Questionnaire for Students in Fall 2006 E-Focus Classes

Q4: Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
<th>Forms</th>
</tr>
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<tbody>
<tr>
<td>PHIL 101 (MW - 1:30 PM) (Prof. Moore)</td>
<td>25.3%</td>
<td>19</td>
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<tr>
<td>PHIL 101 (DISTANCE ED) (Prof. Moore)</td>
<td>8.0%</td>
<td>6</td>
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<tr>
<td>PHIL 120 (WEB) (Prof. Pine)</td>
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<td>3</td>
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<td>POLS 120 (TR 11:30) (Prof. Meacham)</td>
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<td>POLS 130 (WEB) (Prof. Meacham)</td>
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<tr>
<td>REL 151 (MW- 10:00 AM) (Prof. Panisnick)</td>
<td>20.0%</td>
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<td>REL 151 (T - 5 PM) (Prof. Panisnick)</td>
<td>16.0%</td>
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<td>WS 151 (M - 5 PM) (Prof. Roberts-Deutsch)</td>
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Replies 75; Forms 75

Q7: Please describe briefly some of the contemporary ethical issues you have discussed in this class.

- Many situations we deal with everyday such as relationships with ourselves, God, we others on a "deeper" level such as "love", "faith", etc.
- The problems about spiritual crisis and the lives of which modern people must go through.
- We have discussed issues dealing with understanding ourselves and the relationships we have with others (God, ourselves, and lovers).
- Depth dimensional values and explanations of these relationships interact. Spirit and institution. How the spirit can or cannot be synthesized. Saints and clowns. How it is possible for a clown to communicate depth level conversations.
- We touched basic ethical issues having to do with our relationships with God, others, and ourselves in depth. Things already known but in a much detailed and in depth matter.
- The 3 primary relationships: God, other, and self.
- Some of the contemporary ethical issues that were discussed in class include the war, how people achieve success without working hard, and if the end justifies the means, abortion, same sex marriages, etc..
- Meaning of life, God, and Human relationships.
  - Deep thought in how all 3 are one in the same.
  - Being able to live life not knowing you'll be successful but knowing that you will learn from life and part on that knowledge "life after death".
  - Gaining from the "How" and not the "what"
- Freedom of chores and the consequences that may follow.
  - How we respond to things we disagree with and believe in.
  - Dilemmas such as friend/lover paradox, rebellion, facing uncertainty.
- We discussed the difference between normative ethics and relativism. We discussed the conflicts between the Intelligent Design theory and evolution or other sciences with regard creation of life on earth. We discussed teleological, deontological and the instrumental naturalism reasoning as components of normative ethics. We debated the point at which life beings and what is ethical for science to practice once life does begin. We discussed a cosmic perspective based on rational and moral decisions as being important to human survival.
- Morality between many different subjects.
- We discussed human rights and their application to different situations. We also had to discuss mutilation, abortion, and whether the actions of a doctor or other individuals in life situations were moral or immoral or nonmoral.
- #First, in a couple of paragraphs explain the difference between normative ethics and relativism. How would a relativist and a normative ethicist approach the issue of preimplantation genetic diagnosis (PGD)? Second, in a couple of paragraphs, describe your opinion on the relativism v. universal rights issue. Do you agree with the normative ethicists and believe in universal rights? If so, do any apply in the Kingsbury case? For instance, do embryos have rights that apply in this case? Do parents have rights that apply in this case? Or, do you agree with the relativists that because of vast cultural and personal differences in our world “anything goes”? Is this an issue where right and wrong cannot be objectively decided?

