Welcome to Philosophy 101: Introduction to Philosophy: Ethics! This syllabus will inform you of the basic facts of the course, including expectations it will place on you as students. Both throughout the term and in this particular presentation of the course syllabus, feel free to ask questions if a particular point is unclear to you. As there are no hard copies of this syllabus, students shall access it on-line by way of Blackboard. Students are responsible for reading, understanding, and abiding by the entirety of the informational contents of this syllabus.

This syllabus is provided to SDSU students enrolled in this course (section) taught by Professor Corlett and to the SDSU President, Provost, Dean of the College of Arts and Letters), and to the Chair of the SDSU Department of Philosophy and their lead staffs or coordinators. Unauthorized access, duplication or dissemination of any of the contents of this syllabus is strictly prohibited and a violation of the “fair use” section of federal copyright protection unless explicit permission is granted by its author. Absolutely no
permission is granted to any person or agency to reproduce or disseminate this course syllabus electronically.

J. ANGELO CORLETT, Ph.D.
Professor of Philosophy & Ethics
San Diego State University
http://www-rohan.sdsu.edu/~corlett/Welcome.html
(Professor Corlett’s Faculty Website)

COURSE MOTTO: “Bringing ethics to life.”

GENERAL COURSE GOAL: To bring a UC education at a CSU price.

COURSE DAY AND TIME: Tuesdays, 4-6:40pm and 7-9:40pm. There are no official breaks, though students may take brief and necessary breaks quietly so as not to disturb others while leaving from or returning to the classroom. Students are responsible for obtaining class notes from fellow students for the times they are not in class.

OFFICE LOCATION: Arts & Letters 432.

OFFICE TELEPHONE NUMBER: (619) 594-6251.

EMAIL ADDRESS: acorlett@mail.sdsu.edu.
OFFICE HOURS: Wednesdays 6:45-9:45pm, and by appointment. Students are strongly encouraged to utilize office hours, whether it is to clarify something they did not understand in the assigned readings or lectures, or whether it is to discuss such materials and further their understanding of them in preparation for an examination, or whether it is simply to chat with Professor Corlett about more general matters. Students are encouraged to utilize the campus escort service given that office hours are often at night. The campus escort service can be reached at: 619-584-6659. Students may use Professor Corlett’s office phone to contact the escort service during office hours. Campus security may be reached at (619) 594-1991.

COURSE DESCRIPTION:

Introduction to philosophical inquiry, with emphasis on problems of moral value (ethics). Outcomes: Students are taught some of the elements of philosophical argumentation and analysis, encouraged to think critically and independently, formulating their own reasoned conclusions about moral issues in light of various moral philosophies. Students are also taught and are encouraged to learn many of the basic moral philosophies and many key views, arguments, analyses of some of the key philosophers on various moral issues. Ethical concepts and issues analyzed include responsibility, punishment, ethnic identity, race, racism, reparations, civil disobedience and terrorism. One primary reason for the selection of these topics is their universal and global relevance across societies and cultures and their applicability to the real world. One goal of this course is to enable students to think and express themselves more clearly and coherently according to some basic rules of logical reasoning as they are applied to the above mentioned moral issues. This will involve students reading carefully, interpreting, and understanding some contemporary philosophical and ethical writings the contents of which are interdisciplinary in appeal. The assigned readings are scholarly so as to inform students of which sources they can consult on such topics for further analysis of the complex issues, and to direct students to various perspectives both consistent with and divergent from Professor Corlett’s. In the process, they teach students how to negotiate differences in perspectives as they evaluate views that differ from their own. In studying various ethical theories, students will learn how to think beyond the mere confines of their own localized perspectives and adopt a more universalistic (global) standpoint of moral matters. The assigned readings are also multicultural in content so as to enrich and broaden student perspectives on ethnicity, including matters of ethnic identity and racism. They also teach students to think critically about the consequences of human actions in terms of responsibility and punishment. The lectures carefully track and expound on the
assigned readings in order to strengthen students' understanding of the complex philosophical topics covered throughout the course (that is, if students have carefully studied the assigned readings on time each week). Careful and attentive study and re-reading of the assigned readings is essential to doing well in this course, as reading comprehension of philosophical concepts, arguments and analyses is the primary expected outcome.

