

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

• Philosophy 240 – Ethics

Section 7

Fall 2023

Monday 4:35 PM – 6:50 PM

In-Person Modality: Room Gleeson Library 213

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: jcarboni@usfca.edu (Please note the 1 after my name)

Mailbox: N/A – Email documents as needed

Office Hours: Zoom – Thursday 10:00 – 11:00 AM – See Link in CANVAS MODULES

• Important Dates

- Semester Start Date (Faculty Due Back): 8/17
- First Course Date: 8/22
- Last Day to Add Course: 8/28
- Last Day to Drop Course: 11/3 (Friday)
- Final Day of Class: 12/6 (Wednesday)
- Final Exam Period: 12/8 - 12/14
- Final Grades Due: 1/2 (Do not email me and ask)

• No Classes Held

- Labor Day Holiday 9/4
- Fall Break 10/16 – 10/17 (Monday & Tuesday)
- Thanksgiving Break: 11/24 – 11/25 (Thursday & Friday)

• 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, 5th 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
- Use of AI content generators or a violation of the University Netiquette Policies

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://myusf.usfca.edu/academic-integrity>

Let me take a moment to be very clear on my discretion as an instructor of an ETHICS course:

I WILL NOT TOLERATE ANY FORM OF PLAGIARISM OR CHEATING. I WILL NOT TOLERATE ANY FORM OF PLAGIARISM OR CHEATING. I WILL NOT TOLERATE ANY FORM OF PLAGIARISM OR CHEATING ... AGAIN?

FYI, “Plagiarism means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.”

If you are in doubt as to whether what you are doing is cheating, **DO NOT DO IT or SPEAK TO ME.**

• **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. I follow the university policy within the School of Education that students are not allowed to miss more than 10% of class sessions during the term. This means, you are allowed no more than 2 unexcused absences during the term. **Every class session missed *once that maximum has been reached* will result in a half-grade reduction in your final grade. Meaning, if you have an A at the end of the term but have unexcused absences for 4 total classes, your final grade in the course will be reduced to a B+.**

- ***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, EVERY email sent to one of your instructors MUST include: *Your name, your class, a clear yet brief 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. If a detailed/substantial response is required, you may be asked to schedule an office hour visit.

• **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. **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).** These assignments may be completed either on paper or by using a computer, tablet, or smart phone.
- **Quizzes:** As outlined on the weekly course breakdown below, there will be three types of quizzes in this class.
 - (1) **Reading Quizzes:** On Tuesdays and some Thursdays there will be a reading quiz to be completed prior to the lecture on the readings assigned for that class (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 4:00 PM before that scheduled class begins. **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. **Once you answer a question, you WILL NOT be able to go back and change your answer.**
 - (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 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 **Thursday by 11:59 PM** and must be completed no later than 4:00 PM on the following Tuesday. 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: Once you answer a question, you will not be able to change your answer, so answer each question carefully.**

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, 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 or after class**
 - 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
- **Discussion Posts:** Each week, unless otherwise noted in the weekly schedule, you will be required to complete two short discussion post assignments. These will be due no later than 4:00 PM on Tuesday when assigned (see weekly breakdown below).
 - (1) **The first will be to answer a question that I ask in the assignment link. Your answers to these questions should be one or two sentences.**
 - (2) **The second will be to respond to the answer given by one of your fellow classmates.**

Note: Your answers and your responses should be written keeping in mind that others will be reading them – meaning – keep them clean and fair! These are not Redditt Posts. Be nice to one another. I will be reviewing each of your posts as well throughout the semester.

These will be graded as a complete/incomplete and can be answered in 1 or 2 complete sentences. Each Discussion Post assignment will be worth 5 total points.

- **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 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 #1: 9/15**
- **Essay #2: 11/10**

Essay Due

- **Essay #1: 9/29**
- **Essay #2: 11/24**

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. This is especially true for the final exam. DO NOT come to me before the final exam to explain that you will be, for example, on a plane ride home for the holidays during our scheduled finals period. Final exam week is considered a mandatory class session not just for this class but for all classes unless otherwise stated by your instructor.** Extraordinary circumstances does 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 (See Midterm Study Guide for Exam Details)
Final Exam: Tuesday, December 12th 5:30 PM – 7:30 PM

• **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:**
 - 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**
- **Examinations: 160 possible pts**
- **Discussion Posts: (13 x 5) 65 Points**
- **In Class Assignments 30**

Total Points Possible: **725 Total Points Possible (Possible Points may be lower BUT will not be higher)**

• **Detailed Weekly Reading/Assignment Schedule:** Topics to be covered and assignments due for each class period are listed as *Tuesday* and *Thursday* for each week.

