

“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

• Philosophy 240 – Ethics

Section 04

#42675

Fall 2019

Monday 4:00 PM – 8:00 PM

Room: Sacramento 105

Course satisfies graduation requirement for core *Area D: Philosophy, Theology, and Religious Studies as D-3 Ethics*

• Instructor Info

Instructor: J. P. Carboni

E-mail: jcarboni1@usfca.edu (Please note the 1 after my name)

Mailbox: Main Campus: Department of Philosophy, Kalmanovitz Hall 113
Sacramento: See Front Desk

Office Hours: *Main Campus: T/Th 12:00 PM – 1:00 PM and by Appt. - Kalmanovitz Hall 155*
Sacramento: M 3:00 PM – 4:00 PM – Room 280, 3rd Floor (one of the offices – door will be open)

Personal Website: <https://joshuapcarboni.weebly.com/>

• Important Dates

- Semester Start Date: Tuesday, August 20th
- First Course Date: Tuesday, August 20th
- Last Day to Add Course: Monday, August 26th (**Also our first course day**)
- Last Day to Drop Course with a “W”: Friday, November 1st
- Final Day of Formal Class: Tuesday, December 3rd (last day of normal classes 12/4)
- Final Exam Period: Friday, December 6th – Thursday, December 12th
- Final Exam Date: *Tentative Date and Time: Monday, December 9th 8:00 – 10 PM*
- Final Grades Due: Thursday, January 2nd

• No Classes Held

- Labor Day (no classes held): Monday, September 2nd
- Fall Break (no classes held): Monday, October 14th – Tuesday, October 15th
- Thanksgiving Recess: Thursday, November 28th – Friday, November 29th

• Course Description

Course Catalogue: “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.”

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.

• Required Textbook

Exploring Ethics, 4th Edition. (2016). Ed. Steven M. Cahn. Oxford University Press: NYC. ISBN #: 9780190273637

Note: There will be some additional readings which I will post to CANVAS in the folder “Additional Required Readings.” See reading schedule below for complete breakdown of all readings and assignments.

• 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>

• 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

• **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.

• **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>

• **University Student Standards of Conduct**

Students are expected to adhere to the University Honor Code as outlined in the ***Fogcutter Student Handbook***. This handbook can be found at: <https://myusf.usfca.edu/fogcutter>.

The University Honor Code includes the following definition of academic integrity and a breakdown of each of the required standards of conduct:

Academic Integrity: “Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any violation of academic integrity. Without regard to purpose, the following violations are prohibited:”

- Cheating
- Plagiarism
- False Citations
- Submitting the Same Work for Multiple Assignments
- Submitting False Data

- Falsifying Academic Documentation
- Abuse of Library Privileges
- Abuse of Shared Electronic Media

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

• Course Standards of Conduct

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.

- ***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.

- ***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.

• Disability Accommodations:

If you have a disability and require accommodations, you will need to provide disability documentation to Gleeson LL 20, (415) 422-2613. General information, including the specific eligibility process and documentation guidelines, can be found at the following link: <https://www.usfca.edu/student-disability-services>. Please discuss your accommodation needs with me after class or during my office hours *before* the end of the third week of the semester.

Special Note: All instructors employed by the University of San Francisco are ‘mandatory reporters’ of suspected child abuse or neglect according to the *California Child Abuse and Neglect Reporting Act*. As such, I am bound to the requirements established by the Department of Education and the University of San

Francisco. Documents outlining this requirement can be found at:
<https://myusf.usfca.edu/sites/default/files/USFAcknowledgmenttoReportChildAbuseForm.pdf>

• Evaluation/Homework Assignments

- **In-Class Assignments:** There will be a number of randomly assigned in-class assignments throughout the term. These assignments 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.
- **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.**

- 1) **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 (class the quiz is listed next to). 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.

- 2) **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 Monday (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 (either type). 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 in my office hours.

