

Ethics
(PHIL 2050 – 05)
Summer 2017, Second Session
Instructor: James Kintz
Email: james.kintz@slu.edu

Meeting Times:

TR 11:00-12:15

Meeting Place:

Xavier Hall, G13

Office Hours:

Tuesday 1:00-2:30, and by appointment

Required Texts:

- *The Moral Life: An Introductory Reader in Ethics and Literature*, ed. Louis P. Pojman and Lewis Vaughn, (New York: Oxford University Press, 2014).
- Rowling, J.K. *Harry Potter and the Sorcerer's Stone*, (New York: Scholastic Inc., 1997).

Recommended Texts:

- Taylor, Charles, *The Ethics of Authenticity*, (Cambridge, MA: Harvard University Press, 1991).
- Timmons, Mark, *Moral Theory: An Introduction, 2nd Edition*, (New York: Rowman & Littlefield, 2013).

Objectives:

- Become familiar with important moral theories in both contemporary ethics and in the history of philosophy.
- Learn how to apply relevant moral theories from various ethical traditions to contemporary ethical dilemmas.
- Develop skills that enable critical thinking on important ethical problems.
- Cultivate the ability to entertain and respectfully analyze all sides of important ethical issues.

Course Description:

In this class we will explore major moral theories that are important both theoretically and practically. Ethics plays a major role in our day-to-day lives, so as we progress in the course we will discover that it is not only an intrinsically interesting subject, but is also practically important. Even though this is a philosophy class, we will not only be reading authors within the philosophical corpus, but will also read literary works that address important ethical issues. The course will be divided into four parts. In the first part we will discuss the purpose of moral theory and the nature of good and evil. In the second part we will examine a variety of moral theories that seek to explain what makes a person good/bad and an action right/wrong. In the third part we will discuss why (or why not) we should be moral. Finally, in the fourth part we will look at important moral issues in order to apply some of the ethical theories that we have learned to contemporary ethical dilemmas.

Schedule:

August 29 (Tuesday)	Introduction Readings: <i>Harry Potter and the Sorcerer's Stone</i>
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August 31 (Thursday)	<p>No Class – Mass of the Holy Spirit</p> <p>Readings: <i>Harry Potter and the Sorcerer’s Stone</i></p>
September 5 (Tuesday)	<p>What is the Purpose of Morality? part 1</p> <p>Readings: <i>Harry Potter and the Sorcerer’s Stone</i></p> <p>Recommended: <i>Moral Theory: An Introduction</i>, Mark Timmons, chapter 1 – see Blackboard</p>
September 7 (Thursday)	<p>What is the Purpose of Morality? part 2</p> <p>Readings: <i>Lord of the Flies: A Moral Allegory</i>, William Golding, <i>The Moral Life</i> pp. 10-30 “On the Nature and Purpose of Morality: Reflections on William Golding’s <i>Lord of the Flies</i>,” Louis P. Pojman, <i>The Moral Life</i>, pp. 31-38</p> <p>Recommended: “On the State of Nature,” Thomas Hobbes, <i>The Moral Life</i>, pp. 39-50</p>
September 12 (Tuesday)	<p>Good and Evil, part 1</p> <p>Readings: “Billy Budd,” Herman Melville, <i>The Moral Life</i>, pp. 53-63 “Why Is There Evil?,” Fyodor Dostoevsky, <i>The Moral Life</i>, pp. 63-68 “Sophie’s Choice,” William Styron, <i>The Moral Life</i>, pp. 69-75</p>
September 14 (Thursday)	<p>Good and Evil, part 2</p> <p>Readings: “From Cruelty to Goodness,” Philip Hallie, <i>The Moral Life</i>, pp. 76-89 “Wickedness,” Stanley Benn, <i>The Moral Life</i>, pp. 89-106</p>
September 19 (Tuesday)	<p>Good and Evil, part 3</p> <p>Readings: “Beyond Good and Evil,” Friedrich Nietzsche, <i>The Moral Life</i>, pp. 106-117 “On the Origin of Good and Evil,” Richard Taylor, <i>The Moral Life</i>, pp. 118-129</p>
September 21 (Thursday)	<p>Moral Relativism, part 1</p> <p>Readings: “Custom is King,” Herodotus, <i>The Moral Life</i>, p. 131</p>

