# **Philosophy 181: Ethics****(Online)**

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Office: Any child-free room in my home
Student Hours: Tuesdays 10a-12p (CST) via Zoom

You can expect a response to emails within 48 hours, excluding weekends. Please send a follow-up if you don’t hear a response in this time as I may not have received your message.

\*Please Note: Instructor Reserves the Right to Modify or Make Changes to the Syllabus\*

\*This course may be completed entirely asynchronously. Though we will have live discussions and other live review sessions, the review sessions are optional and there are alternate ways to complete discussions asynchronously by posting to the discussion forum.\*

This course is a general introduction to ethics and moral philosophy.

At one time or another, you’ve probably asked yourself, a family member, or a friend one or more of the following questions: What should I do? How should I live? What kind of person should I be? What should I value? Is abortion wrong? These questions aim at a variety of topics with which ethics is concerned. We start with metaethics and examine the status of moral value and whether it is relative to culture. Then we move into normative ethics and closely examine traditional theories of ethics such as deontology, Aristotelian virtue ethics, utilitarianism, and critical or nonwestern ethical theories such as care ethics, Confucian virtue ethics, and African ethics. Lastly, we will read applied ethics and examine contemporary ethical issues such as racism, euthanasia, and abortion.

# **KNOWLEDGE AREAS AND OUTCOMES**

1. Knowledge Area: Philosophical Knowledge.

Area learning outcome: Demonstrate an understanding of philosophical questions and traditions.

            Philosophical learning promotes informed reflection on various areas, topics, and figures in philosophy. Students should become familiar with influential philosophical questions, positions, and methods of inquiry, and they should develop intellectual attitudes that enable them to identify and assess implicit presuppositions, and to formulate and defend solutions to philosophical issues, including ethical issues.

More specific course outcome: Students will be able to demonstrate understanding of criteria for choosing between conflicting ethical theories, moral disagreement, the justification of moral judgments, and the application of ethical standards to practical decision-making and ethical questions that arise in everyday life.

1. Knowledge Area: Ethics

Area learning outcome: Demonstrate ethical awareness, the ability to do ethical reflection, and the ability to apply ethical principles in decision-making.

            Developing a student's ethical awareness, reflection, and decision-making ability is central to a Core Curriculum. Ethics enables a student to use specific capacities and skills to make moral decisions. Students should develop, demonstrate and act out their ethical abilities. This will occur as a student learns to recognize when situations call for ethical judgment and how to use the language and distinctions of ethics to respond ethically to those situations.

More specific course outcome: Students will be able to demonstrate understanding of criteria for choosing between conflicting ethical theories, moral disagreement, the justification of moral judgments, and the application of ethical standards to practical decision-making and ethical questions that arise in everyday life.

# **RECOMMENDED TEXTS**

All texts will be available in PDF form on Sakai. The following texts are recommended for students who wish to own a copy for their personal library, prefer to read printed versions, would like access to the complete texts, would like additional study material (e.g. critical notes, glossaries, bibliographies, timelines) or who are majors/minors who will likely use these texts in other classes. Translations in these texts may vary from the free translations available in the class.

1. Immanuel Kant Groundwork for the Metaphysics of Morals. Hackett Publishing Company, Inc. ISBN: 9780915145010
2. Aristotle Nicomachean Ethics (2nd Edition). Hackett Publishing ISBN: 9780872204652
3. J.S. Mill Utilitarianism. Hackett Publishing Company, Inc. ISBN-13: 9781624665455
4. Readings in Classical Chinese Philosophy Second Edition, by Philip J. Ivanhoe  (Editor), Bryan W. Van Norden (Editor) ISBN-13: 978-0872207806

# **SUMMARY OF COURSE ASSIGNMENTS**

            10 Quizzes                              X         1% each           =          10%

            4 Discussions                          X         10% each         =          40%

2 Living Philosophy               X         10%                 =          20%

Midterm Paper                        X         10%                 =          10%

Participation                            X         5%                   =          5%

Final Paper                              X         15%                 =          15%

                                                                                    =          100%

## **Grade Scale**

A                     .934 - 1.0

A-                    .900 - .933

B+                   .866-.899

B                     .834-.865

B-                    .800-.833

C+                   .766-.799

C                     .734-.765

C-                    .700-.733

D+                   .666-.699

D                     .600-.665

F                      .599 and below

## **Assignments and Grading**

Summary: There will be 11 quizzes, lowest one dropped, each are worth 1% of your final grade. 2 living philosophy discussions, each worth 10%.  Discussion board posts or attendance at live sessions will constitute 40% of the final grade. Midterm paper (3-5 pages) is worth 10%. Participation is worth 5%. Lastly, there is a final project (15%). Further details on assignments are below.