Further Notes About Quizzes:

- (1) All **Reading Quizzes** will be posted to CANVAS and must be completed before 4:00 PM on the due date listed.
- (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 4:00 PM on Tuesday

Weekly Breakdown:

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

Week 1: (8/21 – 8/25) – Materials Available on 8/19

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

Tuesday 1: Course breakdown and Introduction to the Study of Philosophy

- **Readings/Videos to Complete (all posted to Canvas)**
 - (1) **Crash Course Philosophy: What is Philosophy (Video)**
 - (2) **What is Moral Philosophy (Video)**
 - (3) **Crash Course Philosophy: How to Argue (Video)**

Thursday: We All Have Opinions

- **Readings/Videos to Complete:**
 - (1) *Do You Have an Opinion about Opinions?* (**posted to Canvas**)
- Due Reading Quiz #1 - NOTE: This Quiz CAN Be Taken After the Lecture for this quiz. All Future Reading Quizzes Must Be Completed Prior To The Lecture. There is no reading quiz due BEFORE class on Thursday.***

• **Lecture Quiz #1 Available 8/25: Lecture Quiz #1 (due 8/29)**

• **Discussion Post #1 Due by 11:59 PM on 8/25 (see above)**

Week 2: (8/28 – 9/1)

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

Tuesday 1: *Problem with Ethics #1*

- **Readings/Videos to Complete:**
 - (1) *The Challenge of Cultural Relativism* by James Rachels (**posted to Canvas**)
 - (2) *The Maze of Moral Relativism* by Paul Boghossian (**posted to Canvas**)
 - (3) *Herodotus: The Histories - Only Book III, Section 38 (Only One Paragraph)* (**posted to Canvas**)

DUE: Reading Quiz #2 – Must completed before class begins

Thursday: *Problem with Ethics #2 - Stealing from David Hume*

- **Reading to Complete:**
 - (1) *The Nature of Ethical Disagreement* by Charles L. Stevenson (**posted to Canvas**)

DUE: Reading Quiz #3 – Must completed before class begins

• **Lecture Quiz #2 Available 9/1: Lecture Quiz #2 (Due 9/5)**

• **Discussion Post #2 Due by 11:59 PM on 9/1**

Week 3: (9/4 – 9/8)

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

Tuesday 1: A Response to Hume and Stevenson

- **Reading to Complete:**
 - (1) *Can Science Tell Us What's Right and Wrong?* by Dewitt (**posted to Canvas**)

DUE: Reading Quiz #4 – Must completed before class begins

Thursday: *Problem with Ethics #3 - Do We Have Any Natural Rights?*

- **Reading to Complete**
 - (1) *The Social Contract* by Thomas Hobbes

DUE: Reading Quiz #5 – Must completed before class begins

• **Lecture Quiz #3 Available 9/8: Lecture Quiz #3 (Due 9/12)**

• **Discussion Post #3 Due by 11:59 PM on 9/8**

Week 4: (9/11 – 9/15)

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

Tuesday: An Objectivist Ethics

- Reading to Complete
 - (1) *A Defense of Ethical Egoism* by Ayn Rand

DUE: Reading Quiz #6 & 7 (one quiz) – Must completed before class begins

Thursday: Why Ayn Rand is Wrong – Rand and the Prisoner's Dilemma

- **No New Reading Due**

• **Lecture Quiz Available 9/15: Lecture Quiz #4 (Due 9/19)**

• **Essay Prompt #1 Available 9/15**

• **Discussion Post #4 Due by 11:59 PM on 9/15**

PART II - Normative Ethics: The Big Three ... Well, Really Four

Week 5: (9/18 – 9/22)

Topic: One of Three – Can Utilitarianism Can Tell Us What To Do?

