INTRODUCTION TO ETHICS, PHIL 102. Winter 2012 Department of Philosophy

CRN: 24921 Time: 1200-1250 Day: mwf Location: 180 PLC Instructor: Prof. N. Zack

CONTACT INFORMATION
Prof. N. Zack’s Office hrs. 2-3 M and W, 358 PLC, 346-1547, nzack@uoregon.edu

GTF’s Email Office Hours and Location
Rhea Muchalla <rmuchall@uoregon.edu>, Fulden Ibrahimhakkioglu <fulden@uoregon.edu> Phil Mayo <pmayo@uoregon.edu>, Phil Nelson <pjn@uoregon.edu> Dana Rognlie <rognlie@uoregon.edu> Jason Vanderhaar<vanderha@uoregon.edu>

Section Lists and locations Office location and Office hours
CRN 24922 29 29 0900-0950 r 121 MCK Nelson, P PLC 369 Tues. 12-2
CRN 24923 29 29 0900-0950 r 201 CON Mayo P PLC 318 Fri. 10-12
CRN 24924 29 1200-1250 r 121 MCK Rognlie D PLC 318 Tues. 12-2
CRN 24925 29 1200-1250 r 101 PETR Muchalla R PLC 320 Wed. 2-4
CRN 24926 28 28 1300-1350 r 9 PAC Muchalla R
CRN 24927 28 1300-1350 r 144 HED Rognlie D
CRN 24928 28 1300-1350 r 11 PAC Vanderhaar J PLC 369 Tues. 1-3
CRN 24929 28 1400-1450 r 107 PETR Nelson P
CRN 25934 28 1400-1450 r 106 FR Ibrahimhakkioglu F PLC 369 MW 1-2
CRN 25935 28 1400-1450 r 123 LLCN Mayo P
CRN 25936 28 1500-1550 r 111 PAC Ibrahimhakkioglu F
CRN 25937 28 1500-1550 r 8 PAC Vanderhaar J

SYLLABUS

Description and AIM
This course is about the moral aspects of our relations with others, and what we owe ourselves. The philosophical aim is for students to understand the intellectual basis of their own opinions and values, and learn how to analytically defend and criticize them, as well as how to analyze and criticize opposing opinions and values. This process of analysis and criticism may lead to changes in moral views, or strengthen those already held. The source material consists of both historical and contemporary philosophical writings. The main content is moral theory, or the nature and purpose of morality, and philosophical moral systems: Utilitarianism, Deontology, Virtue Ethics, Care Ethics, and the Social Contract. The main work is to become able to think within these systems, criticize them, and be able to apply them to contemporary moral problems and controversies such as abortion, euthanasia, poverty, terrorism, environmentalism, and the meaning of life. The different moral systems may conflict in specific applications and the system chosen then has to be justified, as it is applied.

The activities of the course are reading, thinking, writing (and editing), talking, listening and more thinking. GRADES: A, A- B+, B, etc. Please see the Philosophy Department’s grading policy at the end of this syllabus.

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<th>Grade Components</th>
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<tr>
<td>Participation and Attendance</td>
<td>25</td>
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<td>Paper 1 Required 500-600 words</td>
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<td>Paper 8 Required 500-600 words</td>
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<td>3 papers from #2-#7, 400-500 words each @ 15 pts. each</td>
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Paper requirements: STAPLED PAGES, 400-500 words, with word count on top and your GTF’s name. Evidence of your reading in the form of endnotes or footnotes to pages in the assigned articles. Each paper is an answer to the question(s) posed on the syllabus. These papers are your main work in the course---there is no midterm or final exam.

If you write more than 4 papers from #2- #7, only your 3 highest grades will count toward your final grade. Note, though, that you are still responsible for the reading for the papers you do not write because the paper questions are cumulative. Each paper hard copy is due at the beginning of class on the Monday of the week for which the question is posed. Electronic copies are also required. Arrangements for submitting electronic copies will be announced before the first paper. Papers need to be clearly organized. It will help if you summarize the content of the paper in a short introductory paragraph. Do not waste space with filler sentences, such as biographical data about the authors or their reputations. All gaps in arguments need to be filled in by reasons or a statement of your assumptions. Make sure that you answer the question directly. Please do not be misled by the shortness of the papers. The assignments cannot be done well unless you edit several versions of your paper before handing in a final draft. The key to getting A’s or B’s on your papers and an A or B for a final grade, is this: you need to know the main ideas in each reading so well that you can construct your own versions of them and easily compare and contrast different ideas from the readings, class lectures, class discussions, discussion sections, and your own thinking. The way to accomplish this is to keep up with the reading, because the course is designed to be completed by you, as it goes along, from class to class. You are expected to refer to the most difficult concepts from the philosophical readings in your papers, with citations. For more specific paper guidelines, see the Paper Writing Guide in the appendix of this syllabus.

