

## Opening Remarks:

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*“Educating the mind without educating the heart is no education at all.”*  
- Aristotle

*“There are two types of people in this world, good and bad. The good sleep better, but the bad seem to enjoy the waking hours much more.”*  
- Woody Allen



# Ethics

PHIL 240 (4 units)

Fall 2021

TR 4:35pm - 6:20pm 08/24/21 - 12/16/21 MH LL5

Core D3 Ethics

## Core D3 - Ethics

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This course meets the [Core D3 graduation requirement and learning outcomes](#).

## Instructor Information

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Joshua Carboni

jcarboni1@usfca.edu

Office Phone: Use Email

Office Hours: Wednesday 2 - 3 PM

Office Location: Use Zoom Link Posted in CANVAS/Modules

### **Additional Information**

Office hours this term will be held over ZOOM. Please see the link in CANVAS. Once you log in you will be placed in a waiting room and you will be admitted once it is your turn. I will try and let students know how many students are waiting using

the chat function. I will also have time (generally) after class each day if you wish to speak to me in person.

## Important Dates

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### • Important Dates

- Semester Start Date: Tuesday, August 24<sup>th</sup>
- First Course Date: Tuesday, August 24<sup>th</sup>
- Last Day to Add Course: Monday, August 30<sup>th</sup>
- Last Day to Drop Course with a "W": Friday, November 5<sup>th</sup> (Friday)
- Final Day of Classes: Wednesday, December 8<sup>th</sup> (Last day of our class Tuesday, December 7<sup>th</sup>)
- Final Exam Period: Friday, December 10<sup>th</sup> - Thursday, December 16<sup>th</sup>
- Final Exam Date: Tuesday, December 14<sup>th</sup> 5:30 PM - 7:30 PM (Exam will be an online examination)

**Note: The Final Exam schedule is subject to change as course sections are created or modified.**

- Final Grades Due: Monday, January 3<sup>rd</sup>

### • No Classes Held

- Labor Day (no classes held): Monday, September 6<sup>th</sup>
- Fall Break (no classes held): Monday, October 18<sup>th</sup> - Tuesday, October 19<sup>th</sup>
- Thanksgiving Recess: Thursday, November 25<sup>th</sup> - Friday, November 26<sup>th</sup>

## Course Description

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This course critically analyzes ethical arguments and various positions on contemporary ethical issues. The course will be composed of three focus areas: Ethical Theory, Social Issues, and Ethics of Everyday life. Approximately one-third of the course will be devoted to each area. Some sections focus on more specific ethical issues, such as Business Issues, Environmental Issues, Bio-medical Issues, and Legal Issues, and are so designated in the Course Schedule. Offered every semester.

Course Breakdown: Ethics is the study of right and wrong. However, it is more than what this overly simplistic statement says. **Ethics, and the study of ethics, concerns looking at how we act, why we act the way we do, and how we can and do justify the way we act.** In this course we will discuss various traditional/historical ethical theories that have had an impact on the way in which we answer the questions above. However, while traditionally the philosopher has been stereotyped as being the “arm chair quarterback” or “backseat driver” of the moral realm, usually alongside a large wing-backed armchair and a pipe of some type, ***ethical understanding is about doing.*** Thus, in addition to the above discussions/lectures, we will be engaging in ethical analysis of contemporary practical and social issues like abortion, personhood and human rights, environmentalism, equality, as well as other relevant topics. We will also read and discuss theories of the self, freedom, the relationship between religion and morality, justice as it relates to the state, ethical relativism, etc. and review how our understanding of these concepts/issues has an impact on our moral lives.

## Texts and Supplies

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*image  
not  
available*

### **Exploring Ethics**

ISBN: 9780190887926

Authors: Steven M. Cahn

Publication Date: 2019-06-28

Edition: 5th

Required or recommended?: Required

## Course Learning Outcomes

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### • **General Core Curriculum Learning Outcomes**

The following university wide curriculum learning outcomes guide the development of my curriculum. *Students should ...*

1. Be able to speak and write effectively
2. Be able to express ideas in an articulate and persuasive way

3. Be able to understand a mathematical problem and design a solution
4. Be exposed to a wide breadth of disciplines, as a foundation for a general liberal arts education
5. Understand the process of seeking truth and disseminating knowledge
6. Understand historical traditions
7. Appreciate and be able to critically evaluate the arts
8. Understand the nature of society and the relationships between individuals and groups
9. Understand the nature of the physical world, the uses of the scientific method, and the implications of technology
10. Comprehend the variations of people's relationship with God and develop respect for the religious beliefs of others
11. Understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world
12. Understand and value cultural and ethnic differences in a multicultural society and globalizing world
13. Gain the skills and experiences necessary to link education to service
14. Be exposed to opportunities to work for social justice

#### • **General Values Objective**

As with all courses at the University of San Francisco, this course will adhere to and promote the general values promoted within a Jesuit Education. As stated on *USFCA.com*, Jesuit values focus on “Taking action against the things that degrade human dignity; tending to the whole person; uniting the mind and heart; amplifying the voices of the underserved, disadvantaged, and poor — these humanistic ideals have guided Jesuits for centuries.”