Tuesday: Utilitarianism

- Reading to Complete
 - (1) *Utilitarianism* by John Stuart Mill (Chapter 14)

DUE: Reading Quiz #8 – Must completed before class begins

Thursday: We Most Certainly Like Part of It ... But What If It's Wrong?

- Reading to Complete:
 - Strengths and Weaknesses of Utilitarianism by Louis P. Pojman (**posted to Canvas**)

DUE: Reading Quiz #9 – Must completed before class begins

- **Lecture Quiz Available 9/22: Lecture Quiz #5 (Due 9/26)**
 - **Discussion Post #5 Due by 11:59 PM on 9/22**
-

Week 6: (9/25 - 9/29)

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

- Tuesday:** It's Not Actually You ... Reading Kant is Just Hard (or ... the Nature of Deontic Ethics)
- Reading to Complete:
 - *The Categorical Imperative* by Immanuel Kant***DUE: Reading Quiz #10 – Must completed before class begins***

- Thursday:** Okay, Fine, Aristotle Not Much Easier (or ... It's All About Virtue and Vice)
- Reading to Complete:
 - (1) The Nature of Virtue by Aristotle
 - (2) *Chinese Ethics (Read Sections II/2.1): (posted to Canvas)*
<https://plato.stanford.edu/entries/ethics-chinese/#VirEthDaoJunRen>
 - (3) *Martha Nussbaum: What Appeals to Her About Virtue Ethics (Short Video)* <https://www.youtube.com/watch?v=iuoZGx88FT8>
(posted to Canvas)***DUE: Reading Quiz #11 – Must completed before class begins***

- **Lecture Quiz Available 9/29: Lecture Quiz #7 (Due 10/3)**
 - **Due 9/29: Essay #1 (Please follow all submission instructions on the prompt)**
 - **Midterm Exam Prompt Provided (See Examinations Module in Canvas)**
 - **Discussion Post #6 Due by 11:59 PM on 9/29**
-

Week 7: (10/2 - 10/6)

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?

- Tuesday:** A Feminist Approach
- Reading to Complete:
 - (1) *The Ethics of Care* by Virginia Held***DUE: Reading Quiz #12 – Must completed before class begins***

- Thursday:** Wait, One More Problem with Ethics ... Can We Have a Secular Ethics?
- Readings to Complete:
 - (1) *The Euthyphro*: Please read
<http://classics.mit.edu/Plato/euthyfro.html>
 - (2) *God and Morality* by Steven M. Cahn***DUE: Reading Quiz #13 – Must completed before class begins***

- **Lecture Quiz Available 10/6: Lecture Quiz #8 (Due 10/10)**
 - **Discussion Post #7 Due by 11:59 PM on 10/6**
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Week 8: (10/9 - 10/13)

Topic: Is all this just absurd?

Tuesday: 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 Small Ethical /Philosophical Interlude

- Reading to Complete:
 - *Why Life is Absurd* by Rivka Weinberg (**posted to Canvas**)
DUE: Reading Quiz #14 – Must completed before class begins

Thursday: Okay ... A Runaway Trolley Car and a Track Worker Walk into a Bar ... Facing Moral Decision Making! A Philosophical Interlude

- Reading to Complete:
 - *The Trolley Problem* by Judith Jarvis Thomson
 - **No Reading Quiz Due**

• **Lecture Quiz Available: No Lecture Quiz Posted Week 8**

• **Discussion Post #8 Due by 11:59 PM on 10/13**

Week 9: (10/16 - 10/20) – Midterm Week

Tuesday: Midterm Review Period (See Midterm Study Guide for Class Details) – Note: There is no formal class on this day due to the Fall Break.

Thursday: Midterm Exam (Complete as Instructed on the Midterm Study Guide – Exam will be completed online. No in-person class/exam on Thursday)

No Reading Quizzes Posted Week 9

No Lecture Quiz Posted Week 9

No Discussion Post Posted Week 9

Part III: Applied Ethics – Can We Apply All the Above to Our Actual, Daily Existence or is it All Just Theoretical?

Week 10: (10/23 - 10/27)

Topic: Starting with An Uncontroversial Topic ... Oh, Wait ... What is Justice?