	<p>“The Case for Moral Relativism,” Ruth Benedict, <i>The Moral Life</i>, pp. 132-139</p> <p>“Why Morality is Not Relative,” James Rachels, <i>The Moral Life</i>, pp. 139-151</p> <p>Recommended: <i>Moral Theory: An Introduction</i>, Mark Timmons, chapter 3 – see Blackboard</p>
September 26 (Tuesday)	<p>Moral Relativism, part 2</p> <p>Readings: “Judge Not?” Jean Bethke Elshtain, <i>The Moral Life</i>, pp. 152-160 “Trying Out One’s New Sword,” Mary Midgley, <i>The Moral Life</i>, pp. 161-166 “The Enemy of the People,” Henrik Ibsen, <i>The Moral Life</i>, pp. 166-185</p>
September 28 (Thursday)	<p>Divine Command Theory</p> <p><i>Euthyphro</i>, Plato – online at: http://classics.mit.edu/Plato/euthyphro.html “The Divine Command Theory,” James Rachels, <i>The Moral Life</i>, pp. 297-300</p> <p>1st article synopsis due</p>
October 3 (Tuesday)	<p>Utilitarianism, part 1</p> <p>Readings: “Seaman Holmes and the Longboat of William Brown, Reported by John William Wallace,” <i>The Moral Life</i>, pp. 194-195 “Classical Utilitarianism,” Jeremy Bentham, <i>The Moral Life</i>, pp. 195-200 “Utilitarianism Refined,” John Stuart Mill, <i>The Moral Life</i>, pp. 201-205 “The Trolley Problem,” Judith Jarvis Thomson – see Blackboard “Turning the Trolley,” Judith Jarvis Thomson – see Blackboard</p>
October 5 (Thursday)	<p>Utilitarianism, part 2</p> <p>Readings: “A Defence of Utilitarianism,” Kai Neilsen, <i>The Moral Life</i>, pp. 205-218 “Against Utilitarianism,” Bernard Williams, <i>The Moral Life</i>, pp. 218-229 “The Ones Who Walk Away From Omelas,” Ursula Le Guin, <i>The Moral Life</i>, pp. 230-236</p>
October 10 (Tuesday)	<p>Deontology, part 1</p> <p>Readings: “The Moral Law,” Immanuel Kant, <i>The Moral Life</i>, pp. 239-256 “Kant’s Theory,” William K. Frankena, <i>The Moral Life</i>, pp. 256-259 “A Horseman in the Sky,” Ambrose Bierce, <i>The Moral Life</i>, pp. 280-285 “On The Supposed Right to Lie From Altruistic Motives,” Immanuel</p>

	<p>Kant, see Blackboard</p> <p>Recommended: “The Evil of Lying,” Charles Fried, <i>The Moral Life</i>, pp. 285-293</p>
October 12 (Thursday)	<p>Deontology, part 2</p> <p>Readings: “Intuitionism,” W.D. Ross, <i>The Moral Life</i>, pp. 259-272 “The Deep Beauty of the Golden Rule,” R.M. MacIver, <i>The Moral Life</i>, pp. 273-277 “A Critique of the Golden Rule,” Richard Whatley, <i>The Moral Life</i>, pp. 277-279</p> <p>1st Both Sides Paper due</p>
October 17 (Tuesday)	Review for Midterm
October 19 (Thursday)	Midterm
October 24 (Tuesday)	No class – Fall Break
October 26 (Thursday)	<p>Natural Law</p> <p>Readings: Aquinas, Thomas, <i>Summa Theologica</i>, I-II, Q. 90, a. 1-4; Q. 91, a. 1-6; Q. 92, a. 1-2; Q. 93, a. 1-6; Q. 94, a. 1-6; Q. 95, a. 1-4 – available online at http://dhspriority.org/thomas/english/summa/FS.html</p> <p>Recommended: Aquinas, Thomas, <i>Summa Theologica</i>, Q. 96, a. 1-6; Q. 97, a. 1-4 “The Scholastic Theory of Moral Law in the Modern World,” Alan Donagan, see Blackboard “Toward Understanding the Principle of Double Effect,” Joseph M. Boyle, see Blackboard</p> <p>2nd article synopsis due</p>
October 31 (Tuesday)	<p>Virtue Ethics, part 1</p> <p>Readings: “Virtue Ethics,” Aristotle, <i>The Moral Life</i>, pp. 316-329 “The Virtues,” Alasdair MacIntyre, <i>The Moral Life</i>, pp. 330-345 “Virtue and the Moral Life,” Bernard Mayo, <i>The Moral Life</i>, pp. 346-350</p> <p>Recommended: “Saints and Heroes,” J.O. Urmson, <i>The Moral Life</i>, pp. 351-363 “The Great Stone Face,” Nathaniel Hawthorne, <i>The Moral Life</i>, pp. 363-378</p> <p>Term paper topic approval deadline</p>

