



Harrisburg Area Community College  
Communications, Humanities, and the Arts Department  
Lancaster Campus  
Spring Semester 2019

**“Ethics: Belief and Action”**

**Instructor:** David Wayne Layman, Ph.D. **Phone:** (cell) (717) 712-7231

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**Office Hours:** 10:50 AM – 12:20 PM (TR) **Subject/CRN:** PHIL 225-30638

**Website:** [www.davidwaynelaymanphd.com/hacc](http://www.davidwaynelaymanphd.com/hacc)

**Course Information**

**Meeting Time:** TR 12:30 PM – 1:45 PM

**Meeting Location:** LAEAST-320

**Delayed Opening Schedule**

Inclement weather may require a “Delayed Opening Schedule.” If HACC alert system announces a “Delayed Opening Schedule,” then classes will start at 10 AM (except for classes beginning before 7:50 AM) and meet on a compressed schedule of 35 minutes each.

(The best way to receive alerts is through the **e2Campus** alert system. The student can sign up for this service at <https://www.hacc.edu/AboutHACC/PublicSafetyandSecurity/E2Campus-Sign-up.cfm> .)

Under this schedule, the meeting time for this class be **1:00 PM to 1:35 PM**.

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”

## 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](http://www.davidwaynelaymanphd.com/hacc)).

January	15	Review Syllabus
	17	Animal Rights ..... 612-629; 635-650
	22, 24	Relativism..... 5-11; "Readings in the Sophists"
	29	Egoism..... 19-21; "Gyges' Ring" (website) Review <b>Essay Requirements</b>
	31	Aristotle..... 38-39; 44-49
February	5	Aristotle (continued) <b>Essay # 1</b> (Animal Rights) <b>Due</b> February 5 <sup>th</sup>
	7, 12, 14	<b>Quiz #1:</b> February 7 <sup>th</sup> Sexual Intimacy ..... Goldman, "Plain Sex" (website); 324-334; 339-363; ..... J. Budziszewski, "Designed for Sex" (website) ..... Finnis, "...Sexual Orientation" excerpt (.pdf) (website)
	19, 21	Thomas Aquinas: <a href="http://www.aquinasonline.com/Topics/natlaw.html">http://www.aquinasonline.com/Topics/natlaw.html</a> <b>Essay # 2</b> (Sexual Relations) <b>Due</b> February 21 <sup>st</sup>
	26, 28	Abortion ..... 75-113; Fathers' Rights excerpt (.pdf) (website)
March	5, 7	Semester Break, no class
	12, 14	Immanuel Kant ..... 27-28; 56-60; ..... "Kant, 4 examples" & "Kant worth of persons" (website)
	19, 21	<b>Quiz # 2</b> (March 19 <sup>th</sup> ) Euthanasia..... 172-202
	26, 28	Jeremy Bentham ..... 22-26, 51-53 <b>Essay #3</b> (Abortion <u>or</u> Euthanasia) <b>Due</b> March 28 <sup>th</sup>
April	28, 2	John Stuart Mill..... 22-26, 53-55
	4, 9	<b>Quiz # 3</b> (April 4 <sup>th</sup> ) Death Penalty ..... 222-261
	11, 16	War & Terrorism ..... 547-575; 606-607
	18, 23, 25	"Rights" Ethics ..... 19-21; 33-34; John Rawls ..... 31; 60-63
Exam Week		Quiz # 4; Essay #4 Due on Death Penalty or War

# 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:

Quizzes that are missed due to *excused* absences will be made up at the Test Center. The student is responsible to make reservations with the Test Center, after he/she has informed the instructor of his/her intention to make up the quiz. (See under "Attendance Policy" for definition of "Excused Absences".)

More information, including phone numbers, can be found at <http://www.hacc.edu/Students/TestCenter/Lancaster-Campus-Test-Center.cfm> . **All missed quizzes must be completed by April 25, 2019.**

**Late Essays** will be penalized on a sliding scale, beginning at minus 5 points for one class period late.

## 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**. Currently scheduled dates are Feb. 7, March 19, April 4, and during exam week. 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 student will be allowed exactly **30 minutes** at the beginning of class to complete the quiz. (Late students will *not* be permitted extra time.)

*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 February 19<sup>th</sup>. *The lowest essay grade will be dropped, and the final grade will be calculated based on the 3 highest grades.*

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 225-30638”), followed by “Spring 2019”
  - 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)

*(EEOC/PHRC Statement is on the next page.)*

## **EEOC/PHRC Statement**

### **STUDENTS IN NEED OF ACCOMMODATIONS:**

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here:  
<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, and 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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*(Study Guides for Quizzes and Prompts for Essays follow.)*

# 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”

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## 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)

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### 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](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”.