, click on “Databases” and then click on one of the databases below, for instance Britannica Online. A login window should appear. Just follow the directions for submitting your information. It’s also a good idea to obtain a public library card. The Los Angeles Public Library has a lot of good online resources.
IV. Course Requirements and Student Responsibilities

A. ATTENDANCE - EXTREME IMPORTANCE

1. Weeknight and Saturday Morning Classes
   1 missed class – no penalty
   2 missed classes (4 hours) – owe one make-up assignment (see instructor) or lose 10 points from class total.
   More than 4 hours of class missed – owe one make-up assignment and lose an automatic 20 points.
   No make-ups will be given out the last week of class or on the day of the final. If you miss the last class meeting (8th week) and then have an accumulated two absences, you need to bring in the make-up the day of the final exam. Email me right away if that is the case.

2. Saturday Afternoon Conferences
   1 missed Saturday afternoon – must be made up with an assignment from instructor or the director or lose 15 points. Make-up must be completed within two weeks from the date of the scheduled Saturday that you missed. Later make-ups will not be accepted.
   2 missed Saturday afternoons – You will automatically incur a drop of one whole letter grade and assignments must be made up in order to receive a passing grade.
   3 missed Saturday afternoons result in an automatic F and probably dismissal from PACE.
   No make-ups accepted after the last class meeting.

You must show proof of attending the Saturday Afternoon Conference. Thus, we are asking all students to make an extra copy of their Saturday assignment and a duplicate of any ticket stub to give each of their instructors. Be sure to staple any ticket stub to the assignment.

3. If you seek to have an absence excused due to family emergency or illness, please supply verification such as a signed doctor’s note. Generally, not more than one absence will be excused. Additional absences require make-ups.

4. Repeatedly leaving class early or arriving late will be regarded as an absence. If you arrive late, make sure AFTER class that you sign the Late Sign-in Sheet. If your signature does not appear on it, then you are considered absent. No exceptions.

5. FIND OUT WHAT’S GOING ON! If it becomes necessary to miss a class, it is your responsibility to check with the instructor for assignments, handouts, and announcements that were given during your absence. Try to make arrangements for obtaining class notes from other students.

B. HOW TO STUDY FOR THIS COURSE

1. Regular class attendance is crucial. Not only will you miss important information if you skip class, but you will also lose the opportunity to clarify ideas on what you’ve read, exchange ideas with other class members, and ask questions when they are most relevant.

2. Take notes in class and during videos, and find out what went on if you should miss a class. Make arrangements to borrow notes from another student.

3. Read the textbook, study textbook illustrations, read the captions! Do the instructor’s study sheets on the Harbor course webpage and take the online practice quizzes at: http://highered.mcgraw-hill.com/sites/0073523976/student_view0/ (Search McGraw-Hill Humanistic Tradition Student Edition to find website.)

4. Participate. The success of our class reflects the amount of your preparation and participation. No one should be in fear that an honest question will be considered “dumb” or that they have nothing brilliant to say. Participation involves both speaking up and careful listening. It means making the effort to engage with the subject under discussion, even when you are tired or distracted. Thus when we throw a topic out for discussion, when your instructor asks a question, be prepared to engage. Please understand that during class, including the showing of videos, it is not acceptable to do other work, text message, or leave the class to use your phone. All phones must be silenced. Students unable to follow these requirements will be asked to leave class.
5. **Get Organized!** Hang on to all handouts, returned papers, and scantrons. Keep a personal calendar of due dates and PACE activities. A three-ring binder can turn your life around.

6. **Find a study partner or form a study group.** Teaming up with other students can help you manage the demands of the PACE program.

7. **Special Instances:** If you are new to PACE or new to college or have difficulty with certain modes of learning, then *please* make your needs and concerns known to me.

   Students with a verified disability who may need a reasonable accommodation(s) for this class are encouraged to notify the instructor and contact the DSPS Office or the Office for Special Services as soon as possible. All information will remain confidential.

C. **STUDY SHEETS, QUIZZES, COMPREHENSIVE FINAL EXAM, INTERNET ASSIGNMENT, PACE THEME, EXTRA CREDIT**

1. **Study Sheets:** Study sheets consisting mostly of fill-in-the-blank type questions are available for each chapter on the Humanities 6 webpage. Go to lahc.edu and click on “Academic Department” to find our page. Quizzes and exams will have many questions based on the study sheets.

