

“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 204-23

Fall 2020

Monday 4:00 PM – 8:00 PM

Online Format Using Zoom (Synchronous and Asynchronous)

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: N/A – Email documents is needed

Office Hours: *Online Monday 3:20 – 3:45 PM (Starting 8/31)*

• Important Dates

- Semester Start Date (Faculty Due Back): 8/13
- First Course Date: 8/18
- Last Day to Add Course: 8/24
- Last Day to Drop Course: 10/30
- Final Day of Class: 12/3
- Final Exam Period: 12/4 - 12/10
- Final Grades Due: 1/4

• No Classes Held

- Labor Day Holiday 9/7
- Fall Break (There is no Fall Break This Semester)
- Thanksgiving Break: 11/23 – 11/27

Special Note: After Thanksgiving Break, all classes resume remotely

• 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.

- ***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

• 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 30 points will be possible. These assignments will remain open from the time assigned until 11:59 PM on Tuesday. If you were not able to attend class during the normal class period, it is your responsibility to complete the assignment. **NOTE:**

There are no make-ups on missed in-class work, so please do not ask to make-up an assignment unless there are good reasons to do so (not feeling like it and/or forgetting are not good reasons)

- **Quizzes:** As outlined on the weekly course breakdown below, there will be three types of quizzes in this class.
 - (1) **Reading Quizzes:** Each Monday there will be a quiz to be completed prior to the lecture on the readings assigned for that week (see weekly breakdown below for details). **These quizzes must be completed in CANVAS and must be completed no later than 10 minutes prior to each class.** Each Reading Quiz will be made available no later than 11:59 PM on the date stated in the weekly breakdown and will be available until 10 minutes before that scheduled class begins. **In the case of all Reading Quizzes for Asynchronous Lectures, those quizzes will be due before 3:50 PM on the next Monday.** **NOTE: No make-ups will be given for missing a quiz.** 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 it.
 - (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 (after Thursday's lecture each week) students will be required to complete a short quiz on the lecture material provided during that week. This quiz will be available in CANVAS on **Tuesday by 11:59 PM** and must be completed no later than 3:50 PM on the following Monday. Once you begin a quiz, you will have 30 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: Once you answer a question, you will not be able to change your answer, so answer each question carefully.
 - (3) **In-Class Quizzes:** All in class quizzes will be taken during class. In-Class Quizzes will not be announced until administered (they are, effectively, pop-quizzes). You will have no more than 10 minutes to complete any given In-Class Quiz. **No make-ups will be given for any missed In-Class Quizzes.** If a class period has an In-Class Quiz you will be provided with a one-time code during the class. This code must be submitted in CANVAS and will allow you to begin the quiz. All In-Class quizzes will consist of no more than 2 multiple choice and/or true and false questions. Each quiz will be worth a total of 5 points (totaling 50 points at the end of the term). **All in-class quizzes (and all one-time codes) will be open from the point given in class (which could be any time during any particular class) until 11:59 PM on Tuesday (Note: Not Monday but Tuesday).** **If you are not able to participate in a synchronous lecture and must watch the cloud recording, please do so before end of day Tuesday and complete any in-class quiz that is announced.**

Additional IMPORTANT Quiz Notes:

- 1) There will be no make-up quizzes if you miss a quiz (any type). **Please do not ask! There are lots of them, so doing poorly on a few will have little impact on your final grade (just don't make it a habit...)**
- 2) 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 (as much as our present situation allows), and to complete the assigned readings

- 3) The quiz breakdown can be a little confusing at first. **Thus, if you are confused in any way about the detailed quiz schedule, it is your responsibility to come and speak to me during my office hours**
- 4) If you have any issues during the quiz (like, for example, a system freeze) please DO NOT email me. Simply speak to me after the next class and we will resolve the issue
- 5) LASTLY: At the end of the term, I will drop the lowest score on each type of quiz

- **Writing Assignments:** There will be two writing assignments in this class. For each assignment, you will be provided with assignment topics, structural details, and a grading rubric two weeks prior to the due date for each essay. Assignments must be submitted to CANVAS no later than the time given in the prompt. Late essays will be docked 5 points for every day that they are late.

Prompt Provided	Essay Due
- Essay #1: Monday, 9/21	Essay #1: Monday, 10/5
- Essay #2: Monday, 11/16	Essay #2: Monday, 11/30

Important Assignment Dates: See dates on the weekly breakdown below.