#First, let's get personal. What would you do if you and your spouse were in the same situation as the Kingsbury parents? What if you and your spouse wanted very much to have children but also knew that an inherited form of cancer existed in your family? Assume that cost was not an issue for you, only ethical considerations as discussed in the article. Would you use the PGD procedure as the Kingsbury parents did? Do you think that what the Kingsbury parents did was ethical? Not ethical?
- Second, what ethical reasoning justifies your decision? What normative approach (principles or results, deontological or teleological) best applies for your reasons? Be sure to explain in your essay what a principle (deontological) approach and a results (teleological) approach are and how they differ.
Would you like to live in a Brave New World? What personal values, moral judgments, and beliefs about life justify your conclusion? Also, can you explain the connection between normative ethics, the self-actualization theory of happiness, and democratic theory?

- We discussed issues such as the internment of Japanese Americans during W.W.II; abortion; taking organs from a patient illegally for someone else; living together without being married; adoption by gay parents; lying to help a friend.
- We discussed the use of science in order to find out if an embryo will have certain defects or diseases before having it implanted into the mother.
- Some of the contemporary issues that were brought up in this class consisted of advancements in technology allowing people to tamper with human genetics. Example of this would be the PGD procedure and the research of human cloning. Other issues would be the need for consent before any experiment / research can be done on a human being.
- In one case, we had to determine whether it is moral for the government to prevent a young lady to have abortion. In another case, we had to determine whether it would be moral to allow a lesbian couple to adopt a child. Still, another case asked us whether it is moral for someone to have the feeding tube removed from his spouse who is in a vegetative state.
- The contemporary ethical issues that we had discussed in class were partially on religious beliefs and what would and could not be moral in this life.
- We discussed topics about first, second, and third primary relationships with different scenarios to get thinking about each relationship.
- We discussed Religion and why people choose to believe in a god. We also discussed the difference between a nihilist and a believer as well as the difference between the institution and spirit. Other topics included the clown vs. the saint and the friend love paradox.
- We talked about different types of ethical issues. For example, everyday life and how we think our side of class verse how we should think and how we should look at things, but we don't.
- We have just discussed some of the different things about religion and the beliefs in how people react to certain things.
- We have discussed many topics in class. We have talked about issues like our depth level dimension, religion and nihilism, and the Rebel. these topics were used in many topics that were discussed in detail and in topics that were minor.
- He talked about the ways that things that we would need to understand in life. he talked about what would help us in our relationship problems.
- Religion and Nihilism/ the Rebel model, etc..

THE PRIMARY RELATIONSHIPS BETWEEN SELF AND SPIRIT AND HOW THEY MAY AFFECT YOUR EVERYDAY DECISION. It makes you realize from a different perspective that society continues to view past historical events as a means of guidance.

- Some of the contemporary ethical issues that we have discussed in class are relationships, relationships with others, relationships with ourselves and relationships with a higher power. We also talked about problems that occur and how you deal with them or the options that you have. We also talked about different life problems that have or may occur in our lives.
- We have discussed the belief system consisting of religion and nihilism for the onion person. An onion person is a sketch of a spiral person with the layers of depth level dimension in order and the middle core is the deepest level. We learned of the institution versus the spirit. We also learned of problems within our culture dealing with 1st, 2nd, and 3rd primary relationships, which are relations with you and god, you and others and you and yourself.
- In class we discussed many ethical issues. From religion issues to personal issues. In the religious aspect of the class we discussed how are versus how the churches should be. We had discussion on why people are awarded for failures. How society is success driven.
- We discussed issues of life today, compared history to now. It was very interesting to hear different perspectives in class. A bit scary because one day I actually questioned my belief and stand in my religion.
- There have been several contemporary ethical issues that I have discussed in this class. These includes the what and how of the existence of life; depth dimensions; faith and religion; and etc..
- Religion issues.
- Abortion
  Gay Marriage
  Prostitution
  War
  Assisted Suicide
- relativism, Kantian ethics, Utilitarianism, Natural Law theory, Existentialism.
- Gay Marriages, Torture, Abortions,
- we went over several moral theories and how we could put them to use in real life scenarios.
- we covered the main issues that plague this country, which are issues such as, gay marriage, euthanasia, assisted suicide, and others but I forgot already.
Abortion, death penalty, genital mutilation

We discuss the theories on Natural Law, the utilitarian theories, Kantian theories, and also how to apply our own theories in solving dilemmas.