2. **Exams and Quizzes:** There is one short take-home written quiz, at least one in-class quiz, a midterm and a final exam. Quizzes may replace midterm; to be decided during the first night’s class meeting.

   **Late take-home quiz loses 25% of points.** Quizzes, midterm, and the final exam are based on lecture-discussions, assigned textbook readings, assigned internet sites, and in-class videos or slide presentations and student presentations. **Make-ups will be given only in the case of documented medical conditions or serious emergencies.**

   Contact the instructor right away if you miss a quiz or exam. If you do not contact me and just show up at the next class meeting, then you will not be allowed to complete a make-up.

3. **Group Presentation In-Class.** See separate handout

4. **Internet Assignment** There is one written internet assignment with multiple parts, for which there will be separate handouts. The time you spend on the internet for this class should be the equivalent of 9 hours in order to fulfill PACE attendance requirements. **Late assignments will have points deducted** unless you provide documented evidence of emergency or illness.

   The Internet Assignment will consist of reading and/or viewing a number of web sites and
   a. Answering a set of objective questions in written form.
   b. Writing a more reflective passage (several paragraphs) about an internet site.

5. **PACE Theme for the Semester**

   You will have an obligation to read/watch several web sites relating to the semester’s theme of *Labor* and to be prepared for discussion of this theme in class or at a Saturday afternoon conference. If possible, the theme will make up part of the internet assignment (above), but may also appear on questions embedded in the final exam.

6. **Extra Credit** will be handled on an individual basis. In most cases, a maximum of 10 extra credit points can be earned. You are always better off putting your efforts into the requirements rather than relying on extra credit to “save” your grade. **All regular assignments must be completed and attendance requirements met before extra credit will be given.** No extra credit will be accepted during or after the final week of class.

D. **GRADES AND POINTS** *(Possibly subject to change because of PACE Theme and Division Assessment requirements)*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take-Home Quiz</td>
<td>20 pts.</td>
<td>A = 225—200</td>
<td>89%</td>
</tr>
<tr>
<td>In-Class Quizzes and Midterm</td>
<td>50 pts.</td>
<td>B = 199—175</td>
<td>78%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>55 pts.</td>
<td>C = 174—148</td>
<td>66%</td>
</tr>
<tr>
<td>Internet Assignment</td>
<td>60 pts.</td>
<td>D = 147—124</td>
<td>55%</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>25 pts.</td>
<td>F = 0—123</td>
<td></td>
</tr>
<tr>
<td>Saturday Assignments</td>
<td>15 pts. (5 pts. each)</td>
<td>Total = 225 points.</td>
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</tr>
</tbody>
</table>
E. STUDENT BEHAVIOR, COLLEGE AND CLASSROOM POLICIES

1. ACADEMIC INTEGRITY: Cheating on exams, claiming the written work of others as your own (e.g., copying from the internet or a printed source, or from each other), and all forms of deliberate plagiarism are not tolerated. Such behavior puts the student at risk of failing the course and being subject to college disciplinary actions. Written work with evidence of plagiarism will be returned with a grade of zero points. If you allow others to copy your written assignments, you will also receive zero points for that assignment. Cell phones and other electronic devices may not be used during a quiz or exam without prior consent of the instructor. Note: It is required that deliberate acts of plagiarism be reported to the Vice President of Student Affairs.

“Los Angeles College District Academic Dishonesty Policy

9803.28 Academic Dishonesty. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.”

2. IN THE CLASSROOM: Because some students may be new to the college setting, it is necessary to remind everyone about acceptable behavior in the classroom. Carrying on private conversations while the instructor is speaking or when another student is asking a question interferes with our exchange of information. If your behavior necessitates repeated reminders about talking in class, then you can expect your grade to be reduced. If you must catch up on work or reading for another class, do so elsewhere. During class lectures or videos, it is not acceptable to read or work on other material, surf the internet, slip out to use your cell phone. If you arrive late, take a seat in the back; do not walk directly in front of the instructor while she is speaking. Finally, Please keep cell phones and pagers turned OFF when class starts.

COURSE CALENDAR

Assignments and Schedule Will Be Adjusted to Fit the Progress of the Class and the PACE Calendar as Necessary.