<p>November 2 (Thursday)</p>	<p>Virtue Ethics, part 2</p> <p>Readings: “A Critique of Virtue-Based Ethical Systems,” William K Frankena, <i>The Moral Life</i>, pp. 379-388 “The Sermon on the Mount; The Good Samaritan,” Jesus of Nazareth, <i>The Moral Life</i>, pp. 388-392 “How Much Land Does a Man Need?” Leo Tolstoy, <i>The Moral Life</i>, pp. 392-404 “Moral Cowardice,” Martin Gansberg, <i>The Moral Life</i>, pp. 412-415</p> <p>Recommended: “The Stoic Catechism,” Epictetus and Others, <i>The Moral Life</i>, pp. 415-425 “The World of Epictetus: Courage and Endurance,” Vice Admiral James Stockdale, <i>The Moral Life</i>, pp. 425-437</p>
<p>November 7 (Tuesday)</p>	<p>Feminist Ethics and the Ethics of Care</p> <p>Readings: “Feminist Ethics,” Alison M. Jaggar, <i>The Moral Life</i>, pp. 443-456 “The Need for More than Justice,” Annette C. Baier, <i>The Moral Life</i>, pp. 465-477 “The Ethics of Care,” Virginia Held, <i>The Moral Life</i>, pp. 477-491</p>
<p>November 9 (Thursday)</p>	<p>Why Should We Be Moral?</p> <p>Readings: “The Ring of Gyges,” Plato, <i>The Moral Life</i>, pp. 497-504 “In Defense of Ethical Egoism,” Ayn Rand, <i>The Moral Life</i>, pp. 504-513 “Egoism and Altruism: A Critique of Ayn Rand,” Louis P. Pojman, <i>The Moral Life</i>, pp. 513-520</p>
<p>November 14 (Tuesday)</p>	<p>Does Life Have Meaning?</p> <p>Readings: “The Good Brahmin,” Voltaire, <i>The Moral Life</i>, pp. 536-538 “Hedonism,” Epicurus, <i>The Moral Life</i>, pp. 538-544 “Life Is Absurd,” Albert Camus, <i>The Moral Life</i>, pp. 545-551 “The Human Search for Meaning: Reflections on Auschwitz,” Viktor Frankl, <i>The Moral Life</i>, pp. 557-564 “Reflections on Suffering,” Bertrand Russell, <i>The Moral Life</i>, pp. 569-572</p> <p>Recommended: “Religion Gives Meaning to Life,” Louis P. Pojman, <i>The Moral Life</i>, pp. 551-557 “The Four Noble Truths,” Siddhartha Gautama, The Buddha, <i>The Moral Life</i>, pp. 564-569</p>

	2nd Both Sides Paper due
November 16 (Thursday)	Freedom, Autonomy, and Self-Respect Readings: “I Have a Dream,” Martin Luther King, Jr., <i>The Moral Life</i> , pp. 576-579 “An Experiment in Autonomy,” Stanley Milgram, <i>The Moral Life</i> , pp. 580-592 “Existentialism Is A Humanism,” Jean-Paul Sartre, <i>The Moral Life</i> , pp. 593-601 “Servility and Self-Respect,” Thomas E. Hill, Jr., <i>The Moral Life</i> , pp. 601-611 “Harrison Bergeron,” Kurt Vonnegut, <i>The Moral Life</i> , pp. 612-618
November 21 (Tuesday)	Sexual Ethics Readings: “On the Place of Sex in Human Existence,” Immanuel Kant, <i>The Moral Life</i> , pp. 623-625 “Monogamy: A Critique,” John McMurty, <i>The Moral Life</i> , pp. 625-634 “Marriage, Love, and Procreation: A Critique of McMurty,” Michael D. Bayles, <i>The Moral Life</i> , pp. 635-647 “We Have No ‘Right to Happiness,’” C.S. Lewis, <i>The Moral Life</i> , pp. 653-657
November 23 (Thursday)	No Class – Thanksgiving Break
November 28 (Tuesday)	Student Choice: Abortion OR Capital Punishment OR Torture Readings: “Why Abortion Is Immoral,” Don Marquis, <i>The Moral Life</i> , pp. 691-709 “A Defense of Abortion,” Judith Jarvis Thomson, <i>The Moral Life</i> , pp. 710-726 OR “The Morality of Capital Punishment,” Walter Berns – see Blackboard “The Death Penalty as a Symbolic Issue,” Stephen Nathanson – see Blackboard OR “Torture,” Henry Shue – see Blackboard “Ticking Bombs, Torture, and the Analogy with Self-Defense,” Daniel J. Hill
November 30 (Thursday)	Guilt and Forgiveness “Forgiveness and Resentment,” Jeffrie G. Murphy, see Blackboard