The course is divided into four parts. Part 1 on ethics introduces students to the nature of philosophy and ethics, including a concise introduction to logical reasoning and philosophical analysis (including the vagueness and ambiguity of language). Part 1 of the course is essential to understanding Parts 2-4. Moreover, Part 2 on responsibility and punishment serves as a foundation for Parts 3-4 insofar as responsibility and punishment pertain to how some problems of racism and terrorism ought to be resolved. Part 2 of the course on responsibility and punishment underlies both Part 3 on race, racism and reparations insofar as responsibility for racist harms to groups entails reparations to those groups and Part 4 on terrorism to the extent that many analyses and arguments concerning terrorism depend on matters of responsibility and desert-based ideas. Details of the ways in which aspects of this course inter-relate will be noted in class throughout the term.

STUDENT RESPONSIBILITY FOR LEARNING:

Recent statistics reveal, unsurprisingly, that most U.S. high school graduates are not adequately prepared for college studies. Part of the reason for these staggering statistics is the ongoing cycle of low expectations of high school students, and also the almost non-emphasis of most teenagers and adults on the value of genuine education in general. Other reasons for poor educational performance both in high school and college include drug abuse, alcohol abuse, poor time management (too much time devoted to playing video games, watching television or talking on the phone or texting), lack of focus, laziness, a weak desire to read, among others. In order to address this trend in poor learning performance, students in this course will be held completely accountable for their own learning outcomes by way of reasonable, challenging, and rewarding tools of assessment.

Responsibility is one of the key themes of this course. Students are strongly encouraged to arrive early to class sessions, as students who for important reasons cannot attend a particular previous class session might be able to secure notes from other students prior to a subsequent class, as copies of the notes will not be made available to students by Professor Corlett. Also, statistically speaking, students
who sit in the front rows of a classroom typically perform much better than those who do not. The performance differential pertains to the level of cognitive awareness that those who sit in front tend to have more than those who do not sit in or near front. As a student, you are completely responsible for your own learning experience throughout this course. How much and how well you learn the contents of the assigned readings and lectures is up to you. And your grade will reflect the degree to which you devote yourself to careful and consistent study of the assigned reading materials and understand the readings, assuming a normal level of student intellectual and overall cognitive acumen. Professor Corlett obviously wants you to succeed in this course, to grow in your understanding of philosophy and ethics, and to increasing your own understanding of your role in making the world a better place for everyone. This course is intended to provide students with an enjoyable experience of philosophy and ethics, but also to engage students in doing philosophy and ethics, and in making students better persons and citizens as a result of making students more critical thinkers concerning the world and some of its vital problems. For further information about Professor Corlett and his teaching, see some recent student testimonials posted on his faculty website the URL for which is listed above under his photograph.

CONTENT ADVISORY:

Due to the sensitive nature of the topics that are covered in this course and the manner in which they are sometimes presented, students are forewarned that the provocative contents of this course, both in the assigned readings and the lectures, could possibly be construed as offensive especially to those not having sufficient background in ethics and philosophy. Students are reminded that the First Amendment to the Constitution of the United States of America, various court rulings during the past few decades and the SDSU Policy File (page 65) most certainly protect such expression, and that ethics requires students to exercise with due diligence their moral and civic responsibility to judge reasonably the diversity of views presented in this course. This content of this course is self-rated “MA.” Prudish or otherwise overly sensitive students are advised to drop this course immediately as the style of presentation of this course might not always be comfortable to the “thin skinned.”

EXPECTATIONS OF STUDENTS:
In this course, learning involves an implied contract between Professor Corlett and his students. Professor Corlett comes very well prepared to each session having not only over 25 years of university-level teaching experience, but having also prepared well for each class session both in terms of countless hours of research and significant time in consideration of how to present the material to students effectively. Part of Professor Corlett’s preparation time is enriched by the 7 years he served as Professor-in-Residence here at SDSU in Tenochca Residence Hall, where he learned exactly what kinds of time and effort students typically put into learning (and how much they in many cases do not), how most effectively to communicate with them, etc. So if any professor knows his students, it is one who has lived along side students for 7 straight years (longer than any other faculty member in SDSU history), interacting with them on almost a daily basis and in a variety of settings.