BRING YOUR TEXTBOOK TO EACH CLASS MEETING

WEEK 1: FEB. 8 Introductions, explanation of course, course philosophy, student interests and responsibilities, readings, and PACE schedule. The Realm of Ideas and Expressive Traditions in the Ancient World. Dating conventions (BCE, CE, etc.). Requirements for your written work and group participation.

WEEK 2: FEB. 15


1st SATURDAY - FEB 25


WEEK 3: FEB. 22 Take-Home Quiz Due

Chapter 2 cont’d., pp. 54-62

Chapter 3: India, China, and the Americas c. 3500 - 700 B.C.E., pp. 63-71 (We skip the few pages on the Americas.)

WEEK 4: NOV. FEB. 29 In-Class Quiz

Chapter 4: Greece: Humanism and the Speculative Leap c. 3000 - 332 B.C.E., pp. 76 - 98.

2nd SATURDAY - MAR. 10 Midterm Exam

Chapter 4 cont’d., pp. 111-112

Chapter 5: The Classical Style c. 700-30 B.C.E., pp. 113-128.

WEEK 5: MAR. 7 Part 1 of Internet Assignment Due

Chapter 5 cont’d., pp. 130 (beg. with “The Diffusion of the Classical Style” section) - 136.

Vol. 2, Chapter 8: A Flowering of Faith: Christianity and Buddhism c. 400 B.C.E. - 300 C.E., pp. 1-7 (up to “Almsgiving in Secret); p. 10 (from “The Spread of Christianity”) 15.

continued . . .
WEEK 6: MAR. 14

3rd SATURDAY - MAR. 24
Chapter 11: Patterns of Medieval Life ca. 500-1300 C.E., pp. 67-93

WEEK 7: MAR. 21
Chapter 6: Rome: The Rise to Empire, c. 1000 B.C.E. - 476 C.E. pp. 138-140, 152-165 (If time permits, we return to Book 1.)

WEEK 8: DEC. 28 Remaining Parts of Internet Assignment Due
Review and catch up with group presentations

4th SATURDAY - MAR. 31 The Final Exam 10:00 a.m. – 12:00 p.m.
This is the last day to turn in any late work.

ARS EST LONGA
VITA BREVIS
Los Angeles Harbor College

Philosophy 1 Introduction to Philosophy

3 Credit Hours, Transferable, Prerequisites: NONE Co-requisites: NONE

Recommendations: Passing Grade in English 101

Repeatability: Only with an F or D

Section 0435 Tues/Thurs 8:00am – 9:25 am

NEA 122

Course Description (Catalogue)

This course is designed to introduce the student to philosophical thinking. Possible topics include: the existence of God; the relationship of mind to body; perception and knowledge of the external world; political theory; the free will issue; the nature, sources, and limits of knowledge; and the underlying principles of morality.

INSTRUCTORS APPENDUM: The course will also include contemporary issues, such as, abortion, capital punishment, cloning, and fetal tissue transplants. Adult language is used.

Instructor: Paul Greenberg

Office: Music Building Office D

Office Hours: 7:00 am -7:45 am T/Th and after 11:00 am T/ Th

Phone #: 310-233-4425

E-mail: greenbergphilos@yahoo.com (I will not open email unless subject line includes class name, section number and LAST NAME FIRST, )

Website: harborcollege

Login ID: greenbergphilosophy
Password: student

Required Texts:
1. Donald Palmer, *Looking at Philosophy: The Unbearable Heaviness of Philosophy Made Lighter*
2. Greenberg, Herschel, *Knowing the Score*

Required Reading:
Clifford: *Ethics of Belief* (to be found on website)
Glossary (on website)
### Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Course Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
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<tbody>
<tr>
<td>1. Define the key terms used in philosophical discussion.</td>
<td>Multiple Choice Examinations. 75% of students should score 70% or better on assessment.</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of the primary persons and themes in the history of philosophy.</td>
<td>Multiple Choice Examinations. 75% of students should score 70% or better on assessment.</td>
</tr>
<tr>
<td>3. Develop critical reasoning skills necessary to effectively analyze and evaluate arguments.</td>
<td>Multiple Choice Examinations. 75% of students should score 70% or better on assessment.</td>
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<tr>
<td>4. Assess the value of philosophical activity in one’s life.</td>
<td>Essay</td>
</tr>
<tr>
<td>5. Demonstrate familiarity with the diversity of major solutions to life’s fundamental questions.</td>
<td>Multiple Choice Examinations. 75% of students should score 70% or better on assessment.</td>
</tr>
</tbody>
</table>