	<p>“Remorse, Forgiveness, and Rehumanization: Stories From South Africa,” Pumla Gobodo-Madikizel</p> <p>Term paper due</p>
December 5 (Tuesday)	<p>Student Choice: Ethical Treatment of Animals OR World Hunger OR The Ethics of Pornography</p> <p>“Shooting and Elephant,” George Orwell, <i>The Moral Life</i>, pp. 795-801 “Animal Liberation: All Animals Are Equal,” Peter Singer, <i>The Moral Life</i>, pp. 801-815 “The Case Against Animal Rights,” Carl Cohen, <i>The Moral Life</i>, pp. 816-821</p> <p>OR</p> <p>“Famine, Affluence, and Morality,” Peter Singer – see Blackboard “A Reply to Singer,” Travis Timmerman – see Blackboard</p> <p>OR</p> <p>“Pornography, Oppression, and Freedom,” Helen E. Longino – see Blackboard “The Case Against Pornography: An Assessment,” Joel Feinberg – see Blackboard</p>
December 7 (Thursday)	Review for Final
December 14 (Thursday)	Final Exam

Readings and assignments are subject to change at the discretion of the instructor.

Assessment:

Attendance/Participation (10%):

Students are expected to attend classes regularly and participate in class discussions. Concerning attendance, you can miss up to 2 classes without losing any points. However, for each additional class you miss beyond these 2 classes, you will lose 25% of the attendance grade per missed class. If you miss any further classes after losing all of the attendance points (which will occur after you miss a total of 6 classes), it will result in an automatic F for the course (i.e. if you miss a 7th class you will receive an F). Regarding the participation grade, the score will be adjusted if students fail to demonstrate respect for peers, instructors, and guests. Actions that may negatively impact the participation grade include use of electronic devices for purposes not related to class, talking while others are speaking, etc. The participation grade will also be adjusted if the quality of participation indicates a lack of preparation (i.e. failure to read assigned materials).

Synopsis of Primary Articles (10%):

There are a number of primary articles that you will read throughout the semester, and you will be required to choose 2 of these articles and write a short (1-2 page) summary of each (the articles must be

selected from the philosophical readings, not the literary ones). These synopses should outline the structure of the argument for the article you choose, focusing only on the details that are most relevant. The purpose of this exercise is to learn how to summarize an argument succinctly and accurately (as if you were explaining it to someone who had never read it). This will help develop the ability to be concise when evaluating someone else's position – a skill that is useful not only for college classes and in your future career, but for communication in general.

Both Sides Papers (15%):

Twice in the semester you will be required to select an argument from a series of prompts and make the strongest argument you can both for and against the position the author takes. The paper should be 2-4 pages.

Midterm Exam (20%):

This will be an in-class exam that will involve a set of questions provided by the instructor requiring short essay responses. You will be tested for comprehension of reading assignments, understanding of the issues, and the ability to reconstruct and critically evaluate the arguments that we examine in class. (Exam booklet required.)

Final Exam (25%):

The format and purpose of the final exam will be identical to that of the midterm. (Exam booklet required.)

Term Paper (20%):

You will be expected to write a 4-6 page research paper on a topic of your choice. You must have your paper topic approved by the instructor by 10/31/17. (Failure to receive approval of your topic by this date will result in a late penalty.) Plan on using 3-5 sources for you paper.

