

LONG BEACH CITY COLLEGE
COURSE SYLLABUS

PHILOSOPHY 7: Winter 2017

Larry Fike, Jr., Instructor, www.larryfike.net

Introduction to Ethics (Course ID 10246)

Office: Arranged

Meeting Time: MTuWTh, 12:00 PM – 2:50 PM

Office Hours: By appointment

Classroom: BB203, PCC Campus

E-mail: lfike@lbcc.edu, fike@aol.com

Class website: web enhanced course; [Canvas](#) participation required

Philosophy Program at LBCC: <http://lbcc.edu/Philosophy/>

Catalog Course Description

PHIL 7 (CAN PHIL 4)

Introduction to Ethics

3.0 units

3.0 hours lecture

Grading: letter grade or pass/no pass

Transfer Status: Transferable to UC, CSU; see counselor for limitations.

This course examines the nature of morality and the application of moral principles. Topics covered include moral theories from the history of philosophy and their applications to contemporary moral issues such as abortion, euthanasia, animal rights, censorship, and capital punishment.

Course Outcomes

By the end of this course, students should be able to:

1. Analyze how particular moral theories apply to specific moral issues and dilemmas.
2. Compare and contrast the views of particular philosophers on specific moral issues.
3. Evaluate moral theories and positions by citing reasons that support or undermine them.

Course Objectives

1. Distinguish between philosophical and non-philosophical questions.
2. Analyze moral assumptions.
3. Compare and contrast competing moral assumptions.
3. Identify key terms and concepts of moral analysis.
4. Analyze a particular moral issue from the perspective of various moral theories.
5. Compare and contrast the positions of various philosophers on a particular moral issue.
6. Argue for the merits of particular moral theories and moral positions.
7. Criticize particular moral theories or philosophical positions by raising objections to them.
8. Evaluate the arguments advanced for particular moral positions.
9. Distinguish between various argumentative strategies.
10. Develop and support one's own moral positions.

Instructor's Description of this Section

This course is designed to help you become increasingly aware of *axiological* issues, or issues of *value*. More narrowly, it will concentrate on *moral* or *ethical* issues, approached from both an intrapersonal and an interpersonal point-of-view. Your instructor has designed his section of the course to help you develop and use (cognitive) skills that will assist you in coping with them as they affect your life as a private and as a social being. We will increase our understanding of the difficulties and pleasures of this part of life by *engaging* them intellectually. We will spend some time talking about traditional techniques that are used to help us be clear about our questions, and potential answers to these questions. You will learn something about the history of philosophy, and of ethical theories in particular. We will also address a large number of *social* issues. See also your instructor's [philosophy of education](#). Here are some, but not all, of the questions we will discuss in this course:

- What do we mean by “ethics,” “morality,” “moral philosophy,” and “ethical theory”?
- Are there moral facts?
- Is it possible for a person to live without making judgments?
- How do we go about defining moral terms like ‘good’, ‘bad’, ‘right’, ‘wrong’, ‘praiseworthy’, ‘blameworthy’, ‘just’, ‘unjust’, ‘deserving’, ‘fair,’ and the like?
- Why might it be reasonable to define what is right, in terms of what is good, or the other way around?
- What role does the usefulness of actions – or policies governing actions – play in determining how we ought to behave, both privately and publicly?
- What role does reason play in our arriving at the moral or ethical judgments we do?
- What is the Divine Command Theory of Morality?
- How does ethical theory bear on our judgments concerning capital punishment, euthanasia, abortion, drugs, feminism, animal liberation and/or rights, censorship, environmental concerns such as global warming and other such contestable matters?

Required Textbook

The **required textbook** is *Contemporary Moral Arguments*, Second Edition, by Lewis Vaughn (OUP, 2012).

The student resources site is located here:

<https://global.oup.com/us/companion.websites/9780199922284/student/>

Supplies

No. 2 pencils, Scantrons (815-E and 882-E), optional pen for essay writing, and textbooks are required at all class meetings, so tuck them away in your carry bag. College dictionary and other books recommended.

Additional Reading and Resources

Plan to read many additional pages per week that will be assigned and distributed as the course progresses.

Everything distributed in the classroom or on [Canvas](#) becomes required reading for the course. Be sure to log into Canvas rather than Moodle.