### Recommendations:
- Exchange contact information
- Form study groups
- Make use of my office hours
- If you decide to drop you have to do it yourself
- Read all assignments at least three times before class lectures
- Do all assignments as early as possible to allow for difficulties
- Remember the semester is over very quickly

**NO LATE WORK IS ACCEPTED. NO MAKE-UP EXAMS ARE GIVEN.** All work done at home must be typed or word processed (Times New Roman 12) and stapled, without a cover sheet or folder, with your name, last name first, in the upper right hand corner and Philosophy 1 and section number below your name(last name first). All scantrons must include section number, and your last name first.

**Week 1 Introduction to Philosophy**

**Week 2 Chapter I**

- Thales
- Anaximander
- Anaximenes

**Week 3 Chapter I**
Pythagoras
Heraclitus
Parmenides
Zeno

Week 4 Chapter I

Empedocles
Anaxagoras
Leucippus
Democritus

Week 5 Chapter II

The Sophists
Protagoras
Gorgias
Thrasymachus
Callicles
Critias

FIRST TAKE HOME EXAM

Week 6 Chapter II
Socrates
Plato
Week 7 Plato continued

Week 8 Chapter II
Aristotle

Week 9 Aristotle continued

SECOND TAKE HOME EXAM

Week 10 Chapter V
Descartes

Week 11 Chapter V
Hobbes
THIRD TAKE HOME EXAM

Exams: FIRST TAKE HOME EXAM - End of 5th Week (57 points)
SECOND TAKE HOME EXAM- End of 9th Week (111 points)
THIRD TAKE HOME EXAM – Due day of Final (125 points)
In class Essay on Day of Final (100 points)

Quizzes: IF NEEDED TO ENCOURAGE STUDENTS TO READ ASSIGNMENTS BEFORE CLASS LECTURE

Grading Scale:

- 90% of total points possible = A
- 80% of total points possible = B
- 70% of total points possible = C
- 65% of total points possible = D

Classroom Policies: PLEASE NO HATS OR HOODIES!!!

Policy on cell phone use in class: PHONE MUST BE SILENT!!!

Students caught using unauthorized electronic devices in class will be subject to exclusion. (this exempts hearing enhancement devices and translators and other devices students need to assist in their learning)

Policy on academic dishonesty: YOU WILL FAIL COURSE IF YOU PLAGIARIZE!!

"Plagiarism: Failure to give credit to sources of information or ideas on written work submitted for academic credit constitutes plagiarism. Specific examples follow:
Direct Statements: Three or more consecutive words taken directly from the written or oral statement of another person, and included in written work, must be placed in quotation marks with the appropriate references cited.

Paraphrasing: Paraphrasing of statements or ideas of others must be clearly referenced.

"Bibliographies: All sources or works consulted in preparation of the academic work must be included in the bibliography whether or not direct quotes or paraphrasing are used.

EXAMPLE:
The race between food and mouths is perhaps the most dramatic and most highly publicized aspect of the population problem, but is not necessarily the most immediately threatening. For the torrent of human growth imposes intolerable social strains on the economically backward regions, as well as hideous costs on their individual citizens. Among these social strains the most frightening is that of urban disorganization. Rapidly increasing populations in the rural areas of technologically static societies create unemployable surpluses of manpower that stream into the cities in search of work. In the underdeveloped world generally, cities are therefore growing at rates that cause them to double in ten years—-in some cases in as little as six years. In many such cities unemployment has already reached levels of 25 percent, and it will inevitably rise as the city populace swells. The cesspool of Calcutta thus becomes more and more the image of urban degradation toward which the dynamics of population growth are pushing the poorest lands.

The cesspool of Calcutta is a good example of a city where urban disorganization is being threatened because of a rapidly increasing population. These cities are technologically static, economically backward, and impose intolerable social strains and hideous costs on their individual citizens.

Policy on having no food/drink in classroom: WATER ONLY!!
Student’s responsibility to drop class: I WILL NOT DROP TOU!!

Late work: NO LATE WORK IS ACCEPTED.

All assignments are due according to dates noted on syllabus or indicated by the instructor. Late work will not be accepted unless prior arrangements have been made with the instructor.