But even the most well prepared and passionate Professor cannot coerce students to learn. Students must perform their assigned tasks, pay attention in class and devote substantial time and energy to their learning the material both in and out of class. Learning must become a student’s top priority if she is to succeed in becoming a highly intelligent person and a worthwhile member of society. This course is carefully designed to distinguish those who are truly exceptional and good learners from those who are average and from those who are unsatisfactory. This course is carefully designed to hold students totally responsible for their learning outcomes by way of students’ performances on in-class examinations as well as an in-class written quiz. No extra credit is possible in this course. The scores you earn on the examinations and quiz are the ones you shall receive, plain and simple.

Grade whining: Students have a right to access their examinations and quiz in order to understand which questions they answered incorrectly/correctly, etc. Students especially have a right to do so with the intent of better learning the material on which they were tested. However, each year a small number of students attempt to impose their mediocrity and laziness on the system by whining about this or that aspect of a course, or about university education in general. This
immature and annoying behavior shall not be tolerated in this course (what fools gullible and weak parents and many high school faculty does not work in this course). Due to the fact that all exam questions and their correct answers are directly taken from the assigned readings and/or lectures, there is no good reason for grade complaints on objective exams. **Students are fully responsible for the grades they earn in this course based on how they perform on the examinations and the quiz!** Therefore, any student who complains about her grade, requests a grade change or even extra credit shall hereby be awarded a score of 0 for the exam about which she is whining when the correct answer can be found in the assigned readings or on the course syllabus. If a student complains about her overall grade for the course or asks for extra credit or any form of grade change given the scores she actually earned, she will be awarded a grade of “F” and a letter will be sent to the Dean of Students demanding that she be expelled from SDSU if that student earned a grade of “F” to begin with. If a student complains about the fairness of the exam or any aspect thereof, this will not be taken seriously, as each question was devised by former “A” students and has undergone rigorous reconsideration concerning ambiguity, vagueness, and overall appropriateness. The examinations are more than fair, except in the minds of students who failed to prepare well for them and seek to blame anyone but themselves for their poor performance. Students are taught the moral virtue of personal responsibility in this course. Grade whining is not a no-lose situation in this course! It often undermines academic integrity, and it wastes public resources and time on students who are unwilling, unable or too lazy to do the work it takes to earn good grades. The information in this paragraph does not apply to the possible miscalculation of course scores and grades, of which students are encouraged to query without whining.

It is assumed that students in this course are either full-time students who do not have significant employment or other extra-curricular obligations, or it assumes that they are those who have significant employment obligations but who are willing and able to assume the responsibilities of a course that does not “dumb-down” material so that students (even lazy ones!) can do well in this course and eventually “get” a degree. Generally speaking, the more students take on employment responsibilities, the more difficult it is in general for them to do what they need to do to perform well in university-level courses and to understand the material they study. Students are thereby cautioned to not take on too much and, if necessary, to balance carefully both university and employment responsibilities so that they can achieve as much valuable learning as possible from their university experience.
A student who earns a grade in the range of “A” in this course is typically one who studies the assigned readings well, on a regular basis and on schedule prior to each class session for which the assignments are made. She will not “cram” to prepare for examinations. Rather, she will carefully study the assignments each week, pay careful attention in class, and re-read carefully (and undistracted) the assigned readings in preparation for the examinations. She will score greater than a 23 (out of a possible 25) on each exam, on average, demonstrating that she understands excellently the concepts, theories, arguments and such from both the assigned readings and the lectures and discussions. Since 6-10 out of 25 questions on each of the examinations for Parts 2-4 are taken directly from main points of the assigned readings, it is practically impossible for students to score a grade of “A” on these examinations and for the course itself unless they study carefully and understand the assigned readings.

