Figure 1: **PERCENTAGE OF COURSE DEDICATED TO CONTEMPORARY ETHICAL ISSUES - ALL SECTIONS COMBINED**

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Less than 10%</td>
<td>1.9%</td>
</tr>
<tr>
<td>10% - 30%</td>
<td>11.1%</td>
</tr>
<tr>
<td>31% to 50%</td>
<td>37.5%</td>
</tr>
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<td>51% to 70%</td>
<td>22.2%</td>
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<td>71% to 90%</td>
<td>8.9%</td>
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<tr>
<td>More than 90%</td>
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</tbody>
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Replies 54; Forms 54; Mean 3.74

Figure 2: **SPRING 2008 SUMMARY GROUP REPORT - ETHICAL FOCUS**

CONTEMPORARY ETHICAL ISSUES
HCC E-Focus Class Evaluation - SPRING '08

Q4: This Ethics Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Sections</th>
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<tbody>
<tr>
<td>PHIL 101 MW 1:30 PM - Moore</td>
<td>16</td>
</tr>
<tr>
<td>PHIL 101 M 5:00 PM - Moore</td>
<td>6</td>
</tr>
<tr>
<td>PHIL 120 WEB - Pine</td>
<td>2</td>
</tr>
<tr>
<td>POLS 120 M W 10 AM - Meacham</td>
<td>0</td>
</tr>
<tr>
<td>REL 120 M W 10 AM - Meacham</td>
<td>0</td>
</tr>
<tr>
<td>POLS 120 WEB - Meacham</td>
<td>0</td>
</tr>
<tr>
<td>POLS 150 M W 11:30 AM - Meacham</td>
<td>0</td>
</tr>
<tr>
<td>REL 151 T R 8:30 AM - Panisnick</td>
<td>11.1%</td>
</tr>
<tr>
<td>WS 151 M 5 PM - Roberts-Deutsch</td>
<td>14.8%</td>
</tr>
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</table>

Replies 54; Forms 54

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

- It mostly had to do with the role that science and technology play in our everyday life's. It's all about how far we can push the limits of science and ethics. Some specific issues were the debates on destroying and creating life, and how and to what extent technology should be involved in our lives. A lot of talk was on extraterrestrial civilizations, cosmic perspectives, universal rights, different philosophers perspectives (Sagan, Mayr, Bill Joy, Dyson, Nietzsche) and evolution.
- three primary relationships regarding religion and contemporary issues.
- Freedom of choice, Belief: religion or nihilism, How or what, depth dimensional values, hopes and expectations
- everything is this class has relation to ethics.
- I feel as though this class is like human nature defined.
- The how and what effects of your decisions in our society.
- Some of the ethical issues we have discussed in this class were the concepts of the Rebel in the three primary relationships, which include, God, others, and ourselves. We also discussed the concept of the onion in terms of people's values; in which we also discussed the concept of the Depth Dimension in the onion.
- Some of the contemporary ethical issues we have discussed in the class are those of our relationships to god, others, and ourselves. We have talked about how we view things that connect to those three relationships.
- Issues with relationship between you and god, issues with you and others, and issues with yourself. We also discussed the issue of freedom and why we do things we do and how we really do fear freedom because with freedom comes the responsibilities of our own actions. We discussed a lot about issues within a relationship.
- morals, telling the truth or lying.
- We discussed identity projection where you give human attributes to things like gods. For example, the Greek Gods and their sculptures have in general very muscular bodies for male gods and the female gods were very beautiful.
- Some of the contemporary ethical issues that we discussed in class were primary relationships with god, self and others. We also discussed myths, urban legends, and ethical implications of false beliefs.
- we talked about what we would do if we were in a position to save many people with the cost of one person having to die. This was presented in different situations.
- we also talked about issues within relationships that would require ethical decision making.
- Morals, everyday ethic problems and dilemmas that you face on a daily basis that you may not even be aware of.
- the relationship between religion and ethics, modern culture and how we view religion, the church as authority.
- This generations point of view
- Current Religions
- Why current religions came to be
- Decision making
- Prioritizing
- relationship between me and god, others, and myself
- It was a wonderful class that truly opened my eyes to many of the behaviors that humans exhibit, as well as an opportunity to focus on where we get our ethics and values.
- The morality of abortion, female genital mutilation, and gay civil union.
- We integrated a myriad of theories proposed by Socrates, Plato, Aristotle, Kant, and Aquinas to solve contemporary ethical issues such as abortion, assisted suicide, and gay marriage.
- We had discussed the history of how Philosophy came about. It went through each era and explaining why and how things
happened. It gave me a perspective on Euthanasia, abortion, realism and the theories surrounding theses subjects.