Make up work: NO MAKE-UP EXAMS ARE GIVEN.
Attendance policy: In order to increase your chances of receiving a good grade you need to be **PRESENT FOR ALL CLASS MEETINGS AND TO BE PUNCTUAL.** Being late costs you points, as does being absent. If you miss two (2) classes do not expect to pass the class.

**Disclaimer**
Students in this class may be subjected to material which the student may find offensive. These may include visual or text representations from the following areas:

- Sex
- Profane language
- Religious theories
- Economic theories
- Politics

**Recording Devices**
State law in California prohibits the use of any electronic listening or recording device in the classroom without prior consent of the teacher and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Dean of Academic Affairs for approval.

**Classroom Courtesy**
As approved by the Associated Student Organization and by the Academic Senate, all cell phones and electronic sound-emitting devices shall be turned off at all times during classes. Cell phones and pagers put on vibrate are acceptable, headsets are not.

**ATTENDANCE**
The student is expected to attend every meeting of all classes for which he or she is registered. A student absent from classes for emergency reasons must inform his or her instructor of the reason for the absence. Students who have pre-registered for a class and who do not attend the first meeting of the class forfeit their right to a place in the class. Mitigating circumstances may be considered by the instructor. Whenever absences “in hours” exceed the number of hours the class meets per week, the student may be **excluded from class by the instructor.** It is the student’s responsibility to drop from class. Any drops or exclusions that occur between the end of the 4th week and the end of the 12th week (between 30% and 75% of the time the class is scheduled to meet, whichever is less) will result in a “W” on the student’s record which will be included in the determination of progress probation. Drops are not permitted beyond the end of the 12th week (or 75% of the time the class is scheduled to meet, whichever is less).

**Students with disabilities:** It is the policy and practice of **Los Angeles Harbor College** to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement (such as time-limited exams, inaccessible web content, or the use of non-captioned videos) please notify the instructor as soon as possible. Students are also welcome to contact the Special Programs and Services Office, telephone 310-233-4622. For more information visit the SPS webpage at: [http://www.lahc.edu/studentservices/sps/index.html](http://www.lahc.edu/studentservices/sps/index.html)
Plagiarism

Plagiarism is a form of cheating. Any student who uses the published or unpublished writing, ideas, and/or words of another person without crediting the author will receive a FAIL for the assignment. Further disciplinary actions may be taken. If a student copies from another student's paper, this is also plagiarism. In this case, both students will fail the assignment.

Los Angeles Harbor College Academic Senate Plagiarism Policy

Preamble: The permissibility of a student's reuse of written work should receive particular attention because many students are confused over the issue. Papers are being stolen and copied or sold all too often, especially now that doing so is merely a matter of a file copy or an email attachment. Students should be warned to be careful with their own intellectual property as well as that of others. Course syllabi in all disciplines should reference or list the definition of plagiarism adopted by the Academic Senate.

The following is a general campus policy and more specific examples may be devised by discipline. This policy is based on the following resources: Harris, R. (2001). The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism. Los Angeles, CA: Pyrczak Publishing.

The Standards of Student Conduct in the Los Angeles Harbor College Catalog includes Board Rule 9803.12 which states, "dishonesty, such as cheating, or knowingly furnishing false information to the Colleges" shall be subject to disciplinary action.

Definition: Plagiarism is a student's failure to distinguish his or her own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, a summary or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Whenever exact words are used, quotation marks or an indented block indicator of a quotation must be used, together with the proper citation in a style required by the professor. Usually, three or more words in a row copied from a source without a citation constitutes plagiarism.

Examples:
Ex. 1. Common knowledge -- John Kennedy was assassinated in 1963 does not require a source, for example. (If a source is used, cite it.)
Ex. 2. If you have a question about whether it is plagiarism, be sure to include the quotation marks and citation information.

Penalty: The penalty process is decided by the instructor and departmental policies with the following suggested progressive discipline guidelines: warning, rewrite assignment, zero points on assignment, or Administrative discipline.

Appeals: Appeals should be directed to the Division Chair for further action as required by due process.