A student who earns a grade in the range of “B” in this course is one who typically studies the assigned readings well, on a regular basis and on schedule prior to each class for which the assignments are made. She too will not “cram” in preparation for examinations. Rather, she will study the assignments each week, pay careful attention in class, and re-read carefully and undistracted in preparation for the examinations. She will score at least 20 on each exam, on average, demonstrating that they understand well the concepts, theories, arguments and such from both the assigned readings and the lectures and discussions. Since 6-10 out of 25 questions on each of the examinations for Parts 2-4 are taken directly from main points of the assigned readings, it is practically impossible for students to score a grade of “B” on these examinations and for the course itself unless they study carefully and understand the assigned readings.

A student who earns a grade in the range of “C” in this course is one who typically studies the lecture notes well and knows them to some extent, but who likely has not studied the assigned readings, or if she has, has not done so with sufficient care. She has perhaps also made at least a passing attempt to read, though not study hard, the assigned readings. Oddly, she might even believe that she studied “hard” for the examinations. But she did not. Perhaps she did not attend class regularly, or if she did, she probably did not pay sufficient attention or do the assigned readings on a regular basis, and so missed out on the depth of the lectures and discussions as they relate to and expound the assigned readings.

A student who earns a grade of “F” in this course has not likely done the assigned readings. Nor has she studied the lecture notes well. Nor has she attended class regularly, or if she has, she talked or texted her way through them and did not pay
sufficient attention during class sessions. Or, she has failed to take each of the examinations.

Of course, as alluded to above, it is possible that some hard working students do not do well on the examinations. Sometimes this is due to a student’s underestimating how well she can balance family, friendships, employment, or other tasks with their educational responsibilities. Or perhaps she just had a bad examination day, for some reason had a difficult time remembering or focusing during the examination, or the like. So once again, students are urged to balance well such tasks and responsibilities so as to best ensure a positive learning experience in this course.

Pursuant to standards at academically respectable universities throughout the U.S., students are expected to study the assigned readings and notes for this course at least 6 hours per week on average (two hours for each hour of registered coursework for this course). It is expected that students study assignments attentively, absent multi-tasking. *Philosophy is studied and done best when distractions are minimized.* Weekly reading assignments are made in class only, so it is imperative that students attend class regularly and *study the assigned readings on schedule.* These are the minimal expectations of students if they are to hope to earn a passing grade ("C") in this course. A student’s waiting until after the lectures to finally read the assigned materials will likely result in a poor understanding of that material, as philosophy is not a subject for which one can “cram” and do well on examinations and understand the material. In short, *students are advised to study hard and well and enjoy the course, remembering that the level at which this course is taught and the level at which students are assessed is at the level of an academically well respected university.*

**COURSE REQUIREMENTS:**

Outcomes assessment: In order to pass the course, each student is required to complete four in-class examinations (4 true-false and multiple choice type containing 25 questions each) for which she will be given 30 minutes (each) to complete, and *students shall have no access to either the assigned readings or notes during examinations.* Also, students are required to take a 20 minute written essay-type quiz on the content of the course syllabus at the beginning of the second class session. There are no make-up essay quizzes on the syllabus allowed for any reason. This means that *if a student does not take this written quiz on the day and time it is administered to the class, or if the student takes but fails to pass the written quiz on the syllabus, that student shall have 10 points subtracted from*
his or her final course score. The examinations measure the student’s reading comprehension of the contents of the assigned readings and lectures (see “outcomes”). The essay-type quiz measures the student’s ability to write well as grammar, writing style and spelling are graded in addition to the student’s understanding of the content of the course syllabus. Students are expected to write clearly and in a detailed manner on all aspects of the questions on the quiz, drawing only from the content of the course syllabus but without having access to the syllabus during the quiz. Also, students will be asked to provide on the quiz an example of a particular kind of argument from the first day of lecture. Effective paragraphing is also expected of students concerning the quiz. This is a test of students’ English writing skills, so abbreviations and the language of “texting” are not allowed and shall be penalized severely. A passing grade requires that you write at least ten double-spaced pages, make no more than five spelling errors, and no more than five grammatical errors.