For more information regarding the core values of the University of San Francisco, please see the following link: <https://www.usfca.edu/about-usf/who-we-are>

# Program Learning Outcomes

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## · Philosophy 240 Learning Outcomes

### **Core D3 Learning Outcomes (For a detail on how each of these will be met, see *Addendum #1* at the end of this syllabus)**

Students will be able to:

1. Identify and articulate central ethical problems concerning equality, justice, and rights, and understand the role these play in personal and professional life.
2. Compare and contrast major ethical theories, to show how actions can be determined to be just or unjust, right or wrong, or good or bad, and to demonstrate knowledge of the strengths and weaknesses of major ethical theories.
3. Investigate ways of settling ethical disputes in arriving at ethical judgments.
4. Think and write critically about classic and contemporary moral issues.
5. Identify the contributions of diversity and recognize the challenge that it presents in resolving contemporary ethical issues.
6. Demonstrate an ability to apply ethical theories and values in personal decision-making.

### **See the following link for all Area D: Philosophy, Theology, and Religious Studies learning**

**outcomes:** <https://catalog.usfca.edu/content.php?catoid=2&navoid=157>

### **How This Course Will Meet Area D-3 Learning Outcomes:**

1. *Identify and articulate central ethical problems concerning equality, justice, and rights, and understand the role these play in personal and professional life.*

- This LO will be met in the following ways in this course:

(1) Each of the readings to be completed in the course directly concern each of these learning objectives; however, there are some specific readings that directly confront issues of equality, justice and the concept of rights. These readings being: Week 3 which will include a reading on the concept of Natural Rights; Week 8 on Feminist Ethics and the Ethics of Care; Week 12 on Our Moral Responsibility to Others; Week 14 on Gender and Racial Equality; and Week 15 on the debates concerning Immigration.

(2) The students' ability to reach these outcomes will be measured in 3 key ways: (A) Reading and Lecture quizzes for each of these readings/lectures; (B) A general essay concerning one or more of these topics; (3) Examinations to be completed during week 9 and week 17.

2. *Compare and contrast major ethical theories, to show how actions can be determined to be just or unjust, right or wrong, or good or bad, and to demonstrate knowledge of the strengths and weaknesses of major ethical theories.*

- This LO will be met in the following ways in this course:

(1) Readings on Utilitarianism, Deontic Ethics, Virtue Ethics and Feminist Ethics.

(2) Reading Quizzes to be completed prior to classroom lecture on each of the main readings for each these theories.

(3) Lecture Quizzes to be completed after class discussions for each of these selections.

(4) An essay written specifically comparing and contrasting these major theories.

(5) The 1<sup>st</sup> examination in this course which will include material on Utilitarianism, Deontic Ethics, Virtue Ethics and the Ethics of Care.

3. *Investigate ways of settling ethical disputes in arriving at ethical judgments.*

- This LO will be met in the following ways in this course:

(1) This course will involve, starting on day 1, an analysis of arguments; meaning, we will address in this course what an argument is, what it means for an argument to be structured well/poorly, and how we go about evaluating moral arguments.

4. *Think and write critically about classic and contemporary moral issues.*

- This LO will be met in the following ways in this course:

(1) General Course readings on both traditional ethical concerns (how we determine the nature of right and wrong itself) to contemporary issues in applied ethics.

(2) Reading and Lecture Quizzes to be completed by the students after the majority of reading assignments and weekly lectures.

(3) Three research essays in which students will be required to research traditional ethical theories and also, in the final essay, how those traditional ethical theories can be applied to real-world moral issues.

(4) Two Examinations which will measure the students' ability to think critically about what they have read and what we as a class have discussed during the course of the lectures.

(5) In-Class written work that will involve answering hypothetical questions relating to concepts to be discussed during the course of the lecture.

5. *Identify the contributions of diversity and recognize the challenge that it presents in resolving contemporary ethical issues.*

- This LO will be met in the following ways in this course:

(1) Specific sections in applied ethics where students will read and write on the issues of Gender and Racial Discrimination as well as issues within the immigration debate (specifically topics to be addressed during weeks 8, 12, 14, and 15).

6. *Demonstrate an ability to apply ethical theories and values in personal decision-making.*

- This LO will be met in the following ways in this course:

(1) Students will be required to complete numerous in-class assignments during the term which will directly relate to real-world ethical questions and the content to be presented during lectures.

## **• Additional Learning Outcomes for both Philosophy majors and Philosophy minors:**

### **Philosophy Major Learning Outcomes**

1. Students identify primary philosophical themes found in the writings of major ancient, medieval, modern, and moral philosophers.
2. Students write historical and argumentative essays on central philosophical issues.
3. Students develop philosophical arguments using formal and informal methods originated by historical and contemporary philosophers.

### **Philosophy Minor Learning Outcomes**

1. Students identify primary philosophical themes found in the writings of major philosophers.
2. Students write historical and argumentative essays on central philosophical issues.
3. Students develop philosophical arguments using methods originated by historical and contemporary philosophers.

## **University Policies**

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### **Credit-hour Policy**

One unit of credit in lecture, seminar, and discussion work approximates one hour of direct faculty instruction (or 50 minutes plus a break) and a minimum

of two hours of out-of-class student work per week through one 15-week semester. For further details, see [USF's Credit Hour Policy](#).