Tuesday: A Basic Theory of Justice

- Reading to Complete:
 - *A Theory of Justice* by John Rawls
DUE: Reading Quiz #15 – Must completed before class begins

Thursday: The Other Side

- Reading to Complete:
 - Entitlement Theory by Robert Nozick
No Reading Quiz to Complete

• **Lecture Quiz Available 10/27: Lecture Quiz #9 (Due 10/31)**

• Discussion Post #9 Due by 11:59 PM on 10/27

Week 11: (10/30 – 11/3)

Topic: *Yet Another Uncontroversial Subject* → Abortion

- Tuesday: (Yes...we have class)** Let's Start with Defining the Importance of Personhood First
- Reading to Complete:
 - (1) *On the Moral and Legal Status of Abortion* by Mary Anne Warren
No Reading Quiz to Complete

- Thursday:** Does X Being a Person Now Even Matter?
- Reading to Complete:
 - (1) *Why Abortion is Immoral* by Don Marquis
DUE: Reading Quiz #16 – Must completed before class begins

• Lecture Quiz Available 11/3: Lecture Quiz #10 (Due 11/7)

• Discussion Post #10 Due by 11:59 PM on 11/3

Week 12: (11/6 – 11/10)

Topic: Revisiting Ayn Randian Ethics – What Is Our Moral Responsibility to the Other?

- Tuesday:** 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 to Complete:
 - (1) *Famine, Affluence, and Morality* by Peter Singer
 - (2) *A Reply to Singer* by Travis Timmerman
DUE: Reading Quiz #17 – Must completed before class begins

- Thursday:** Are We Killing Ourselves and How Do We Stop
- Reading to Complete:
 - (1) *Should This be the Last Generation* by Peter Singer (**posted to Canvas**)
 - (2) *The Ethics of Climate Change* by John Broome
No Reading Quiz Due

• Lecture Quiz Available 11/10: Lecture Quiz #11 (Due 11/13)

• Essay #2 Prompt Available 11/10

• Discussion Post #11 Due by 11:59 PM on 11/10

Week 13: (11/13 – 11/17)

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

Tuesday: What's *Hermeneutical Injustice*

- Listen to the following: <https://player.fm/series/examining-ethics/ep-28-philosophy-and-metoo-with-emily-mcwilliams>

DUE: Reading Quiz #18 – Must completed before class begins

Thursday: Race Matters – Lecture by Cornell West (**posted to Canvas**)

No Reading Quiz Due

• **Lecture Quiz Available 11/17: Lecture Quiz #12 (Due 11/21)**

• **Discussion Post #12 Due by 11:59 PM on 11/17**

Week 14: (11/20 – 11/24)

Topic: Should Immigration Be Restricted?

Tuesday: *Immigration*

- Readings to Complete:
 - (1) *Immigration: The Case for Limits* by David Miller
 - (2) *Is There a Right to Immigrate?* by Michael Huemer

DUE: Reading Quiz #19 – Must complete before watching lecture

NOTE: Thanksgiving Break: Thursday, November 23rd – Sunday, November 26th – No Thursday class this Week

• **Lecture Quiz Available: No Lecture Quiz Posted Week 14**

• **Due 11/24: Essay #2 (Please follow all submission instructions on the prompt)**

• **Provided 11/24: Final Exam Study Guide**

• **Discussion Post: No Discussion Post Week 14**

Week 15: (11/27 – 12/1)

Topic: The Meaning of Life?

Tuesday: *How Can We Live Meaningful Lives?*

- Reading to Complete:
 - (1) *The Meaning of Life* by Richard Taylor (**posted to Canvas**)

No Reading Quiz Due

Thursday: *Final Exam Review (See “Final Exam Study Guide for Class Details)*

• **Lecture Quiz: No Lecture Quiz Given This Week**

• **Discussion Post #13 Due by 11:59 PM on 12/1**

Week 16: (12/4 – 12/8)

Final Examination Week – See Final Exam Study Guide and Final Exam Review lecture for all exam details

• **Final Exam Scheduled: Tuesday, December 12th, 5:30 PM – 7:30 PM**

• **No Reading Quizzes Week 16**

• **No Lecture Quizzes Week 16**

• **No Discussion Post Week 16**

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 240!

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.