Classroom discussions, though not graded, will readily inform Professor Corlett of the level of understanding of some students involved in discussions. Students are encouraged to ask questions and discuss in class various issues related to the assigned readings and lectures.

Students caught cheating on any examination or quiz shall be awarded a grade of “F” for the course. There is zero tolerance for unethical behavior in this course and shall be prosecuted to the fullest extent of SDSU regulations!

Course grading will be made according to the following grading scale, with each of the four true-false and multiple choice exams counting between 0-25 points: (Credit = >74 points for course for students taking the course on a pass-fall basis)

| 93-100=A | 83-87=B | 73-77=C | 63-67=D |
| 90-92=A- | 80-82=B- | 70-72=C- | 60-62=D- |
| 88-89=B+ | 78-79=C+ | 68-69=D+ | <60=F |

Grades are not “curved,” as curving grades promotes grade inflation, which is a serious detriment to the quality of higher education and in turn to the reputation of students’ degrees. Again, there is no extra credit of any kind. A student’s asking for extra credit will result in that student’s earning for the course a score of “0” and a grade of “F.” Asking for extra credit is a form of grade whining and shall not be tolerated (see above). To repeat: Students are totally responsible for the grades they earn on the examinations.
As mentioned above, questions and answers for each examination have been taken and slightly revised mostly for spelling and grammatical construction from a list of questions and answers devised by former students who have taken this course and who have earned a grade of “A” in the course. In fact, of the list of questions provided by such students, several were deleted because they were deemed by Professor Corlett to be overly difficult in one way or another, or not straightforward, or not taken from the basic points of the readings, etc. So as mentioned above, the fairness and reasonableness of the contents of the examinations is beyond reasonable question. The contents of the examinations are revised from semester to semester.

It is worth bearing in mind that students begin the course with 0 points, and will be awarded the grade she deserves depending on the number of points earned throughout the term on each of the 4 true/false-multiple-choice examinations and on the written quiz (-10 points) should the student fail the quiz. It is important, furthermore, to not do poorly on any one exam as the poor performance will greatly affect a student’s ability to do well in the remainder of the course. So the student bears the complete burden of earning the score she receives throughout the course, including the grade she expects or desires to receive. There are no free rides in this course. The grade a student receives is precisely the one she earns!

It is a requirement as well as an expectation of students to check their email every week day as from time to time there may be important announcements made by way of this communication medium: a cancelled class session, a revised assignment, etc. It is to the student’s advantage to keep up to date on any changes made by the Professor via email by way of Blackboard.

ENCOURAGING ADVICE ABOUT DOING WELL IN THIS COURSE:

1. Attend class sessions regularly and on time. Realize that you are in a university of higher learning, and the amount of study you put into receiving the grades you were given in high school most certainly will not suffice for your earning such grades in this course.

2. Study all of the assigned readings well and on time each week (before each class session they were assigned) alone and without distractions so that your brain may properly store the information in long-term memory. This way you will better retrieve the information when you need it, assuming that you studied carefully enough to understand it. Philosophy is no easy subject. It takes most people more than one careful reading to begin to grasp it. The assigned readings average about 30 pages a week of conceptually condensed
philosophical materials. But while some weeks involve over 100 pages of reading (various weeks for Parts 2-4 of the course), others involve no reading at all (Part 1 of the course). Some students who have earned an A in the course describe the readings as “easy to understand if read carefully, but they take more than one reading to get all of the basics of what is being said. But definitely doable.”

3. Pay close attention during the lectures and discussions during class. Examination questions sometimes ask about examples used in class.

4. Take copious notes during each class session, both from the lectures and discussions.

5. Having studied the assigned readings for each session, become and remain an active learner in class discussions in order to test and measure your knowledge of the material.

6. See Professor Corlett during office hours if you have questions or just want to discuss ethics and to refine your ethical thinking.

7. Study at least 3-4 quality time hours per day (from the assigned readings and lecture notes and class discussions) for the entire week prior to each examination. No distractions!