Culture Relativism, natural law theory, Kant ethics, utilitarianism, Existentialism.

Abortion, gay marriage, war, assisted suicide.

We discussed issues such as female genital mutilation, Same sex marriage, physician assisted suicide, and such forth.

Many, if not all, of the topics that were covered were based on controversial issues in society. Some of the issues that were discussed in this class include the morality of abortion, capital punishment, gay marriage, and female genital mutilation.

Abortion, war, relationships, gay relationships, various philosophical theories as well as ours.

Abortion, Capital punishment, euthanasia, etc...

Abortions, legalizing gay marriage, genital mutilation.

Capital punishment, abortion, gay marriages, the right to cut the life support of something who is a vegetable and doesn't have a living will, saving lives of soldiers by hurting the commander, killing innocent people by bombing a bridge, Hiroshima and Nagasaki, black market organs, friends living together and agreeing on no relationship but engaging in sexual acts.

Different philosophical theories brought forth issues such as homosexuality, abortion, illegal black market organ dealings........

We have discussed ethical issues such as abortion, physician assisted suicide, gay marriages, etc..

Abortion, female mutilation, gay marriage.

gay marriage, capital punishment, FGM, euthanasia or taking someone off machines,

Women's issues in society
Women's roles

Women are objects and women should fight for their rights

Women were treated... We looked at how they were in earlier years and examined how things changed...

Women in Muslim cultures, women's rights, history of women.

Equal rights of women, moral issues of abuse of women, ethical issues of female circumcision, suppression of women in Middle East, ethical problems of women in media (seen as sex objects)

Women and medical care - are women given the same medical treatment as men? Women in politics - what does it take for a woman to hold an office of power?

Women's place in society
Biases of men - equality in work, politics, and military

Women's issues

Women

Women and society in general, health, family, and how the study of women affects global issues

Women: education, body issues, gender differences, relationship issues, treatment of Muslim women, women in different cultures, politics, religion, and our roles as women.

Discussed about the rights of women across the globe. The depiction of women in the workplace. The everyday issues of gender differences both positive and negative.

Women's rights, women and children's health and well being, global women's rights

How women are being portrayed in media and stuff. The environment where women work and jobs held by women/wages/etc. There is so much to list - and all good stuff.

The nature of sex differences - differences between men and women through their hormones, brains, and bodies.

Social roles and stereotypes - differences between the roles of men and women and how women should be nurses.

Discussions of how women are not appreciated like they should be. How times have changed since the 70's and how women are becoming noticed in the work force and political fields.

Q9: What suggestions do you have for improving the ethics content of this course?
I believe it is pretty good except for the fact that there should be a field manual provided to fully get the full effect of the course.

More emphasis on the way life can be defined with this new knowledge.

I loved the way Prof. Panisnick taught this course, it really made me think a lot about his discussions. I have no suggestions or idea on how one could improve this course.

It would be better if had some of notes/study guide for the course and exams.

How about discussion of other ethical issues, relating to health care such as stem-cell research, right to healthcare, etc..

None, it is all around good. Does not need any improvement.

Keeping the class open to other perspective and analyzing them logically. Not subscribing to any particular ideology that you might hold but to keep it open and encouraged while in class.

I think the class was too heavy on technical science and math concepts at a few points, so it was difficult for me to see the ethical components at those points

None

N/A. I am happy what I learned in this class. This class helps me improve my critical thinking skills and my writing skills.

I think Professor Pine did an awesome job covering all sides and topics.

More focus in the actual area of ethics would be interesting as well.

None. All good.

There is no suggestions from me that could improve the ethics content of this course.

Overall, I think it was pretty good.

nothing

He could probably give some more examples on some of the things that he is talking about. I mean he had plenty of examples, but I just learn a lot better from more examples that he may be talking about.

I do not have any.

nothing

More written materials would be more helpful, not only the discussion in class.

