<table>
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<tr>
<th>TYPE OF ACTION (circle appropriate)</th>
<th>C. Modification</th>
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<tbody>
<tr>
<td>A. Addition</td>
<td>1. in credits</td>
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<td>1. Regular</td>
<td>2. in title</td>
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<td>2. Experimental</td>
<td>3. in number or alpha</td>
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<td>3. Other (specify)</td>
<td>4. in prerequisites</td>
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<td>B. Deletion</td>
<td>5. Other (specify)</td>
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<tr>
<th>NEW ALPHA, NUMBER AND TITLE</th>
<th>CREDITS</th>
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<tr>
<td>Phil 100, Introduction to Philosophy: Survey of Problems</td>
<td>3</td>
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<tbody>
<tr>
<td>Phil 100, Introduction to Philosophy</td>
<td>3</td>
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| NEW DESCRIPTION | N/A |

7. PREREQUISITES OR RECOMMENDED PREPARATION

None

8. STUDENT CONTACT HOURS PER WEEK

<table>
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<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Other (specify)</th>
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<td>N/A</td>
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9. PROPOSED DATE OF FIRST OFFERING

N/A

10. THIS COURSE IS (REQUIRED) (ELECTIVE) FOR THE AA PROGRAM

N/A

11. THIS COURSE (INCREASES) (DECREASES) (MAKES NO CHANGE) IN THE NUMBER OF CREDITS REQUIRED FOR THE PROGRAM

N/A

12. SIMILAR COURSES OFFERED ELSEWHERE

College(s): All C.C.'s except Haw.

Alpha, Number, Title: Phil 100, Intro. to Phil

Phil 100, Intro. to Phil: Surv. of Phlms.

13. THIS COURSE IS (ALREADY ARTICULATED) (APPROPRIATE FOR ARTICULATION) (NOT APPROPRIATE FOR ARTICULATION)

Provide details of existing or desired articulation (Date, college(s), purposes, pre-major or major, etc.): Articulated with UHM Arts and Sciences Core Area Humanities II, Philosophy and Religion.

14. REASON FOR INITIATING, MODIFYING OR DELETING COURSE OR OTHER PERTINENT COMMENT:

Describes course better

REQUESTED BY Humanities

James Miukoto

Department/Division Chairperson Date

APPROVED BY

Phillip W. Hazlitt

Curriculum Committee Date

Roy H. Funamoto

Dean of Instruction Date

Peter T. Pyr

Provost Date
LEVELS OF REVIEW OF COURSE PROPOSALS AT WCC

1. Subject Area (one or more instructors in the area)
   Ron Less
   Gloria A. Moore
   10/25/82
   signatures
   dates

2. Division
   C. M. Nichols
   department chairperson
   10/26/82
   date

3. Administrative Confirmation of System Requirements
   signature
   11/10/82
   date

4. Curriculum Committee First Review
   Disapproved
   Reason:
   Further Information Required
   Please provide the following:
   Approved for review by other divisions
   Curriculum Committee Chairperson
   date
   (target date:)

5. Curriculum Committee Second Review
   Approved
   Disapproved
   Reason:
   Phil Hagstrom
   Curriculum Committee Chairperson
   11/17/82
A. Information Needed for Processing ALL Course Proposals

Course Title:__________________________________________________________

Transfer:_________________ Non-transfer:__________________________

Submitted:_________________________ Date:__________________________

1. Course Objectives:

2. Provide details of additional staff, equipment facilities, library/media material and equipment, other financial support that would be required to implement the new course or the course modification.

Has this additional cost been included in the budget for the proposed date of offering? Include in estimate of actual cost of supplies and equipment in addition to cost already budgeted by the discipline.
B. Information Needed to Process Course Modification Proposals ONLY

1. What change is proposed in the course? Provide specific information on both the new and the old course.
   Change in course title is proposed.
   OLD TITLE: Introduction to Philosophy
   NEW TITLE: Introduction to Philosophy: Survey of Problems

2. Is the submitted change enough to require a change in course identification? If so, explain thoroughly.
   N/A
   Course content remains the same.

3. If the course is articulated with any four year program, give details and dates of agreement(s) and explain any impact the proposed change may have on articulation.
   N/A
   No impact on course articulated.

