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Dixie State College Online Writing Lab: <<http://dsc.dixie.edu/owl/>>

PHILOSOPHY 1120-01 --- ETHICS
TR 9-10:15 A.M. — MCDON 102
Fall 2006—SYLLABUS

OBJECTIVES:

This course fills a requirement for graduation in the humanities area. It is an introduction to ethical philosophy in the Western tradition. We will review ethical theories that have been much respected and much debated in the philosophical history of the Western World, examining the strengths and weakness of each position. The course is also an excellent elective for those considering careers in political science, law, medicine, business, or education.

"The value of an education in a liberal arts college is not the learning of many facts, but the training of the mind to think something that cannot be learned from textbooks." (Albert Einstein)

In this course, we will also examine the sources and assumptions for our own ethics, and we will use a variety of ethical approaches to evaluate social and political issues in our current society.

The objectives are to have us become aware and appreciative of our own moral traditions, to develop critical thinking, to help us define and reinforce our own values, and to recognize the ways in which differing values affect our lives.

Student success in achieving these objectives will be measured through exams, essay writing, and in class discussions and oral presentations.

These specific objectives fit within the global objectives for all Dixie State College philosophy and humanities courses, which are as follows:

- < Students will study the enduring creative expressions of humans that reflect our experiences, as well as our feelings and ideas about our selves, other humans, the past, and the universe.
- < By learning how others have asked "Big Questions" in creative ways and through seeing

their answers, students will make progress in answering those same questions for themselves and in realizing the universality of the human condition.

Text: The Moral Life, 2nd ed., by Louis P. Pojman

Additional readings and PowerPoint Presentations may be found at
<<http://dsc.dixie.edu/owl/>> with our online syllabus.

Note: If you are a student with a physical or mental impairment and would like to request accommodations, please contact the Disability Resource Center (652-7516) in Room 201 of the Student Services Center. The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations that are appropriate for your disability.

GRADES:

The grades will be based on scores attained on exams, a course paper, quizzes on the reading, and several response papers. Quizzes are intended to reward attendance as well as preparation, so they must be handed in at the beginning of class and cannot be made up, handed in late, or handed in by others. The lowest quiz score will be thrown out. In order to be fair to all students, exams must be taken on the day(s) scheduled; students who must miss an exam for a school-related cause should arrange to take the exam prior to their absence. Since this is a course that depends largely on shared insights, participation and attendance will affect one's standing in the course.

Grades on assignments will be weighted as outlined in the chart below:

Category	Weight	Grade	Low	High
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Exams	65%	A	94	100
Quizzes	17%	A-	90	93
Paper	15%	B+	87	89
Attendance at Group Work	3%	B	84	86
		B-	80	83
		C+	77	79
		C	74	76
		C-	70	73
		D+	67	69
		D	64	66
		D-	60	63
		F	0	59

Academic Discipline Policy

Remember, Plagiarism (using borrowed material without appropriate citations) is grounds for failing the course. The DSC catalog reads:

“ Academic dishonesty in any form will not be tolerated at Dixie State College, including, but not limited to, plagiarism on written assignments, submitting other person’s work as ones own, and cheating on exams or quizzes. Instructors at Dixie State College may discipline students who are academically dishonest by:

1. Giving a failing grade on the specific assignment where dishonesty occurred.
2. Failing the student in the entire course.
3. Immediately dismissing and removing the student from the course.
4. Referring the student to student affairs, a committee which may reprimand, place on probation, suspend and/or expel the student.”

Plagiarism not only occurs when you use another’s words as your own; it also occurs if you copy words from a source, but neglect to put quotation marks around data that you have taken verbatim. Remember, any three words or more in sequence must be put in quotes. Avoiding plagiarism requires that you put a parenthetical citation in the text as well as having a Works Cited Page at the end. (For more explanations of plagiarism, go to the Dixie OWL <dsc.dixie.edu/owl/>, click on MLA Style Guide, click on Recognizing and Avoiding Plagiarism.)

Classroom Policies: Do not bring food to class. If you must bring a sugared beverage, keep it on the floor. Turn devices such as cell phones or pagers off or to vibrate, and keep them off the desktops. Earphones or headsets are not to be worn.

PAPERS:

In this course, writing will be very important. Three types of writing will determine approximately half the final grade.

First, each time we watch a video tape, or have a guest speaker, you may be asked to respond to that in writing. You will be required to analyze the moral reasoning that you see taking place and evaluate how consistent and moral it is. You will also explain how and why you disagree or agree with some of the positions presented.

Second, there will often be short take-home or in-class quizzes on the readings, and exams will have an essay component.

Finally, there will be one scholarly, research-based paper in the course. The topics will be assigned early in the course. You and several co-workers will do coordinated research on a topic during the semester. Near the end of the semester, each group will present information and guide a discussion on the assigned topic. During the semester, each of you will gather research from the text and other sources; then you will individually write a paper on the ethical issues you find most interesting related to your assigned group topic.