NONE

I do not have any suggestion on improving the class, I really enjoyed as well as learned a lot in this class.

The outline is good as it is.

The information in the class is very relevant to to everyday life.

Nothing. Mr. Panisnick knows his stuff.

The only suggestion would be to have a longer class to cover more in this course.

I don't have any.

none at this time

Would be cool to see some eastern philosophies as well as the western ones

She covered a lot of topics in the time given. I think she did a great job covering all issues in the time allotted.

everything was pretty good.

nothing, we basically covered all the issues I wanted to cover in this class and then some.

everything was great

we neeapplying d to improve by discussing on more contriversal issues that can relate to applying./

I think that this class doesn't need any improvements because the lectures that are given in class are great and Ms. Moore explains things very well when she goes over a chapter.

none.

I found this class easy to follow, and appriciated the various views that were discussed.

Nothing much. I thought we learned and discussed different topics utilizing various theories, and discovered our own theory at the same time. I would have liked to discuss other topics, however given the constraint on time, I don't think this would be possible. It would be too rushed, and not enough time and discussion on the issues would be available.

None, controversies stir arguments.

nothing

none

I thought my instructor Mrs. Moore was a good teacher and very animated and enthusiastic bringing more life to her lectures which was very helpful in learning.

None, a great course just the way it is.

well the issues were great honestly its hard to improve something if the class doesn't get into it I must say she did try hard to get everyone's participation but most of us were cooperators

Sorry can't think of anything

It was a fabulous course and I learned a lot from it.

The class is really great and does'n't need to be improved.

Nothing. Keep doing what is done.
• None.. class was great
• I can't think of anything that can be improved.
• Have women in different working class reveal ethics of study.
• none
• The course is good
• none
• Comments in class were respectful and instructor made it clear from the beginning that everyone will respect each other’s views.
• It was very well covered. I would recommend this class.
• none
• none
• None.
• Could focus son mo0re topics that deal with the right and wrong that both women and men do.
• This course was not boring to me. If found Marcia’s lectures to be of interest.

Q11: What disciplinary materials, approaches, or tools did your instructor supply you with to help you discuss contemporary ethical issues?

