PHI 240: Introduction to Ethics (FJT04)

Spring 2020

Department: Humanities, Philosophy, and Religion

Division: Social Sciences and Humanities

Course Information

**Credits:**   3

Pre-requisites: C or better in ENG 111

Co-requisites: None

Description: This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.*

Textbooks: *Living Ethics* by Russ Shafer-Landau
                        Additional readings, available via Moodle

Supplies: Make sure to bring your textbook to class, along with a notebook and a pen/pencil
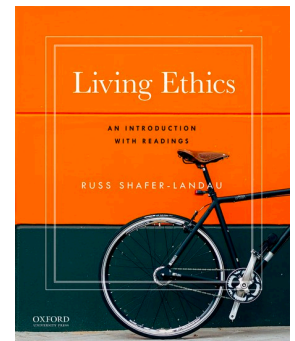
Instructor Information

Instructor's Name   Elliot Goodine

E-Mail Address: ejgoodine@gtcc.edu

Office Information

Location: 218 James Williams Hall

Campus: Jamestown

Address: 601 E Main Street

City, State, Zip: Jamestown, NC 27282

Office Hours: Wednesdays from 1-2 pm in 218 James Williams Hall.
                        Also available via appointment for in-person and Skype meetings.

Class Information

Beginning Date: January 6, 2020
Census Date: January, 16, 2020
Withdrawal Date: March 30, 2020
Meeting Times: Tuesdays and Thursdays; 10:30-11:45 am
Meeting Locations: Applied Technologies 337
Number of Weeks: 16
Final Exam Date: TBD

Census Date Policy
If a student does not meet the Census Date criteria, they are reported as a **No Show** for the course. For a **face-to-face course or a hybrid course**, a student **must attend** one or more class sessions **prior to or on the 10% point (Census Date)** in the class, which is noted in the Instructor Information section of the course syllabus. For an **online course**, a student **must submit an assignment or participate in a graded activity prior to or on the 10% point (Census Date)** in the class, which is noted in the Instructor Information section of the course syllabus.

Student Learning Outcomes

At the completion of the course, the students should be able to do the following:

1. Explicate, analyze, compare, and evaluate a variety of theories in normative ethics or meta-ethics using the techniques of critical thinking.

2. Define major moral theories in the Western and non-Western traditions.

3. Apply moral theories and concepts to contemporary problems—such as war, capital punishment, euthanasia, poverty, etc.—using the techniques of critical thinking.

4. Embody the qualities of an open-minded but critical thinker in the examination or formation of their moral philosophy.

Grading Policy

Grading Scale

GRADE	REQUIREMENT
A	90 – 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

Evaluation of Performance

Ethical Reflection Assignment: 5%

Paper Summaries: 10% (Your best 2 scores will count for 5 percent each)

Quizzes: 15%

First Paper: 10%

Midterm Exam: 15%

Second Paper: 15%

Final Exam: 20%

For further details on each assignment, see the document on Moodle titled "How Can I Succeed in this Course?"

I do not offer any assignments for extra credit, nor do I allow resubmissions of work that's already been graded. However, at the end of the semester, I will add up to three points to your final score for excellent participation (this might be a matter of asking good questions via email, making a serious improvement throughout the semester, or exemplary participation on discussion boards, among other things). So, for instance, if you end up with an 89, but your participation has been consistently strong, I would bump you to a 90, so you would get an A rather than a B.

Policies and Information

Quality of Instruction Statement
The GTCC faculty members are committed to providing quality instruction. If there is a concern about the instruction provided, treatment of an individual or a group of students, or professional conduct of instructors, first see the instructor, then the department chair, and then the division chair. The description of Students' Rights and Responsibilities can be found in the current Student Handbook/ Calendar. GTCC courses reflect essential employment skills and general education core competencies.

Department: Humanities, Philosophy, and Religion
Chair: Terri Scalf
Office: Davis Hall 330
Division: Humanities and Social Sciences
Dean: Steve Turner
Office: Davis Hall 210

ADA Statement
If you have a disability that may affect your academic performance **and** are seeking accommodations, it is your responsibility to inform DisAbility Access Services, Davis Hall 107, ext. 50157 as soon as possible.   It is important to request accommodations early enough to give the disabilities staff adequate time to consider your request and recommend reasonable accommodations. Instructors will provide necessary accommodations based on the recommendations of the disabilities staff.

Title IX

Guilford Technical Community College seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault or discrimination we encourage you to report this to our Title IX Coordinator, Dr. Manuel Dudley @ 336-334-4822 x 53025, mcdudley@gtcc.edu.