## Additional University Policies

### **Students with Disabilities**

The University of San Francisco is committed to providing equal access to students with disabilities. If you are a student with a disability, or if you think you may have a disability, please contact Student Disability Services (SDS) at [sds@usfca.edu](mailto:sds@usfca.edu) or (415) 422-2613, to speak with a disability specialist. (All communication with SDS is private and confidential.) If you are determined eligible for accommodations, please request that your accommodation letter be sent to me as soon as possible; students are encouraged to contact SDS at the beginning of the semester, as accommodations are not retroactive. Once I have been notified by SDS of your accommodations we can discuss your accommodations and ensure your access to this class or clinical setting. For more information please visit the SDS website: <https://www.usfca.edu/student-disability-services>.

### **Behavioral Expectations**

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see the USF [Fogcutter](#)). Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

### **Academic Integrity**

As a Jesuit institution committed to cura personalis—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the [University's Honor Code](#).



- Plagiarism -- intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the internet.
- Abuse of Shared Electronic Media
- Abuse of Library Privileges
- For a detailed description of each of these required standards of conduct, please see the following link:  
<https://myusf.usfca.edu/academic-integrity/honor-code>

All violations of Academic Integrity will result in an automatic failing grade on any assignment associated with the violation and the violation will be reported to the Philosophy Department Chair as well as to the Academic Integrity Committee at the following link: [https://cm.maxient.com/reportingform.php?UnivofSF&layout\\_id=127](https://cm.maxient.com/reportingform.php?UnivofSF&layout_id=127)

### **Counseling and Psychological Services**

Counseling and Psychological Services (CAPS) is a great source of support for issues of sadness, anxiety, loneliness, college adjustment, relationship struggles, and others not requiring medical intervention. CAPS offers online workshop series open to all students; consultations and referrals; and extensive [website resources](#). In addition, CAPS All Hours “warmline” can be contacted by calling (855) 531-0761 or students can use the peer-led Crisis Textline by texting HOME to 741741. CAPS also offers remote individual and group teletherapy to students residing within California. (State regulations prevent provision of therapy across state lines.) The student may choose to talk either by video or telephone and can engage in Single Session Therapy (SST), brief ongoing therapy, or group therapy. There are no fees for services. Please call (415) 422-6352 to make an appointment. Visit [usfca.edu/caps](https://usfca.edu/caps) for more details. Students seeking off campus mental health services can also receive information and support from Case

Management (part of the Office of the Dean of Students); visit <https://myusf.usfca.edu/dean-of-students/ocrs> for further information.

### **Confidentiality, Mandatory Reporting, and Sexual Assaults**

As an employee of USF, one of my responsibilities is to help create a safe learning and working community at USF. I have mandatory reporting responsibilities related to my role as a faculty member. I am required to share any disclosure or notice of information regarding sexual misconduct (including sexual harassment, sexual assault, dating or domestic violence, and stalking). In the event I become aware of any of these behaviors I will share this information, including any names, with the Title IX Office in order to connect our students to the best resources and information about how the University can support you. Further information and resources may be found at <https://myusf.usfca.edu/title-ix>.

- To report any sexual misconduct, students may contact the [Title IX coordinator](#) at [jvarga@usfca.edu](mailto:jvarga@usfca.edu) or (415) 422-4563 or use the [Online Reporting Form](#).
- Students may speak to someone confidentially or report a sexual assault confidentially by contacting [Counseling and Psychological Services](#) at (415) 422-6352. Speaking with a licensed clinician at CAPS does not generate a report to the Title IX or any other university office.
- For an off-campus resource, contact San Francisco Women Against Rape ([SFWAR](#)) at (415) 647-7273 or [www.sfwar.org](http://www.sfwar.org).

### **Learning, Writing, and Speaking Centers**

The Learning, Writing, and Speaking Centers at USF provide individualized support to assist you in better understanding course material and to aid you on your path to success. Services are free and include one-on-one tutoring, group tutoring, and one-on-one Academic Skills Coaching appointments to discuss effective study strategies. The Learning Center supports over 80 courses each semester. The Writing Center helps students develop writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center helps students prepare for public speaking - including speeches, oral presentations, team presentations, and visual aid demonstrations. International students may also contact the Centers to learn more about communicating with

professors and general academic study skills. The Learning, Writing, and Speaking Centers are located on the Lower Level of Gleeson Library. Please contact them at (415) 422-6713 for further assistance or visit <https://myusf.usfca.edu/lwsc> to make an appointment.

### **Communication**

All course communications, like all other USF communications, will be sent to your USF official email address. You are therefore strongly encouraged to monitor that email account.

### **Gleeson Library**

Looking for help with a research paper or project? Set up a consultation with a Librarian or get 24/7 research help [online](#).

## Attendance Policy

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***Attendance/Participation:*** Students are expected to attend each class session. This class will involve many in-class discussions and will also include *randomly assigned* in-class work. Students are expected to have completed the readings and participate in all in-class discussions.