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). Both exams will be taken in CANVAS and once assigned, you will have **two hours** to complete the examination. All exams will include multiple choice, true or false, fill in the blank and short answer type questions. 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
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)	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)
D+ Poor High (53 - 55.5 pts)
F Unacceptable (47 and lower 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)**
 - 3) **In-Class (? X ?) = 50 total points**
- **Essay #1: 80 possible pts**
- **Essay #2: 80 possible pts**
- **Examinations: 160 possible pts**
- **In Class Assignments 30**

Total Points Possible: 710 Total Points Possible

• **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.

Period 1 will be synchronous and Period 2 will be Asynchronous (unless otherwise noted). If an assignment is listed next to Period 1, then said assignment is due before class begins on that Monday (due before 3:50 PM). If an assignment is listed under Period 2, then said assignment is due before 3:50 PM the following Monday. 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.

Further Notes About Quizzes:

- (1) All **Reading Quizzes** will be posted to CANVAS and must be completed before 3:50 PM on the due date listed. This is the case for both synchronous and asynchronous content.
- (2) All **Lecture Quizzes** will be posted to CANVAS on the date listed for each quiz no later than by 11:59 PM. All given Lecture Quizzes are due before 3:50 PM on Monday
- (4) **Note: If any particular quiz fails to be posted on or before 11:59 PM on the date indicated, you will receive full credit on that quiz**

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

Topic: N/A

Week 1: (8/17 – 8/21) - NO CLASS THIS WEEK – Class begins on 8/24

Week 1 Quizzes: No Quizzes During Week 1

Week 2: (8/24 – 8/28)

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 & Video Posted to Canvas: *Do You Have an Opinion about Opinions?*
→ Please read and watch video in order to take Reading Quiz #1 (see details below).
 - **Reading Quiz #1** - NOTE: This Quiz Must Be Taken After the Lecture Has Been Given. All Future Reading Quizzes Must Be Completed Prior To The Lecture
 - In – Class Quiz #2 (See In-Class #2 Prior to Watching the Lecture – Posted on Monday 8/24)

Week 2 Quizzes:

- Reading Quiz #1: Due by 3:50 PM on 8/31 (Monday) — Posted to CANVAS on Tuesday 8/25 (everyone gets full credit for this one)
 - Lecture Quiz #1: Due by 3:50 PM on 8/31 - Posted to CANVAS on Tuesday, 8/25
-

Week 3: (8/31 – 9/4) Topic: *Who Are We to Say Who is Right and Who is Wrong, Right?*

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

- **Reading:** *The Challenge of Cultural Relativism* by James Rachels & *The Maze of Moral Relativism* by Paul Boghossian (Posted to Canvas)

- **DUE: Reading Quiz #2 – Quiz is DUE by 3:50 PM on 8/31**

Period 2: (**Asynchronous – Posted to Zoom Cloud**) *Stealing from David Hume*

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

- **DUE: Reading Quiz #3 – Due by 3:50 PM, Monday 9/7**

Week 3 Quizzes Summary:

- Reading Quiz #2: Due by 3:50 PM on 8/31 – Posted to CANVAS on Tuesday, 8/25
 - Reading Quiz #3: Due by 3:50 PM 9/7 – Posted to CANVAS on Tuesday, 9/1
 - Lecture Quiz #2: Due by 3:50 PM on 9/7 – Posted to CANVAS on Tuesday, 9/1
-

Week 4: (9/7 – 9/11)

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

No Quizzes This Week

Week 5: (9/14 – 9/18)

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

Period 1: (**Synchronous**) *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 Quiz is DUE by 3:50 PM on 9/14**

Period 2: (**Asynchronous – Posted to Zoom Cloud**) *Do We Have Any Natural Rights?*

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

- **Due: Reading Quiz #5 - Due by 3:50 PM, Monday 9/21**

Week 5 Quizzes:

- Reading Quiz #4: Due by 3:50 PM on 9/14 – Posted to CANVAS on Tuesday, 9/8
- Reading Quiz #5: Due by 3:50 PM on 9/21 – Posted to CANVAS on Tuesday, 9/14
- Lecture Quiz #3: Due by 3:50 PM on 9/21 – Posted to CANVAS on Friday, 9/21