Classroom Courtesy
As approved by the Associated Student Organization and by the Academic Senate, all cell phones and electronic sound-emitting devices shall be turned off at all times during classes. Cell phones and pagers put on vibrate are acceptable, headsets are not.
Los Angeles Harbor College

Philosophy 6 Logic in Practice

3 Credit Hours, Transferable, Prerequisites: NONE Co-requisites: NONE

Recommendations: Passing Grade in English 101

Repeatability: Only with an F or D

Section 0439 Tues/Thurs 9:35 am – 11:00 am

NEA 122

Course Description (Catalogue)

This course is designed to improve critical thinking skills in evaluating arguments in everyday life, in particular, arguments over moral and political issues. Emphasis is placed upon the analysis of language as an aid to clear thinking. Informal fallacies of reasoning shall be studied and exercises in reasoning may be included. Techniques of formal logic are briefly introduced.

INSTRUCTORS APPENDUM: Logic is the systematic study of language. Its aim is to enhance one’s ability to read, reason, write and make judgments based on reasoning.

COURSE OBJECTIVES

Students will learn how to effectively evaluate, analyze and criticize arguments

Students will learn how to think in an orderly manner

Students will understand the basic differences between inductive and deductive thought patterns

Students will be able to recognize faulty thought patterns and correct them

Students will be able to “see through” fallacies in advertising, news media, and every day language

This course gives an introduction to the basic principles of inductive and deductive reasoning, the uses of language, definition and analysis of fallacious arguments in various areas, and an introduction to critical analysis. The course is also designed to give the student exposure to a multiplicity of stratagems for problem solving.

The course is also designed to:

Develop an appreciation for the function of logic in the world of everyday affairs. Develop skills in the art of reasoning and in the identification of fallacious reasoning. Increase skill in communication by developing awareness and capacity for careful use of language through definition, argument and analysis. Know how to identify the informal fallacies of ordinary discourse and how to avoid their use and mis-use.

Be able to identify arguments, valid and invalid, strong and weak and how to form sound deductive and strong inductive arguments.
In light of the above, be better prepared to be successful as a student, a citizen, and a consumer.

**Instructor:** Paul Greenberg

**Office:** Music Building Office D

**Office Hours:** 7:am-7:45 am T/Th and after 11:00 am T/ Th

**Phone #:** 310-233-4425

E-mail: greenbergphilos@yahoo.com (I will not open email unless subject line includes class name, section number and LAST NAME FIRST, )

Website: harborcollegelogic

Login ID: greenbergphilosophy
Password: student

Required Texts:

Greenberg, Herschel, *Knowing the Score*

Required Reading:
Clifford: *Ethics of Belief* (to be found on website)

**Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Course Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student will be able to distinguish between inductive and deductive arguments</td>
<td>Means: Common multiple-choice exam consisting of 20 questions</td>
</tr>
<tr>
<td></td>
<td>Criteria: 70% of students should score at least 70% on the assessment.</td>
</tr>
<tr>
<td>(2) The student will be able to recognize the most common informal fallacies</td>
<td>Means: Common multiple-choice exam consisting of 20 questions</td>
</tr>
<tr>
<td>(4) The student will be able to define the 25 core vocabulary words of the course.</td>
<td>Means: Written vocabulary test consisting of 25 words.</td>
</tr>
<tr>
<td></td>
<td>Criteria: 70% of students should score at least 70% on the assessment.</td>
</tr>
<tr>
<td>(5) The student will be able to distinguish between the major uses of language – (I.E. - emotive, informative,</td>
<td>Means: Common multiple-choice exam consisting of 20 questions</td>
</tr>
<tr>
<td>directive, connotative, denotative, prescriptive, descriptive, metaphoric, etc.</td>
<td>Criteria: 70% of students should score at least 70% on the assessment.</td>
</tr>
<tr>
<td>---</td>
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</table>

**Recommendations:**
- Exchange contact information
- Form study groups
- Make use of my office hours
- If you decide to drop you have to do it yourself
- Read all assignments at least three times before class lectures
- Do all assignments as early as possible to allow for difficulties
- Remember the semester is over very quickly

**NO LATE WORK IS ACCEPTED. NO MAKE-UP EXAMS ARE GIVEN.** All work done at home must be typed or word processed (Times New Roman 12) and stapled, without a cover sheet or folder, with your name, last name first, in the upper right hand corner and Philosophy 1 and section number below your name(last name first). All scantrons must include section number, and your last name first.

