



Harrisburg Area Community College
Communications, Humanities, and the Arts Department
Lancaster Campus (Remote)
Fall Semester 2020

“Ethics: Belief and Action”

Instructor: David Wayne Layman, Ph.D.
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Office Hours: 9:15 AM – 9:45 PM (TR) **Subject/CRN:** PHIL 225-20551
Website: www.davidwaynelaymanphd.com/hacc

Course Information

Meeting Time: TR 8:00 AM – 9:15 AM
Meeting Location: REMOTE

Catalog Description: Everyday moral problems are investigated through the insights of Aristotle, Kant, Mill, Sartre, and other philosophers to help students form their own philosophies of life. (Core A)

Required Text: Judith A. Boss, *Analyzing Moral Issues*, McGraw Hill, Sixth Edition

Learning Outcomes (From Form 335):

1. Define three major camps of ethical theorizing, including: consequentialism, non-consequentialism, and eudemonism.
2. Explain any six the ethical theories propounded by one of the following thirteen philosophers: Plato, Aristotle, Epicurus, Epictetus, Aquinas, Hume, Kant, Bentham, Mill, Nietzsche, Sartre, Ayn Rand, Rawls.
3. Clearly distinguish between: virtue-based, results-based, and duty-based ethical theories by providing examples of each one of these in action when confronted with a moral dilemma.
4. Characterize the sorts of questions that define three distinct areas of ethical investigation: meta-ethics, normative ethics, descriptive ethics
5. Cogently defend your own position on the claim that “all ethics are relative.”
6. Cogently defend your own position on the claim that “might makes right”

Remote Learning Expectations:

According to <https://tophat.com/glossary/r/remote-learning/>, “Remote learning is where the student and the educator are not physically present in a traditional classroom environment. Information is relayed through technology.” In this class, remote learning will take place “synchronously with real-time” educator-student and student-student interaction via Zoom. Assessments will take place on-line, in the D2L system hosted at my.hacc.edu.

The primary expectations (HACC school-wide policy) for the student are that:

- students must have a strong and reliable internet connection
- web cams must be on the entire time
- students must be fully present
- student must be dressed appropriately, as if he or she were physically in the class room (e.g., no pajamas or bathrobes)

Course Schedule

All numerals are **page numbers** in the textbook. The underlined readings are posted as clickable links at the instructor's website (www.davidwaynelaymanphd.com/hacc).

August	25	Review Syllabus
	27	Animal Rights612-629; 635-650
September	1, 3	Relativism5-11; “Readings in the Sophists”
	8	Egoism.....19-21; “Gyges’ Ring” (website) Review Essay Requirements
	10	Aristotle.....38-39; 44-49
	15	Aristotle (continued) Essay # 1 (Animal Rights) Due Sept. 16 (8:00 AM)
	17, 22, 24	Quiz #1: Sept. 17th Sexual Intimacy.....Goldman, “Plain Sex” (website); 324-334; 339-363; J. Budziszewski, “Designed for Sex” (website) Finnis, “...Sexual Orientation” excerpt (.pdf) (website)
	29	Thomas Aquinas: http://www.aquinasonline.com/Topics/natlaw.html
October	1	Aquinas (cont.) Essay # 2 (Sexual Relations) Due Oct. 2 (8:00 AM)
	6, 8	Abortion75-113; Fathers' Rights excerpt (.pdf) (website)
	15, 20	Immanuel Kant.....27-28; 56-60;“Kant, 4 examples” & “Kant worth of persons” (website)
	22, 27	Quiz # 2 (October 22nd) Euthanasia172-202
	29	Jeremy Bentham.....22-26, 51-53
November	3	Bentham (cont.); Essay #3 (Abortion <u>or</u> Euthanasia) Due Nov. 4 (8:00 AM)
	3, 5	John Stuart Mill22-26, 53-55
	10, 12	Quiz # 3 (Nov. 10th) Death Penalty222-261
	17, 19	War & Terrorism.....547-575; 606-607
	24	“Rights” Ethics.....19-21; 33-34
December	1, 3	John Rawls31; 60-63
	8	Quiz # 4 Essay #4 (Death Penalty <u>or</u> War) Due Dec. 9 (8:00 AM)

Academic Policies

Attendance policy:

The Policies of the College define **Excused Absences** as an absence that occurred for reasons that were: a) beyond the student's control to prevent, and b) significant enough to reasonably prohibit attendance in class. An **Unexcused absence** is an absence that is not excused.

This instructor considers "**excused absences**" to be: (1) sickness certified by a note from a physician, health care professional, or health care institution, (2) family related situations (death in immediate family, sickness of children), and (3) documented work-related problems.

Excessive absences are when unexcused absences or the failure to participate in academic activities exceed 15% of the total class hours that will take place throughout the semester and when the absences preclude the possibility of the student attaining the stated learning outcomes for the course.