10 reading quizzes: Every quiz will be composed of 10 multiple choice questions (.5 points each) and you will have 15 minutes to take it. Note that the reading quiz closes at 11:55pm (CST) on the Sunday of the week it is due. Quizzes will auto-submit the last \*saved\* version if you run out of time (if 10 minutes is up or the clock strikes 11:55p). When you complete the quiz, be sure to hit "Save" and then "Submit" to ensure none of your answers gets lost. The purpose is to measure your comprehension of the reading.  A course study guide will be provided that includes the topics for each quiz. Each quiz is 1% of your final grade, and the lowest score is dropped.

Discussion Board Posts: The discussion questions are aimed at thinking more deeply about the material and applying it to concrete ethical issues. Students will choose to either attend a synchronous Zoom session or make an initial post to the forum (250 words) and post two follow up responses (150 words). These will allow you and your classmates to engage with the ideas presented in the material and develop your own thinking and reasoning as you clarify and refine your ideas through discussion. See course schedule below for deadlines. Each discussion forum is 10% (1 initial post and 2 responses or one attendance at the week’s session). There are 4 of these.

2 Living Philosophy Group Discussions: Each post will be 500 words with 2 (150 word) responses to assigned group members. These will involve living out the ideas from the readings and reflecting on them. See Living Philosophy Guidelines assignment sheet for more details. Each is worth 10% of your final grade.

### **Midterm Paper:**

 At midterm, you will turn in a 3-5-page (double-spaced) paper in which you develop a single, original argument in response to the readings. A worksheet is available for completing this assignment. This assignment is worth 10%. More details can be found on the Midterm Paper assignment guidelines on the Unit 3 tool and in the Resources->Handouts folder.

Final Project: You can choose from several options for creating your final project. Each option involves crafting a reasoned response to or application of the ideas from the class material. You can either: create a piece of visual art (painting, sculpture, photo, multimedia image, etc.), write a poem, song, or short story, create a YouTube video, or write an argumentative paper that follows the same guidelines as the Midterm paper, but should be more developed using some outside research and correcting for any issues noted on the midterm paper feedback. You can turn in a revision of your midterm paper, with the added research/development. I encourage you to choose a medium you think will best express your intellectual and creative capacities. The assignment is 15% of your grade and is due May 3 at 11:59p (CST). See the Final Paper assignment sheet for more details, which is on the unit 7 tool and in the Resources->Handouts folder.

Participation:  5% of your grade will measure your participation in the course via smaller tasks.

Introduction and responses: 3%
Sakai profile picture: 2%

Extra Credit: Final grades that are borderline (those that are .5 pts. or fewer from the next highest grade) may be boosted to the higher grade only at the end of the term (e.g. a B- to a B). You must have completed **all** assignments in order to get a grade boost. More information on extra credit will be communicated through the course.

## **Classroom Policies**

Diversity and Inclusion Statement: Philosophy is a field that is in a large way concerned with examining one’s presuppositions. One of the most efficient ways to become aware of one’s presuppositions is through exposure to contrasting ideas, values, attitudes, practices, or behaviors. Because of this, our class is benefited when we have an inclusive environment in which everyone is comfortable sharing different perspectives. When this is achieved, we can each learn much from one another. To that end, you are asked to share your personal experiences and ideas as they relate to the class and to respectfully listen to others who may present conflicting views. It is unlikely that any one of us has the full truth, but if we share openly, we might be able to piece together the fragments of truth we each contain. In addition to sharing personal views and experiences, it is also important that any obstacles to your learning are removed, and if not possible to remove, greatly mitigated. If you struggle in your coursework and do not already have accommodations through the Student Accessibility Center (SAC), you might look into getting them. Students use accommodations for a range of reasons: learning disabilities, vision/hearing disabilities, mental health reasons, physical limitations, etc. If anxiety makes it nearly impossible for you to complete a timed exam or if you sometimes experience last-minute physical or mental ailments that interfere with deadlines, please reach out to me and the SAC office (information below, under Student Resources) for help. There are also helpful resources through the Wellness Center (Note that SAC and the Wellness Center will not disclose your condition(s) to your instructors.). Additionally, if you work full time, care for children, elders, or others, are pregnant or nursing a child, or have any other additional responsibilities that may interfere with your ability to excel in our class, reach out to me for assistance. I am willing (and very happy) to find a way to help you succeed in the class, be it with extended deadlines, alternate assignments, extended time on quizzes/exams, or something else.