**Week 1 Introduction to Logic**

**Vocabulary**

**Week 2 Chapter I**

- Examples of Statements
- Examples of Arguments
- Examples of Premises
- Examples of Conclusions

**Week 3 Chapter I**

- Deductive vs. Inductive arguments
- Practice exercises

**Week 4 Chapter I**

- Valid and invalid argument forms
- Practice exercises

**Week 5 Chapter I**

- Sound and unsound deductive arguments
- Practice exercises
FIRST TAKE HOME EXAM

Week 6 Chapter I
Strong and Weak Inductive arguments
Practice exercises

Week 7 Chapter 1
Cogent and uncogent inductive arguments
Practice exercises

Week 8 Chapter 1
Distinguishing between arguments and non-arguments
Practice exercises

Week 9 Chapter II Uses of Language
Emotive, Informative, Directive, uses of language
Ceremonial use of language and Performance utterances
Connotation vs. Denotation
Practice exercises

Week 10 Chapter II
Types of disagreements
Factual
Semantic
Attitudinal
Practice exercises

Week 11 Chapter III
Informal fallacies
Practice exercises

Week 12 Chapter III continued
I
Informal fallacies
Practice exercises

Week 13 Chapter III continued
I
Informal fallacies
Practice exercises

Week 14 Chapter V

Formal Logic
Practice exercises

Week 15 Chapter V continued

Formal Logic
Practice exercises

Exams: There will be in class exams (announced in advance) after graded homework assignments are returned. The points on the exam will be approximately equal to the points on the homework assignments; as I cannot predict when the homework assignments will be due, I have not included dates.

Quizzes: IF NEEDED TO ENCOURGAGE STUDENTS TO READ ASSIGNMENTS BEFORE CLASS LECTURE

Required Paper: A 500 word (or more) argument paper on a subject given by instructor. Due one week before final. NO EXCEPTIONS!!

No internet research allowed! Must be in MLA format, with the following exceptions:

1. All 4 margins are to be .5

2. Your last name, first in the upper right hand side, with the name and section number of the class below your name

3. Last name must be on all pages

4. No cover page, no folder

Grading Scale:

90% of total points possible = A
80% of total points possible = B
70% of total points possible = C
65% of total points possible = D

Classroom Policies: PLEASE NO HATS OR HOODIES!!!

Policy on cell phone use in class: PHONE MUST BE SILENT!!!
Students caught using unauthorized electronic devices in class will be subject to exclusion. (this exempts hearing enhancement devices and translators and other devices students need to assist in their learning)

Policy on academic dishonesty: **YOU WILL FAIL COURSE IF YOU PLAGIARIZE!!**

"**Plagiarism:** Failure to give credit to sources of information or ideas on written work submitted for academic credit constitutes plagiarism. Specific examples follow:

**Direct Statements:** Three or more consecutive words taken directly from the written or oral statement of another person, and included in written work, must be placed in quotation marks with the appropriate references cited.

**Paraphrasing:** Paraphrasing of statements or ideas of others must be clearly referenced.

**Bibliographies:** All sources or works consulted in preparation of the academic work must be included in the bibliography whether or not direct quotes or paraphrasing are used.

**EXAMPLE:**
The race between food and mouths is perhaps the most dramatic and most highly publicized aspect of the population problem, but is not necessarily the most immediately threatening. For the torrent of human growth imposes intolerable social strains on the economically backward regions, as well as hideous costs on their individual citizens. Among these social strains the most frightening is that of urban disorganization. Rapidly increasing populations in the rural areas of technologically static societies create unemployable surpluses of manpower that stream into the cities in search of work. In the underdeveloped world generally, cities are therefore growing at rates that cause them to double in ten years--in some cases in as little as six years. In many such cities unemployment has already reached levels of 25 percent, and it will inevitably rise as the city populace swells. The cesspool of Calcutta thus becomes more and more the image of urban degradation toward which the dynamics of population growth are pushing the poorest lands.

*The cesspool of Calcutta* is a good example of a city where urban disorganization is being threatened because of a rapidly increasing population. These cities are technologically static, economically backward, and impose intolerable social strains and hideous costs on their individual citizens.

Policy on having no food/drink in classroom: **WATER ONLY!!**
Student’s responsibility to drop class: **I WILL NOT DROP YOU!!**

Late work: **NO LATE WORK IS ACCEPTED.**
All assignments are due according to dates noted on syllabus or indicated by the instructor. Late work will not be accepted unless prior arrangements have been made with the instructor.

