

E-mail: <i>*Note: The best way to contact the instructor is via this Loyola e-mail address</i>	Office:
Campus Phone:	Office Hours:
Videoconference & Voice Calls by request <i>via</i> : Mobile, Adobe Connect, Skype, Google, WhatsApp	
<b>Location: Sakai – PHIL181</b> <a href="https://">https://</a>	

\*The instructor reserves the right to alter this syllabus as needed throughout the course of the semester.

**COURSE DESCRIPTION**

*Are you a good person? Are you living a good life? How do you decide what to do when you have to make a choice that will affect the lives of others?* These are some of the foundational questions of ethics. This course is an introduction to philosophical ethics (aka moral philosophy) and ethics in practice. Ethics is the sub-field of philosophy that seeks to understand how we can make wise and discerning decisions in our everyday lives so that we might live as good people and make the world a better place. This class is designed to help you acquire the tools and skills needed to think both philosophically and constructively about the difficult life situations most of us face as unique individuals and as members of the human community.

Throughout the course of the semester, we will examine the works of several influential philosophers and experts to gain an understanding of the core concepts and frameworks useful for doing ethics today. We will also bring our own expertise and life experiences to bear on the readings, reflecting on the philosophical discussions in light of our diverse experiences of modern life.

This course will also give you general guidance and practice in thinking and writing like a philosopher. Philosophy requires reading carefully, not only to understand what an author is saying, but also to identify the reasons they give for their positions and to discern whether the reasons are valid. Be prepared to engage with the readings in depth. You'll need to make use of all of the resources made available to you via Sakai. The audio and video recordings are meant to introduce you to the reading material and other course content, to prompt you to develop your own ideas and questions, and to help you work toward a deeper understanding and critical assessment of ethical theory and practice.

**LEARNING GOALS**

Students successfully completing this course will be able to:

- demonstrate understanding of the difficulty and complexity of the concepts and questions discussed by philosophers of ethics;
- summarize various historical and contemporary responses to those questions;
- understand the significance of race, class, gender and ability differences for social justice issues;

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- exercise critical thinking and self-awareness of their roles and responsibilities as individuals and as members of communities;
- articulate their own philosophical positions, thoughts, and questions more clearly;
- develop metacognitive skills through self and peer assessment.

**IDEA FORM OBJECTIVES**

- Gaining a basic understanding of the subject
- Developing ethical reasoning
- Learning to analyze and critically evaluate ideas, arguments, and points of view

**REQUIRED TEXTS**

- *A 21<sup>st</sup> Century Ethical Toolbox*, 3<sup>rd</sup> ed. by Anthony Weston (ACET)
- Additional texts posted to Sakai

**COURSE ASSIGNMENTS**

1) **Guided Analysis Worksheet: “How to Read and Think Like a Philosopher”**: In the first week of class you’ll be introduced to some tools to help you build the skills of close reading and analytical thinking. Throughout the semester you’ll exercise these skills and by the end of the term you’ll be able to apply them to material outside of philosophy and even outside of your studies. The handout and worksheet provided will guide you through the process. Follow the instructions on the Week 1 page and on the worksheet (both are on Sakai).

2) **Class Discussion Forum**: If this class were face to face (f2f), then most weeks we would engage in class discussion for 1-3 hours per week. In lieu of f2f class discussion, the class will use the discussion forum. On discussion forum weeks (i.e. most weeks during the term), each student will post to the forum 3 times, unless noted otherwise. Instructions and a grading rubric are available on Sakai.

- Schedule: On Wednesdays, each student will submit one original post to the forum answering the prompt on the assigned topic—due by or before 11p.m. On Thursdays, each student will submit two additional posts commenting on the work of two of their peers (2 peer posts total, graded as one assignment) also due by or before 11p.m.

Drop 2/Only 2/Only You

- Drop 2: I will drop the two lowest scores from your discussion posts and the two lowest scores on your peer posts. In other words, you get a pass on two weeks of class discussion. The only exception is weeks with assigned group-work. All students must fully participate in group-work assignments.
- Only 2: Any original discussion post may only have TWO other students commenting. Once two people have started contributing to a particular post, that post is CLOSED to new participants. (If you comment on a post at the same time as someone else, and this results in more than two commenters on a post, then get in touch with me to

explain and I might give you credit anyway. But you need my permission and this should not happen often, if at all.)