You will be expected to practice the skills of logical reasoning with adequate support for each conclusion. The scholarly paper should demonstrate that you know the major theoretical approaches to deciding about values, rights, justice, etc., and how they apply to the issues addressed in your essay. In addition, you should express and support your own ethical views on the topic. (5-6 pages)

Structure and length: The scholarly paper should have 3 essential parts:

- ◆ first, explain the ethical issues related to the topic you have been researching;
- ◆ second, explain how the ethical theories (by Mill, Kant, Aristotle, Rawls, etc.) we have been studying might apply as guidelines in knowing how to respond to the issues;
- ◆ finally, describe your own perspective on the issues you have described.

The paper should be about 4-6 pages in length. It will be judged by the content, that is, the evidence that you have researched and thought carefully about the ethical issues and principles involved with the topic. The paper will also be judged by the organization and clarity of the essay, by the correctness of the style used, and by the correctness of the diction, punctuation, grammar, etc. **(Due: November 28th)**

In the paper, you will also be expected to follow proper research and documentation techniques. When you use information that you have gotten from research sources, either

by quoting it or by paraphrasing or summarizing the data in your own words, you must document that source according to the MLA style. That includes putting a parenthetical reference in the paper and adding a bibliography page at the end. (See attached Guide sheet.) Failure to cite your research information in the text and in a Works Cited constitutes plagiarism. Plagiarism or cheating will result in an F grade for the course.

There are also some guides to resources at the end of this syllabus.

TENTATIVE SCHEDULE OF COURSE

Date	Assignments/Discussions
Week 1; Aug. 22 t	Introduction to the course; Class standards, Roll, Syllabi; Assign reading; Film: Truth on Trial
24 r	Pojman text, pp. 5-31; Golding: Lord of the Flies; (Note: With each reading assignment, be prepared for a quiz. Sometimes I will assign a take-home quiz; therefore, if you miss a class, check with a friend to see if there was a take-home quiz; Assignment for next time: Read “CornPone Opinions,” by Mark Twain. It is located on the Dixie OWL with our syllabus: Go to dsc.dixie.edu/owl Find the link with our Syllabus; Last day to add w/o instructor permit
Week 2; 29 t	31-40; Pojman: On the Nature and Purpose of Morality (All reading assignments should be completed before class on the day they are listed. Expect quizzes)
31 r	41-53; Hobbes: Hobbes is well known as the political thinker who proposed that governments come from the people themselves, not from some divine source or by right of “royal blood.” We are most interested here, however, in his negative description of human nature. Is he correct? Or are we better than he paints us?
Week 3; Sep. 5 t	54-68; Melville: Billy Budd
7 r	69-75 Dostoevski: Why is there evil? 93-107; Hallie: From Cruelty to Goodness
Week 4; 12 t	127-40; Nietzsche: Beyond Good and Evil; Set up Groups and assign Research topics
14 r	155-65; Benedict: The Case for Moral Relativism
Week 5; 19 t	166-91, Pojman: The Case against Moral Relativism; Pojman: The Case for Moral Objectivism; Sept. 20 is the last day to add
21 r	201-22; Ibsen: The Enemy of the People; Review for Exam; Handout Essay Questions for Exam # 1; Exam # 1 will be taken in the testing center
Week 6; 26 t	223-36; Bentham: Utilitarianism; Mill’s refinements (If you wish, you can review the PowerPoint on Utilitarianism in the Dixie OWL); Quiz Assignment for next time: After you read the Le Guin story, explain whether you might be one who walks away from Omelas. Why would you or why would you not walk away? Are there drawbacks either way? (One or two pages)
	Sep. 28 th is the last day to drop or audit.
28 r	252-71; Williams: Against Utilitarianism; Le Guin: The Ones Who Walk Away from Omelas;
Week 7; Oct. 3 t	295-316; On Duty; Kant: The Moral Law; Block classes begin
Oct. 5 r	Group Preparation; Review Online Search Techniques and Sources
Week 8; 10 t	317-31; Ross: Intuitionism
12 r	Semester Break: No Classes
Week 9; 17 t	332-46; The Golden Rule; Bierce: A Horseman in the Sky; Film: Ethics in America: Who Is My Neighbor? Assign Quiz on Fried’s writing
19 r	346-56; Fried: The Evil of Lying; Due: hand in a 1-2 page essay in which you identify the Consequentialist and Deontological arguments used by Fried; Film: On Lying
Week 10; 24 t	356-70; Glaspell: A Jury of Her Peers