*In addition to the above university wide requirements (and in some cases expanding on such requirements) there are several requirements specific to this course that all students will be required to adhere to:*

***In-Class Participation:*** Purposely “obstructing” the view point of another student in the classroom during classroom discussions is prohibited. This class will involve many discussions concerning the material assigned for homework and the material presented during the classroom lectures. This being an ethics course, many of these discussions will challenge certain beliefs that you hold. Open dialog and proper methods of argumentation (which will be addressed in class during the course of the lectures) are not only expected but required for this class.

***Cell Phones and Computers:*** Please set your phone to vibrate before class. Cell phones are not to be used in class for any reason. If you must take a call (which I discourage unless an emergency) please step outside before you answer. I also ask that no student engage in any non-emergency texting. In-class computer use is allowed, but I ask that such use be limited only to course related materials during class.

**Email Correspondence:** Monday through Friday I check my email account a *minimum* of two times each day (morning and evening/night). **To ensure a prompt reply**, all emails should be structured according to the following university guidelines. <https://myusf.usfca.edu/marketing-communications/resources/email-resources/email-style-guide>

In addition to the linked guidelines, all emails sent to one of your instructors must include: *Your name, your class, a clear description of your issue, concern, or question.* Due to the volume of emails that I receive and reply to on a daily basis, any emails not conforming to the above standards will be answered last.

## Assignments

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**1) In-Class Assignments:** There will be a number of randomly assigned in-class assignments throughout the term. These assignments, which will all be completed in class, will be worth a total of 5 - 10 points each (you will be informed of the specific point value when each assignment is given). At the end of the term, a total of 75 points will be possible. There are no make-ups on missed in-class work.

**2) Quizzes:** As outlined on the weekly course breakdown below, there will be two types of quizzes in this class. At the end of the semester, I will drop the lowest score received on each quiz type.

*(A) Reading Quizzes:* The complete schedule of due dates on reading quizzes can be viewed in the class schedule below. All reading quizzes, unless otherwise noted, will be completed in CANVAS and must be completed no later than 10 minutes prior to the scheduled class time.

Each Reading Quiz will be made available on the date stated in the weekly breakdown and will be available until 10 minutes before that scheduled class. These quizzes will be multiple choice and/or true and false. Each quiz will be worth 10 points. Once you begin a quiz, you will have 20 minutes to complete said quiz.

*(B) Lecture Quizzes:* As illustrated in the weekly breakdown below, each class session will involve a lecture/class discussion on the material assigned for that class. At the end of each week (unless otherwise notes) students will be required to complete a short quiz on the lecture material provided that particular week.

Each Lecture Quiz will be available in CANVAS on Friday morning after 8:00 AM and before 12 PM. The quiz must be completed no later than 10 minutes before class on the following Tuesday (see schedule breakdown below for specific dates). Once you begin a quiz, you will have 20 minutes to complete it. Like each Reading Quiz, the Lecture Quizzes will be multiple choice and/or true and false. Each Lecture quiz will be worth 10 Points.

***Please Note:*** There will be no make-up quizzes if you miss a quiz. The schedule for each quiz is posted below. You are responsible for keeping on schedule. As such, please do not email me to tell me that you missed a quiz UNLESS you have a medical or family emergency - in which case please resolve the medical emergency prior to emailing me. To do well on these quizzes and thus to do well in the class, you should make sure to attend class, to actively participate in the lecture, to complete the assigned readings, and, in the case of lecture quizzes, a short review of the lecture notes for the week. If you are confused in any way about the detailed quiz schedule, it is your responsibility to come and speak to me before class or during my office hours.

***Also Note:*** If you have any system related issues during the quiz (like, for example, a system freeze) please do not, unless it is necessary, email me about the issue. Please just see me before the next class.

***3) Writing Assignments:*** There will be three writing assignments in this class. For each assignment, you will be provided with assignment topics, structural details, a grading rubric, and how to submit essays using *Turn It*

*In* two weeks prior to the due date for each essay. Assignments are due prior to the class that corresponds to the date listed in the weekly breakdown below. Late essays will be docked 5 points for every day that they are late (not every class session & not including Saturday or Sunday).

### **Important Assignment Dates:**

**Essay #1 Assigned: Tuesday, 9/21 Essay #1 Due: Tuesday, 10/5**

**Essay #2 Assigned: Thursday 11/2 Essay #2 Due: Tuesday, 11/9**

**Essay #3 Assigned: Tuesday, 11/23 Essay #3 Due: Tuesday, 12/7**

A detailed grading rubric and philosophic research/analysis guidelines will be provided alongside the assignment prompt. However, below are some general links that you should consult prior to beginning the writing process for this class or any class that you take:

- I. USF Writing Center: <https://myusf.usfca.edu/lwsc/writing-center/philosophy>
- II. USF Editorial Style Guide: <https://myusf.usfca.edu/marketing-communications/resources/editorial-resources/editorial-style-guide>
- III. USF Writers' Guide: <https://myusf.usfca.edu/marketing-communications/writers-guide>
- IV. External Resources Guide: <https://myusf.usfca.edu/arts-sciences/philosophy/external-resources>
- V. Owl At Purdue (all references should be formatted according to this website): [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

**3) Examinations:** There will be two examinations in this class (a midterm and a final exam). Once assigned, you will have two days to complete the examination. All exams will be short answer exams. There will be no make-ups on exams except with “extraordinary” circumstances, so schedule outside activities accordingly. **Note:** Extraordinary circumstances do not include *personal* athletic activities, vacations, car not starting, not feeling like it, etc. A doctor’s note (or something similar) will be required to schedule a make-up exam.