Grading

A = 94-100	C+ = 77-79
A- = 90-93	C = 74-76
B+ = 87-89	C- = 70-73
B = 84-86	D = 60-69
B- = 80-83	F = <60

Academic Honesty and Integrity:

Saint Louis University is a community dedicated to academic excellence, student-centered education, and the Jesuit tradition. As such, the University expects all members of its community to act with honesty and integrity at all times, but especially in their academic work. Academic honesty respects the intellectual and creative work of others, flows from dedication to and pride in performing one's own best work, and is essential if true learning is to take place. Academic integrity is absolutely essential to the educational enterprise. Consequently, academic dishonesty of any sort is completely unacceptable, will not be tolerated, and consequently will be dealt with as the serious violation it is.

The following are examples of academic dishonesty. This list is not exhaustive. It is each student's responsibility to make sure that his/her work meets the standards of academic honesty set forth in the University's Academic Integrity Policy. If the student is unclear about how these definitions and standards apply to his/her work, it is the student's responsibility to contact the instructor to clarify the ambiguity *before* work is turned in for credit.

A. Cheating and Facilitating Cheating

1. Possession, distribution, and/or use of unauthorized materials or technology before or during an examination or during the process of preparing a class assignment.
2. Collaboration on class assignments, including in-class and take home examinations, without the permission of the instructor.
3. Provision of assistance to another student attempting to use unauthorized resources or collaboration on class assignments or examinations.

B. Plagiarism

1. Presentation of someone else's ideas or work, either in written form or non-print media, as one's own.
2. Omission or improper use of citations in written work.
3. Omission or improper use of credits and attributions in non-print media.

C. Improper Use of Internet Sites and Resources

1. Inappropriate use of an Internet source, including, but not limited to, submission of a paper, in part or in its entirety, purchased or otherwise obtained via the Internet, and failure to provide proper citation for sources found on the Internet.

If you are unsure what sort of behavior constitutes academic dishonesty, please discuss this with your instructor. The potential consequences of committing an act of academic dishonesty, intentionally or unintentionally, will be extremely serious. If you have any questions regarding academic dishonesty please speak with me and consult the university's full policy at: <http://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. Likewise, the specific College of Arts and Sciences policies and procedures can be found at: <http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>



Disability Services/Special Accommodations:

Students who need special accommodation in this course should inform their instructor privately and direct their request to the Disability Services Office in the Student Success Center. Any student who currently has a documented disability (physical, learning, or psychological) and who needs academic accommodations should contact the Disability Support Services Office (Busch Student Center, Suite 331, phone: 314-977-3484, or via email at disability_services@slu.edu) as early in the semester as possible. All discussions will remain confidential. Visit <http://www.slu.edu/x24491.xml> for additional information.

Saint Louis University Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. If you wish to speak with a confidential source, you may contact the counsellors at the University Counseling Center at 314-977-TALK. You can view SLU's sexual misconduct policy at <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>

Student Success Center:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic related services, and is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center.

Classroom Etiquette Policy:

As aspiring citizens, students need to approach this course as professionals. Consistent with the course requirements and expectations, as well as the competencies the course is designed to help students develop, you will be expected to submit all assignments on time, attend all required class sessions, arrive to class on time and prepared for that day's discussion, remain for the full class time, dress appropriately, pay attention, contribute thoughtfully to class discussions, be respectful of and courteous to others, refrain from eating, use technology appropriately, etc. You are welcome to use your laptop or tablet to enhance your education while in class; however, computers that become distractions from engaged participation in discussions either to the user or others will not be tolerated. Distractions include (but are not limited to) reading your email, surfing the internet, using social media, using your phone, etc. This class is intended to facilitate interesting and thought-provoking discussions, as well as to foster the learning objectives set forth for this course. If basic classroom etiquette is not observed, however, then this will not be possible. So please be respectful of your instructor and your fellow students by refraining from distracting behaviour while in class.

Contacting Your Instructor:

If you have any questions or concerns that you wish to discuss in connection with this course, do not hesitate to contact me. The best way to reach me outside of office hours is by email: jkintz1@slu.edu. Occasionally I may need to contact you by email, e.g, to alert you to a change in the syllabus, if I should have to miss class for some reason, etc. Please note that **I will be using your email address provided by the University**, and I may occasionally use Blackboard to send out announcements or distribute materials. So you should check your SLU email account regularly so that you don't miss important messages.

Questions? Please ask! I look forward to getting to know you this semester.