Attendance is worth **10%** of the grade. This is based upon a straight average. For example, a student who misses 5 out of 30 class dates will receive an 83% for attendance.

After the first two weeks of class, a student who comes into class **late** will be considered **absent** for the purpose of this grade. Lateness shows disrespect for the instructor (who must interrupt his teaching), fellow students (whose attention or participation is interrupted), and lack of responsibility. Students will not be allowed to show up late when they enter the world of work; they must therefore develop those habits of consistent and punctual attendance while they are in school.

Academic Dishonesty:

AP 594 defines "Academic dishonesty" as "an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work."

Examples include "giving or receiving answers on assigned material, using materials or aids forbidden by the instructor," and "the offering of someone else's work, words, or idea as one's own or using material from another source without acknowledgement." A particular example is quoting material from a book, magazine, or web site, while failing to place the material inside quotation marks and failing to provide a proper citation.

A **minimal** penalty for plagiarism (e.g., quoting material from a web site without using quotation marks *or* proper citations) is 20 points (equivalent to two letter grades). If more than fifty percent (half) of an essay is plagiarized, that will be considered as if the entire essay is plagiarized, and will be treated in accordance with the following standard:

If the instructor determines that a student has plagiarized an essay off of an internet site, that student will receive a "0" (zero) on the essay, and will not be permitted to rewrite it.

Makeup Work:

- Essays are due via email [dwlayman@hacc.edu] at **8:00 AM** on the day following the class period when they would have been due. Any essays received after 8:00 AM will be considered one day late.
- **Late Essays** will be penalized with a **5-point deduction per day**. Weekends will count as 1 day. E.g., if a paper is due on Friday (8:00 AM), and received by the instructor the following Monday, a 85% paper will be reduced to 70% (F., S/Su, M.= -15 pts.).
- The email and accompanying essay must be formatted as follows:
 - the *subject line* in the email must read as follows: "**PHIL 225-20551 Essay [number] attached**"
 - the *title* of the essay must read as follows: "**[last name], [first name], Essay [number]**"

- Emails/essays that fail to follow the above guidelines will be refused and returned to sender for correction and resubmission.
- The following is a *partial* list of excuses that will *not* be accepted:
 - “I was sick.”
 - “I had to work last night.”
 - “My computer broke.”
 - “The printer was out of toner/paper.”
 - “There was a long line at the printer.
 - “Email didn’t work.”
 - “I thought I sent it.”
 - “I put it in your [faculty] mailbox yesterday.”
 - “I sent you a version earlier” [if the student failed to follow the above guidelines]

Drop and Withdrawal Policies

Students can drop or withdraw from a course and receive a W status any time after the refund period has ended and prior to the completion of **70% of instruction time** of the term. Deadlines are published at <http://www.hacc.edu/NewStudents/RegisterOnlineGuide/Add-Drop-Deadlines.cfm>.

This does *not* require the signature of the instructor. The student submits his or her request to withdraw from a course online *or* at the Welcome Center. The student will be dropped with a W status in 7 days from the original request.

Please note that *after* the 70% deadline has passed, the student *will* not be allowed to withdraw. Students with documented extenuating circumstances may request an exception to refund, course drop, and withdrawal deadlines by completing the Petition for Retroactive Withdrawal.

A student who is no longer attending by the Second Confirmation of Attendance (around the time of midterm grades) will automatically receive a **W**.

A student will receive a **F** under the following circumstances:

1. The instructor can document that student has engaged in academic dishonesty prior to dropping the course.
2. The student fails to submit a withdrawal request prior to the 70% deadline, is still on the roster at the end of the semester, and has not completed satisfactory work for a passing grade.

Incompletes:

Incompletes will be given only when a student cannot complete the requirements because of a serious medical or family emergency. Those requirements must be completed within 45 days of the formal end of the semester. *The student is strongly discouraged from taking an incomplete, since most students do not complete the work required, and fail the course.*

Grading Procedures

Quizzes

The student will take **4 Quizzes**. They will be taken on D2L (Brightspace). The student will be given a window that *begins* 15 minutes after the prior class-time, and *ends* 11:59 PM on the “scheduled date”. Current dates are Sept. 17, Oct. 22, Nov. 10, and Dec. 8. For example, for the Sept. 17th quiz, the window will begin 9:30 AM on Sept. 15, and end 11:59 PM on Sept. 17.

Complete Study Guides for each quiz (covering the entire semester) begin on p. 7 of this syllabus. The quizzes will be **open-note** (but not open-book).

The lowest grade will be dropped, and the final grade will be calculated based on the 3 highest quiz grades.