**Midterm Exam: Week 9 (Details will be provided on the Examination Review Guide)**

**Final Exam: TBA**



## Grading Breakdown and Grading Policies

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### · Grading Scale

**All essays and exams will be graded based upon an 80-point scale according to the following breakdown:**

- A** Outstanding (75 - 80 pts) **A-** Very Good (72 - 74 pts)
- B+** Above Satisfactory (68.5 - 71 pts) **B** Satisfactory (67 - 68 pts)
- B-** Below Satisfactory (64 - 67 pts) **C+** Above Average (61 - 63 pts)
- C** Average (58 - 60 pts) **C-** Below Average (56 - 57 pts)
- D+** Poor High (53 - 55.5 pts) **D** Poor Low (48 - 52 pts)
- F** Unacceptable (47 and lower pts)

### · Total Points Breakdown

- **Quizzes**
  - **Reading (19 x 10) 190 Points (180 after dropped quiz)**
  - **Lecture (12 x 10) 120 Points (110 after dropped quiz)**
- **Essay #1: 80 possible pts**
- **Essay #2: 80 possible pts**
- **Essay #3: 80 possible pts**

- **Examinations: 160 possible pts**
- **In Class Work: 75 possible pts**

**TOTAL POSSIBLE POINTS: Total Points Possible: 785 (765 after two dropped quizzes)**

**Final Grade Breakdown: A 785/765 - 715; A- 714 - 684; B+ 683 - 654; B 653 - 631; B- 630 - 608; C+ 607 - 577; C 576 - 553; C- 553 - 530; D+ 529 - 501; D 500 - 478; D- 477 - 453; F 452 or Lower Points**

## Course Schedule

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· **Detailed Weekly Reading/Assignment Schedule:** Topics to be covered and assignments due for each class period are listed as Tuesday or Thursday for each week. If an assignment is listed under Tuesday, then said assignment is due on Tuesday. **All quiz due dates and quiz availability dates are listed under the heading Week X Quizzes.** Since Reading and Lecture Quizzes are each assigned and due on different schedules, in order to remain up to date, I recommend that at the beginning of each week you look at the assignments due for the following week. At minimum, stay one week ahead in terms of awareness of what is currently due.

<b>Week 1</b>		
Tuesday	8/24/2021	<i>First Day of Class: Course breakdown</i> <b>- In-Class Assignment #1 Provided</b>
Thursday	8/26/2021	<i>Do You Have a Right to Your Opinion?</i> <b>Reading:</b> <i>Do You Have an Opinion about Opinions? (Posted to Canvas)</i>  <b>- In - Class Assignment #2 Provided</b> <b>- DUE: Reading Quiz #1 (You must complete the quiz BEFORE class begins - by 4:30 PM.</b>



		<p><b>Week 1 Quizzes Due:</b></p> <ul style="list-style-type: none"> <li>- <b>Reading Quiz #1: Due by 4:30 PM on 8/26 - Posted to CANVAS on Tuesday 8/24</b></li> <li>- <b>Lecture Quiz #1: Due by 4:30 PM on 8/31, Posted to CANVAS on Friday, 8/27</b></li> </ul>
<b>Week 2</b>		
Tuesday	8/31/2021	<p>What is relativism, why is it so powerful, and is it wrong?</p> <p><b>Reading:</b> <i>The Challenge of Cultural Relativism</i> by James Rachels &amp; <i>The Maze of Moral Relativism</i> by Paul Boghossian <b>(Posted to Canvas)</b></p> <p>- <b>DUE: Reading Quiz #2 - Quiz is DUE by 4:30 PM on 8/31 (TODAY)</b></p>
Thursday	9/2/2021	<p><i>The Naturalistic Fallacy - Stealing from David Hume</i></p> <p><b>Reading:</b> <i>The Nature of Ethical Disagreement</i> by Charles L. Stevenson</p> <p>- <b>DUE by 4:30 PM: Reading Quiz #3</b></p>
		<p><b>Week 2 Quizzes:</b></p> <ul style="list-style-type: none"> <li>- <b>Reading Quiz #2: Due by 4:30 PM on 8/31 - Posted to CANVAS on Friday, 8/27</b></li> <li>- <b>Reading Quiz #3: Due by 4:30 PM on 9/2, Posted to CANVAS on Tuesday, 8/31</b></li> </ul>

