

Three Rivers Community College

CRN 11684, PHL K111, Section T4

Spring 2015

T-Th: 2:30-3:45

C101

Dr. Matthew Rukgaber

**Required Textbooks:**

1. *Moral Traditions: An Introduction to World Religious Ethics*, by Mari Rapela Heidt (Anselm Academic, 2010)
2. *Moral Philosophy: A Reader*, 4<sup>th</sup> edition, edited by Louis Pojman and Peter Tramel (Hackett Publishing, 2009)

**Course Policies:**

1. **Classroom Etiquette:** Please do not talk or chat with each other during class. Doing so is unprofessional and disruptive to other students and to me. No electronic devices may be used during class. Please be aware that texting or using your smart phone during class will count as failure to attend class – being physically present in the class is not the limiting criteria for attendance points. Use of electronic devices during class will result in a zero participation grade for that session.
2. **Attendance:** Class attendance for this course is required. If you expect to miss a class, I must be informed via email (blackboard message) in advance. I will take attendance. Excused absences require advance notification.
3. **Class Participation:** Class participation includes arriving to class on time and prepared, making useful contributions, refraining from dominating the conversation, following instructions, and helping to make the class a good learning experience for all. Being prepared for class means making sure you have read the assigned materials **before** class. It will be impossible to not participate in this class. Class will be organized by our systematically calling on each individual in the class to contribute to the analysis of the topic and reading at hand.
4. **Make-up Policy:** If you know in advance that there will be a problem getting an assignment in on time or being present on a test day, see me well before the due date to check for the possibility of making alternate arrangements.
5. **Classroom Recording by Students:** Classroom recording may be an appropriate academic adjustment, auxiliary aid, and/or service for a student with documented permanent and temporary disabilities. A student without documented disabilities may request permission to

record classroom activity. The Instructor will have the sole discretion to determine if recording will be allowed.

6. **Accessibility:** If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to get an official notice from Counseling & Advising Office Room A-119.
7. **Academic Integrity:** Students are expected to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought are drawn upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism, and to avoid all forms of cheating and plagiarism. Students may not engage in any form of academic misconduct, and are responsible for learning how to present the ideas of others in their own work, and avoid all other forms of academic misconduct. All violations will be handled under the procedures established in the Academic Misconduct Policy.
8. **Change to Syllabus:** The readings, sessions, and assignments are subject to change in the event of unforeseen circumstances. Alterations may also be made should we end up spending more or less time on some topics.
9. All students are required to maintain a learning portfolio in Digication that uses the (Three Rivers) College Template.

All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios.

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a "place" where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It's like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

### Course Evaluation Summary:

	Points	Percentage
In-Class Exam 1	100	20%
In-Class Exam 2	100	20%
In-Class Exam 3	100	20%
In-Class Exam 4	100	20%
In-Class Participation	100	20%
TOTAL	500	100%

**Individual Class Participation:** I will assess your individual class participation for every class session. I use the Socratic method of teaching – asking and answering questions to stimulate critical thinking and to illustrate concepts. I will assume that you have read the assigned parts from the textbook *before* class. Your class participation grade will come from active and meaningful involvement in class discussions and activities, demonstrated evidence of engagement with the materials, and the ability to engage in conversation when called upon.

### Grading Policies:

Grade cutoffs will be assigned based on the scale below.

93% – 100%	= A
90% – 92.9%	= A-
87% – 89.9%	= B+
83% – 86.9%	= B
80% – 82.9%	= B-
77% – 79.9%	= C+
73% – 76.9%	= C
70% – 72.9%	= C-
67% – 69.9%	= D+
62% – 66.9%	= D
< 62%	= F

### Course Schedule

#### **Week 1: Ethics of World Religions**

Day 1, Jan. 22: Introduction to the Class

#### **Week 2: Ethics of World Religions**

Day 2, Jan. 27:

- *Moral Traditions* by Heidt: Chapter 1: Ethics, Morality, and the Study of Religious Ethics (p. 6-16)

- *Moral Philosophy: A Reader* edited by Pojman: General Introduction: What is moral philosophy? (p. ix-xiii)

Day 3, Jan. 29:

*Moral Traditions* by Heidt:

- Chapter 2: Ethics in the Hindu Tradition; sections on “Sikhism” and “Jainism” from Chapter 8: Additional Moral Traditions

### **Week 3: Ethics of World Religions**

Day 4, Feb. 3:

- *Moral Traditions* by Heidt: Chapter 3: Ethics and the Buddha

Day 5, Feb. 5:

- *Moral Traditions* by Heidt: Chapter 5: Ethics in the Christian Tradition

### **Week 4: Ethics of World Religions**

Day 6, Feb. 10:

*Moral Philosophy: A Reader* edited by Pojman: Section II Moral Relativism vs Moral Objectivism:

- Chapter 3: Aquinas: Natural Law (21-32)

Day 7, Feb. 12:

*Moral Traditions* by Heidt:

- Chapter 6: Islam and the Muslim Moral Tradition

### **Week 5: Ethics and Religion**

Day 8, Feb. 17:

*Moral Traditions* by Heidt:

- Chapter 7: The Chinese Moral Tradition
- the section on “Shinto” from Chapter 8: Additional Moral Traditions

Day 9, Feb. 19:

## **Exam on Weeks 2 to 5**

### **Week 6: Ethics and Religion**

Day 10, Feb. 24:

*Moral Philosophy: A Reader* edited by Pojman: Section VIII: Morality and Religion:

- Introduction (p. 356-358)
- Chapter 37: Rachels: God and Morality are Incompatible (p. 366-376)

Day 11. Feb. 26:

*Moral Philosophy: A Reader* edited by Pojman: Section VIII: Morality and Religion:

- Chapter 38: Layman: God and the Moral Order (p. 377-387)
- Chapter 38: Byrne: God and the Moral Order: A Reply to Layman (p. 388-394)

### **Week 7: Relativism**

Day 12, March 3:

*Moral Philosophy: A Reader* edited by Pojman: Section II Moral Relativism vs Moral Objectivism:

- Chapter 4: Benedict: Cultural Relativism (pp. 33-37)
- Chapter 6: Harman: A Defense of Ethical Relativism (p. 53-59)

Day 13, March 5:

*Moral Philosophy: A Reader* edited by Pojman: Section II Moral Relativism vs Moral Objectivism:

- Chapter 5: Pojman: A Defense of Ethical Objectivism (38-51)

### **Week 8: Egoism**

Day 14, March 10:

*Moral Philosophy: A Reader* edited by Pojman: Section III: Ethics and Egoism:

- Chapter 8: Hobbes: Egoism as the Beginning of Morality (p. 69-78)

Day 15, March 12:

*Moral Philosophy: A Reader* edited by Pojman: Section III: Ethics and Egoism:

- Chapter 9: Rand: A Defense of Ethical Egoism (p. 79-85):
- Interview: <https://www.youtube.com/watch?v=ouBZ-YqOnsU>

### **Week 9: Spring Break March 15-22**

### **Week 10: Egoism**

Day 16, March 24:

*Moral Philosophy: A Reader* edited by Pojman: Section III: Ethics and Egoism:

- Chapter 10: Rachels: A Critique of Ethical Egoism (p. 86-93)

Day 17, March 26:

### **Exam on Weeks 6 to 10**

### **Week 11: Utilitarianism**

Day 18, March 31:

*Moral Philosophy: A Reader* edited by Pojman: Section IV: Value: What is the Good?:

- Chapter 12: Bentham: Classical Hedonism (p. 120-122)

*Moral Philosophy: A Reader* edited by Pojman: Section V: Utilitarian Ethics:

- Chapter 19: Mill: Utilitarianism (p. 158-163)

Day 19, April 2:

*Moral Philosophy: A Reader* edited by Pojman: Section IX: Applied Ethics:

- Chapter 41: Singer: Famine, Affluence, and Morality (p. 412-420)
- <https://www.youtube.com/watch?v=Diuv3XZQXyc>

### **Week 12: Utilitarianism**

Day 20, April 7:

*Moral Philosophy: A Reader* edited by Pojman: Section V: Utilitarian Ethics:

- Chapter 21: Williams: A Critique of Utilitarianism (p. 175-185)

Day 21, April 9:

*Moral Philosophy: A Reader* edited by Pojman: Section V: Utilitarian Ethics:

- Chapter 22: Harwood: Eleven Objections to Utilitarianism (p. 186-199)

### **Week 13: Deontological Ethics**

Day 22, April 14:

*Moral Philosophy: A Reader* edited by Pojman: Section VI: Deontological Ethics:

- Chapter 24: Kant: The Foundations of Ethics (p. 218-236)

Day 23, April 16:

*Moral Philosophy: A Reader* edited by Pojman: Section VI: Deontological Ethics:

- Chapter 24: Kant: The Foundations of Ethics (p. 218-236)

### **Week 14: Contractarian Ethics**

Day 24, April 21:

## **Exam on Weeks 11 to 14**

Day 25, April 23:

*Moral Philosophy: A Reader* edited by Pojman: Section VI: Deontological Ethics:

- Chapter 28: Scanlon: A Contractarian Ethics (p. 279-298)

### **Week 15: Contractarian and Virtue Ethics**

Day 26, April 28:

*Moral Philosophy: A Reader* edited by Pojman: Section VI: Deontological Ethics:

- Chapter 28: Scanlon: A Contractarian Ethics (p. 279-298)

Day 27, April 30:

*Moral Philosophy: A Reader* edited by Pojman: Section VII: Virtue Ethics:

- Chapter 29: Aristotle: Virtue Ethics (p. 301 ff.)

### **Week 16: Virtue Ethics**

Day 28, May 5:

*Moral Philosophy: A Reader* edited by Pojman: Section VII: Virtue Ethics:

- Chapter 30: Mayo: Virtue and the Moral Life (p. 312- 315)
- Chapter 31: Frankena: A Critique of Virtue-Based Ethics (p. 316-322)

Day 29, May 7:

*Moral Philosophy: A Reader* edited by Pojman: Section VII: Virtue Ethics:

- Chapter 33: Bennett: The Conscience of Huckleberry Finn (p.

### **Week 17:**

Day 30, May 12:

*Moral Philosophy: A Reader* edited by Pojman: Section VII: Virtue Ethics:

- Chapter 34: Hursthouse: Virtue and Emotion (p. 348-355)

Day 31, May 14: **Exam on Weeks 14 to 17**