

Ethics
PHIL-1C-54760
Fall 2019
TR 2:00-3:15
Room CCI 204

Instructor: Elizabeth Rard
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Office: Hum 54
Office Hours: MW 10:00-10:50
TR 11:00-12:30
Or by Appointment

Description:

This course examines key ethical theories, and includes application of theories to contemporary moral problems.

Required Text:

Shaw Social and Personal Ethics 8th edition

Grading:

Participation	10%	
Case Studies	10%	(5 @ 2%)
Reading Reports	10%	(2 @ 5%)
Argumentative Paper	20%	(1 @ 20%)
Midterm Exams:	30%	(2@ 15%)
Final Exam:	20%	(1 @ 20%)

Final Grade Breakdown:

<u>Percent of total points</u>	<u>Grade</u>
90-100	A
80-89.99	B
70-79.99	C
60-69.99	D
50-59.99	F

Attendance:

Students who have more than **4 absences during the first half of the semester may be dropped from the class**. Attendance will be taken at the very beginning of class. If you are not in your seat at the start of class, you will be marked absent. If you are late you **must raise your hand at the end of class until the instructor indicates that you have been marked as present**. There are **NO** excused absences so save your absences for when you need them. In case of extreme circumstances contact your instructor.

NOTE: The instructor does not guarantee that students will be dropped after having more than 4 unexcused absences. Hence, if you decide to drop this class it is your responsibility to actually drop the class. Failure to do so may result in a grade of 'F' for this course.

Coursework:

Reading Assignments: Students are expected to complete readings before class and come prepared to discuss the readings. The date the reading is listed on the syllabus is the date we will be discussing the material, so you need to read the sections prior to the class period the readings are listed for. It is recommended that students read all material at least twice, taking notes or creating outlines of the reading from which they can study.

Participation: Students are expected to come to class regularly having reviewed the assigned material. Students may not work on anything from another class during class time, nor may they use electronic devices for any purpose other than those related to this course (except in case of emergency). Students may use laptops, etc. for class related activities such as viewing the textbook or taking notes. **To earn participation points** students must attend lecture regularly and participate in class discussions by asking questions or contributing comments. Some participation points can be earned by attending office hours, or by emailing your instructor with questions, although the bulk of your points must come from in-class participation. Merely showing up to lectures regularly will not be sufficient to earn full points for participation.

Reading Reports: Students will write two reading reports. Further directions for this assignment will be posted on Canvas.

Case Studies: Case studies are to be completed in class in groups. With proof of a valid excuse students may make up case studies by writing a 3-page analysis/response to the case and submitting it within one week of the missed case.

Argumentative Paper: Students will write one main argumentative paper in which they must demonstrate an understanding of the opposing viewpoints of one major issue in applied ethics. Students will be required to construct original arguments supporting a thesis that takes a side on the issue, as well as give a critical evaluation of some of the classic arguments surrounding the issue. Further instructions for this assignment will be provided in class or on Canvas.

Seating Chart: A seating chart will be created during the first week of class. Students must sit in their assigned seats. Students who wish to change their assigned seats must ask the instructor. This is so that your instructor can keep track of your participation and be aware of your attendance levels, but more importantly it is so she can start to learn your names!

Examinations: There will be **three** exams in this course (two midterms and a final). The final will be cumulative but will emphasize the material covered since the last exam. Anything in the readings or discussed in class is fair game for the exams. **Points may be taken off of your exam if you come to the exam late or if your cell phone makes noise during the exam.**

Behavioral Standards: Students are expected to do their best to be on time. **CELL PHONE USE IN CLASS IS ONLY PERMITTED FOR EMERGENCIES.** Students should silence all cell phones before entering the classroom. **All students will treat each other with professional courtesy and respect at all times. This should be the case in every class, but it is especially important in a class like ethics. You will already have an opinion about many of the issues we discuss in this class, and you may have strong feelings about these issues. We must at all times remember that our goal here is a safe space for everyone to explore and critically evaluate these issues in a way that fosters further discussion and reflection. The instructor may at times redirect a conversation or remind students**

of these goals and guidelines if discussion becomes overly impassioned, or if the format of our discussion is in danger of becoming disrespectful. Students should participate regularly in class discussions and are encouraged to ask questions. Unless otherwise prompted, students should raise hands when they have questions or comments. Discussion with other students during class work is encouraged, provided the focus of the discussion is the work being completed. Please do not whisper amongst yourselves while the instructor is lecturing, or while a fellow classmate is addressing the class with a question or comment. This is because such behavior is disrespectful to your fellow classmates, and because whispering, no matter how softly, is distracting to others. If you have a question during lecture then please raise your hand!

Late work/make-ups:

Exams: Make-up **exams** will be granted on a case-by-case basis with **proof** of a valid excuse required. The instructor has final say as to what constitutes a valid excuse. If possible, students must discuss make-up exams with the instructor prior to the date of the exam. Failure to contact the instructor as soon as possible regarding missed exams may result in a score of 0 for the exam. Failure to provide documentation of a valid excuse may result in a score of 0 for the exam.