ABOUT DRAFTS. Because there are many students in your section and there are more opportunities to write early papers than required papers, drafts will not be accepted. A good strategy is to write papers early on and then if you are not satisfied with those grades, write more papers. If you want to discuss your papers before or while you write them, feel free to go talk with or email your GTF or the professor to run a plan by them or ask specific questions.
Attendance and Participation
About half of your class participation grade will be based on attendance. There are 3 free absences for PLC 180 and 2 free absences for your discussion group. Absences due to illness require documentation, as do excusable absences for other reasons. Class participation is computed based on your informed comments and questions in both the large lecture and discussion sections and attentive listening also counts. The instructor and GTFs will support a friendly and accessible forum for a wide range of opinions. Please be respectful of the views of others and remain silent and attentive when someone else has the floor.

Please do not use electronic devices of any kind during class, unless you have a documented disability requirement. * Students who do not respect these boundaries will be asked to leave the classroom for that day and their attendance will not be counted for that day.* You do not need to take notes in class. Notes of each lecture will be posted by the professor on BB.

ACADEMIC HONESTY: You are expected to be honest. Please see the UO Philosophy department policy on Academic Honesty at the end of this syllabus.

OFFICE HOURS, All of the GTFs and the Professor have office hours. Many studies have shown that student success is directly related to taking advantage of office hours, so please drop by. Your GTF is your go-to person for this course, and the person who will grade your papers and make up your final grade. Make sure that he or she knows you and your work. UO regulations do not allow you to attend a discussion session for which you are not registered. If you have a disagreement with your GTF, contact the professor.

**SCHEDULE and Assignments (all assignments are from Cahn)**
All papers will be due at the beginning of the PLC 180 class on a Monday. Put your GTF’s name on the paper (along with your own) and make sure that he or she gets it. If you miss handing it in, bring it to the GTF’s office later (slide under door if GTF is out)—do not give it to the prof leave it in her office.

Reminder: Readings need to be completed before the class for which they are due.

**INTRODUCTION (weeks I and II) WHY BE MORAL AND WHAT IT IS.**

**Week I.**
M Introduction to course: Course requirements and the nature of philosophical ethics.
1. Frankena
W. 2. Plato
F. 3. Regan and 4. Cahn

**WEEK II.**
M. 5. Rachels
W. 6. Nagel and 7 Rachels  
F. 8. Kahn and Murphy and 9. Stevenson  

WEEK III  
M. Paper #1 due. A) What is ethical relativism? B) What are two philosophical arguments against it?  

DEONTOLOGY  
M. 10. Kant  
W. 11. O’Neill  
F. Review of the categorical imperative.  

IV. M Paper #2 due: A) Explain how the two formulations of the categorical imperative are related. B) Exactly how is the categorical imperative different from the golden rule?  

UTILITARIANISM  
M. 12. Mill  
W. 13. Pojman  
F. Review of utilitarianism  

V. Paper #3 due: A) Explain how utilitarianism differs from deontology and what it shares with it. B) Say whether you prefer utilitarianism or deontology and then show how a proponent of the other one would argue against you.  

VIRTUE ETHICS  
M. 14. Aristotle  
W. 15. Mayo  
F. 16. Review of Aristotle and Mayo  

VI. M Paper #4 due. (A) With reference to Aristotle and Mayo, as well as deontology and utilitarianism, explain how the ethics of care differs from the three other moral systems. (This should be one coherent essay, with references to all of the main ideas considered so far.) (B) Develop two critical objections to the ethics of care.  

THE SOCIAL CONTRACT  
M. 17. Hobbes  
W. 18. Rawls  

VII. M. Paper #5 due. (A) How is Rawls’s view of the social contract similar to Hobbes’ view? (B) Develop a criticism of Rawls’s view.  

PRACTICAL MORAL ISSUES  
ABORTION
VIII. M. Paper # 6 due. Is the fetus a person and who does this matter or not matter concerning the permissibility of abortion? (write a coherent essay in response)

EUTHANASIA AND POVERTY
M. 23 and 24. Rachels and Sullivan

IX. M. Paper # 6 due. Are we responsible for the effects or results of good things not done in reference to both euthanasia and world hunger? Choose a moral system to back up your answer.