		<p><b>- Lecture Quiz #2: Due by 4:30 PM on 9/7 - Posted to CANVAS on Friday, 9/3</b></p>
<b>Week 3</b>		
Tuesday	9/7/2021	<p><i>Stevenson was a dumb-dumb ... A Response to the Naturalistic Fallacy</i></p> <p><i>TOPIC: A Response to Hume and Stevenson</i></p> <p><b>Reading:</b> Can Science Tell Us What's Right and Wrong? by Richard DeWitt (Reading Posted to Canvas)</p> <p><b>- Due by 4:30 PM: Reading Quiz #4</b></p>
Thursday	9/9/2021	<p><i>Said By Almost Everyone Always, "Look after yourself ... first and foremost!" Topic: Do We Have Any Natural Rights?</i></p> <p><b>Reading:</b> <i>The Social Contract</i> by Thomas Hobbes</p> <p><b>- Due by 4:30 PM: Reading Quiz #5</b></p>
		<p><b>Week 3 Quizzes:</b></p> <p><b>- Reading Quiz #4: Due by 4:30 PM on 9/7, Posted to CANVAS on Friday, 9/3</b></p> <p><b>- Reading Quiz #5: Due by 4:30 PM on 9/9, Posted to CANVAS on Tuesday, 9/7</b></p> <p><b>- Lecture Quiz #3: Due by 4:30 PM on 9/14, Posted to CANVAS on Friday, 9/10</b></p>
<b>Week 4</b>		
Tuesday	9/14/2021	<p><i>Why Thinking About Others is Irrational - An Objectivist Ethics!</i></p> <p><b>Reading:</b> <i>A Defense of Ethical Egoism</i> by Ayn Rand (Posted on Canvas)</p> <p><b>- Due by 4:30 PM: Reading Quiz #6</b></p>
Thursday	9/16/2021	<p><i>Why Thinking About Others is Rational!</i></p>

		<p><b>No Reading Due:</b> Why Ayn Rand is Wrong</p> <ul style="list-style-type: none"> <li>- Looking back to the Prisoner's Dilemma</li> <li>- <b>No reading quiz</b></li> </ul>
		<p><b>Week 4 Quizzes:</b></p> <ul style="list-style-type: none"> <li>- <b>Reading Quiz #6: Due by 4:30 PM on 9/14, Posted to CANVAS on Friday, 9/10</b></li> <li>- <b>Lecture Quiz #4: Due by 4:30 PM on 9/21, Posted to CANVAS on Friday, 9/13</b></li> </ul>
<b>Week 5</b>		
Tuesday	9/21/2021	<p><i>Albert Camus once said, "The only important philosophical question is why we don't all kill ourselves" ... but he smoked a lot of cigarettes! A Philosophical Interlude Part I</i></p> <p><b>Reading:</b> <i>Why Life is Absurd</i> by Rivka Weinberg (Posted to Canvas)</p> <ul style="list-style-type: none"> <li>- <b>Due by 4:30 PM: Reading Quiz #7</b></li> <li>- <b>Provided: Essay #1 Prompt</b></li> </ul>
Thursday	9/23/2021	<p><i>Okay ... A Runaway Trolley Car and a Track Worker Walk into a Bar ... Facing Moral Decision Making! A Philosophical Interlude Part II</i></p> <p><b>Reading:</b> <i>The Trolley Problem</i> by Judith Jarvis Thomson</p> <ul style="list-style-type: none"> <li>- <b>Due: In-Class Assignment Provided</b></li> </ul>
		<p><b>Week 5 Quizzes:</b></p> <ul style="list-style-type: none"> <li>- <b>Reading Quiz #7: Due by 4:30 PM on 9/21, Posted to CANVAS on Friday,</b></li> </ul>

		<p><b>9/13</b></p> <p><b>- Lecture Quiz #5: Due by 4:30 PM on 9/28, Posted to CANVAS on Friday, 9/24</b></p>
<b>Week 6</b>		<b>PART II: The Big Three ... Well, Really, Four</b>
Tuesday	9/28/2021	<p><b>One of Three: Utilitarianism - of the Hedonistic and Rule Varieties PART I</b></p> <p><b>Reading: Utilitarianism</b> by John Stuart Mill  <b>- Due by 4:30 PM: Reading Quiz #8</b></p>
Thursday	9/30/2021	<p><i>We Most Certainly Like Part of It ... But What If It's Wrong?</i></p> <p><b>Reading: Strengths and Weaknesses of Utilitarianism</b> by Louis P. Pojman  <b>- Due by 4:30 PM: Reading Quiz #9</b></p>
		<p><b>Week 6 Quizzes:</b></p> <p><b>- Reading Quiz #8: Due by 4:30 PM on 9/28, Posted to CANVAS on Friday, 9/24</b></p> <p><b>- Reading Quiz #9: Due by 4:30 PM on 9/30, Posted to CANVAS on Tuesday, 9/28</b></p> <p><b>- Lecture Quiz #6: Due by 4:30 PM on 10/5, Posted to CANVAS on Friday, 10/1</b></p>
<b>Week 7</b>		
Tuesday	10/5/2021	<p><i>Two of Three: Believe it or not, Immanuel Kant was a Stand-Up Comedian</i></p> <p><b>Reading: The Categorical Imperative</b> by Immanuel Kant  <b>- Due by 4:30 PM: Reading Quiz #10</b>  <b>- Due: Essay #1 (Please follow all submission instructions on the prompt)</b></p>