GTCC faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. If you report an incident to a faculty member, she or he must notify the college's Title IX Coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). The Title IX Coordinator will assist the student in connecting with all possible resources both on and off campus.

Title IX specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. GTCC will work with students who, as a result of pregnancy or childbirth, require accommodations. Accommodations will be offered for as long as the student's doctor deems the absences medically necessary. Should you experience any of these situations, please notify your instructor or the college Title IX Coordinator, Michael Hughes. More information about Title IX can be found on our website: www.gtcc.edu.

Online Classroom

This course has an online classroom in *Moodle*. This classroom can be accessed by going to the GTCC Moodle site at online.gtcc.edu. Here you can access course documents, assignments and stay in contact with both your instructor and classmates. If you experience difficulty accessing your online classroom, please notify me immediately. If you are experiencing difficulties with Moodle, Contact Technical Assistance 24 hours a day/7 days a week at 1-866-826-3748.

School Closing Policy

If school is closed, I will communicate the information for makeup of scheduled class time. Students will be notified through email sent by me through both Webadvisor and from the Moodle 'News Forum' tool.

The Center for Academic Engagement

The Center for Academic Engagement (CAE) provides academic and non-academic support to the GTCC community in order to help individuals succeed in education and in life.

Tutoring

Professional tutoring is offered on a walk-in basis for many general education subjects, and peer tutoring is available by request for a variety of career and technical subjects. Access the professional tutoring schedule and the peer tutor request form on the CAE's MyGTCC page by signing in to MyGTCC and clicking on Menu > Academics > Tutoring > Tutoring Home. The schedule is also located in the Tutoring block on the Moodle homepage; click on the "On Campus Tutoring" logo. For questions, email cae@gtcc.edu.

Tutor.com

Tutor.com is a 24/7 professional online tutoring service for a variety of subjects. Students have five hours of on-demand tutoring and document review per semester. To access Tutor.com, go to the Tutoring block on the Moodle homepage, read the Student Academic Integrity policy, and click "I agree."

Student Academic Integrity

Guilford Technical Community College (GTCC) is an academic community with its fundamental purpose being the pursuit of learning and student development. Consistent with this purpose and in order to uphold and support standards of personal honesty and integrity for all members of the college community, it is the policy of GTCC to enforce standards for academic integrity of our programs and courses. Conduct that violates standards of academic honesty and integrity is subject to academic disciplinary action. This conduct may include, but is not limited to, cheating, fabrication and falsification, plagiarism, abuse of academic materials and complicity in academic dishonesty. Any student who violates these standards is subject to academic disciplinary action. Please visit the Student Academic Integrity policy on our website for more information.

Student Complaint Policy

Guilford Technical Community College (GTCC) is dedicated to resolving student complaints in a timely, fair, and amicable manner. Students attending GTCC who would like to resolve a Grade Related or Non-Grade Related Complaint should follow the Institutional Student Complaint Policy at the below link:

https://supportservices.gtcc.edu/gtcc-student-complaint-policy/

After students have read the Institutional Student Complaint Policy, they will complete the Grade-Related Complaint Form or Non Grade Related Complaint Form located on the right side of the policy document.

Student Conduct Policy

Students may not display conduct on Guilford Technical Community College premises or at GTCC sponsored events that adversely affects the college's educational objectives, is illegal, or is contrary to the rules and regulations of the college. Students who display such conduct shall be subject to disciplinary action under the college's disciplinary policy.

In addition to expectations for student behavior for this course provided above, a list of prohibited behaviors is documented in the College's Student Code of Conduct (http://supportservices.gtcc.edu/student-code-of-conduct/). Included in the Code of Conduct is reference to the authority granted to instructors to remove students from the classroom when the student's behavior becomes a significant disruption to the learning and/or teaching environment.

Cheating

All of your work in this course must be your own original work created by you during this semester. **Copying and pasting ANYTHING from the internet without appropriately attributing it is plagiarism and will result in an "F" for the course, and the case will also be reported.**

Class Attendance

There are no official attendance grades. But excellent attendance and active participation can result in up to 3 additional bonus points to your grade score. Very poor attendance (6 or more absences without excuse) will result in failure in the course, regardless of one's other scores.

If you want to have an absence excused, note that I only excuse absences via email, and only for good reasons. You must email me before class starts. I may also ask you to do one of the quiz questions via email in order to excuse the absence.