Make up work: **NO MAKE-UP EXAMS ARE GIVEN.**

**Attendance policy:** In order to increase your chances of receiving a good grade you need to be **PRESENT FOR ALL CLASS MEETINGS AND TO BE PUNCTUAL.** Being late costs you points, as does being absent. If you miss two (2) classes do not expect to pass the class.

**Disclaimer**
Students in this class may be subjected to material which the student may find offensive. These may include visual or text representations from the following areas:

- Sex
- Profane language
- Religious theories
- Economic theories
- Politics

**Recording Devices**
State law in California prohibits the use of any electronic listening or recording device in the classroom without prior consent of the teacher and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Dean of Academic Affairs for approval.

**Classroom Courtesy**
As approved by the Associated Student Organization and by the Academic Senate, all cell phones and electronic sound-emitting devices shall be turned off at all times during classes. Cell phones and pagers put on vibrate are acceptable, headsets are not.

**ATTENDANCE**
The student is expected to attend every meeting of all classes for which he or she is registered. A student absent from classes for emergency reasons must inform his or her instructor of the reason for the absence. Students who have pre-registered for a class and who do not attend the first meeting of the class forfeit their right to a place in the class. Mitigating circumstances may be considered by the instructor. Whenever absences “in hours” exceed the number of hours the class meets per week, the student may be **excluded from class by the instructor.** It is the student’s responsibility to drop from class. Any drops or exclusions that occur between the end of the 4th week and the end of the 12th week (between 30% and 75% of the time the class is scheduled to meet, whichever is less) will result in a “W” on the student’s record which will be included in the determination of progress probation. Drops are not permitted beyond the end of the 12th week (or 75% of the time the class is scheduled to meet, whichever is less).
Students with disabilities: It is the policy and practice of Los Angeles Harbor College to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement (such as time-limited exams, inaccessible web content, or the use of non-captioned videos) please notify the instructor as soon as possible. Students are also welcome to contact the Special Programs and Services Office, telephone 310-233-4622. For more information visit the SPS webpage at: http://www.lahc.edu/studentservices/sps/index.html

Plagiarism

Plagiarism is a form of cheating. Any student who uses the published or unpublished writing, ideas, and/or words of another person without crediting the author will receive a FAIL for the assignment. Further disciplinary actions may be taken. If a student copies from another student's paper, this is also plagiarism. In this case, both students will fail the assignment.

Los Angeles Harbor College Academic Senate Plagiarism Policy

Preamble: The permissibility of a student's reuse of written work should receive particular attention because many students are confused over the issue. Papers are being stolen and copied or sold all too often, especially now that doing so is merely a matter of a file copy or an email attachment. Students should be warned to be careful with their own intellectual property as well as that of others. Course syllabi in all disciplines should reference or list the definition of plagiarism adopted by the Academic Senate.

The following is a general campus policy and more specific examples may be devised by discipline. This policy is based on the following resources: Harris, R. (2001). The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism. Los Angeles, CA: Pyrczak Publishing.

The Standards of Student Conduct in the Los Angeles Harbor College Catalog includes Board Rule 9803.12 which states, "dishonesty, such as cheating, or knowingly furnishing false information to the Colleges" shall be subject to disciplinary action.

Definition: Plagiarism is a student's failure to distinguish his or her own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, a summary or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Whenever exact words are used, quotation marks or an indented block indicator of a quotation must be used, together with the proper citation in a style required by the professor. Usually, three or more words in a row copied from a source without a citation constitutes plagiarism.

Examples:
Ex. 1. Common knowledge -- John Kennedy was assassinated in 1963 does not require a source, for example. (If a source is used, cite it.)
Ex. 2. If you have a question about whether it is plagiarism, be sure to include the quotation marks and citation information.

Penalty: The penalty process is decided by the instructor and departmental policies with the following suggested progressive discipline guidelines: warning, rewrite assignment, zero points on assignment, or Administrative discipline.
Appeals: Appeals should be directed to the Division Chair for further action as required by due process.

Classroom Courtesy
As approved by the Associated Student Organization and by the Academic Senate, all cell phones and electronic sound-emitting devices shall be turned off at all times during classes. Cell phones and pagers put on vibrate are acceptable, headsets are not.