• Bringing up ideal which we don't think about in day to day situations.
• Strong theories such as the Freind-Lover paradox.
• Impeccable logic and understanding.
• Constant review of course material, He thoroughly explained these issues and set examples.
• His past experience and other's experience.
• Text books
• The instructor encouraged class participation, giving different examples.
• Your skills as a person bring out your mind. Being able to use it answered a lot of the what if. Talking about things you just pass as the norm.
• -Two required readings
  -Recommended other tools like books, plays, and movies.
• The discussion board and summaries were the most helpful. Instructor feedback was also good.
• Online Text Book
• A book that held examples and explanations of what is moral and immoral according to theories.
• normative ethics (principles or result based) (deonological or teleological approach), relativism, self-actualization theory of happiness and democratic theory, and etc..
• The different theories that we learned were very helpful. I feel better equipped to have an intelligent conversation. I also feel that I can better determine people's reasoning behind their actions based on the theories that we learned.
• Lots of links to websites that discuss different topics.
• Aside from the actual textbook, our instructor supplied us with links to articles concerning contemporary ethical issues.
• Discussion questions in the discussion board.
• The instructor had a neutral way of approaching some of the topics that were discussed in class, he would not takes sides and also let us explain some of our issues without being bias.
• He helped us in writing our papers by giving us different topics and made sure we were clear on what he was talking about.
• Used examples from pop-culture, his own life experiences and current issues with politics and government.
• The instructor showed us a lot of draws and use stories to help of us understand what he was talking about.
• My instructor gave a lot of everyday examples to relate to the discussion that we had in class. These examples were very helpful to my understanding of the contemporary ethical issues. He also had class participation in the discussions and reading material for us to read.
• The instructor just told us different stories and lessons of what he was talking about. Those were very useful to this class because it can be very difficult to understand some of the things that are being discussed in a religion type of class.
• He used many examples which made the information much more clearer and understandable.
• everyrhing he did was perfect
• only the discussion in class.
• EVERY DAY CLASS LECTURES THAT WERE RELIGIOUSLY DISCUSSED IN ORDER TO ACCOMPLISH TO ESTABLISH THAT THE RIGHT IDEA WAS BEING SENT OUT.
• He used lots of situations that we are familiar with and were easy to understand.
• He lectured us and we took notes.
• The professor used many examples from different books, quotes from different people, and personal examples.
• 16 page journal due at the end of the semester.
• Materials: The Grand Inquisitor.
Approaches: real and make-believe examples
Tools: instructor's life experiences.
• His professionalism.
• She supplied us with the knowledge of each theory, the steps in determining the moral theory. There were many individual as well as group discussions on each theory.
She gave us plenty of time to work on our homework and papers.
• Class discussion which worked well
• She made us go over all types of philosophical theories and we had to go over each issue in that form. She did not allow us to argue over a topic too much knowing that such a class can get out of hand.
• she gave us a lot of examples and lectures on the theories.
• she gave us all of the notes and had us work on the issues about 3 times and had us discuss the issues so that even if we didn't think of all of the outcomes or situations we could have, our classmates added to our answers. that really helped
• she showed us step by step how to applying the methods through reasoning and the justification of the theory in order to get the moral answer we seek.
• the power point
• The philosophy book, power points, and lectures where the greatest materials because it gives us an opportunity to look back at the theories we went over to apply more knowledge to our own theories. Miss Moore's Broadway sings also kept the class going!
• we used ethical issues as examples to use to apply it to the theories we were learning in class.
• We used a combination of handouts that were given out to practice what we discussed and learned, power-point lectures in class to provide a visual supplement verbal discussions and lectures, we were provided with a text book that we used to review and use as a reference for homework, handouts, lectures, and exams.
• The text which was written by the teacher in a manner that was informational, easy to read and understand, and easy to relate to given the simplified order and examples. The papers I believed helped a lot sum up the issues, allow us to understand concepts, and by having it more frequently, it allowed me to keep up and stay interested. Homework with the breakdown of the methods helped tremendously, given that sometimes it was pretty difficult the theories.
• Lectures, papers, class group/team work.
• different methods like the FFV's, Kantian ethics, sartres, and cultural relativism. the instructor first did a lecture and then a homework assignment was given. then we discussed it in class and then we did a paper on the issue.
• handouts & slide shows
• a lot of group sessions for in class discussions was helpful in learning material.
• The instructor provided us with moral theories and dilemmas to better understand many different ethical issues.
• power points and just being herself with using her own method and giving different perspectives of both she would give an example for the good of it and then one of the bad she always even it out
• awesome text interesting cases to apply learned theories to slide shows the way the instructor used them
• book, groups sessions, lecture, video
• Videos
• Videos
• Videos - most videos and group discussion.
• Video, group discussion, media papers
• Video and group talk
• Books, video, questions, what type of question
• Video, handouts, class discussion
• movies, handouts, and discussion
• Text, videos, handouts
• Video, handout materials, articles - newspaper, internet.
• Video, text, group discussion, own research projects
• Video tapes, book: Women's Realities & Women's Choices
• Videos, group discussion, reading, writing

Q12: Please provide any other comments about this E-focus course.

