

THREE RIVERS COMMUNITY COLLEGE

ETHICS (PHL K111; 3 CREDITS)

Fall 2019; Monday/Wednesday 9:30-10:45

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Office hours by appointment

Text: *The Moral of the Story: An Introduction to Ethics*, by Nina Rosenstand, 7th ed.

Course Description: One of the very first questions that intrigued people and encouraged them to philosophize is this: What makes a person a good person? This course will offer you an overview of several of the major moral theories that have been proposed by thinkers over the ages, including: moral relativism, natural law theory, utilitarianism, Kant's moral theory, and virtue ethics. A variety of interesting and thought provoking contemporary ethical issues will be examined and discussed in the light of these theories.

Learning Outcomes:

- 1) To be able to discuss the defining concepts of the major ethical theories presented throughout history.
- 2) To be able to use these theories to analyze current ethical issues of interest and importance.
- 3) To come to an understanding of the fact that we each depend upon our own personal framework or theory in making moral decisions.
- 4) To realize the pervasiveness of moral issues in our lives.
- 5) To improve on the ability to analyze and formulate persuasive oral and written arguments for ethical viewpoints.

Course Requirements and Grading Criteria:

Class participation.	=	8%
Homework		12
Two 4 1/2-5 page position papers	=	40%
Midterm=		20%
Non-Cumulative Final=		20%

Instructional Strategies: homework, lectures, class discussion, small group discussion, papers, tests

Make-up Policy: All papers must be received on the date they are due. You will receive one-half grade off for each day they are late. Not coming to class is not an excuse for not turning in papers on time. If you cannot attend class, you should email your paper to me. Test make-ups will only be given in the event of extenuating circumstances.

Attendance: Attendance is expected unless there are extenuating circumstances. A dentist or doctor's appointment is not considered to be an extenuating circumstance unless it is an emergency; please do not make appointments during class time. Students who sleep in class **or leave class early without a valid excuse** will be marked absent and receive a "0" on their homework grade for the week.

Tests: The midterm and final will be open note, but not open book. The midterm will cover the first half of the course, and the non-cumulative final will cover the second half. Tests will be short answer/short essay and mid-length essay format.

Paper Topics and Guidelines:

General guidelines for paper writing are attached to this syllabus. Please note that both papers require a **minimum of three references** to be listed on a works cited page. One of these three references must be an academic reference from the College library's research databases. If you do not know how to access these databases, please see me or go to the College Writing Center for assistance. The works cited page must be written using an MLA format. Further information about how to do this can be found in the attached "Paper Guidelines."

Also attached to this syllabus are the following: 1) a handout on general paper writing guidelines; 2) a handout on writing a thesis statement, which you should find helpful in thinking about how to formulate theses for your papers. If you have any questions, see me or visit the College Writing Center. Your thesis statements will count as homework assignments and will be GRADED; 3) a handout on indicator words, which help you to transition from one idea to the next in your papers- use indicator words liberally! 4) a handout on how to do a rebuttal- see the paper guidelines for a definition of a rebuttal.

In an effort to encourage you to think about how this course is relevant to your major or area of interest, you should choose as paper topics ethical issues in your area of study. You should be able to find many ethical issues of relevance to your profession by doing directed searches on the web or on the library databases. If you have difficulty identifying a topic, see me and I will provide assistance. However, please do some searching on your own first, as the search process is itself instructional in letting you know what is out there. Relating your topic to the theories and examples that we discuss in class is encouraged.

PAPER 1 will be a single continuous persuasive essay on a thesis of your choosing.

PAPER 2 will be divided in half into 2 'mini-papers,' with half being a persuasive essay on the pro side, and the other half being a persuasive essay on the con side of a thesis of your choosing.

Preparing for class/Class participation:

A significant part of the class will involve discussion of ethical issues and problems. In order to participate meaningfully in discussion, you must obviously be prepared by having read the assignment for that day. My best suggestion to ensure reading comprehension and recollection is as follows: For each section of the text following a heading in bold type, try to summarize it by writing a single sentence that captures its purpose. Under this you may want to jot down any pertinent cases or examples that were given to illustrate the point. Doing these two things will give you a handy outline to refer back to as we discuss the chapters in class.

The importance of class discussion is that it makes topics come to life, and the way that they resonate differently for each person in the class makes it possible for a wide variety of perspectives to be aired. The more actively you are involved in the class the more likely that your papers will be interesting and your understanding for the exams will be enriched. Class participation and preparation (via homework) are 20% of your course grade.