Week 6: (9/21 – 9/25)

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

- Period 1: (Synchronous) An Objectivist Ethics**
 - Reading: *A Defense of Ethical Egoism* by Ayn Rand (Posted on Canvas)
- **Due: Reading Quiz #6 - Quiz is DUE by 3:50 PM on 9/21**
 - **Provided: Essay #1 Prompt**
- Period 2: (Asynchronous – Posted to Zoom Cloud) Why Ayn Rand is Wrong – Rand and the Prisoner’s Dilemma - again)**
- **Due: Reading Quiz #7 - Due by 3:50 PM, Monday 9/28**

Week 6 Quizzes:

- Reading Quiz #6: Due by 3:50 PM on 9/21 – Posted to CANVAS on Tuesday, 9/15
- Reading Quiz #7: Due by 3:50 PM on 9/28 – Posted to CANVAS on Tuesday 9/22 (**No attached reading – just open and take the quiz**)
- Lecture Quiz #4 & 5: Due by 3:50 PM on Monday, 9/28 - Posted to CANVAS on Tuesday, 9/22

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

Week 7: (9/28 – 10/2)

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

- Period 1: (Synchronous) Utilitarianism – of the Hedonistic and Rule Varieties**
 - Reading: *Utilitarianism* by John Stuart Mill (Pg. 114)
- **Due: Reading Quiz #8 - Quiz is DUE by 3:50 PM on 9/28**
- Period 2: (Asynchronous) 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 - Due by 3:50 PM, Monday 10/5**

Week 7 Quizzes:

- Reading Quiz #8: Due by 3:50 PM on 9/28 – Posted to CANVAS on Tuesday, 9/22
- Reading Quiz #9: Due by 3:50 PM on 10/5 – Posted to CANVAS on Tuesday, 9/29
- Lecture Quiz #6: Due by 3:50 PM on 10/5 - Posted to CANVAS on Tuesday, 9/29

Week 8: (10/5 – 10/9)

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

Period 1: (Synchronous) 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 - Quiz is DUE by 3:50 PM on 10/5**
- **Due: Essay #1 (Please follow all submission instructions on the prompt)**
- **Midterm Exam Prompt Provided**

Period 2: (Asynchronous) 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=DF3IxxqYZALM> & Virtue Ethics: A Misleading Category by Martha Nussbaum (posted on Canvas)*

- **Due: Reading Quiz #11 (Quiz on Aristotle Reading Only) - Due by 3:50 PM, Monday 10/12**

Week 8 Quizzes:

- Reading Quiz #10: Due by 3:50 PM on 10/5 – Posted to CANVAS on Tuesday, 9/29
- Reading Quiz #11: Due by 3:50 PM on 10/12 – Posted to CANVAS on Tuesday, 10/6
- Lecture Quiz #7: Due by 3:50 PM on 10/12 - Posted to CANVAS on Tuesday, 10/6

Week 9: (10/12- 10/16)

Fall Break Has Been Canceled For Fall 2020

- **Examination #1 (Exam Details Will Be Provided On The Prompt)**
- **Exam will be taken in Canvas**

Week 9 Quizzes: No Quizzes Given During Week 9

Week 10: (10/19 - 10/23)

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: (Synchronous) A Feminist Approach

- Reading: *The Ethics of Care* by Virginia Held (Pg. 144)

- **Due: Reading Quiz #12 - Quiz is DUE by 3:50 PM on 10/19**

Period 2: (Asynchronous) 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 - Due by 3:50 PM, Monday 10/26**

Week 10 Quizzes:

- Reading Quiz #12: Due by 3:50 PM on 10/19 – Posted to CANVAS on Tuesday, 10/13
 - Reading Quiz #13: Due by 3:50 PM on 10/26 – Posted to CANVAS on Tuesday, 10/20
 - Lecture Quiz #8: Due by 3:50 PM on 10/26 - Posted to CANVAS on Tuesday, 10/20
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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: (10/26 – 10/30)

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

- Period 1: (Synchronous)** A Basic Theory of Justice
- Reading: *A Theory of Justice* by John Rawls (Pg. 158)
• **Due Reading Quiz #14 - Quiz is DUE by 3:50 PM on 10/26**
- Period 2: (Asynchronous)** 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 10/26 – Posted to CANVAS on Tuesday, 10/20
- Lecture Quiz #9: Due by 3:50 PM on 11/2 - Posted to CANVAS on Tuesday, 10/27
-