Essays

The student will write 4 Essays. The essays are to be 3-7 pages long. They will be graded in accordance with a **Rubric** that is posted on the instructor's website and will be reviewed on September 8th. *The lowest essay grade will be dropped*, and the final grade will be calculated based on the 3 highest grades.

Essays are submitted via email [dwlayman@hacc.edu] by **8:00 AM** on the day following the class period they would have otherwise been due.

Prompts for the Essays are on p. 9 of this syllabus.

Requirements for Essays:

1. Each essay will respond to *one* of the topics assigned in the Course Schedule. *A complete Study Guide follows at the end of the syllabus (on page 9).*
2. Cover Page: The essay will have a separate cover page, to include the following information:
 - a. Name
 - b. Course Number and Section ("PHIL 225-20551"), followed by "Fall 2020"
 - c. "Essay # ..." (correct number)
 - d. You *may*, at your discretion, include a *title* and/or *date*.
 - e. Do *not* place the essay in a folder or holder.
 - f. **The student must copy the "Rubric Summary" table from the instructor's web site, and paste it underneath above information.** Failure to do so will result in a 5-point deduction of the grade.
3. Formatting
 - a. One inch margins on all sides;
 - b. Double-spaced; Indent the first line of each paragraph
 - c. Use a 12-pt. size font, preferably a standard "serif" font such as Times New Roman or Cambria;
 - d. I strongly prefer that you do not use a "sans-serif" font (e.g., Arial or Calibri);
 - e. Absolutely do not use a display font, except, if you desire, on the cover page;
 - f. Do *not* use fully justified margins.
 - g. In the *header*, place your *last name* and the *page number*, separated by a tab.
4. Required Documentation for Essays
 - a. It assumed that the student is not an expert in ethics. Therefore, his or her ideas and concepts are based on some outside source(s). This source (these sources) must be documented.
 - b. Some sources are direct quotes. *The student is advised against relying on extensive quotation.* An important task in any paper or essay is knowing how to restate one's sources.
 - c. When you restate your sources, you are paraphrasing. Paraphrased sources must be documented just as much as direct quotes.
 - d. The student should follow "MLA" format for citations. Simplified, that form is as follows "...togerato mento examina (Boss, 111)."
 - e. If a single paragraph is paraphrased from a range of pages of some source(s), the student can summarize the sources at the end of the paragraph in the following manner: "...togerato mento examina (Boss, 111-114, 120; Falikowski, 212).
5. "Works Cited" Page
 - a. A Works Cited page is required for the essays.
 - b. The form for the Works Cited page is: Boss, Judith A. *Analyzing Moral Issues*. Sixth Edition. New York: McGraw-Hill, 2013. If there is more than one work in Works Cited by Boss (or any other author), there must be a date: (Boss, 2013:111).

Final Grade Criteria:

All grading will be done on the standard HACC grading system
(90% and above = A; 80%–89% = B; 70%–79% = C; 60%–69%=D; below 60%=F).

The assignments shall be weighted as follows:

Attendance	10%	10% subtotal
Quizzes	10% each	30% subtotal (the 3 best quizzes)
Essays	20% each	60% subtotal (the 3 best essays)

Counseling Services

https://www.hacc.edu/Students/AdvisingCounseling/CounselingContacts/wellness-resources.cfm?csSearch=901943__1

EEOC/PHRC Syllabus Requirement

STUDENTS IN NEED OF ACCOMMODATIONS:

The Student Access Services Department provides reasonable accommodations, auxiliary aids and support services to students with temporary or permanent disabilities. Students in need of accommodations or who would like to know more can contact Student Access Services at this link:

<http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm>

EEOC POLICY 005:

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, student access and/or student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (“PHRAct”) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at <http://www.phrc.pa.gov/Pages/default.aspx#.V2HOujFuNS0>.

HACC—Lancaster Campus

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RM 221D
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Study Guides for Quizzes

Each quiz will have 30 points worth of questions, primarily multiple choice, with 2-3 T/F and 1-3 short answer. There will be about 20 questions on the historical material (relativism, Aristotle, Kant, etc.), and 10 questions on the contemporary ethical issues (animal rights, abortion, etc.).

Quiz #1

- Moral standing
- Cohen: concept of “rights”
- Two senses of “inherent value”
- Basic concept, animal rights
- Tom Regan: why do animals have rights?
- Specieism
- Relativism
- Cognitive relativism
- Ethical relativism
- Individual relativism
- Cultural relativism
- Problems with relativism
- Protagoras
- “Man is the measure of all things”
- Cognitive individual relativism
- “Justice is the interest of the stronger”
- moral realism
- “might makes right”
- “is-ought problem” & “is-ought fallacy”
- Callicles: “Superior Individual”
- Psychological egoism
- Ethical egoism
- Gyges’ ring
- Aristotle & the good
- Teleological ethics
- The final end
- Happiness (Aristotle)
- why is happiness the goal?
- Eudaimonia
- Moral virtue
- Habit
- Character
- “the mean”
- “hitting the mark”