Plagiarism and Cheating:

I expect you to turn in work that is neither plagiarized nor paraphrased. Both are surprising easy for an instructor to detect. Also, the College's policy on plagiarism and cheating is strict and unambiguous. It can be found in the College catalog or online. If you have any questions about what constitutes plagiarism, ask me or go to the College Writing Center.

Electronic Devices in the Classroom:

It is the right of every college student to be educated in an environment that is free from distraction, so all electronic devices must be turned off during class time. In case of a medical or family emergency, a cell phone may be left on during class time, with permission from the instructor. Laptops may be used during class time only for the purpose of taking notes.

MyCommnet Alert:

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency or when the college is delayed or closed due to weather. All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site. Here is the link:

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/my-CommNetAlert/MIR3.html

Email:

All TRCC students are now assigned a college email address - instructions may be found on the Website in how to access -students are encouraged to access and use this email.

Digication:

All students are required to maintain a learning portfolio in Digication that uses the (Three Rivers) College Template.

Course Outline:

Date	In Class	Homework
8/28	Introduction	Review of syllabus; Ethics as a philosophical discipline; Early moral thinking and its context
9/4	Plato	Read pp. 391-395, 406-417 and 418-420. Answer question 5 on p. 418 and questions 1 and 2 on p. 421.
9/9	Discuss Aristotle's Virtue Theory	Read pp. 444-462.

9/11	Aristotle, continued	Read pp. 472-476. Answer questions 1 and 3 on p. 474, and question 2 on p. 476.
9/16	Discuss Utilitarianism	Read ch. 5, Utilitarianism, pp. 231-236, 241-247, and 249-260.
9/18	Utilitarianism, continued	Read "Extreme Measures", pp. 275-277 and answer questions 1, 2 and 6.
9/23	Discuss Kant's Deontology	Read ch. 6, Kant's Deontology, pp. 282-298.
9/25	Kant, continued	Read "High Noon", pp. 308-310. Answer questions 1, 3, 4, and 5 on p. 310.
9/30	Discuss media ethics	Read about media ethics, pp. 671-680 and primary reading: "Ethics as a Vehicle for Media Quality", p. 726-728. Answer questions 1 and 2 on p. 728.
10/2	Discuss Business Ethics Thesis statement for paper 1 must be turned in by this date	Read about business ethics, pp. 681-687
10/7	Watch movie <i>Enron: The Smartest Guys in the Room</i>	Read case study on Enron (handout); no homework questions
10/9	Continue movie; discuss movie and reading	
10/14	Midterm; Paper 1 Due	Be prepared for midterm; Complete paper
10/16	Discuss reading(s)	Read handout(s) (TBD)
10/21	Discuss Ethical Relativism and <i>Myself or Others</i>	* Read ch. 3, Ethical Relativism, pp. 119-138.

10/23	Ethical relativism, continued	Read "Possessing the Secret of Joy, pp. 165-167. Answer questions 1-2 on p. 167.
10/28	Discuss psychological and ethical egoism	Read ch. 4, <i>Myself or Others</i> , pp. 171-188 and 196 (bottom)-200.
10/30	Psychological and ethical egoism, continued	Read "Primates and Philosophers: How Morality Evolved", pp. 218-220, and answer questions 1 and 2.
11/4	Discuss personhood, rights, and justice	Read pp. 337- top of 357.
11/6	Discuss "The United National Universal Declaration of Human Rights"	Read pp. 363-366. Answer questions 1-3 on p. 366.
11/11	Discuss Just War Theory	Read pp. 688-694 and 731-734. Answer questions 1-3 on p. 734.
11/13	Discuss animal rights and environmental ethics	Read part I, handout on environmental ethics; no questions
11/18	Environmental ethics, cont.	Read part II, handout on environmental ethics
11/20	Discuss Gender Ethics	Read ch. 12, pp. 608-610, and pp. 625-637.
12/2	Gender ethics, cont. Thesis statements for paper 2 must be turned in by this date	Read pp. 639(bottom)-641; the excerpt from "In a Different Voice" on pp. 648-650; and the excerpt from "A Thousand Splendid Suns" on pp. 661-664. Answer question 2 on p. 650 and questions 2 and 4 on p. 664.
12/4	Discuss Contemporary Perspectives	Read pp. 477-490.
12/9	Discuss Authenticity	Read the section Sartre, pp. 507-511.
12/11	Final; Paper 2 Due	Study for Final; Complete second paper

Paper Guidelines

use 1-inch margins

Description: Using a minimum of 3 secondary sources, with at least ONE of them an article from the College library website database, write a 4 1/2-5 page essay that supports the thesis statement you have developed. Develop a persuasive essay supporting your position with clear, sufficient, and relevant **reasons** and convincing **evidence and explanation**. I encourage you to connect your topic with the theories and examples from the text if possible. Though you should put your text on your works cited page if you use it, it may not count as one of your 3 secondary sources.