Course Requirements and Grading

See final page of this syllabus for more information on this and other related topics. Make-ups and extra credit are not offered in this course. If you do not perform as well as you hope to on one or more assignment(s) in this course, please put the energy into the next assignment that you would otherwise invest in extra credit or attempting a make-up. Remember that you may always discuss with me any problems you are having or issues that you may have, either by approaching me directly or else by sending me electronic mail at lfike@lbcc.edu.

1. **Quizzes** will constitute **20%** of your grade. You will probably have ten of them, and they may be unannounced. They will be based largely on your reading, although two or three of them will be based on our in-class discussion of logic, definition types, analysis, and related issues. You will need 882-E Scantrons. These should be brought to all class meetings, along with a No. 2 pencil. These cannot be made up, and so encourage attendance and reading (and viewing when called for).
2. **Three exams** will be administered, and your two highest scores will constitute **50%** of your grade in the course. For the exams you will need to bring a Scantron (882-E), and a No. 2 pencil. I will probably provide papers for your essays. Essays and/or short-response questions will be included on each exam, and these may be written either in pencil or in ink (your choice). One or more exams may be administered electronically. No make-up exams are administered.
3. A **group project** will constitute **15%** of your grade in this course. Guidelines on [Canvas](#).
4. A **term paper** will constitute **15%** of your grade in this course. Guidelines on [Canvas](#).
5. **Attendance** is required. See Attendance Policy in this syllabus.

Attendance Policy

Attendance is required. Each day consists of 2 class periods. A late arrival or early departure counts as 1 absence. You are allowed up to 8 class periods of absences (or, the equivalent of 4 days of class), but encouraged to be present at all class meetings. If you exceed this limitation, you are responsible for withdrawing yourself from the course, although the instructor may do so on your behalf. No student with an excess of 8 class period absences (or 4 days of class) will pass the course.

Final Course Evaluations (Letter Grades)

Grading will be on the standard scale: 100-90% earns an A, 89-80% earns a B, 70-79% earns a C, 60-69% earns a D, and 59-0% earns an F. Details immediately above. IMPORTANT (recommended for all of your courses): *Keep a running list of points possible and points earned, and save all graded items.*

Class Meeting and Reading Schedule, PHIL 7, Winter Session 2018

Always subject to change . . . stay tuned, because it will!
There is no substitute for classroom presence and participation.

Complete all reading assignments for a given class meeting, *before* that class meeting.

Tuesday, January 2, 2018

Philosophical argumentation, definitions, explanations and topography; mind-world-language; intentionality and descriptions; domains of philosophy. Administrative “house-keeping.”

Wednesday, January 3, 2018

READ: Vaughn, Chapter 1, pp. 1-26 and Chapter 2, pp. 77-79.
AXIOLOGY – Happiness, Pleasure/Pain, and “The Good Life.” Criteria for adequacy in moral theory.

Thursday, January 4, 2018

VIRTUE ETHICS (NORMATIVE): Plato’s *Republic* and Aristotle’s *Nicomachean Ethics* - readings on [Canvas](#).
Specific portions will be assigned in class.
QUIZ likely.

Monday, January 8, 2018

VIRTUE ETHICS (NORMATIVE): Plato’s *Republic* and Aristotle’s *Nicomachean Ethics* - readings on [Canvas](#).
Specific portions will be assigned in class.

Tuesday, January 9, 2018

READ: Vaughn, Chapter 2, pp. 62-81.
NORMATIVE ETHICS—Utilitarianism/Consequentialism (Bentham & Mill) and Deontology (Kant).
Some supplementary materials on [Canvas](#).
READING QUIZ likely.

Wednesday, January 10, 2018

READ: Vaughn, Chapter 2, pp. 81-93.
EXAM 1 (first half).
NORMATIVE ETHICS—Utilitarianism/Consequentialism (Bentham & Mill) and Deontology (Kant).

Thursday, January 11, 2018

Psychological egoism, ethical egoism, and social contract theory (contractarianism) – Thomas Hobbes, Jean-Jacques Rousseau. Some supplementary materials on [Canvas](#).

Monday, January 15, 2018

NORMATIVE/METAETHICAL HYBRIDS—Psychological egoism, ethical egoism, and social contract theory (contractarianism) – Thomas Hobbes, Jean-Jacques Rousseau. Some supplementary readings on [Canvas](#).
QUIZ likely.