Technology: This course will require the use of technology. While students are not expected to own any specific technology for this course, they will be required to use technology to access course content, to finish and submit course work and to communicate with the Instructor and other students outside of designated class times.

* The University has provided each student with a Loyola network ID to access University resources. It is expected that electronic communication with the student will be via the Loyola ID and Loyola’s e-mail system, which can be accessed at: <https://outlook.luc.edu>.
	+ If you choose to use another e-mail address you must re-route your Loyola e-mail to that address.
		- To do this, please visit <https://lpss.luc.edu/SelfService/>and follow the instructions to reroute your e-mail.
	+ Your Loyola ID and password is your main resource for accessing Loyola systems. The Password Self-Service system allows students, faculty, and staff on the University network to reset their own network passwords quickly and independently.
		- Go to: <http://www.luc.edu/its/services/password-self-service.shtml> to learn more and to manage your password.
* Course materials will be provided via the learning management system Sakai, which can be accessed at: <https://sakai.luc.edu/>. It is expected that the student will access and send projects and other course work via the Sakai system using their Loyola ID and password.
	+ Student instructional guides and video tutorials for using Sakai are available at: <http://www.luc.edu/itrs/sakai/sakai-student-tutorials.shtml>
	+ This course includes online activities including live (synchronous) and outside of designated class time (asynchronous) activities.
		- For online synchronous activities the instructor requires the use of computers with webcams and microphones. For these types of activities it is expected that students have access to and setup the necessary equipment before the online class.
		- To check your equipment (browser, webcam, microphone) prior to an online class, use the “Tech Check” utility provided at: <http://luc.edu/digitalmedia/trainingandsupport/techcheck/>.
		- To learn more about technology support for online course activities go to: <http://luc.edu/online/resources/technology/>.
		- Digital Media Services (DMS) manages and maintains several multimedia and digital media computer labs and services across the Lake Shore and Water Tower campuses. Student can visit the labs to; access and checkout various technologies, receive consultation, and access various types of training for coursework. More information and hours of operation can be found at: <http://www.luc.edu/digitalmedia/>.
	+ While the instructor will provide access to certain technologies and course materials within the Sakai learning management system, students may need additional technology support. The Information Technology Services Help Desk provides general technology support.
		- Please note that while the ITS Help Desk provides extended hours of support, it is not a 24-hour service.
		- To learn more about the Help Desk Services and the hours of operation please go to: <http://luc.edu/helpdesk/>.
* More information about Information Technology policies and guidelines can be found at: <http://www.luc.edu/its/itspoliciesguidelines/index.shtml>
	+ Students new to Loyola University Chicago should consider working through the “Technology Roadmap” for students located at: <http://www.luc.edu/technologyroadmap/newstudents/> .
* In this class software \*may\* be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded.  These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will no longer be available to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule: <https://www.luc.edu/itrs/sakai/sakaiadministrativeschedule/>).  Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured.  Please discuss this option with your instructor.
* **Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Late Work: Quizzes can be completed within a week of the deadline without penalty. After a week, quizzes close permanently and cannot be made up. If you miss the live discussion session, you must post to the forum or write a makeup paper to earn credit for discussion. Discussion posts are accepted up to 2 days late without penalty. After two days, you can only make up the points with an alternate assignment (a makeup paper). Midterm papers are accepted up to three days late without penalty and may be turned in later for partial credit. Arrangements must be made with me for makeup papers.

Incompletes are typically only given in extreme cases where a student must miss a large portion of the semester due to family emergencies, deaths, etc. that occur at the end of the semester. Given the circumstances, I also give incompletes to students who are struggling to keep up with the work given the current times. Students must initiate an incomplete with me.