- Only You: Please remember that plagiarism is prohibited. Cite your sources when quoting or paraphrasing texts. You may NOT copy and paste your comments for your two peer posts (i.e. no self-plagiarism).

2) **Quizzes**: There will be a quiz at the end of each unit (for a total of 4 quizzes). Quizzes are primarily based on the review questions and key terms covered in the reading. On the week a unit ends, the quiz will open on Friday at 12 noon and stay open until Monday at 11 p.m. Quizzes are open book/notes, but they are timed. NOTE: This means that you will need to study because you only have 50 minutes to complete your quiz.

Note: DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE YOUR QUIZZES. If you encounter any problems with Sakai, you will not have time to complete your quiz in the set time frame, and this will result in an incomplete quiz. There will be no make-up quizzes, except for cases of documented emergencies.

3) **Op-Ed Analysis Essay**: This essay will be an analysis of an op-ed of your choosing, selected from the list of op-eds written by philosophers provided on Sakai. It is due 10/20 by 11p.m. By this time, around mid-term, you'll have had some practice with the methods learned the first week, and this essay will be an assessment of your progress.

- A handout with detailed instructions for completing the essay will be distributed to the class. The essay should be approximately 5 pages long (plus bibliography, 1 page), double-spaced, 12-point font, 1 inch margins.
- All essays will be submitted as PDF documents to Assignments (on Sakai) and Turnitin (also via Sakai)

4) **Ethical Change Project**: This is the experiential learning component of the course for which you will be asked to start to put your philosophical and ethical tools to use in the world outside of our class. You will choose an ethical debate or problem that you think is important and devise a creative and ambitious (yet feasible) plan to address the issue. Guidelines and rubrics will be distributed via Sakai.

- 2 parts: The project will be submitted in two graded parts. The first part you'll submit is the idea and sketch for the project, due Wednesday, 11/3. The second part, a presentation of your project plan, will be your final "exam" due on 12/13.
- See "Using Your Tools #9" in ACET (pp. 506-507) for project description

5) **Citizenship**: You will also be graded on how you conduct yourself as a member or "citizen" of our class' online community. Your first act as an official member of our community is to introduce yourself by filling out a student profile on 8/28. Going forward you will demonstrate good citizenship by being an active member in the class, by posting to the discussion forums in a timely and respectful manner, by fully participating in group-work, and by helping your fellow classmates if called upon to do so. See Citizenship policy below for more details.

## **GRADING & OTHER COURSE POLICIES**

**PHIL181 Ethics – Online****LOYOLA UNIVERSITY CHICAGO****SYLLABUS – Fall 2017****Instructor: Sarah M. Babbitt****Grading Scale:**

94-100: A	77-79: C+
90-93: A-	74-76: C
87-89: B+	70-73: C-
84-86: B	67-69: D+
80-83: B-	60-66: D
	0-59.99: F

**DEADLINES AND ASSIGNMENT POINT VALUES**

<b>Assignment</b>	<b>Due Date</b>	<b>Value</b>
Guided Analysis Worksheet	First week! Due Wednesday 8/30 by 10 p.m. *Post S & E to forum by 11p.m.	20 points
Discussion Forum Posts (DFP)	Wednesdays by 11 p.m.	10 points each = 100 points total
Discussion Peer Posts (DPP)	Thursdays by 11 p.m. (2 posts each week, graded together)	10 points each (5 pts per post) = 100 points total
Quizzes	Open for completion on Friday at 12 noon and closes Monday at 11 p.m.	30 points each = 120 points total
Op-Ed Analysis Essay	Due 10/20 by 11p.m.	65 points
Ethical Change Project	Project idea and sketch due 11/3 by 11p.m. Final plan presentation due 12/13 by 5p.m., and comments due same day (12/13) by 11p.m.	10 points (sketch) + 65 points (plan) =75 points total
Citizenship	First day, continuous. Student profile due 8/28 by 11p.m.	20 points
Total		500 points

**CALCULATING GRADES:** Your final grade is figured out of a total of 500 possible points. Add up how many points you have earned and divide your total by 500 to figure out your percentage. The grading scale above indicates what letter grade corresponds to your percentage. For example, a student who earns 450 points has a 90% ( $450 \div 500 = .90$  or 90%) and so receives an A- in the class. A student who earns 448 points has an 89% ( $448 \div 500 = .89$  or 89%) and so receives a B+ in the class. And so on.