Thursday	10/7/2021	<p>Three of Three: ... Aristotle Never Got a Laugh (or It's All About Virtue and Vice)</p> <p><b>Readings and A Short Video:</b></p> <p>(1) The Nature of Virtue by Aristotle (textbook)</p> <p>(2) <i>Confucian Virtue Ethics (Read Sections I and II: <a href="https://plato.stanford.edu/entries/ethics-chinese/">https://plato.stanford.edu/entries/ethics-chinese/</a>)</i></p> <p>(3) <i>Martha Nussbaum: What Appeals to Her About Virtue Ethics (Short Video) <a href="https://www.youtube.com/watch?v=DF3IxqYZALM">https://www.youtube.com/watch?v=DF3IxqYZALM</a></i></p> <p><b>- Due by 4:30 PM: Reading Quiz #11 (Quiz on Aristotle Reading Only)</b></p>
		<p><b>Week 7 Quizzes:</b></p> <ul style="list-style-type: none"> <li>- <b>Reading Quiz #10: Due by 4:30 PM on 10/5, Posted to CANVAS on Friday, 10/1</b></li> <li>- <b>Reading Quiz #11: Due by 4:30 PM on 10/7, Posted to CANVAS on Tuesday, 10/5</b></li> <li>- <b>Lecture Quiz #7: Due by 4:30 PM on 10/12, Posted to CANVAS on Friday, 10/8</b></li> </ul>
<b>Week 8</b>		
Tuesday	10/12/2021	<p><i>Three of Three Continued and Four of, Well, Four of Three? Maybe We Need A Whole New Way To Think About Ethics ...!</i></p> <p>Aristotle Continued (No New Reading on Aristotle for Tuesday) <u>BUT PLEASE</u> Start Feminist Ethics</p>
Thursday	10/14/2021	A Feminist Approach to Ethics (The Big 4th

		<p>...)</p> <p><b>Reading:</b> <i>The Ethics of Care</i> by Virginia Held</p> <p>- <b>Due by 4:30: Reading Quiz #12</b></p> <p>- <b>Midterm Exam Prompt Provided and Discussed in Class</b></p>
		<p><b>Week 8 Quizzes:</b></p> <p>- <i>Reading Quiz #12: Due by 4:30 PM on 10/14, Posted to CANVAS on Tuesday, 10/12</i></p> <p>- <i>Lecture Quiz #8: Due by 4:30 PM on 10/19, Posted to CANVAS on Friday, 10/15</i></p>
<b>Week 9</b>		
Tuesday	10/19/2021	USF Fall Break (Holiday)
Thursday	10/21/2021	<p><b>Examination #1</b></p> <p>- <b>Exam will be taken on Canvas (See Exam Prompt in Canvas for all details)</b></p> <p><b>Week 9 Quizzes: No Quizzes Given During Week 9</b></p>
		<b>Quizzes Week 9: No Quizzes Posted</b>
<b>Week 10</b>		<b><i>Part III: Applied Ethics - Can We Apply All the Above to Our Actual, Daily Existence or is it All Just Theoretical?</i></b>
Tuesday	10/26/2021	<p><i>What About God - An Absolutist Issues Redux &amp; If We Don't Need God, How Do We Define Justice?</i></p> <p><b>Reading:</b> <i>The Euthyphro:</i>  <a href="http://classics.mit.edu/Plato/euthyphro.html">http://classics.mit.edu/Plato/euthyphro.html</a></p>

		<p>&amp; <i>God and Morality</i> by Steven M. Cahn (textbook)</p> <p><b>- Due by 4:30 PM: Reading Quiz #13</b></p>
Thursday	10/28/2021	<p><b>A Basic Theory of Justice</b></p> <p><b>Reading:</b> <i>A Theory of Justice</i> by John Rawls</p> <p><b>- Due by 4:30 PM: Reading Quiz #14</b></p>
		<p><b>Week 10 Quizzes:</b></p> <p><b>- Reading Quiz #13: Due by 4:30 PM on 10/26, Posted to CANVAS on Friday 10/22</b></p> <p><b>- Reading Quiz #14: Due by 4:30 PM on 10/28, Posted to CANVAS on Tuesday, 10/26</b></p> <p><b>- Lecture Quiz #9: Due by 4:30 PM on 11/2, Posted to CANVAS on Friday, 10/29</b></p>
<b>Week 11</b>		<b>Applied Ethics</b>
Tuesday	11/2/2021	<p>Topic: Let's Start with Something Uncontroversial ... Oh, Wait: Is Abortion Moral? Let's Start with Defining the Importance of Personhood First</p> <p><b>Reading:</b> <i>On the Moral and Legal Status of Abortion</i> by Mary Anne Warren</p> <p>- No Reading Quiz Due</p> <p><b>- Provided: Essay #2 Prompt</b></p>
Thursday	11/4/2021	<p><i>Does X Being a Person Now Even Matter?</i></p> <p><b>Readings:</b></p> <p>1) <i>Why Abortion is Immoral</i> by Don Marquis</p> <ul style="list-style-type: none"> <li>• 2) <i>Virtue Theory and Abortion</i>, Rosalind Hursthouse</li> </ul>