TERRORISM AND TORTURE
M. 28. McPherson and 29 Shue
W. 30. Hill
F. Review of Contemporary issues of terrorism and torture in terms of all moral theories considered.

X. M. Paper no. 7 due. What is the best moral system, in your view, for considering terrorism and torture? Show specifically how another moral system fails in this case.

THE MEANING OF LIFE AND DEATH
M. 37. Nagel
W. 40. Plato (Phaedo)
F. 38. Taylor

Week XI, Monday, March 16. 12 noon. Paper no. 8 due. The paper is due in your GTF’s office at that time and your GTF will be there to receive it, unless other arrangements are made.

ESSAY
What do you think the following question means in moral terms? What is the meaning of life and death?

APPENDIX

GRADES: U of O Philosophy Department Policy

What kind of paper deserves an “A,” “B,” etc.? The following reflects the general standards of the Philosophy Department at the University of Oregon.

A = excellent. No mistakes, well-written, and distinctive in some way or other.
B = good. No significant mistakes, well-written, but not distinctive in any way.
C = OK. Some errors, but a basic grasp of the material.
D = poor. Several errors. A tenuous grasp of the material.
F = failing. Problematic on all fronts indicating either no real grasp of the material or a complete lack of effort.

Please note: what counts as “excellent” or “OK,” for example, depends in part upon the nature and level of the class in question.

**Discussion** forms an integral part of the course, and your performance will be graded on the basis of the quantity and quality of your participation. You should arrive prepared to discuss the material and course assignments.

**Academic Honesty**
The stiffest punishments possible will be sought for those who plagiarize, fabricate, or cheat. (The usual punishment is an “F” for the course.) The following offers examples of academic dishonesty.

**Plagiarism** Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:
1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

**Fabrication**
Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

Examples include, but are not limited to:
1. citing information not taken from the source indicated;
2. listing sources in a reference not used in the academic exercise;
3. inventing data or source information for research or other academic exercises.

**Cheating**
Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.
Examples include, but are not limited to:
1. copying from another student's paper, computer program, project, product, or performance;
2. collaborating without authority or allowing another student to copy one's work in a test situation;
3. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor;
4. writing a paper for someone else or permitting someone else to take a test for you.

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**HOW TO WRITE GOOD PHILOSOPHY PAPERS**

Note: When you get your papers back, there will be comments. The letters in parentheses indicate what aspect of your writing might need improvement and you may see them the second or third time this aspect still needs work.
1. **CLARITY (CL)** Since this is a philosophy paper, make sure that you define your terms and give reasons for claims. All of your ideas should be explicitly stated and not left to the reader to infer. One difference between philosophy and literature is that philosophers spell everything out, while creative writers depend on the imagination of the reader.
2. **PRECISION (P)** Try not to make vague claims or general statements about the ideas in the readings. Be accurate in reporting the views of others and exact in stating your own.
3. ORGANIZATION (O) Organize the ideas in the paper into a few coherent paragraphs. Summarize the main claims of your paper in 2 or 3 sentences that you write after you write the paper, but put at the very beginning of the paper. This is an appropriate introductory paragraph for a philosophy paper, not a filler or a fluffy beginning.

3. WRITING MECHANICS (WR) The mechanics include spelling, punctuation, syntax and complete sentence structure. Make sure that you already have these down or consult a source if you don’t. Highly recommended is Strunk and White’s *The Elements of Style*. This is available online at www.bartleby.com/141/

4. ANALYSIS (A) Analyze claims. This means breaking your ideas down into their simpler components, and defining them. Do not start with or rely on dictionary definitions, but use your own words and cite the dictionary only if necessary. Dictionary definitions report usage, whereas a philosophical definition may be critical of current usage or find it vague. Examine the logical consequences of your claims and the claims of others.

5. CITATION (C) Cite the required readings this way in your text: (author’s last name, page no.) As well, provide a list of citations at the end of the paper. It is important to do this to show you have done the required reading and are not just recycling notes from class or discussion group lectures. If you do use material from lecture, please make sure to cite that as well.

6. QUOTATIONS (Q) Quotations should be used to illustrate a claim that you are making about an author. They are not a substitute for explaining the author’s thought in your own words. A good strategy is to state the author’s ideas in your own words first and then “prove” your interpretation with a short quote.

7. DIRECT (D) Be direct. Make sure that you give a direct and focused answer to the question for the paper. This is the most important requirement for papers to reach the B and A range.