4. Will this change alter the number of hours required to attain a certificate or degree? If so, provide details and justification.
   No.
C. Information Needed to Process New Course Proposals

1. Course relation to EDP of the College:

2. Program course in (Please give some information concerning the status of the program and the relation of the course to the program):

3. Independent work by students:

4. Rationale for articulation with UHM General Education Core--attach Windward Community College Form 3 for transfer course criteria, if appropriate:

5. If similar to an upper division course, explain community college application:

6. If course is experimental and unique to Windward Community College, indicate additional rationale and impact on college curriculum, if appropriate:

D. Attach Course Outline for New Course Proposals or for Course Modifications that Involve Changes in Content, Syllabus, or Time Schedule. Use the Windward Community College FORM 2: General Course Outline for Proposed Course. A student course outline may be submitted, if it indicates the syllabus, content, and time schedule of the proposed course.
OUTLINE OF COURSE OBJECTIVES

B. OBJECTIVES OF THE COURSE

REQUIRED OBJECTIVES

TASK III: studied in the course. The report can be submitted in either written or oral form on/or before the last day of instruction for the course. Minimum level of achievement: 60%.

OPTIONAL OBJECTIVES:

3. The student will demonstrate his/her understanding and the ramifications of the basic concepts/generalizations of philosophy.

TASK: For one half point per day, summarize an article/chapter of a book/case study and relate it to selected basic concepts/generalizations/theories of philosophy.

NOTE: A research (term paper) may be substituted for TASKS I and II. The paper must be (a) 9-10 pages in length, (b) type-written, (c) in proper format for a paper: include a bibliography listing a minimum of five (5) references excluding your text(s), and (d) written from a philosophical perspective.

C. MODE OF INSTRUCTION

This course will be conducted on a discussion/lecture format. Class activities may include: group presentations, class discussions based on reading assignments, dialogue with guest speakers, audio visual materials, individual research, and written assignments.
OUTLINE OF COURSE OBJECTIVES

D. METHOD OF GRADING

1. To receive a passing grade, you must meet the minimum levels of achievement of Objectives 1 and 2.

2. Letter grades will be assigned as follows:

   A: 90-100% average on Objectives 1 and 2 (including any extra credit)
   B: 80-89% average on Objectives 1 and 2 (including any extra credit)
   C: 70-79% average on Objectives 1 and 2 (including any extra credit)
   D: 60-69% average on Objectives 1 and 2 (including any extra credit)
   CR: 60-69% average on Objectives 1 and 2 (including any extra credit)
   NC: Failure to meet minimal levels of achievement of Objectives 1 and 2; no credit
   W: Withdrawal from the course

3. Criteria for Evaluating Projects/Reports/Papers/Quizzes

   a. Grasp of the problem/concept/issue.
   b. Logic and persuasiveness of the presentation.
   c. Perceptiveness in seeing and weighing various alternative interpretations.
   d. Demonstration of critical analysis.
   e. Clarity with which the topic/problem/concept/issue discussed.

E. TEXTBOOKS AND OTHER ASSIGNED INSTRUCTIONAL MATERIALS

1. Required texts:

   Barry, Velasquez, Applying Ethics: A Text With Readings
   Business Ethics: Concepts and Cases

2. Recommended texts/instructional materials:

   Baum, Ethical Arguments for Analysis
   Woodhouse, A Preface to Philosophy
OUTLINE OF COURSE OBJECTIVES

E. TEXTBOOKS AND OTHER ASSIGNED INSTRUCTIONAL MATERIALS

3. Samples of acceptable book reports, mini projects, research papers (term papers) are on reserve.

4. Supplementary reprints will be assigned as appropriate. Additional materials for units of study are on reserve (for perspective).

5. Study guides (for reading assignments, paperbacks, texts will be disseminated in class.) These guides will contain questions from which quizzes will be drawn.

F. OTHER INFORMATION

1. Office hours:
   Will be announced in class.

2. Reading assignments:
   Range from moderate to heavy.

3. Class attendance:
   Regular attendance is expected of all students.

4. Course evaluation:
   All students completing this course are expected to complete a course evaluation form.

5. Class preparation:
   Students are expected to prepare adequately for each class session. The quality of each session is dependent upon it. "Keeping up" will insure a satisfactory result for you.