## **Academic Integrity**

The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. (taken directly from: [http://www.luc.edu/academics/catalog/undergrad/reg\_academ](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml) [icintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml))

Producing academically honest work requires not only that you avoid 1-4 above, but that you ACTIVELY determine you have avoided plagiarism. This means that if you are unsure about how to cite something or unsure if something you’ve written counts as plagiarism, you should ask me before turning in any assignment. Any instance of plagiarism will at MINIMUM result in a grade 0 for the assignment, and depending on the severity of the case, may even result in an F for the course.

The following is a description of Loyola’s policy on and procedures for cases of plagiarism.

Plagiarism on part of a student in academic work or dishonest examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved. The chairperson may constitute a       hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending upon the seriousness of the misconduct. (<http://luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml>)

## **Students with Accommodations**

If you need accommodations for this course, please contact the Student Accessibility Center (SAC) office in Sullivan Center to make arrangements. You can visit their site at <https://www.luc.edu/sac/>. They will provide you with the proper documentation that I will need in order to make the appropriate accommodations. The sooner this is done, the better we can assure you will get the accommodations you need. I am not authorized to give accommodations before I receive the letter given to you by SAC and accommodations cannot be retroactively applied.

## **Student Support Sources**

* Resources for Student Success Online
	+ <https://www.luc.edu/sas/learningandstudentsuccess/ramblerresourcesforstudentsuccessonline/>
* ITS HelpDesk
	+ helpdesk@luc.edu
	+ 773-508-4487
* Library
	+ Subject Specialists: <http://libraries.luc.edu/specialists>
* Student Accessibility Center
	+ <https://www.luc.edu/sac/>
* Writing Center
	+ <http://www.luc.edu/writing/>
* Ethics Hotline
	+ <http://luc.edu/sglc/aboutus/>
	+ 855.603.6988