Time Expectation

Outside of the classroom, you should expect to spend 3-5 hours each week preparing for class. Many students find that they need to read the assigned readings more than once in order to fully comprehend the concepts in Philosophy. I strongly recommend that you read Jim Pryor's short essay "**How to Read a Philosophy Paper.**"

Turnaround Policy

During the work week, I reply to emails within 24 hours. However, if you email me on a Friday afternoon you should not expect a response before Monday. (Although you may receive one as I may check my email on weekends.) Please be sure to email me from your GTCC email address. Federal privacy laws prohibit me from discussing grades, etc. via any non-official email account. If, for some reason you do not receive a reply to me in that time, drop me a polite reminder email. I make every effort to grade papers and tests in two weeks or less.

Late Work Policy

Late papers will lose 2 points for each 12-hour period that they are late. For example, if a paper is due at 9am on Monday and you submit it at 11am on Tuesday, your paper would lose 6 points (its lateness spans 9am-9pm,9pm-9am, and into the next 12 hour period).

Classroom Expectations

You are responsible, as a member of this course, to conduct yourselves as adults. This means treating others with respect and kindness. Please be mindful of your space and how much your presence takes up. With this in mind, I expect you to allow space for others to participate, and take risks to participate. Everyone is valuable in this course, so no homophobic, racist, sexist, or similarly prejudiced comments or behavior will be tolerated in this course. Everyone will be treated with respect in my classroom, regardless of religion, ethnicity, culture, gender, race, sexuality, gender identity, age, or ability. Please exercise inclusivity and compassion for others. I take inclusion seriously, and this is non-negotiable.

Open-mindedness is part of showing respect for your peers. Even if you strenuously disagree with me or one of your classmates, I expect you to refrain from interrupting, talking while someone else has the floor, and other similarly disrespectful behaviors. Keep in mind that you have a lot to learn, even from people that you disagree with!

You'll be considered absent for that day if you fall short of these expectations. If you repeatedly go astray of these expectations, discipline will be determined according to the Student Code of Conduct.

I have a general no-electronics policy. I expect you to keep your phones dark, silent, and out of your sight while class is in session. If you need to take an important call, please step outside the classroom, making as little distraction as possible when you leave. If you have a compelling reason to use a laptop or some other device in class, please contact me outside of class so I can evaluate your concern, and establish a policy for how you will use your electronics.

Email and Privacy Policies

- If an email isn't sent from your GTCC account, I will reply with a message letting you know it needs to be re-sent from your school account. This will delay my answering your questions, obviously, so please use your GTCC account.

- Your discussions of personal matters, grades, and policy matters with your instructor should be done via your GTCC e-mail, over the phone, or in the instructor's office only.

- Federal privacy laws strictly prohibit college instructors from discussing a college student with anyone else (even if their parents are paying tuition!). Thus, we will not respond to e-mail from your family members, friends, or anyone else unless you have signed a release form with the college authorizing us to talk with them. Unless it is an extreme emergency that leaves you unable to contact us (like if you are hospitalized), if you have a problem, **you** need to be the one who contacts us.

Subject to Change

This course syllabus is subject to change as determined by the course instructor. If changes are needed, an addendum to the syllabus will be provided to each student and implementation of changes will be set forth at date that addendum is issued.

COURSE SCHEDULE

PHI 240 (Traditional) - Spring 2020

➢ The schedule below is an overview of the course schedule for PHI 240 (Sec. FJT04). This schedule is subject to change by the instructor.

➢ This class meet Tuesdays and Thursdays from 10:30-11:45 in AT 337 beginning on January 7

➢ Major assignments and tests are listed here. Readings with LE are from Shafer-Landau's *Living Ethics*. Readings marked with an asterisk are posted on Moodle.

WEEK	TOPIC, READINGS, AND ASSIGNMENTS	DUE DATE
WEEK 1: Jan. 7 & Jan. 9	**Tue, Jan. 7** Syllabus, Introductions **Thu, Jan. 9** *LE* Ch.1 "What is Morality?" (pp. 3-11)	
WEEK 2: Jan. 14 & Jan. 16	**Tue, Jan. 14** *LE* Ch. 2A & 2B ("Validity and Soundness", "Necessary and Sufficient Conditions") (pp. 11-14) Plus **Thu, Jan. 16** *LE* Ch. 2C, 2D, 2E ("Valid Argument Forms" and "Fallacies") (pp. 14-21)	**Hand in Ethical Reflection assignment Tuesday, Jan. 14**