		- <b>Due by 4:30 PM: Reading Quiz #15</b>
		<p><b>Week 11 Quizzes:</b></p> <ul style="list-style-type: none"> <li>- <i>Reading Quiz #15: Due by 4:30 PM on 11/2, Posted to CANVAS on Friday, 10/29</i></li> <li>- <i>Lecture Quiz #10: Due by 4:30 PM on 11/9, Posted to CANVAS on Friday, 11/5</i></li> </ul>
<b>Week 12</b>		
Tuesday	11/9/2021	<p><i>If Randian Objectivism is Wrong, What is Our Obligation to Others Exactly?</i></p> <p><i>What if people on the other side of the world are starving?</i></p> <p><b>Reading:</b> <i>Famine, Affluence, and Morality</i> by Peter Singer</p> <ul style="list-style-type: none"> <li>- <b>Due by 4:30 PM: Reading Quiz #16</b></li> <li>- In - Class Assignment</li> <li>- <b>Due: Essay #2 (Please follow all submission instructions on the prompt)</b></li> </ul>
Thursday	11/11/2021	<p><i>Can Singer Talk the Talk and Walk the Walk - Does that Actually Matter?</i></p> <ul style="list-style-type: none"> <li>- <b>Discussion of Garrett Hardin's <i>Response to Singer and the Tragedy of the Commons (no reading)</i></b></li> <li>- <b>Reading:</b> <i>A Reply to Singer, Travis Timmerman</i></li> </ul>
		<p><b>Week 12 Quizzes:</b></p> <ul style="list-style-type: none"> <li>- <i>Reading Quiz #16: Due by 4:30 PM on 11/9, Posted to CANVAS on Friday, 11/5</i></li> </ul>



		- <b>Lecture Quiz #11: Due by 4:30 PM on 11/16, Posted to CANVAS Friday, 11/16</b>
<b>Week 13</b>		
Tuesday	11/16/2021	<p><i>Environmental Ethics - Should we care about where we live? Are We Killing Ourselves and How Do We Stop</i></p> <p><b>Readings:</b>  (1) <i>Philosophical Problems for Environmentalism</i> by Elliott Sober (textbook)  (2) <i>Should This be the Last Generation</i> by Peter Singer (<b>posted to Canvas</b>)  - <b>No Reading Quiz Due</b></p>
Thursday	11/18/2021	<p><i>Is Environmentalism an Ethical Issue?</i></p> <p><b>Reading:</b> <i>The Ethics of Climate Change</i> by John Broome (<b>Posted to Canvas</b>)  - <b>No Reading Quiz Due</b></p>
		<b>Week 13 Quizzes: No Reading Quizzes Due for Week 13</b>
<b>Week 14</b>		<b>Gender and Racial Equality</b>
Tuesday	11/23/2021	<p>What's <i>Hermeneutical Injustice</i></p> <p><b>Listen to the following:</b> <a href="https://player.fm/series/examinir-g-ethics/ep-28-philosophy-and-metoo-with-emily-mcwilliams">https://player.fm/series/examinir-g-ethics/ep-28-philosophy-and-metoo-with-emily-mcwilliams</a>  <b>Read:</b> <i>A Feminist Kant</i> by Carol Hay (<b>Posted to Canvas</b>)  - <b>Due by 4:30 PM:</b> Reading Quiz #17  - <b>Provided: Essay #3 Prompt - Provided in Canvas on 11/19</b></p>
		<b>Week 14 Quizzes:</b>

		<p><b>- Reading Quiz #17: Due by 4:30 PM on 11/23, Posted to CANVAS on Friday 11/19</b></p> <p><b>- Lecture Quiz #12: Due by 4:30 PM on 11/30, Posted to CANVAS on Friday, 11/24</b></p>
Thursday	11/25/2021	Thanksgiving Day (Holiday)
<b>Week 15</b>		
Tuesday	11/30/2021	<p><i>What do we mean by racial bias?</i></p> <p><b>Readings:</b></p> <p>1) Racisms, <i>Kwame Anthony Appiah</i></p> <p>2) Sexism, <i>Ann E. Cudd and Leslie E. Jones</i></p> <p><b>- Due by 4:30 PM on 11/30: Reading Quiz #18</b></p>
Thursday	12/2/2021	<p>Relevant Topic: Is There A Moral Obligation to Provide Covid-19 Vaccines to the World?</p> <p><b>Reading: To Be Announced</b></p> <p><b>- Due by 4:30 PM on 12/2: Reading quiz #19</b></p>
		<p><b>Week 15 Quizzes:</b></p> <p><b>- Reading Quiz #18: Due by 4:30 PM on 11/30, Posted to CANVAS on Friday, 11/26</b></p> <p><b>- Reading Quiz #19: Due by 4:30 PM on 12/2. posted to CANVAS on Tuesday, 11/30</b></p> <p><b>- No Lecture Quiz This Week</b></p>
<b>Week 16</b>		
Tuesday	12/7/2021	<p><b>Final Exam Review</b></p> <p><b>- Due Essay #3 (See prompt for all</b></p>

	<b>instructions on how to submit the essay)</b>
Final Exam Week	12/10-16 F-Th

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WELCOME TO PHILOSOPHY !



## Outside Activities Information

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This course does not require any outside activities like field trips.