6. Course work:
   Students are expected to claim their work within two weeks after the completion of the course. Unclaimed work will be disposed.
Phil. 100, 101
Mini Project Format

OBJECTIVES OF MINI PROJECT:

1. Provide the student with an opportunity to independently philosophize on a topic/article.

2. Provide the student with an opportunity to independently identify philosophical issues/problems.

3. Provide the student with an opportunity to demonstrate his/her ability to do critical analysis.

INSTRUCTIONS:

1. Format - Essay. Left margin: 1". Right margin: 3/4".

2. Content - You should incorporate the following elements in your essay: reading assignments, concepts, theories, lectures, personal insights/opinions.

3. Length - Your project should be equivalent to three to four double spaced, typewritten pages.


5. Readability - It is the student's responsibility to present his/her project in a manner that will lend itself to high readability - hastily written projects which reflect undeveloped ideas are what I am referring to here. Similarly, students with poor penmanship are advised to type their projects to insure high readability.

6. Title - Make sure you have a title for your essay.

7. Organizational elements - Your essay should include the following organizational elements: introduction, body, and conclusion. See the attached sheets for further details.

8. Due date - ____________________________
ORGANIZATIONAL ELEMENTS OF YOUR ESSAY (MINI PROJECT)

I. INTRODUCTION

Your introduction should have three (3) elements/parts to it: statement of the problem, background of the problem/concept/program, plan.

A. Statement of the problem.
The statement of the problem should include the word should. EXAMPLE: Should affirmative action programs be maintained? (1 paragraph)

B. Background of the concept/program/problem.
Why did the concept/program come into being? EXAMPLE: Affirmative action programs came into existence to try to correct past injustices which Negroes suffered the past two hundred years. The belief is that because of these so called injustices, Negroes have been profoundly affected socially, economically, and politically. (1-2 paragraphs)

C. Statement of your plan.
tell the reader of this mini project what you propose to do. EXAMPLE: In this essay, I am going to critically analyze the arguments which John Doe offers on behalf of Affirmative Action Programs. (1 paragraph)

II. BODY

The body of your project should consist of three (3) parts: position of the author of the article with respect to the problem, arguments (reasons) for the author's position, and criticism/evaluation of the author's arguments.

A. Position of the author of the article.
Is the author of the article for or against the program/concept? EXAMPLE: Is John Doe for or against Affirmative Action Programs? (1 paragraph)

B. Arguments for the author's position.
Provide or state reasons why the author believes as he/she does. EXAMPLE: John Doe is for affirmative action programs for two reasons: 1) to provide the discriminated people with more economic, social, and political leverage, 2) to provide the discriminated people with compensation for past injustices suffered at the hands of their oppressors. (1 paragraph)
II. BODY

C. Criticism/evaluation of the author's arguments.
You need to make a point by point analysis of each of the author's arguments. Criticism can be done on three (3) levels. First, on a logical level. Has the author contradicted himself or committed any logical fallacies? Second, does the theory check with what is in fact happening in reality? Third, what are some possible consequences of continuing a particular program? (3-4 paragraphs)

EXAMPLE: Affirmative action programs will not provide Negroes with economic, social, and political leverage - They will do just the opposite; they will create a nation of social, economic, and political cripples.

EXAMPLE: Affirmative action programs are designed to compensate Negroes for past injustices. The problem with this idea is that those who were discriminated against are not enjoying the fruits of affirmative legislation. Also, how long must we help the discriminated group?

III. CONCLUSION

Your conclusion should consist of three questions: 1) Have you established what you set out to do?, 2) What recommendations have you to make?, 3) ask the reader how he/she would have answered the philosophical question you began this project with. (Approximately 3 paragraphs)

A. Have you established what you set out to do? Have you demonstrated to the reader that affirmative action should be maintained, for example?