• I really enjoyed this class and instructor. He helped me realize many things that will help me throughout my life.
• None, It is adequate.
• Great course.
• Very informative course.
• Over all everything was great.
• Overall, I'm satisfied of the ethics portion of the class.
• Awesome Class!!
Very informative material. I doubt many people know much about ethics and science.
Pretty Good
It is challenging and very personal. You really have to know yourself and think about what you believe.
The instructor responds our questions right away. He takes a lot of time for the discussion form to answer students' questions in details.
Creating my own moral theory proved especially difficult. I am no Aquinas or Sartre, so I didn't feel that I was knowledgeable enough to create something substantial.
Professor Pine does the best job of communicating than any other online teacher I've had.
Everything was great, except that I wished it was purely online rather than cable. Perhaps the videos can be shown online (anytime) instead.
It was an interesting course.
This was a great class. I always enjoyed coming to this class and learning new things. It has opened my eyes to many things.
this was a very excellent course.
none
NO COMMENT
I enjoyed this class and would recommend it to others.
Aloha! Hope I passed.
elementary course.
great class
it sucks
I did learn something about this course, thank you
This class really helps out, not just academically, but we can always use this knowledge and apply it to our own personal lives.
This class was very informative, relative to today's society's issues, and was very helpful in providing ways to express ideas and providing reasoning behind the decisions we make.
None. It was a great class and I recommend it to everyone. It gets you thinking, on a higher and in-depth way other than what we were taught in high school. It allows us to ask ourselves why on many things, and with every answer we dish out, we should be held accountable to know why.
enlightening
none
very challenging but Mrs. Moore was a good instructor.
Great course.
It not only teaches you about moral theories and accompanying history, but it also helps a person to define their own
Good job.
Very informative
Update more issues of women
Very ethical and I believe I have become a stronger woman in the past 3 months.
It was very enlightening. I gained much confidence in myself from this class.
Course was very enlightening; helped me to learn a lot and about myself and the world we live in. We learned about things that I had no idea about and others that I had only heard about briefly; but, all of which pertained to me.
I really love this class and would love to recommend my friends to take it for their sake. The knowledge I got from taking this class is huge and it helps me being that I came from a different culture that thinks of women as property or something.
Good
The reading and writing assignments assisted me in focusing on women's needs, problems, and welfare. Many of the topics I found were interesting to me.

Q14: Approximately what percentage of this course was dedicated to contemporary ethical issues?

<table>
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<th>Count</th>
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<tr>
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</tr>
<tr>
<td>10% - 30%</td>
<td>14.7%; 11 31% to 50%</td>
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Replies 75; Forms 75

Q16: Approximately what percentage of time was spent in class discussions of contemporary ethical issues?

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<tr>
<td>0.0%; 0 Less than 10%</td>
<td>4.0%; 3 10% - 30%</td>
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</tbody>
</table>

Replies 75; Forms 75

Mark your level of agreement with each of the following statements.

Strongly Disagree (1) -------> Strongly Agree (5)

Agree (5)
Q19: The ethical issues in this class related to the course content.

<table>
<thead>
<tr>
<th>1.3%</th>
<th>1 S. Disagree</th>
<th>1.3%</th>
<th>3</th>
<th>77.3%</th>
<th>58 S. Agree</th>
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Replies 75; Forms 75; Mean 4.72

Q20: I feel more capable discussing ethical issues.

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<th>1.3%</th>
<th>1 S. Disagree</th>
<th>5.3%</th>
<th>4 3</th>
<th>60.0%</th>
<th>45 S. Agree</th>
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Replies 75; Forms 75; Mean 4.51

Q21: The instructor introduced techniques for deliberating on ethical issues.

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<th>1.4%</th>
<th>1 S. Disagree</th>
<th>2.7%</th>
<th>2 3</th>
<th>67.6%</th>
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Replies 74; Forms 75; Mean 4.61

Q22: I feel more competent to evaluate ethical issues.

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<th>5.4%</th>
<th>4 3</th>
<th>67.6%</th>
<th>50 S. Agree</th>
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Replies 74; Forms 75; Mean 4.53

Figure 2: FALL 2006 "E" FOCUS - BAR GRAPH OF RANK ORDERED (BY MEAN VALUES) ITEMS

"E" FOCUS HALLMARK ITEMS

- Ethical issues related to course content
- Introduced techniques for deliberating on ethical issues
- I feel more competent to evaluate ethical issues.
- I feel more capable discussing ethical issues.