### **Citizenship**

This class is an online community, and each of you should count yourselves as citizens of this community. When interacting online, such as in group email exchanges or on discussion boards, all students should be constructive, thoughtful, and respectful to others. Remember that our online class is an academic space, not a YouTube comments section. No student is to ever “troll” another student's posts. Anyone who does so will receive an initial warning from me, and then will be barred from participating in further posts, which will mean a loss of points for the semester.

All posts and assignments submitted for a grade must maintain the same academic standards expected of written in work in a face-to-face classroom. This means you should avoid inappropriate slang terms, “text-speak” abbreviations (omg!), and technical jargon (unless it is related to this course). If you think a particular assignment should be exempt from this “academic writing standards” rule, please make your case to the instructor and she will consider it.

### **Late Work**

The instructor will consider late work on a case-by-case basis and use her own discretion in making exceptions. If you have special circumstances and believe you'll need to turn in an assignment late, you need to arrange this with the instructor *before* the assignment is due. In the event of serious emergency, contact your instructor as soon as possible so that you can make alternate arrangements for completing your coursework. In most cases, you will need to provide the instructor with some kind of documentation of the emergency or extreme circumstances that prevented you from turning in the assignment on time.

### **Academic Integrity (On cheating and plagiarism)**

You are responsible for doing your own work in this class. You must cite any work that you are quoting or paraphrasing in your writing. Plagiarism or cheating will result in a zero on that assignment, and the incident will be reported to the academic dean's office. If you are caught plagiarizing or cheating a second time, you will receive an 'F' in the course and will (again) be reported to the dean's office. If you have questions about what counts as plagiarism or cheating, you should consult with the instructor and review the university's academic integrity policy: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml).

### **Special Needs**

If you have a documented condition or chronic illness that will require special academic accommodations, please contact the *Services for Students with Disabilities Office* (773-508-3700 and [SSWD@luc.edu](mailto:SSWD@luc.edu)) as soon as possible. Then either the SSWD office or you should make sure the instructor is fully informed about your needs. You are not required to disclose personal

information about your condition to the instructor. Visit <http://www.luc.edu/sswd/> for more details.

**WEEKLY SCHEDULE**

Assignment	Deadline
Reading & Review Questions	Tuesday (recommended)
Discussion Posts	Wednesday, 11pm
Peer Posts	Thursday, 11pm
Unit Quizzes (select weeks only) 9/8, 10/13, 11/17, 12/8	Friday 11am - Monday, 11pm

**Schedule of reading assignments and topics**

See *A 21<sup>st</sup> Century Ethical Toolbox* (ACET) or relevant folder on Sakai

**Unit 1 - Introductions & Some Basic Tools for Philosophers**

**Week 1: 8/28-9/1**

[Labor Day 9/1, 4:15pm- 9/4]

◆ Syllabus

“How to Read Philosophy,” David Concepción (Sakai)

“How Not to Answer Moral Questions,” Tom Regan (Sakai)

◆ **Student Profile** due in the Discussion Forum by 8/28 at 11p.m.

◆ **Guided Analysis Worksheet:** “How to Read & Think Like a Philosopher” due 8/30 by 10p.m.; post Summary and Evaluation to forum by 11p.m.

**Week 2: 9/5-8**

[9/4 Labor Day] \*9/5 – Last day to withdraw without grade of “W”

1. Re-introducing Ethics (3-24)

“Am I Blue?” Alice Walker

*Bloodties: Nature, Culture and the Hunt*, Ted Kerasote

2. Ethics-Avoidance Disorders (28-41)

◆ Kenyon College - Commencement Speech 2005, David Foster Wallace

◆ **Unit 1 Quiz** opens Friday, 9/8 and closes Monday, 9/11

**Unit 2 - Moral Values & Moral Frameworks**

**Week 3: 9/11-15**

4. Taking Values Seriously (83-103)

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3. Ethics and Religion (59-76)