Tuesday, January 16, 2018

READ: Vaughn, Chapter 2, pp. 102-117.
Rawls's, "Justice as Fairness." The Veil of Ignorance and the Original Position.
Feminist Ethics—Gilligan & Baird. The Role of Care in Morality.

Wednesday, January 17, 2018

METAETHICS (Cognitivism) – Divine Command Theory, Ethical Relativism, Ethical Subjectivism, Cultural Relativism, Ethical Objectivism, Emotivism, Subjectivism. Supplementary materials on [Canvas](#).
READING QUIZ likely.

Thursday, January 18, 2018

READ: Vaughn, Chapter 11, pp. 572-588 and pp. 595-622
Treatment of Animals: Singer, Kant, Regan, Warren, Scruton, Rachels.
VIDEO likely.

Monday, January 22, 2018

EXAM 2 (first half).
READ: Vaughn, Chapter 11, pp. 572-588 and pp. 595-622
Treatment of Animals: Singer, Kant, Regan, Warren, Scruton, Rachels.

Tuesday, January 23, 2018

READ: Vaughn, Chapter 11, pp. 628-640; Chapter 12, pp. 658-672 and pp. 690-700.
Environmental Ethics, Economic Justice and Global Obligations: Taylor, Hardin, and Pojman.
READING QUIZ likely.

Wednesday, January 24, 2018

READ: Vaughn, Chapter 7, pp. 348-372.
The Death Penalty: Kant, Primoratz, Nathanson, Liebman.

Thursday, January 25, 2018

READ: Vaughn, Chapter 8, pp. 395-405, pp. 456-468.
War, Terrorism and Torture: Dershowitz.
READING QUIZ likely.

Monday, January 29, 2018

READ: Vaughn, Chapter 10, pp. 638-556 and Chapter 4, pp. 216-240.

Economic Justice: Health Care – Daniels.

Drugs & Autonomy: Wilson and Husak.

VIDEO likely.

READING QUIZ likely.

Tuesday, January 30, 2018

No class.

Wednesday, January 31, 2018

First half: Group Presentations.

Second half: Exam 3 preparation.

Thursday, February 1, 2018

Exam 3 (proctored). To receive exam 3 and to submit your term paper, you must arrive no later than 12:15 PM.
Term paper must be submitted before acceptance of exam 3. It must be submitted in person on this date.

POLICY PAGES
FOR STUDENTS IN COURSES TAUGHT BY LAWRENCE UDELL FIKE, JR.

ADA Statement

Course Adaptations: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Standard of Student Conduct

You are required to understand, respect, and abide by the [LBCC Standards of Student Conduct](#).

Academic Honesty

Student Rights and Responsibilities: Buying, copying, or borrowing or otherwise plagiarizing another's images, ideas, evidence, examples, opinions, or other original products or documents from published, unpublished, or electronic sources for the purpose of deceiving an instructor as to the product's origination. If the student is found plagiarizing or in otherwise being academically dishonest, he/she may receive an immediate failure and disciplinary action may be taken in accordance with the code procedures.

Below are guidelines that I, as an instructor, wish students to abide by and understand. You are required to understand, respect, and abide by the following remarks that pertain to academic integrity, and if anything stated is unclear, please make an appointment to see me about it immediately:

Academic dishonesty is unacceptable and is not tolerated by this instructor. Cheating, plagiarism and collusion in dishonest activities erode the college's educational and social role in the community.

Cheating is the act of deception by which a student misleadingly demonstrates that he/she has mastered information on an academic exercise. Examples include **but are not limited to:** (1) copying or allowing another to copy a test, paper, project or performance. (2) Using unauthorized materials during a test, for example, notes, formula lists or "cheat sheets." (3) Taking a test for someone else or permitting someone to take a test for you.

Plagiarism is the act of representing the work of another as one's own without giving credit. Plagiarism includes **but is not limited to:** (1) Incorporating the ideas or words of another's as musical compositions, computer programs, photographs, etc., as one's own.