Quiz #2

- Goldman: definition, “plain sex”
- Goldman: sex not means to end
- Goldman: norms of sex generic
- “Ripping off the tape”
- Budziszewski & Finnis: procreation & union
- Homosexuality (general discussion)
- Thomas Aquinas
- Goal in Aquinas and goal in Aristotle?
- immanent/transcendent
- Eternal Law
- Physical (Natural) agents
- INTELLECTUAL agents
- Natural Law (how is it known?)
- Order of natural inclinations
- Noonan: fetuses can’t be distinguished
- Noonan’s definition of “man”
- Be able to recognize & apply **Thomson’s** analogies
- **Mary Warren**: we cannot give rights to fetuses
- Immanuel Kant
- A good will
- Volitions/intentions
- Inadequate motives
- Inclination
- Prudence
- What makes a “good (adequate) motivation”?
- Deontological ethics
- “the sorrowful philanthropist”
- Duty
- Categorical imperatives (basic concept, examples)
- Kingdom of Ends
- Unconditional worth

Quiz #3

- Euthanasia (meaning)
 - Active, passive, voluntary, involuntary euthanasia & combinations
 - Double effect
 - Slippery slope
 - James Rachels: active vs. passive euthanasia
 - Battin's principles, "case for euthanasia"
 - Gay-Williams' definition, euthanasia
 - Gay-Williams: 3 arguments against euthanasia
 - Jeremy Bentham
 - Hedonism
 - Consequentialism
 - Utility
 - Principle of Utility
- Utilitarianism (be able to define)
 - Hedonic calculus
 - Hedon(s)
 - "motives don't matter"
 - egoistic hook (define)
 - John Stuart Mill
 - Refined Utilitarianism
 - Simple Utilitarianism
 - Quality vs. Quantity
 - The empirical criterion (of pleasure)
 - Lesser vs. better pleasures
 - Contentment vs. "true" happiness
 - Role of laws, education, public opinion
 - Altruism (vs. egoistic hook)

Quiz #4

- 3 theories of punishment
 - Deterrence
 - Punishment
 - Rehabilitation
 - Moral standing (applied to punishment)
 - Moral object
 - Moral subject
 - Kant's principle of equality
 - Respect and dignity (applied to punishment)
 - Origins of war
 - Rational choice in going to war
 - *Jus ad bellum*
 - *Jus in bello*
 - Be able to identify and define elements of *jus ad bellum* and *jus in bello*
 - Natural rights
 - John Locke
- Law of nature
 - Locke's view of society
 - Private property
 - Locke's view of law government
 - Ayn Rand
 - Objectivism: reality, standard of ethics
 - Objectivism: Self-interest
 - Objectivism: "morality is objective"
 - John Rawls' view of "justice"
 - Identity of interests
 - The original position
 - Veil of ignorance
 - Equality (least advantaged)
 - Two principles (equality, difference)
 - "basic liberties of citizens"(p. 61b)
 - Justification of inequalities
 - "maximim" solution

Prompts for Essays

1. Essay 1: Animal Rights: **Was it wrong for Michael Vick to engage in dog fighting?**
 - a. Here is a detailed Wikipedia essay of the case:
http://en.wikipedia.org/wiki/Bad_Newz_Kennels_dog_fighting_investigation
(This web site is an exception to the rule that you cannot use Wikipedia as a source.)
 - b. <http://aldf.org/resources/laws-cases/animal-fighting-case-study-michael-vick/> is a description by an anti-animal cruelty organization.

2. Essay 2: Sexual Relations: **Do sexual relations require “commitment” in order to be ethical?**
 - a. If *no*, why not?
 - b. If *yes*, what do you mean by “commitment”? Marriage? Romantic or emotional attachment? Promise of sexual fidelity? Something else?

3. Essay 3: **Abortion or Euthanasia** (Choose *one* of the following options.)
 - a. Option A: Is abortion right? Why or why not?
 - b. Option B: Should euthanasia be legalized? Why or why not?

4. Essay 4: **Death Penalty or Just War** (Choose *one* of the following options.)
 - a. Option A: Should the death penalty be abolished? Why or why not?
 - b. Option B: Was the invasion of Iraq in 2003 moral? Why or why not?
 - c. Option C: Was the invasion of Afghanistan in 2001 moral? Why or why not? (Do not confuse options B and C.)
 - d. Option D: It is moral for the United States to use “drones” to attack alleged terrorists in Pakistan and the Middle East?

5. **Essays will be graded in accordance with a full and explicit rubric**, which is posted on the course’s web site, and explained prior to the completion of the first Essay. A summary of this rubric is given above, under “Essays: Content Requirements”.