Topic: You must have your topic/thesis statement approved by me **before you begin writing**.

Purpose: To persuade your audience of the reasonableness of your position.

Audience: You may assume that your audience has reasonable familiarity with the issue that you are discussing. In effect, you don't have say things like, "Ethics is..." or "The Webster dictionary defines 'euthanasia' as..."

Points to consider:

1. Present Your Issue Clearly (Introduction):

- Explain the issue about which you are writing - -what is the central question being answered?
- Establish interest with an **interesting lead-in**.
- Avoid general and cosmic statements, such as "there are some good things and some bad things about x."
- Do **NOT evaluate** a text or author, saying an author does a "great job" or that a text is a "good text."
- **Set up your persuasive stance** by stating your thesis and forecasting your main reasons.

2. Clear, Specific, and Unambiguous Position (your thesis):

- Your thesis will be a clear, specific, and unambiguous statement that takes a position on the issue you have chosen.
- Avoid being vague, overly broad, or simplistic.

3. Develop an persuade your readers with clear, sufficient, and relevant reasons

- To support your position, you need reasons that are **tied to your thesis**. Build your essay around the points you need to support your thesis.
- Remember that the **first sentence** of each paragraph should be a reason that ties back to the thesis. You should thus be able to read through the first sentences of each of your paragraphs and it should be absolutely clear what the main points that support your thesis are.
- Remember that you are writing a focused essay: you will not be able to talk about everything, so pick and choose the most important points that relate to your thesis.

4. ... and with Convincing Evidence and Explanation (support):

- The remainder of each paragraph should support your reasons with **specific evidence and examples**, and with **explanation** instead of summary, generalities, and assumptions.
- When using quotations, **quote only as much as you need**: for instance, do not give five sentences if all you are talking about is a three-word phrase.
- Set up quotes by **giving the qualifications of the person you are quoting** - for instance, "Social historian Alan Cummings has noted that..." When you use a quotation, you must **explain it** so your readers can see HOW it supports your reason. Never expect your quotations to do the work for you. Don't assume we'll agree with your evidence or see how it supports your point: spell everything out.

- Do not fall into summarizing instead of making an argument.
- Cite your sources correctly (MLA guidelines – see below).

5. Rebuttals:

- All papers/essays derive **great scholarly benefit** (and consequently a better grade) by considering how other people have taken a different viewpoint from the one that you are presenting. To acknowledge another viewpoint and then to show how your viewpoint is better in some way is called a **rebuttal**.
- To make a rebuttal, you might say "So-and-so says that such-and-such would be the better choice; However, (here is where you explain why your viewpoint is better)". Try to use **at least one** rebuttal in each of your papers.

6. Conclusion:

- Without simply repeating yourself word for word, restate your main points -- both your thesis and the reasons (hint: look at your topic sentences).
- Don't introduce new ideas that support your argument - for instance, don't mention a new reason that also supports your thesis, don't give a quotation that would have supported your assertion back in paragraph three, don't change your mind about what your thesis is, etc.
- Once again, avoid general and cosmic statements.
- Once again, do not make an evaluation of a text or author.
- Take your thesis one step further by suggesting to us why this thesis is worth thinking about. Give us a sense of closure, but also leave us wanting to explore the ideas you've raised further

7. Organization:

- Think of your argument as a pyramid: a broad foundation of evidence and explanation supports a smaller section of reasoning that supports the very small top of the pyramid, which is your judgment or thesis. Thus, the bulk of your essay will be EVIDENCE AND EXPLANATION.
- Your introduction is like a table of contents for your essay, so make sure the points you raise in the body of your essay are in the same order that you raise them in your introduction.
- Transitions show the connections between and among your ideas, so you need to understand how your ideas are connected to each other before you can make clear transitions. A good transition needs clear cue words/phrases (see handout).

8. Documentation and integrating quotations:

- Use correct MLA documentation in your essays with parenthetical notations and a works cited page. There are many excellent sources on proper documentation formats. One frequently used is: <https://owl.english.purdue.edu>. Click on the link titled "MLA 2009 Formatting and Style Guide" on the right-hand side.
- Note that proper documentation includes not only how each entry should be written, but also how the works cited page as a whole should be organized.
- Integrate all quotations of less than four lines into your paragraphs. If a quotation is more than four lines long, set it off as a "block" quotation. See a style manual for more information.
- For every citation, you will use parenthetical documentation listing the page number (put the number only - do not put "pp." or "pg," etc.). For example, (Brown 15).