## **Course Schedule**

COURSE SCHEDULE

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| --- | --- |
| **Unit and Week** | **Assignments and Due Dates** |
| **Before You Begin****More information can be found on the Welcome and Getting Started tool.** | * Watch class introduction video, Deductive & Inductive Arguments video, and skim pp. 358-367 of Concepcion Article
* Read through syllabus to get a sense of the structure of the course/due dates
* Post an Introduction by Wed. 1/20 at 11:59p(CST)
* Upload a Sakai profile pic by Wed. 1/20 at 11:59p (CST)
* Respond to 2 classmates’ introductions by Fri. 1/21 at 11:59p(CST)
 |
| **Unit 1: Cultural Relativism** **Weeks 1-2****Jan. 19-30** | * Read all material, listen to unit lecture, and take reading quiz 1 by Sat. 1/23 & quiz 2 by Sat. 1/30 at 11:55p (CST)
	+ James Rachels “The Challenge of Cultural Relativism”
	+ Ruth Benedict “Anthropology and the Abnormal”
	+ Mary Midgley “Trying Out One’s New Sword”
* Join live discussion Thurs. 1/28 via Zoom link (Student Hours/Class Link tool) or post to the Discussion Forum by Thurs. 1/28 at 11:59p (CST). Live session times:
	+ Section 005: 3-4p (CST)
	+ Section 009: 1:15-2:15p (CST)
* Respond to 2 classmates’ Discussion Forum posts by Sat. 1/30 at 11:59p(CST) (not needed if joined live session)
 |
| **Unit 2: Deontological Ethics****Weeks 3-5****Feb. 1-20**BREAK 1: Feb. 10, 4pm – Feb.14 | * Read all material, listen to unit lecture, and take reading quiz 3 by Sun. 2/17 at 11:55p (CST)
	+ Kant’s Groundwork for the Metaphysics of Morals (Preface, Chapter 1, 4: 393-394, Chapter 2, 4:412-24, 4:427-33; 4:437-44)
	+ Watch: [Mother Forkin' Morals with Dr. Todd May](https://www.youtube.com/watch?v=2S_XuJTOEJY)
* Join live discussion Tues. 2/16 via Zoom link (Student Hours/Class Link tool) or post to the discussion forum by Tues. 2/16 at 11:59p (CST). Live session times:
	+ Section 005: 3-4p (CST)
	+ Section 009: 1:15-2:15p (CST)
* Respond to 2 classmates’ Discussion Forum posts by Thurs. 2/18 at 11:59p (CST) (not needed if joined live session)
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| **Unit 3: Utilitarianism****Weeks 6-7****Feb. 22-Mar. 5** | * Read all material, listen to unit lecture, and take reading quiz 4 by Sun. 2/28 and quiz 5 by Fri. 3/5 at 11:55p (CST)
	+ Mill’s Utilitarianism (chs. 1&2)
	+ Watch: [The Trolley Problem](https://www.youtube.com/watch?v=bOpf6KcWYyw)
	+ Euthanasia: Kass, “Why Doctors Must Not Kill”
	+ Euthanasia: Singer “Voluntary Euthanasia”
* Post to the “Living Philosophy” group community forum by 2/25 at 11:59p (CST).
* Respond to two group members by 2/27 at 11:59p (CST)
* Midterm Paper due Fri. 3/5 at 11:59p (CST)
 |
| BREAK 2: March 6- March 10, 4p |  |
| **Unit 4: Virtue Ethics****Weeks 8-11****March 11-(wed.) Mar. 31** | * Read all material, listen to unit lectures, and take reading quiz 6 Sat. 3/20 & quiz 7 by Wed. 3/31 at 11:55p (CST)
* Western Virtue Ethics
	+ Aristotle’s Nicomachean Ethics Book I.1-5, 7; II.1-9, VI.5, 13
	+ Watch: [Martha Nussbaum talks about the appeal of virtue ethics](https://www.youtube.com/watch?v=DF3IxqYZALM)
* Eastern Virtue Ethics
	+ The Analects of Confucius (1.1-1.16, 2.1-2.24)
	+ Mencius selections (1A.7 and 2A.6)
	+ Xunzi selections (ch. 23)
	+ Watch: [Junzi](https://youtu.be/a--2PlOV_vI)
* Join live discussion Thurs. 3/25 via Zoom link (Student Hours/Class Link tool) or post to the discussion forum by Thurs. 3/25 at 11:59p (CST) OR:
	+ Section 005: 3-4p (CST)
	+ Section 009: 1:15-2:15p (CST)
* Respond to 2 classmates’ Discussion Forum posts by Sat. 3/27 at 11:59p (CST)
 |
| BREAK 3: April 1, 4:15p – April 5 |  |
| **Unit 5: Care Ethics****Week 12** **April 6-April 10** | * Read all material, listen to unit lecture, and take reading quiz 8 by Sat. 4/10 at 11:55p (CST)
	+ Watch: [Kohlberg's Stages of Development](https://www.youtube.com/watch?v=U-WbYOO8nUQ)
	+ Carol Gilligan’s “In a Different Voice,” pp. 24-39
	+ Virginia Held “The Ethics of Care” pp. 537-552
* Post to the “Living Philosophy” group community forum by 4/8 at 11:59p (CST).
* Respond to two group members by 4/10 at 11:59p (CST)
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| **Unit 6: African Ethics****Week 13****April 12-17** | * Read all material, listen to unit lecture, and take reading quiz 9 by Sat. 4/17 at 11:55p (CST)
	+ Kwasi Wiredu “The Moral Foundations of an African Culture” (pp. 216-22)
	+ Thaddeus Metz “Toward an African Moral Theory”
	+ Watch: [Who we are: Human uniqueness and the African spirit of Ubuntu](https://youtu.be/0wZtfqZ271w)
	+ Optional: Metz and Gaie “The African Ethic of Ubuntu/Botho” (Skim pp. 277-286)
* Join live discussion Thurs. 4/15 via Zoom link (Student Hours/Class Link) or post to the discussion forum by Thurs. 4/15 at 11:59p (CST) OR
	+ Section 005: 3-4p (CST)
	+ Section 009: 1:15-2:15p (CST)
* Respond to 2 classmates’ Discussion Forum posts by Sat. 4/17 at 11:59p (CST)
 |
| **Unit 7: Applied Ethics****Weeks 14-15****April 19-April 30** | * Read all material, listen to unit lecture, and take reading quiz 10 by Sat. 4/24 & quiz 11 by Friday 4/30 at 11:55p (CST)
	+ Racism: J.L.A. Garcia “The Heart of Racism
	+ Racism: Shelby “Is Racism in the ‘Heart’?”
	+ Abortion: Thompson, “In Defense of Abortion” (Sakai)
	+ Abortion: Mulder, “A Short Argument against Abortion Rights” (Sakai)
 |
| **Finals Week (May 3-8)** | * Final Project due Mon. May 3 at 11:59p (CST)
 |