Date	Assignments/Discussions
26 r	388-407; Hugo: The Bishop and the Candlesticks; film clip (?); Introduction to Virtue Ethics
Week 11; 31 t	407-23; Aristotle: Virtue Ethics; 423-29; Mayo: Virtue and the Moral Life; Review for Exam; Handout Essay Questions for Exam # 2; Exam # 2 will be taken in the testing center
Nov. 2 r	464-78; Bible; Tolstoy: How Much Land Does a Man Need?
Week 12; 7 t	486-90; Gansberg: Moral Cowardice; Review of Writing the Scholarly Paper; Assign quiz on Stockdale; Group Research and Preparation
9 r	521-35; Stockdale: Courage and Endurance; Due: After reading Stockdale, write a one to two page essay in which you identify what you would draw upon for the most strength if you were in such a terrible condition.
Week 13; 14 t	Career Day: No daytime classes
16 r	616-23; Camus: Life is Absurd; 630-38; Frankl: The Human Search for Meaning; Discuss Absurd and Tragic Existentialism; Discuss life as Jubilation; Review for Exam; Handout Essay Questions for Exam # 3; Exam 3 will be ??? (Ask the teacher)
Week 14; 21 t	Group Preparation
23 r	Thanksgiving Break: No Classes
Week 15; 28 t	Group Presentation; (In addition to making the presentation, each group should give to each member of the class and the instructor 4 multiple choice questions—and the answers—on the material covered.); Scholarly Paper Due
30 r	Group Presentation
Week 16; Dec. 5 t	Group Presentation
7 r	Last class day; Group Presentation
Final Exam	Group Presentation(?); Dec. 14th (Thursday) 8:00-10:00 A.M.; FINAL EXAM ON PRESENTATIONS

HOW TO DOCUMENT SOURCE MATERIAL

Question: If I find some statistics, information that I can summarize, or a few good quotes that support the thesis I am developing, how can I use them without plagiarizing?

Answer: First, copy down all the publishing data from the source. That will go in a bibliography, called a Works Cited, at the end of the paper. Each book citation should have the author, title, city, publisher, and year. Here are some examples:

(Book)

Twain, Mark. On the Damned Human Race. New York: Noonday, 1988.

Note the Date format:

Day Month Year

(Periodical --Magazine, newspaper, etc.)

Hafen, Lyman. "Here Comes the Sun." Utah Holiday 16 Mar. 1990:

11-15.

(Online Periodical)

Acocella, Joan. "Russian Rush." The New Yorker 2 Aug. 2004: 49+. Academic Search Premier.

EBSCO. Dixie State College Lib. 26 July 2005 <<http://ehostvgw5.epnet.com/>>.

Okay, I've got that. This goes at the end of the paper, in a Works Cited. But what about in the paper? When I quote or paraphrase from Mark Twain, for example, don't I need a footnote, endnote, or something?

Answer: Good question. There is a very simple way to show your reader where borrowed information is used. It is simpler than footnotes or endnotes, which you might have used before. First, you quote, summarize, or paraphrase the words you want to use. Then, in parentheses (), you write the author's last name and the page of the source where the data came from. EXAMPLE: (Twain 122). This is called parenthetical documentation. I'll show you some more examples.

A) As a quote from Twain's book above:

An American writer remarked, "Patriotism is merely a religion--love of country, worship of country, devotion to the country's flag and honor and welfare" (Twain 39).

B) As a paraphrase (yes, even though you summarize an author's ideas in your own words, you still must tell us the source):

A nineteenth century writer described patriotism as a religion or form of devotion (Twain 39).

C) Putting the author's name directly in the text (this is a convenient way to introduce the source of your data):

Mark Twain described patriotism as "merely a religion . . ." (39).

D) Summarizing a work as a whole, which does not require you to list specific pages.:

Mark Twain's On the Damned Human Race contains a number of essays that show Twain's growing cynicism towards humankind and religion.

(Note: A more extensive guide to research and the MLA style may be found on the web at [**<http://dsc.dixie.edu/owl/>**](http://dsc.dixie.edu/owl/))

LIBRARY RESOURCES

The following sources are intended to help a student begin research on issues such as those often studied in Ethics. The list is not complete. A student wishing a better understanding of the library should take a library tape tour, sign up for a workbook study of library sources, or take an introductory class in the use of the library.

- 1) Printed Sources: ONLINE COMPUTER CATALOG: Books, periodicals and audio-visual materials
 - a) INDEXES:
 - i) Reader's Guide to Periodical Literature
 - ii) New York Times Index
 - iii) Science Index
 - iv) Biography Index
 - v) Cumulative Index to Nursing and Allied Health Literature
 - b) OTHER RESOURCES
 - i) Facts on File
 - ii) Library of Congress Subject Headings
 - iii) Opposing viewpoints series
 - iv) General and subject encyclopedias
- 2) Computer and CD-ROM Sources
 - a) New Grolier Multimedia Encyclopedia
 - b) Numerous atlases and other reference materials
- 3) Online Sources
 - a) Salt Lake Tribune and Deseret News Online -- full text newspaper articles since 1991
 - b) CQResearcher
 - c) EBSCOhost
 - d) SIRS Knowledge Source
 - e) Proquest Newspapers
 - f) Lexis-Nexis Academic
 - g) JSTOR
 - h) ABI Inform
 - i) Internet resources
 - i) Yahoo
 - ii) Google
- 4) Human Sources -- While our library has a fair selection of books, periodicals, CD-ROM, and online resources, the strength of our library is the group of professional, user-friendly reference librarians who can tell you (or remind you) how to make your searches effective and can suggest a variety of potential resources. Ask them for help; they will be happy to give it.

Off-Campus Access: NAME: _____ PASSWORD: _____