Late assignments: Late assignments will receive a 1/3 letter grade deduction per day (not per class day). All assignments are due at the beginning of class. A 10-minute grace period will be given to allow for parking and printer issues. After that the first 1/3 grade deduction begins and will continue until midnight on the following day. At that time, a second deduction of 1/3 grade will be incurred. Thereafter another 1/3 will be added at midnight every day. Exceptions will only be made with proof of a valid excuse (such as hospitalization), and are at the discretion of the instructor. No late work will be accepted after the last day of regular class.

Where to find your grade: Grades will be available on Canvas. Assignment/exam scores will be posted to Canvas prior to them being returned to students. **IT IS THE RESPONSIBILITY OF THE STUDENT TO BRING ANY MISSING/WRONG SCORES TO THE ATTENTION OF THE INSTRUCTOR ASAP.** All problems must be reported to the instructor within 24 hours of the final exam. After that scores will not be changed. Any student with a question about their current grade in the course should feel encouraged to contact the instructor. Participation scores will not be posted until after

Special Needs Requests:

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible.

Academic Dishonesty:

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic

endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or playing notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights.

Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of major ethical theories, including Kantian deontology, utilitarianism, and virtue ethics.
2. Apply knowledge of major ethical theories to contemporary moral problems.
3. Compare and contrast competing ethical theories, and subject them to critical analysis and evaluation.
4. Create and revise arguments about moral theories, and on various contemporary moral issues.

Objectives:

In the process of completing this course, students will:

1. Analyze, compare, and contrast major ethical theories, including Kantian deontological ethics, utilitarianism, and virtue ethics.
2. Compare and contrast major moral philosophers' attempts to answer key moral questions, such as, How should we live?, What is a good life?, What makes an action morally right?, and What is happiness?
3. Apply knowledge of major ethical theories to contemporary moral problems.
4. Consider the strengths and weaknesses of major moral theories, analyze and critically evaluate these theories.
5. Critically evaluate the strengths and weaknesses of various applications of ethical theory to contemporary moral problems.
6. Create, evaluate, and revise arguments about major ethical theories, as well as about contemporary moral issues.

Advisories:

ENGL 1A or 1AH

Important Dates:

8/30 LAST DAY TO DROP A FALL 2018 FULL-TERM CLASS TO AVOID A "W" IN PERSON

9/2 LAST DAY TO DROP A FALL 2018 FULL-TERM CLASS TO AVOID A "W" ON WEBADVISOR

10/11 LAST DAY TO DROP A FULL-TERM CLASS

OBSERVED HOLIDAYS (NO CLASS):

9/2 Labor Day (No Class)

11/11 VETERANS DAY (No Class)

11/28-11/29 Thanksgiving Holiday (No Class)

The following course schedule is **tentative**. The amount of time we spend on any given paper/topic will be partly determined by the energy of the discussion and the level of participation. Material will be removed from the schedule to allow for more in depth discussion when required. Any changes to the schedule will be announced in class ahead of time.

Date	
8/13	Introduction pp. 2-30
8/15	Relativism: pp. 31-39 Aristotle: pp. 39-45
8/20	Immanuel Kant: 45-52
8/22	John Stuart Mill: Utilitarianism: 52-58
8/27	Ethical Theories cont. Case Study 1:
8/29	Plato: Euthyphro (available on Canvas)
9/3	Brandt: The morality and Rationality of Suicide pp. 64-72 Reading Report 1 Due
9/5	Brock: Voluntary Active Euthanasia pp. 72-81
9/10	Callahan: When Self-Determination Runs Amok pp. 81-87 Case Study 2
9/12	Review
9/17	MIDTERM EXAM 1
9/19	Hardwig: Is There a Duty to Die? pp. 87-94
9/24	Mill: Considerations on Representative Government pp. 262-269
9/26	Lomasky and Brennan: Is There a Duty to Vote? pp. 269-277
10/1	Wasserstrom: One way to understand and Defend Programs of Preferential Treatment pp. 375-381

10/3	Pojman: The Case Against Affirmative Action pp. 381-387 Case Study 3
10/8	Corvino: Why Shouldn't Tommy and Jim Have Sex? pp. 224-231
10/10	Shaw: Punishment and the Criminal Justice System pp. 307-314
10/15	Van Den Haag: The Ultimate Punishment: A Defense pp. 314-320 Reading Report 2 Due
10/17	Reiman: Justice, Civilization, and the Death Penalty: pp. 320-326
10/22	Singer: The Place of Nonhumans in Environmental Issues 141-147
10/24	Machan: Do Animals Have Rights? pp. 147-153,
10/29	Review
10/31	MIDTERM EXAM 2
11/5	Hare: Why I am only a Demi-Vegetarian: pp. 160-167
11/7	Daniel D. Polsby: The False Promise of Gun Control: pp. 286-292 Case Study 4
11/12	Nicholas Dixon: Handguns and Violent Crime: pp. 292-300
11/14	Michael Huemer: Is There a Right to Own a Gun? pp. 300-307
11/19	Noonan: An Almost Absolute Value in History pp. 102-106 Case Study 5
11/21	Alexander R. Pruss I Was Once a Fetus: That Is Why Abortion Is Wrong 114-119
11/26	Warren: The Moral Status of Abortion pp. 106-114 Argumentative Paper Due
11/28	THANKSGIVING HOLIDAY (NO CLASS)
12/3	Judith Jarvis Thomson: A Defense of Abortion pp. 124-132
12/5	Review
12/12	FINAL EXAM 2:00-3:50