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

- **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 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: Monday, 9/16
Essay #2 Assigned: Monday 10/21

Essay #1 Due: Monday, 9/30
Essay #2 Due: Monday, 11/4

Essay #3 Assigned: Monday, 11/18**Essay #3 Due: Monday, 12/2**

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:

- USF Writing Center:

<https://myusf.usfca.edu/lwsc/writing-center/philosophy>

- USF Editorial Style Guide:

<https://myusf.usfca.edu/marketing-communications/resources/editorial-resources/editorial-style-guide>

- USF Writers' Guide:

<https://myusf.usfca.edu/marketing-communications/writers-guide>

- External Resources Guide:

<https://myusf.usfca.edu/arts-sciences/philosophy/external-resources>

- **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 (To be completed between 10/16 and 10/18)

Final Exam: TBA

• **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)

B+ Above Satisfactory (68.5 - 71 pts)

B- Below Satisfactory (64 - 67 pts)

C Average (58 - 60 pts)

D+ Poor High (53 - 55.5 pts)

F Unacceptable (47 and lower pts)

A- Very Good (72 - 74 pts)

B Satisfactory (67 - 68 pts)

C+ Above Average (61 - 63 pts)

C- Below Average (56 - 57 pts)

D Poor Low (48 - 52 pts)

• **Total Points Breakdown**

- **Quizzes:**

1) **Reading (19 x 10) 190 Points (180 after dropped quiz)**

2) **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 Group Work: 75 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

• **Detailed Weekly Reading/Assignment Schedule:** Topics to be covered and assignments due for each class period are listed as *Period 1* and *Period 2* for each week. If an assignment is listed next to either Period 1 or Period 2, then said assignment is due on that class day. All quiz due dates and 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.

Since we meet for a total of 4 hours per week, I break each class session up into two periods (*Period 1* and *Period 2*). Topics to be addressed during each lecture period are listed. A short break will be given between the periods.

PART I: What is Ethics and is Absolutism, Absolutely Wrong?

Topic: N/A

Week 1: (8/19 – 8/23) - NO CLASS THIS WEEK – Class begins on 8/26

Week 1 Quizzes: No Quizzes During Week 1

Week 2: (8/26 – 8/30)

Topics: *Course Breakdown and How We Should Feel About Our Opinions*

**Period 1: Course breakdown and Introduction to the Study of Philosophy;
- In-Class Assignment #1**

Period 2: Do You Have a Right to Your Opinion?
- Reading Posted to Canvas: *Do You Have an Opinion about Opinions?*
→ Please read in order to take Reading Quiz #1 (see details below)
- In – Class Assignment #2
- **DUE: Reading Quiz #1 (Since this is the first quiz, the time schedule will be a little different. You must complete the quiz BEFORE 5:00 PM on Friday, 8/30. Unless notes, all future quizzes will follow the regular time schedule.**

Week 2 Quizzes:

- Reading Quiz #1: Due by 5:00 PM on 8/30 (Friday) – Posted to CANVAS on Monday 8/26
 - Lecture Quiz #1: Due by 3:50 PM on 9/2 - Posted to CANVAS on Friday, 8/30 by 8 PM.
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Week 3: (9/2 – 9/6)

Note: **Monday 9/2: Labor Day Holiday – No Class Held on Monday**

Week 3 Quizzes: No quizzes for Week 3

Week 4: (9/9 – 9/13)

Topic: *Who Are We to Say Who is Right and Who is Wrong, Right?*

Period 1: *What is relativism, why is it so powerful, and is it wrong?*

- **Reading:** *The Challenge of Cultural Relativism* by James Rachels (pgs. 54 – 66) & *The Maze of Moral Relativism* by Paul Boghossian (Posted to Canvas)
- Note the reading quiz due by 3:50 PM → **DUE: Reading Quiz #2 – Quiz is DUE by 3:50 PM on 9/9 – That is This Day**

Period 2: *Stealing from David Hume*

- **Reading:** *The Nature of Ethical Disagreement* by Charles L. Stevenson (pgs. 90 – 97)

- Note the reading quiz due by 3:50 PM → **DUE: Reading Quiz #3 – That is This Day**

Week 2 Quizzes:

- Reading Quiz #2: Due by 3:50 PM on 9/9 – Posted to CANVAS on Friday, 9/6
 - Reading Quiz #3: Due by 3:50 PM on 9/9 – Posted to CANVAS on Friday, 9/6
 - Lecture Quiz #2: Due by 3:50 PM on 9/16 – Posted to CANVAS on Friday, 9/13 by 8 PM
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Week 5: (9/16 – 9/20)

Topics: *A Response to the Naturalistic Fallacy and Said Almost Everyone Always, “Look after yourself ... first and foremost!”*

Period 1: *A Response to Hume and Stevenson*

- Reading: **Chapter 28: Can Science Tell Us What’s Right and Wrong?** – DeWitt (Reading Posted to Canvas)
- Due: Reading Quiz #4

Period 2: *Do We Have Any Natural Rights?*

- Reading: *The Social Contract* by Thomas Hobbes (pgs. 150 – 157)
- Due: Reading Quiz #5

Week 5 Quizzes:

- Reading Quiz #4: Due by 3:50 PM on 9/16 – Posted to CANVAS on Friday, 9/13
 - Reading Quiz #5: Due by 3:50 PM on 9/16 – Posted to CANVAS on Friday, 9/13
 - Lecture Quiz #3: Due by 3:50 PM on 9/23 – Posted to CANVAS on Friday, 9/20 by 8 PM.
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Week 6: (9/23 – 9/27)

Topic: Why Thinking About Others is Ignorant and Why Thinking About Others is Rational?

Period 1: *An Objectivist Ethics*

- Reading: *A Defense of Ethical Egoism* by Ayn Rand (Posted on Canvas)
- Due: Reading Quiz #6
- **Provided: Essay #1 Prompt**

Period 2: *Why Ayn Rand is Wrong – Rand and the Prisoner’s Dilemma*

- No reading due – no reading quiz

Week 6 Quizzes:

- Reading Quiz #6: Due by 3:50 PM on 9/23 – Posted to CANVAS on Friday, 9/20
- Reading Quiz #7: Due by 3:50 PM on 9/23 – Posted to CANVAS on Friday, 9/20 (No attached reading – just open and take the quiz)
- Lecture Quiz #4 & 5: Due by 3:50 PM on 9/30 – Posted to CANVAS on Friday, 9/27 by 8 PM

PART II: The Big Three ... Well, Really Four

Week 7: (9/30 – 10/4)

Topic: **One of Three - Utilitarianism Can Tell Us How to Act ...**

Period 1: Utilitarianism – of the Hedonistic and Rule Varieties
- Reading: *Utilitarianism* by John Stuart Mill (Pg. 114)
- Due: Reading Quiz #8
- **Due: Essay #1 (Please follow all submission instructions on the prompt)**

Period 2: We Most Certainly Like Part of It ... But What If It's Wrong?
- Reading: Strengths and Weaknesses of Utilitarianism by Louis P. Pojman (Pg. 126)
- Due Reading Quiz #9

Week 7 Quizzes:

- Reading Quiz #8: Due by 3:50 PM on 9/30 – Posted to CANVAS on Friday, 9/27
- Reading Quiz #9: Due by 3:50 PM on 9/30 – Posted to CANVAS on Friday, 9/27
- Lecture Quiz #6: Due by 3:50 PM on 8/26 - Posted to CANVAS on Friday, 10/4 by 8 PM.

Week 8: (10/7 – 10/11)

Topic: Two and Three of Three: Believe it or not, Immanuel Kant was a Stand-Up Comedian ... Aristotle Never Got a Laugh

Period 1: It's Not Actually You ... Reading Kant is Just Hard (or the Nature of Deontic Ethics)
- Reading: *The Categorical Imperative* by Immanuel Kant (Pg. 98)
- Due: Reading Quiz #10
- **Midterm Exam Prompt Provided**