WEEK	TOPIC, READINGS, AND ASSIGNMENTS	DUE DATE
WEEK 3: Jan. 21 & Jan. 23	**Tue, Jan. 21** *LE* Ch. 3A & 3B ("Egoism" and "Relativism") (pp. 30-35) **Thu, Jan. 23** *LE* Ch. 3C & 3D ("Error Theory" and "Conclusion") (pp. 30-35) and "Trying out One's New Sword" by Mary Midgley (*LE* 36-39)	Thursday 1/23 Argument Summary Opportunity
WEEK 4: Jan. 28 & Jan. 30	**Tue, Jan. 28** *LE* Ch. 4 "Consequentialism" (pp. 61-69) **Thu, Jan. 30** "Utilitarianism" by John Stuart Mill (*LE* 70-75)	Thursday 1/30 Argument Summary Opportunity
WEEK 5: Feb. 4 & Feb. 6	**Tue, Feb. 4** *"Famine, Affluence and Morality" by Peter Singer **(Online)** **Thu, Feb. 6** *"Sometimes there is nothing wrong with letting a child drown" by Travis Timmerman **(Online)**	Tuesday 2/4 Argument Summary Opportunity Thursday 2/6 Argument Summary Opportunity
WEEK 6: Feb. 11 & Feb. 13	**Tue, Feb. 11** Catch-up/Review **Thu, Feb. 13** MIDTERM EXAM	
WEEK 7: Feb. 18 & Feb. 20	**Tue, Feb. 18** *LE* Ch. 5A, 5B, & 5C ("Consistency and Fairness", "The Principle of Universalizability" and "Hypothetical and Categorical Imperatives") (pp. 76-80) **Thu, Feb. 20** LE Ch. 5D, 5E, 5F, 5G ("Assessing the Principle of Universalizability", "Kant on Absolute Moral Duties", "The Principle of Humanity", "Conclusion" (pp. 80-85)	

WEEK	TOPIC, READINGS, AND ASSIGNMENTS	DUE DATE
WEEK 8: Feb. 25 & Feb. 27	**Tue, Feb. 25** Kant, "The Good Will and the Categorical Imperative" (LE 86-93) **Thu, Feb. 27** "A Kantian Approach to Famine Relief" by Onora O'Neill (*LE* 402-407)	Tue, 2/25 Argument Summary Opportunity Thu, 2/27 Argument Summary Opportunity
	Spring Break: No meetings on March 3 and March 5	
WEEK 9: March 10 & March 12	**Tues. Mar. 10** *LE* Ch. 9 "The Ethic of Prima Facie Duties" (pp. 124-129) **Thurs., Mar. 12** "The Conscience of Huckleberry Finn" by Jonathan Bennett **(Online)**	 **Paper # 1 Due, Thursday March 12**
WEEK 10: March 17 & March 19	**Tue, Mar. 17** *LE* Ch. 10 "Virtue Ethics" (pp. 137-143) **Thu, Mar. 19** "Faith in Humanity" by Ryan Preston-Roedder (First 3 sections only; pp. 664-676) **(Online)**	 Thu, 3/19 Argument Summary Opportunity
WEEK 11: March 24 & March 26	**Tue, Mar. 24** Lindemann "What is Feminist Ethics?" (*LE* 157-163) **Thu, Mar. 26** *LE* Ch. 11 (Feminist Ethics) (pp. 151-156)	Tue, 3/24 Argument Summary Opportunity
WEEK 12: March 31 & April 2	**Tue, Mar 31** *LE* Ch. 4 ("The Good Life") **Thu, Apr. 2** "Moral Saints" by Susan Wolf; pages 419-427 only **(Online)**	 Thu, 4/2 Argument Summary Opportunity
WEEK 13: April 7 & April 9	**Class Vote Week 1** **Tue** **Thu**	

WEEK	TOPIC, READINGS, AND ASSIGNMENTS	DUE DATE
WEEK 14: April 14 & April 16	**Class Vote Week 2** **Tue** **Thu**	
WEEK 15: April 21 & April 23	Tue: Film and discussion day **Thu, Apr. 23 Review Session**	**Tue. Apr. 21 Term Paper 2 Due**
WEEK 16: Exam Week	**Final Exam** **11:00 am – 1:30 pm Tuesday, April 28**	

Possible topics for weeks on applied ethics (Voting will start after Fall Break)

Possible Topics for Applied Ethics weeks
1. Abortion
2. Dealing with the legacy of racism
3. Physician-assisted suicide
4. Sexual morality
5. The death penalty
6. Immigration
7. Animal rights
8. Genetic Engineering
9. Respect for Nature/Environmentalism
10. Climate Change
11. The ethics of having children