- Abortion, assistant suicide, gay marriage, euthanasia.
- Abortion, euthanasia, etc.
- Some of the ethical issues we went over was abortion, euthanasia and gay civil union.
- In this class, gay marriage, abortions, female genital mutilation and right to life vs pro choice was discussed.
- We have discussed the different moral philosophies i.e. Kantian ethics, existentialism, utilitarianism, etc. The case studies that we have discussed include euthanasia, abortion, gay civil union, unnecessary surgery, etc.
- We discussed doctor assisted suicide, abortion, and gay marriage. We applied many moral theories including our own to determine morality.
- We talked about Natural Law Moral Theory, Kantian Ethics, Relativism Moral Theories, Utilitarianism, Human Rights, and Socrates Moral Theories.
- abortion, assisted suicide, female genital mutilation, gay civil union
- human rights
- The philosophical
- We discussed various things such as, abortion, Same-sex marriage, euthanasia, Female genital mutilation, does legality equal morality.
- female genital mutilation in other countries it sounded very awful
- -abortion
- -assisted suicide
- -euthanasia
- -taking a person's organs without their consent
- -performing duties that go beyond what their original intentions are
- Abortion,
- Euthanasia
- Unnecessary operation to save the numbers
- Torture
- Using children to experiment
- Abortion; Euthanasia; Torture at camps; female genital mutilation; Experiments on children done by scientist, assisted suicide.
- FGM- Female Genital Mutilation
- Euthanasia (Assisted Suicide)
- Gender Inequality, the similarities and difference towards women now and how it still relates today
- some contemporary ethical issues we discussed in this class were about women who were treated unfairly just because of their gender, even though in the constitution it states that all people are equal.
- Women in the society, company, and family.
- Women's status in other countries.
- we discussed the struggles that women faced throughout our lifetime and how it changed over the years
- Some ethical issues that we discussed in class are how men and women are treated differently in communities, work, and at home. Other issues include how women evolved in history to achieve equality.
- Majority of the class was based on women's rights and they way they were treated through history up until now.
- Most of them were issues about what women face in our modern age as the second women's movement play an important part about the related subject.
- There were many that were discussed throughout the course. Some that come to mind are discussions of a possible genetic future, politics, religion, etc.

Q13: Approximately what percentage of time was spent in class discussions of contemporary ethical issues?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Count</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9%</td>
<td>1</td>
<td>3.63</td>
</tr>
<tr>
<td>3.7%</td>
<td>2</td>
<td></td>
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<tr>
<td>10% - 30%</td>
<td>24.1%</td>
<td>31% to 50%</td>
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</table>

Replies 54; Forms 54; Mean 3.63

Q16: The ethical issues covered in this class related to the course content.

<table>
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<th>Count</th>
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Replies 54; Forms 54; Mean 4.70

Q17: I felt comfortable expressing my opinion on the ethical issues in class.

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Count</th>
<th>Mean</th>
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</thead>
<tbody>
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</tr>
<tr>
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<td>35</td>
<td>4.50</td>
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</table>

Replies 54; Forms 54; Mean 4.50

Q18: The instructor introduced techniques for deliberating on ethical issues (For example: Philosophical Theories, Debate, Pro/Con Analysis)

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Count</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
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</tr>
<tr>
<td>S. Agree</td>
<td>39</td>
<td>4.50</td>
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Replies 54; Forms 54; Mean 4.50
Q19: - I feel more competent to evaluate ethical issues

<table>
<thead>
<tr>
<th></th>
<th>S. Disagree</th>
<th>0%</th>
<th>3.7%</th>
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Q20: - We practiced ethical deliberation in the class

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<th>0%</th>
<th>7.4%</th>
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<th>64.8%</th>
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Q21: The instructor introduced a framework for making ethically-determined decisions

<table>
<thead>
<tr>
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<th>S. Disagree</th>
<th>0%</th>
<th>0%</th>
<th>3.7%</th>
<th>27.8%</th>
<th>68.5%</th>
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<td></td>
</tr>
</tbody>
</table>

Q23: What suggestions do you have for improving the ethics content of this course?