Week 12: (11/2 – 11/6)

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

- Period 1: (Synchronous)** Does X Being a Person Now Even Matter?
- Reading: *Why Abortion is Immoral* by Don Marquis (Pg. 203)
• **Due: Reading Quiz #15 - Quiz is DUE by 3:50 PM on 11/2**
- Period 2: (Asynchronous)** What if people on the other side of the world are starving? & Can Singer Talk the Talk and Walk the Walk – Does that Actually Matter?
- Reading: *Famine, Affluence, and Morality* by Peter Singer (Pg. 244)
- Reading: *A Reply to Singer* by Travis Timmerman (Section 31 in Text)
• **Reading Quiz #16 - Due by 3:50 PM, Monday 11/9**

Week 12 Quizzes:

- Reading Quiz #15: Due by 3:50 PM on 11/2 – Posted to CANVAS on Tuesday, 10/27
- Reading Quiz #16: Due by 3:50 PM on 11/9 – Posted to CANVAS on Tuesday, 11/3
- Lecture Quiz #10: Due by 3:50 PM on 11/9 - Posted to CANVAS on Tuesday, 11/3
-

Week 13: (11/9 – 11/13)

Topic: What about the Environment?

- Period 1: (Synchronous)** 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)
• **In - Class Assignment**
- Period 2: (Asynchronous)** Is Environmentalism an Ethical Issue?

- Reading: *The Ethics of Climate Change* by John Broome (Posted to Canvas)
- Reading: *Aldo Leopold – “The Land Ethic”* (Posted to Canvas)
 - **Due: Reading Quiz #17 - Due by 3:50 PM, Monday 11/16**

Week 13 Quizzes:

- Reading Quiz #17: Due by 3:50 PM on 11/16 – Posted to CANVAS on Tuesday, 11/10
 - Lecture Quiz #11: Due by 3:50 PM on 11/16 - Posted to CANVAS on Tuesday, 11/10
-

Week 14: (11/16 – 11/20)

Topic: Does Any Of This Relate to Gender and Racial Equality?

- Period 1 & 2: (Synchronous)** What’s *Hermeneutical Injustice* & What do we mean by racial bias?
- 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)
 - Readings: *Race, Truth and Our Two Realities* by Chris Lebron & *Dear White America* by George Yancy
 - **Due: Reading Quiz #18 - Quiz is DUE by 3:50 PM on 11/16**
 - **Provided: Essay #2 Prompt – Prompt provided online after class on Monday 11/16**

Week 14 Quizzes:

- Reading Quiz #18: Due by 3:50 PM on 11/16 – Posted to CANVAS on Tuesday, 11/10
 - No Lecture Quiz This Week
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Week 15: (11/23 – 11/27) – Thanksgiving Break – No Class Held

NOTE: Thanksgiving Break: Thursday, November 23rd – Friday, November 27th

Week 16: (11/30 – 12/4)

Topic: Should Immigration Be Restricted? & The Meaning of Life

- Period 1: (Synchronous) Immigration**
- 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 #19 - Quiz is DUE by 3:50 PM on 11/30**
 - **Due: Essay #2 (Please follow all submission instructions on the prompt)**
- Period 2: (Asynchronous) How Can We Live Meaningful Lives?**
- Reading: *The Meaning of Life* by Richard Taylor (Section 52)
 - **Provided: Final Exam Study Guide Provided**

Note: Finals Begin on Friday, December 4th (Final Exam Period: 12/4 - 12/10)

Week 16 Quizzes:

- Reading Quiz #19 due by 3:50 PM on 11/30 – Posted to CANVAS on Tuesday, 11/24

- No Lecture Quiz Given This Week

Week 17: (12/7 – 12/11)
Final Examination Week – Date TBA

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

Welcome to Phil 125!

Potential Add On Readings (only if time ... will give plenty of notice if assigned)

Reading: Jerry Goodstein and Kenneth D. Butterfield – “Restorative Justice and the Aftermath of Unethical Behavior” (Posted to CANVAS)

Reading: Adam Thierer – “When the Trail Lawyers Come for the Robot Cars” (Posted to CANVAS)

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.