B. What recommendations have you to make? Have you any suggestions on how to resolve the problem?

C. Ask the question you began your project with. Should affirmative action programs be continued/maintained and THEN ask one further question: Can they be maintained without violating 'justice' for all concerned?
II. BODY

C. Criticism/evaluation of the author's arguments. You need to make a point by point analysis of each of the author's arguments. Criticism can be done on three (3) levels. First, on a logical level. Has the author contradicted himself or committed any logical fallacies? Second, does the theory check with what is in fact happening in reality? Third, what are some possible consequences of continuing a particular program? (3-4 paragraphs)

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C. Ask the question you began your project with. Should affirmative action programs be continued/maintained and THEN ask one further question: Can they be maintained without violating 'justice' for all concerned?
Phil. 101
Study Guide
UNIT: The Nature of Moral Philosophy

OBJECTIVES:

1. The student demonstrate his/her ability to philosophize (ask normative questions, speculate, criticize, analyze, clarify concepts.)

2. The student will demonstrate his/her ability to differentiate meta ethics from normative ethics.

3. The student will demonstrate his/her understanding of the following terms: argument, deduction, induction, validity.

4. The student will demonstrate his/her understanding of the following terms: concept of a right, negative rights, positive rights.

1. List and discuss four characteristics of "philosophical questions/problems."

2. Philosophize on an article (to be provided by the instructor).

3. Select/create an example which exemplifies each of the following terms: meta ethics, normative ethics, concept of a right, negative rights, positive rights.

4. Discuss the strengths as well as weaknesses of two (2) of the following theories: teleological ethics, deontological ethics, emotivism, self realization ethics, religious ethics.

5. Discuss the strengths as well as weaknesses of two (2) of the following theories of justice: distributive justice, retributive justice, compensatory justice.

6. Select/create an example which exemplifies each of the following terms: argument, deduction, induction, validity.
HUMAN EXPERIMENTATION

1. Public Concern Over Human Experimentation
2. The Nuremberg Code
3. The Intensified Search for Knowledge
4. The Ethical Issue: Human Inviolability
5. The Issue of Consent
6. The Patient As Research Subject
7. The Healthy Person as Research Subject
8. Prisoners as Research Subjects
9. Nonpenal-Institutionalized Persons as Research Subjects
10. Protection of Human Subjects
11. Future Sources of Resource Subjects
12. Values Pertaining to Human Experimentation
13. Case Studies
   Walter Reed's Experiments with Mosquitoes
   The Willowbrook Experiment
REPRODUCTIVE TECHNOLOGIES: A Sampler of Issues

1. The Ethics of Genetic Responsibility
2. Genetic Screening
3. Prenatal Diagnosis
4. Abortion: The Issues
5. Experimentation using the Human Fetus as Research Material
6. Neonatal Euthanasia
7. Sterilization
8. Cloning
9. Cases for discussion
   Buck vs. Bell
   The Case for Amniocentesis
OBJECTIVES:

1. The student will identify moral issues from selected materials.

2. The student will defend a position on an issue in bioethics.

3. The student will critically analyze course materials.

4. The student will apply the generalizations and concepts of ethics to case studies/popular literature.

HUMAN EXPERIMENTATION

1. Define the following concepts: human experimentation, primum non nocere, human inviolability, informed consent.

2. What rationale can be cited for experimentation with human subjects. What justification do you feel best supports this enterprise (human experimentation)? Defend your view.

3. Formulate and discuss three (3) principles which you believe are important for experimentation with human subjects.

4. Who should decide whether a prisoner, a soldier, a patient, or a child should be an experimental subject? Defend your view.

5. Does the biomedical profession bear any responsibility collectively for experiments performed on human subjects? Defend your view.
OBJECTIVES:

1. The student will identify moral issues from selected materials.
2. The student will defend a position on an issue in bioethics.
3. The student will critically analyze course materials.
4. The student will apply the generalizations and concepts of ethics to case studies/popular literature.

BIOLOGICAL ENGINEERING

1. What rationale can be cited for biological engineering? What justification do you feel best supports this enterprise (biological engineering)? Defend your view.
2. Formulate and discuss three (3) principles which you believe are important for biological engineering.
3. Define the following concepts: biological engineering, eugenic responsibility, genetic screening (retrospective and prospective), amniocentesis, cloning, parthenogenesis.
4. Do parents have the right to determine the genetic quality of their offspring according to any criteria acceptable to them alone? Defend your view. Do parents have the duty to avoid bearing children with serious genetic defects when it is possible to do so? Defend your view. Does society have the right to intervene in parenthood? Defend your view.
5. State and briefly explain two difficulties with in utero diagnosis.
6. Should a woman who is moderately retarded be sterilized? Defend your view.
7. State and briefly explain three issues that would result if cloning of human beings became a reality.
THE ETHICS OF CONSUMER PRODUCTION AND MARKETING