Period 2: Okay, Fine, Aristotle Not Much Easier (or It's All About Virtue and Vice)
- Reading: (1) The Nature of Virtue by Aristotle (Pg. 135) & (2) *Confucian Virtue Ethics (Read Sections I and II: <https://plato.stanford.edu/entries/ethics-chinese/>) & (3) Martha Nussbaum: What Appeals to Her About Virtue Ethics (Short Video) <https://www.youtube.com/watch?v=DF3IqxYZALM> & Virtue Ethics: A Misleading Category by Martha Nussbaum (posted on Canvas)*
- Due: Reading Quiz #11 (Quiz on Aristotle Reading Only)

Week 8 Quizzes:

- Reading Quiz #10: Due by 3:50 PM on 10/7 – Posted to CANVAS on Friday, 10/4
- Reading Quiz #11: Due by 3:50 PM on 10/7 – Posted to CANVAS on Friday, 10/4
- Lecture Quiz #7: Due by 3:50 PM on 10/21 - Posted to CANVAS on Friday, 10/11 by 8 PM.

Week 9: (10/14 – 10/18)

Fall Break – No Class Held 10/14 and 10/15

- **Examination #1 (Exam Will be Due by Sunday, 10/20)**
 - **Exam will be taken in Canvas (See Exam Prompt in Canvas for all details)**

Week 9 Quizzes: No Quizzes Given During Week 9

Week 10: (10/21 – 10/25)

Topic: Three of Three Continued and Four of, Well, Four of Three? Maybe We Need a Whole New Way To Think About Ethics ...! & What about God?

- Period 1:** A Feminist Approach
- Reading: *The Ethics of Care* by Virginia Held (Pg. 144)
- Due: Reading Quiz #12
- **Provided: Essay #2 Prompt**

- Period 2:** So ... Can We Have a Secular Ethics?
- Read: *The Euthyphro*: Please read - <http://classics.mit.edu/Plato/euthyphro.html>
& *God and Morality* by Steven M. Cahn (Pg. 50)
- Due Reading Quiz #13

Week 10 Quizzes:

- Reading Quiz #12: Due by 3:50 PM on 10/21 – Posted to CANVAS on Friday, 10/18
 - Reading Quiz #13: Due by 3:50 PM on 10/21 – Posted to CANVAS on Friday, 10/18
 - Lecture Quiz #8: Due by 3:50 PM on 8/26 - Posted to CANVAS on Friday, 10/25 by 8 PM.
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Part III: Applied Ethics – Can We Apply All the Above to Our Actual, Daily Existence or is it All Just Theoretical?

Week 11: (10/28 – 11/1)

Topic: Starting with Two Uncontroversial Topics ... Oh, Wait ... What is Justice & Is Abortion Moral?

- Period 1:** A Basic Theory of Justice
- Reading: *A Theory of Justice* by John Rawls (Pg. 158)
- Due Reading Quiz #14

- Period 2:** Let's Start with Defining the Importance of Personhood First
- Reading: *On the Moral and Legal Status of Abortion* by Mary Anne Warren (Pg. 185)
- No Reading Quiz Due

Week 11 Quizzes:

- Reading Quiz #14: Due by 3:50 PM on 10/28 – Posted to CANVAS on Friday, 10/25
 - Lecture Quiz #9: Due by 3:50 PM on 11/4 - Posted to CANVAS on Friday, 11/1 by 8 PM.
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Week 12: (11/4 – 11/8)

Topic: Abortion: The Other Side of the Coin & If Randian Objectivism is Wrong, What is Our Obligation to Others Exactly?

- Period 1:** Does X Being a Person Now Even Matter?
- Reading: *Why Abortion is Immoral* by Don Marquis (Pg. 203)
- Due: Reading Quiz #15
- **Due: Essay #2 (Please follow all submission instructions on the prompt)**

- Period 2:** What if people on the other side of the world are starving?
- Reading: *Famine, Affluence, and Morality* by Peter Singer (Pg. 244)

Week 12 Quizzes:

- Reading Quiz #15: Due by 3:50 PM on 11/4 – Posted to CANVAS on Friday, 11/1
- Lecture Quiz #10: Due by 3:50 PM on 11/11 - Posted to CANVAS on Friday, 11/8 by 8 PM.
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Week 13: (11/11 – 11/15)

Topic: If Randian Objectivism is Wrong, What is Our Obligation to Others Exactly? What about the Environment?