8. Ignore all footnotes in the assigned readings for purposes of the examinations. Focus on the main points of the texts just as the lectures do. But remember that several questions on examinations 2-4 are taken straight from the assigned readings and are not found in the lecture notes.

9. Having studied well for each examination, approach each examination with confidence. Only if you have not prepared well should you face an examination with fear of failing. Do NOT whine if you do not earn the grade you wanted, as you will be penalized for doing so (see above). Study hard and well relative to an academically respectable university, and you will do well in this course. This course is a “No Slacker Zone.” Students who have done the assigned readings are perfectly welcome and encouraged to get involved in class discussions.

10. Carefully read and re-read each question and answer to each question on the examinations, double checking your answers. Always follow the instructions that tell you to provide the best answer possible according to the assigned readings and lectures. There is only one best answer in each case! For those who truly understand the contents of the assigned readings, there are no trick questions on the examinations. For those who are confused, there will be some trick questions. This is because the examinations are designed to distinguish A from B from C from F students in this course.

IMPORTANT NOTES:

© 2014 by J. Angelo Corlett
Again, each student is totally responsible for understanding everything expressed in class by Professor Corlett even if the student is absent from class. It is recommended that students take notes well and continuously during each class period: class notes are not made available by Professor Corlett. Most of the contents of the class lectures for sections 2-4 of the course are found in the assigned readings for those sections.

Absolutely no permission is granted to electronically record or otherwise duplicate or distribute class lectures for any purpose whatsoever as they are the copyrighted © intellectual property of Professor Corlett. However, should a fellow student in the course request a copy of the class notes because she had to miss class for a good reason, then a hard copy of the notes may be provided to her.

The SDSU Statement on Students Rights and Responsibilities http://www.sa.sdsu.edu/srr/statement/preamble.html protects the right of each student to learn in an environment free of electronic and other distractions like "ringing" cell phones, etc. Due to the rudeness, moral inconsideration, and disturbance exhibited when students' cell phones or other electronic devices emit sound in the classroom, students whose electronic devices emit sound shall be awarded a grade of "F" for the course regardless of students' scores on examinations, and regardless of the reason for the device emitting the sound. Talking in class without permission of Professor Corlett (e.g., including various other forms of classroom disruption) will result in being dismissed from the course with a grade of "F."

Due to the disruption that the use of laptop computers and handheld devices (such as cell phones) causes for many students attempting to concentrate on lectures and discussions, these and other electronic devices are not permitted to be used in the classroom. Use of them during class shall result in that student's being removed from the course with a grade of "F." For a study of how the use of laptop computers adversely affects student learning and performance, see the following: http://www.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class-lowers-students-grades-canadian-study/article13759430/.

Examinations may be re-scheduled only if the student obtains explicit approval from the professor prior to the examination to be re-scheduled. A re-scheduled examination might not have the same content as the one given to the rest of the
class on the original date of examination. *Never assume that you are entitled to a make up examination. The presumption is that you shall not be entitled to one.*

Students with documented medical needs should avail themselves of Disabled Student Services, SS 1661, and should immediately discuss such needs with Professor Corlett so that they can gladly be accommodated for testing purposes.

SDSU Counseling & Psychological Services. If any student feels the need to talk to someone or seek confidential guidance for the benefit of their personal, academic, or social well-being, professionals are here to help. For more information visit the links listed below or call for a phone consultation.

Phone number: (619) 594-5220
Address: 5700 Hardy Ave., Suite 4401, San Diego, CA 92115 (4th floor of the Calpulli Center)
Hours: Mon.-Fri. 8am-4:30pm
Website: [http://www.sa.sdsu.edu/cps/](http://www.sa.sdsu.edu/cps/).

Eligible students may qualify to undergo an examination, without penalty, at a time when that activity would not violate the student’s religious creed. By the end of the second week of classes, eligible students should notify the Professor of planned and documentable absences for religious observances. At that time, appropriate documentation of such observances must be presented to the Professor. The same basic rule applies to members of SDSU non-intramural athletic teams.