1. Introduction
   Ethics and the consumer: the issues

2. Contract View of Business's Duties to Consumers
   The duty to comply
   The duty of disclosure
   The duty not to misrepresent
   The duty not to coerce
   Problems with the contractual theory

3. The Due Care Theory
   The duty to exercise due care
   Problems with due care

4. The Social Costs View of the Manufacturer's Duties
   The Social Costs View
   Problems with the social costs view

5. Advertising Ethics
   A definition
   Social effects of advertising
   Advertising and the creation of consumer desires
   Advertising and its effects on consumer beliefs

6. Cases for discussion
   Drugs and Hair Dyes
   Marketing Infant Formula
THE ETHICS OF JOB DISCRIMINATION

1. Introduction
   Employers and employees: the issues

2. Job discrimination: its nature
   Forms of discrimination: intentional and institutional aspects

3. Discrimination: its extent
   Average income comparisons
   Lowest income group comparisons
   Desirable occupation comparisons

4. Discrimination: utility, rights, and justice
   Utility
   Rights
   Justice

5. Affirmative Action
   Affirmative action as compensation
   Affirmative action as an instrument for achieving social goals
   Problems with implementing affirmative action

6. Cases for discussion
   Brian Weber
   Affirmative Action at AT&T
OBJECTIVES:
1. The student will identify moral issues from selected materials.
2. The student will defend a position on an issue in business ethics.
3. The student will critically analyze course materials.
4. The student will apply the generalizations and concepts of ethics to case studies/popular literature.

THE ETHICS OF CONSUMER PRODUCTION AND MARKETING
1. Define the following concepts: manufacturer's implied warranty, caveat emptor, caveat vendor, product liability, service life, duty of disclosure.
2. Discuss the arguments for and against the three main theories of a producer's duties to the consumer. In your judgment, which theory is most adequate? Are there any marketing areas where one theory is more appropriate than the others?
3. Who should decide (a) how much information should be provided by manufacturers, (b) how good products should be, (c) how truthful advertisements should be? The government? Manufacturers? Consumer groups? The free market? Explain your views.
4. Carefully examine two or more advertisements taken from current newspapers or magazines and assess the extent to which they meet what you would consider adequate ethical standards for advertising. Be prepared to defend your standards.
5. A manufacturer of electric coffee pots recalled the pots (through newspaper announcements) when he found that the handles would sometimes fall off without warning and the boiling contents would spill. Only ten percent of the pots were returned. Does the manufacturer have any additional duties to those who did not return the pots? Explain your answer.

THE ETHICS OF JOB DISCRIMINATION
1. Define the following concepts: job discrimination, institutional discrimination, intentional discrimination, affirmative action program, reverse discrimination, invidious contempt.
2. Compare and contrast the three main kinds of arguments against racial and sexual job discrimination. Which of these seems to you to be the strongest? The weakest? Can you think of different kinds of arguments not discussed in the text?
THE ETHICS OF JOB DISCRIMINATION

3. Compare and contrast the main arguments used to support affirmative action programs. Do you agree or disagree with these arguments? If you disagree with an argument, state clearly which part of the argument you think is wrong and explain why it is wrong. (It is not enough to say "I just don't think it is right.")

4. "If employers only want to hire (the best qualified) young white males, then they have a right to do so without interference, since these are their businesses." Comment on this statement.

5. In your judgment, was the historical shift in emphasis from intentional/isolated discrimination to nonintentional/institutionalized discrimination good or bad? Justify your judgment.
Sexual Integrity

1. Determinants of Sexual Behavior
   Biological
   Psychological
   Social

2. Sexual Standards
   Components of a fundamental sexual standard

3. Premarital Sex
   Premarital Sex Is Immoral
   Premarital Sex Is Not Always Immoral
   Summary of the Issues

4. Extramarital Sex
   Extramarital Sex Is Immoral
   Extramarital Sex Is Not Always Immoral
   Summary of the Issues

5. Homosexuality
   Homosexuals are immoral and sick
   Homosexuals are neither immoral nor sick
   Summary of the issues

6. Cases for Discussion