Academic Honesty: Please review the college's academic honesty policy and ask me if you have any questions. Any student caught plagiarizing will automatically receive an F on the assignment and will have to begin again with another topic from scratch. You will also be reported to the Dean's office. Note that plagiarism includes any of the following:

- * Copying an author's words verbatim without citation.
- * Copying even a two-word phrase from an author without citation.
- * Discussing an author's ideas without citation.

Penalties and Grading:

- For each day that the paper is late, one-half grade will be dropped from your grade.

Thesis Statements

A good thesis statement will include the following attributes:

- 1) It will cover a subject that (a) expresses a single main idea, and (b) is neither too broad nor too narrow for the given assignment.
- 2) It will assert a viewpoint about the subject. In essence, then, the thesis statement can be boiled down to the following simple equation:

$$\text{subject} + \text{viewpoint} = \text{thesis}$$

From looking at some websites on ethics in scientific research, you find the topic of falsification of data intriguing. The phrase: “**falsification of scientific data**” is not a thesis statement. It simply indicates a subject, and is too general for a 4-5 page paper.

After reading about the subject a bit more, you find a recent case of data falsification, the controversy about the data on global warming from the Institute of Space Studies. Now you are zeroing in on a more manageable topic: **the Institute of Space Studies global warming data controversy**.

Still, this is not yet a thesis statement because you have not yet taken a viewpoint. After reading more, and reflecting a bit, you realize that the potentially false data made the development of an ethically responsible environmental policy very difficult, so you propose the following excellent thesis statement:

The potentially falsified data presented on global warming by the Institute of Space Studies has injuriously delayed the development of an ethically responsible environmental policy.

Rebutting an Opposing Viewpoint

Rebutting/Refuting Cue Words

Admittedly...

Even though...

Although... or Though...

Despite... or Despite the fact that...

In spite of... or In spite of the fact that...

Regardless of... or Regardless of the fact that...

Granted... or Granted that...

While it's true that...

There is some truth to the argument (or the fact) that... but/however...

It is (or may be) true that... but/however...

Even if... or Even if it's true that...

Some people (or such-and-such a person) claim(s) that... but/however...

Some have argued that... but/however...

Sample (short) Rebuttals

* Although some critics have argued that Wal-Mart destroys communities by wiping out mom-and-pop stores, this overlooks the fact that Wal-Mart has benefited communities by holding down household expenses more than any social or government program.

* Despite the fact that many people argue that by supporting capital punishment we risk putting innocent people to death, the elimination of this form of ultimate punishment would send the wrong message to perpetrators of violent crimes.

* Dr. Oppenheimer has argued that the changes in world temperatures reflect a natural cyclical warming trend; however, the steepness of this change suggests that he is wrong.

Indicator Words to assist with transitions between ideas

Causes or Reasons:

for the reason that	being that	in view of	due to	as
because	seeing that	for	inasmuch as	Since

Conclusions:

therefore	Thus	In conclusion	accordingly	for this/these reason
finally	given these points	so	as a result	in consequence
consequently	in summary	overall	hence	

The addition of a further point:

further, further-more	Also	moreover	on the other hand	in fact	besides
not to mention	in addition	additionally	alternatively	Actually	what is more

Giving an example:

such as	Particularly	including	by way of example	for instance	for one thing
as an illustration	to illustrate	for example	Especially	to illustrate	in particular

Comparing:

similarly	in the same way	by the same token	equally	likewise
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Clarifying:

in other words	that is
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Signaling Conflict or Opposite Positions:

but	However	in contrast	although	whereas
on the other hand	While	by way of contrast	Conversely	

Emphasizing:

above all

even more

more importantly

Conceding a point:

even so

granted that

though

Nevertheless

even though

admittedly

Yet

Regardless

on the other hand

however

despite this, in spite of

although

still

Stating a condition:

on the condition that

in the event that

given that

granting that

as/so long as

providing that

if

Stating a purpose:

for the purpose of

with this intention

With this in mind

in order that, in order to

so as to

so that

Signals of chronological or logical sequence:

then

in the first/second place

initially

to begin/start with

previously

before this

at first

firstly, secondly, thirdly

subsequently

afterwards

Eventually

next