“The Great American Desert,” Edward Abbey

◆UYT #2: Values on the Edge

**Week 4: 9/18-22**

5. The Ethics of the Person (112-138)

“Le Chambon,” Philip Hallie (117- )

*Grounding for the Metaphysics of Morals*, Immanuel Kant (128- )

The United Nations Universal Declaration of Human Rights (133 - )

**Week 5: 9/25-29**

6. The Ethics of Happiness (143-165)

*Flow: The Psychology of Optimal Experience*, Mihaly Csikszentmihalyi (145- )

*Utilitarianism*, John Stuart Mill (152- )

“The Harm That Good Men Do,” Bertrand Russell (155- )

◆UYT #3: A Utilitarian Approach to Poverty

**Week 6: 10/2-6**

7. The Ethics of Virtue (173-196)

*Nicomachean Ethics*, Aristotle (177- )

*Tao Te Ching*, Lao Tsu (184- )

*Living Large*, John Sullivan (190- )

**Week 7: [10/9-10 Mid-semester break] 10/11-13**

\*Early alert – Grades “C-” and below

8. The Ethics of Relationship (201-221)

*Caring*, Nel Noddings (204- )

“The Moral Foundations of an African Culture,” Kwasi Wiredu (210- )

“The Land Ethic,” Aldo Leopold (216- )

◆UYT #4: Building a Student Code of Ethics (Group-work, no discussion forum)

◆ **Unit 2 Quiz** opens Friday, 10/13 and closes Monday, 10/16

<b>Unit 3 - Moral Reasoning &amp; Moral Imagination</b>
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**Week 8: 10/16-20**

◆LUC Community Standards (Student Code of Ethics)

<http://www.luc.edu/osccr/resources/communitystandards/>

◆LUC Student Core Values

<http://www.luc.edu/osccr/resources/communitystandards/>

◆Videos – “Reflections on Media Ethics” (Kanopy, Sakai);

“American Nurse’s Association (ANA) Code of Ethics” (Sakai)

♦UYT #4: Building a Student Code of Ethics (Group-work)

♦ **Op-Ed Analysis Essay** due 10/20 by 11p.m.

**Week 9: 10/23-27**

15. Moral Vision (395-417)

*What Are Old People For?*, Bill Thomas (403-)

17. Making A Difference (455-481)

*On the Rez*, Ian Frazier

♦UYT #9: Ethical Change Projects (no discussion forum)

**Week 10: 10/30-11/3**

\*11/3 – Last day to withdraw with grade of “W”

9. Critical Thinking (231-250)

10. Judging Like Cases Alike (256-265, 271-273 →Skip 10.1)

♦UYT #9: Ethical Change Projects (**ECP sketch** due 11/3, 11p.m.)

**Week 11: 11/6-10**

11. Dialogue (279-305)

“Common Ground Rules,” Mary Jacksteit and Adrienne Kaufmann (289-)

“Deepening Ethical Dialogue,” Spoma Jovanovic (295- )

12. When Values Clash (312-332)

“Can We Talk? Understanding...Animal Rights Debates,” Roger Gottlieb

**Week 12: 11/13-17**

13. Creative Problem-Solving (342-357)

14. Reframing Problems (361-382)

“Strategic Questioning,” Fran Peavey

♦UYT #7: Reframing Bioethical Issues

♦ **Unit 3 Quiz** opens Friday, 11/17 and closes Monday, 11/20

<b>Unit 4 - Life Challenges &amp; Ethical Change</b>
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**Week 13: 11/20-21** [Thanksgiving break 11/22-26]

♦Documentary – “The House I Live In” (PBS, Sakai)

**Week 14: 11/27-12/1**

16. Response-Ability (423-444)



*Being Sexual...and Celibate*, Keith Clark (429-)

*Real Live Nude Girl*, Carol Queen (434-)

18. The Future of Ethics (484-503)

“Design for a New World,” William McDonough

♦UYT #8: Personal Ethical Mission Statements

**Week 15: 12/4-8** [Last week of classes]

♦Manifestos (see the list on Sakai)

♦ **Unit 4 Quiz** opens Friday, 12/8 and closes Monday, 12/11

**Week 16: 12/11-15** [Finals week]

♦ **Final Exam – Ethical Change Project Presentations** due Thursday, 12/14 by 12 noon and comments due the same day by 11p.m.