- Period 1:** Can Singer *Talk the Talk and Walk the Walk – Does that Actually Matter?*
- Reading: *A Reply to Singer* by Travis Timmerman (Section 31 in Text)
- Due: Reading Quiz #16
- In - Class Assignment

- Period 2:** Are We Killing Ourselves and How Do We Stop
- Reading: *Philosophical Problems for Environmentalism* by Elliott Sober (Section 44) & *Should This be the Last Generation* by Peter Singer (posted to Canvas)

Week 13 Quizzes:

- Reading Quiz #16: Due by 3:50 PM on 11/11 – Posted to CANVAS on Friday, 11/8
- Lecture Quiz #11: Due by 3:50 PM on 11/18 - Posted to CANVAS on Friday, 11/15 by 8 PM.
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Week 14: (11/18 – 11/22)

Topic: Environmental Ethics – Should we care about where we live? & Does This Relate to Gender and Racial Equality?

- Period 1:** Is Environmentalism an Ethical Issue?
- Reading: *The Ethics of Climate Change* by John Broome (Posted to Canvas)
- **Provided: Essay #3 Prompt**

- Period 2:** What's *Hermeneutical Injustice*
– Listen to the following: <https://player.fm/series/examining-ethics/ep-28-philosophy-and-metoo-with-emily-mcwilliams> & *A Feminist Kant* by Carol Hay (Posted to Canvas) & What do we mean by racial bias?
- Readings: *Race, Truth and Our Two Realities* by Chris Lebron & *Dear White America* by George Yancy
- Due: Reading Quiz #17

Week 14 Quizzes:

- Reading Quiz #17: Due by 3:50 PM on 11/18 – Posted to CANVAS on Friday, 11/15
- Lecture Quiz #12: Due by 3:50 PM on 11/25 - Posted to CANVAS on Friday, 11/22 by 8 PM.
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Week 15: (11/25 – 11/29)

NOTE: Thanksgiving Break: Thursday, November 28th – Friday, November 29th

Topic: The Immigration Debate

- Period 1:** Should Immigration Be Restricted?
- Readings: *Immigration: The Case for Limits* by David Miller & *Is There a Right to Migrate?* by Michael Huemer (Both Posted to Canvas)
- Due: Reading Quiz #18
- Period 2:** Philosophic Interlude: Okay ... A Runaway Trolley Car and a Track Worker Walk into a Bar ...
- Reading: *The Trolley Problem* by Judith Jarvis Thomson (Pg. 428)
- Due: In-Class Assignment Provided

Week 15 Quizzes:

- Reading Quiz #18: Due by 3:50 PM on 11/25 – Posted to CANVAS on Friday, 11/22
- No Lecture Quiz This Week
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Week 16: (12/2 – 12/6)

Topic: What Does It All Mean & The Meaning of Life

- Period 1:** *How Can We Live Meaningful Lives?*
- Reading: *The Meaning of Life* by Richard Taylor (Section 52)
- Due: Reading Quiz #19 (To Be Taken In Class)
- **Due: Essay #3 (Follow all submission instructions on the prompt)**
- Period 2:* *Catch Up – We Will Need It!*
- Provided: Final Exam Study Guide Provided

Note: Finals Begin on Friday, December 6th

Week 16 Quizzes:

- Reading Quiz #19: Taken In Class on 12/2
- No Lecture Quiz Given This Week
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Week 17: (12/9 – 12/13)

- **Finals Period Continues – Ends Thursday, December 12th**
- **Final Exam Date for this class:** Tentative Date and Time: Monday, December 9th
8:00 PM – 10 PM

Note: Minor changes may be made to the syllabus as the semester progresses. Instructor will inform you if changes to the syllabus are made.

Addendum #1: 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 1st 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 Ethical Journals 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 keep an Ethics Journal which will contain student answers to real-world ethical questions.