Students having difficulties understanding the assigned readings for this course should immediately consult Professor Corlett for assistance. Professor Corlett will gladly assist the student with her problem and recommend her to an appropriate resource on campus for proper assistance, as needed.

For course sections ending at night: Given that this is an evening course that ends in a late hour, students, especially women, are encouraged to use the classroom telephone at the end of class sessions or after office hours to contact campus escort services. The contact number for the campus safety escort service is listed next to the classroom telephone.

*Guests are welcome to attend class sessions* provided that they secure explicit permission by the Professor prior to each class session they wish to attend, though they are not granted permission to in any way, shape or form duplicate the contents of any class session for this course for any purpose. *No unauthorized (e.g.,*
unapproved by Professor Corlett) people are permitted to attend class sessions for this course!

REQUIRED COURSE READINGS:


These readings are carefully selected based on their direct relevance to the topics in question for this course, and based on the strong recommendations of them by the very best and most distinguished philosophers in their respective fields. They are also selected because, unlike their competitors in philosophy, they represent excellence in philosophical scholarship relative to their respective topics, and in turn they discuss various perspectives by leading philosophers on the topics they cover. No competing books discuss as wide an array of perspectives on such topics relative to the subjects they cover.

Students are responsible for obtaining access to these required readings throughout the term. In order to purchase these books at the most affordable prices, students are strongly encouraged to purchase them through the Publishers directly, or by way of Amazon.com, or some other legal means. If you seek to purchase your books through the Publishers, inform them that you are one of my students and they might give you a further discount on the books. Again, no photocopies of these readings are permitted during examinations, and no book sharing during examinations. It is advised that students not procrastinate about accessing the required readings as it is always possible that various sources might sell out of copies.

Professor Corlett explicitly negotiates away some of his own royalties in order to provide for SDSU students a more affordable cost for these and other of his books when they are purchased new. *Authors do NOT earn royalties on the selling of used books, nor do they control the pricing of used books!* And at well-respected colleges and universities throughout the world, faculty engaged in university-level research and teaching frequently use their own works as assigned readings. Students who are offended by such a practice are encouraged to drop this course immediately. Most students, however, are genuinely grateful to study with a well-published professor as it is a sign of that professor’s acquired expertise and genuine faculty development. Welcome to university-level studies! You are no longer in high school or junior college.
NOTE: Students are advised that it is unlawful to violate federal copyright laws which prohibit the illegal downloading or otherwise accessing of all copyrighted materials. Publishers are aggressive and increasingly successful in filing and winning lawsuits against students and others who violate such laws.

TENTATIVE COURSE OUTLINE:

Week 1: Introduction to the Course, Some Critical Thinking, Reason, Language and Ethics.
Week 2: **Written Quiz on the Course Syllabus.** Lecture on Ethical Theories.
Week 3: Ethical Theories: Utilitarianism and Deontologism.
Week 4: **Exam #1;** The Moral Virtue of Responsibility.
Week 5: Theories of Punishment (Utilitarianism and Retributivism); Kant’s Retributivism.
Week 6: Retributivism, Utilitarianism, and Capital Punishment.
Week 7: The Moral Virtues of Forgiveness and Collective Responsibility; and Corporate Punishment.
Week 8: **Exam #2;** The Problems of Race, Ethnicity, and Racism.
Week 9: Utilitarian v. Rights-Based Approaches to Reparations.
Week 10: The Moral Virtues of Forgiveness and Reparations.
Week 11: Reparations to American Indians and U.S. Blacks.
Week 12: **Exam #3;** The Moral Virtues of Legal Obligation, Pacifism, Civil Disobedience, and Non-Violent Direct Action.
Week 14: Terrorism.
Week 15: Terrorism.
Final Exam week: **Exam #4. Date and time to be pre-announced in class.**

The content of each examination is **not** cumulative of previous sections of the course.

**A STUDENT’S ATTENDANCE BEYOND THE FIRST SESSION OF CLASS FOR THIS COURSE CONSTITUTES HIS OR HER TACIT AGREEMENT WITH THE CONTENTS OF THIS SYLLABUS AND THE TERMS IT EXPRESSES.**