- All in all, I can honestly say that I will leave this class with a better understanding and knowledge of philosophy. Its liberating to have a different (and in a sense almost more realistic) approach to life.
- none.
- no suggestions. the teacher did well in spending the time to help us understand the information.
- N/A
- Teach more from an agnostic point of view. Sometimes relating ethics to Jesus or religious based problems gets in the way of ethics itself.
- I enjoyed the class. I have no suggestions.
- none
- Smaller Group Discussions
- None. I thought the course was wonderful.
- No suggestions
- More class discussion rather than lectures.
- One suggestion would be is to ask the students the issues they face today. and have them write a paper on their own ethics.
- maybe some out of class ethics review at a barbecue
- None
- It was GREAT! :)
- Not much to suggest, because I think she did a really great job at making students feel comfortable with expressing their opinion, even if it was not the most reasoned argument. I found the ethics part of the course much more complicated, but I enjoyed going into depth into the subject at hand. I feel more complicated ethical issues could be used.
- None
- I think it would be nice to explore more case studies instead of redoing the same ones over and over, although the repetition did allow comparison of the moral philosophies.
- Just more visual
- Again, more time with experiential learning
- I enjoyed the case studies. Different and I felt they were good educational tools.
- N/A
- none
- No Suggestions.
- none it is a GREAT class
- No suggestions
- nothing.
- I learn a different culture and view of women.
- nothing, it's all good :0)
- None.
- Not sure.
- N/A

Q24: Please provide any other comments about this E-focus course or any aspects of the E-Focus requirement at HCC.

- great class, good teacher
- none
- N/A
- I would have like to have material that I could follow outside of class in the event that I missed class and needed to view what was
discussed in class.

- none
- no comment
- Should be mandatory for EVERY student
- I think it is a great idea to have E-focus classes. I also agree with the idea of them being required. I think everyone would benefit from taking this class.
- It's a good requirement because it requires us to learn more about and focus on the issues confronting us today.
- This course touches on many big ethical issues in today’s society. It was nice to be able to give and hear reasoned arguments from other students. It gives a better understanding of your own moral values and a better understanding for the view of others.
- none
- Good college course. Good for the college student who does want "higher" education.
- it was a great course, I feel like I leaned more than in any other class
- N/A
- No additional comments
- it was a good e focus course
- good good ms.
- None.
- No comment
- This class has helped me to better understand many ethical issues faced by society. Great class!
- The E-focus requirement is a very good choice to have. Most people would normally not take a class of this degree. It encourages questioning for everything even one's own beliefs. It changes students for the better.

Figure 3: **BAR GRAPH - ALL SCALED ITEMS -**  
**ORIGINAL ITEM ORDER BY MEAN VALUES**

**SCALE ITEMS**

- Ethical issues related to course content
- I felt comfortable expressing my opinion on the
- Introduced techniques for deliberating on ethical issues
- I feel more competent to evaluate ethical issues
- We practiced ethical deliberation in the class
- The instructor introduced a framework for making e

![Bar graph](image-url)

Figure 4: **BAR GRAPH - ALL SCALED ITEMS -**  
**RANK ORDERED BY MEAN VALUES**

**SCALE ITEMS**

- Ethical issues related to course content
- Introduced techniques for deliberating on ethical issues
- The instructor introduced a framework for making e
- We practiced ethical deliberation in the class
- I felt comfortable expressing my opinion on the
- I feel more competent to evaluate ethical issue

![Bar graph](image-url)
### TABLE (ALL CLASSES) - PERCENT DEVOTED TO ETHICAL ISSUES

<table>
<thead>
<tr>
<th>Percent dedicated to ethical issues.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>0.0%</td>
</tr>
<tr>
<td>10% - 30%</td>
<td>1.9%</td>
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<tr>
<td>31% to 50%</td>
<td>22.2%</td>
</tr>
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<td>75.9%</td>
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<tr>
<td>Forms</td>
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<table>
<thead>
<tr>
<th>Percent of class time discussing ethical issues.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>1.9%</td>
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<tr>
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