Disciplinary Procedures: If I discover a violation of the cheating or plagiarism policy, I (1) will arrange a conference with the student and at that time advise the student of the allegation; (2) will notify the dean of the division in writing that an act of dishonesty has occurred. I will request that this report become a part of the student's permanent record. A copy will be mailed or given to the student; (3) may give the student an "F" for the assignment and/or for the course, depending upon the seriousness of the infraction.

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Emailing Your Instructor

BEFORE YOU WRITE: Ask yourself: “Can my course partner answer this question for me?” If so, contact them.

SEND TO: Fike@aol.com for quickest recognition.

SUBJECT LINE: STUDENT Last Name, First Name, Course Number, College, What You Are Writing About

BODY OF MESSAGE: Be as specific as possible. Cut-and-paste relevant material if it will help you to be more specific and consequently will help your instructor to be more helpful. Remember that your success in this course is the goal of all communications between you and your instructor. Mastery of course *content* is your instructor’s fundamental concern. He acts as a trail guide.

Submitting Work Electronically

FILE NAMING: Please be *very specific* in naming your files.

Good examples:

180107 Gonzales Juanita PHIL 101 T 330p ECC
FC PHIL 172 TTh 930a Gonzales Juanita Exercise 3.2
Gonzales Juanita Quiz 3 PHIL 7 MW 210p LBCC 180107

Because your instructor sometimes has in excess of 200 students at one time, it is very important that you follow something very close to this format. The above are good examples of how you would name actual files that you save on your own computer before you send them to Mr. Fike. “180107” stands for “January 7, 2018): year, month, then day of the month. If you use this on various of your own record-keeping tasks, you will find that it is almost universally the best way to keep things organized chronologically. Notice that your college, course number, class meeting start-time and meeting days should all be included in addition to your first and last name and the name of the assignment. All of these variants are acceptable as long as the information is accurate as it applies to you.

Makeup Work/Late Submissions

With the exception of certain (but not all) instances where a student has a note from a medical doctor, no makeup work is offered, and no late submissions are accepted. To be clear, late submissions and makeup work are not accepted under any circumstances, except in those rare instances where the student presents a note from a medical doctor, and the instructor judges the case to warrant a makeup or late submission. Because I always drop the lowest exam score, if you miss an exam, this will then count as your lowest score and will, on the first occasion, be dropped. This is true even if you have a note from a medical doctor. Despite the strict tone of this provision, at the beginning of this course please discuss any issue(s) with me that you think may affect your performance in this course.

Instructor’s Pledge

I pledge to reciprocate actions and attitudes that appropriately reflect a respect for students that matches the respect I expect them to accord to one another, to the institution as a whole, and to me. This entails, in part, that I come to class regularly, be on time, and be well-prepared; remain current on academic and social developments that affect student success; evaluate students fairly and conscientiously; and otherwise abide by my teaching statement found [here](#).

Student SUCCESS Resources

Even the most successful students can become even more successful by taking full advantage of many of these college-provided resources:

- **Basic Skills Improvement:** <https://www.lbcc.edu/overview/basic-skills-improvement>
 - Room L-212 at LAC or Room EE-206 at PCC.
- **Disabled Students Programs and Services:** <https://www.lbcc.edu/disabled-student-services>
 - Phone: (562) 938-4558 at LAC; (562) 938-3921 at PCC.
 - Room A-1148 at LAC; Room GG-107 at PCC. *Check before visiting.*
- **How to get Microsoft Office (especially MS Word):** <http://cos.lbcc.edu/microsoftoffice.php>
- **Multidisciplinary Success Center:** <https://www.lbcc.edu/multidisciplinary-success-centers>
 - Phone: (562) 938-4699.
 - Room L-212 at LAC; Room EE-206 at PCC.
- **Study Skills Downloads:** <https://www.lbcc.edu/overview/study-skills-downloads>
- **Study Skills Videos:** <https://www.lbcc.edu/post/study-skills-videos>
- **Tutoring Center:** <https://www.lbcc.edu/tutoring> - Appointments and walk-ins welcome.
 - Phone: (562) 938-4474 or (562) 938-3991.
 - Email: tutoring@lbcc.edu
 - Room: L-203 (above Library) at LAC; Room EE-206 at PCC.
- **Writing and Reading Success Center:** <https://www.lbcc.edu/writing-and-reading-success-center>
 - Phone: (562) 938-4520.
 - Room L212 at LAC; Room EE-206 at PCC.