

## PHI 125 Honors Ethics Section: Fall 2018

PHIL125: 3 credit hours

**Professor:** Shanti Chu

**Office Hours:** Posted on BB

**Email:** SChu@clcollinois.edu

**Office:** B279

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### **Communication:**

The fastest way to communicate with me is via email at [schu@clcollinois.edu](mailto:schu@clcollinois.edu). I typically respond within 24 hours. In the email please state which course you are in since I have many students in different courses. If I do not respond to an email immediately, please do not fret since I receive many emails throughout the day.

- You can address me as Professor Chu or Shanti. Thank you!

### **Required Texts:**

1) Doing Ethics: Moral Reasoning and Contemporary Issues (Fourth Edition) [Paperback]: Lewis Vaughn: 978-0393265415

**For the texts that are provided as PDFs you are required to print them out and bring them to class. Part of being prepared for class means that you need to bring the reading to class. If you don't have the reading with you your participation grade will be negatively affected.**

### **Course Description:**

In this course, students critically evaluate general moral theories, fundamental moral concepts, and contemporary moral issues such as animal rights, environmental rights, abortion, terrorism, war and peace, racism, sexism, and heterosexism. Students work to develop and defend their own views on these matters, and to understand and evaluate others' views, by studying and applying moral theories such as virtue ethics, utilitarianism, deontology, and the ethics of care. Throughout the course, students learn about moral concepts such as sound reasoning, autonomy, impartiality, utility, rights, responsibility, and justice. Specific attention is given to moral issues relevant to and philosophical contributions made by members of traditionally underrepresented groups.

### **Course Outcomes:**

We are living in a tumultuous political climate with multiple parties and movements claiming themselves to be the "right" or "moral" movement while simultaneously dethroning science and "facts". These groups all use the language of justice, right, duty, fairness, and equality. But what do these terms mean, how are these ideas conceptualized by all the groups and individuals using these terms? Why is it problematic for multiple groups to be claiming justice if they are actively perpetuating injustice? Who decides what is just or unjust? It is necessary to understand the origins of these important concepts, how they have evolved, been stifled and only applied to certain groups of people at the expense of other groups. In this course we will examine the roots of these important concepts by examining traditional ethical theory in detail such as the works of Aristotle (virtue ethics), Kant (deontology) and Mill (utilitarianism) who provided

Western philosophy with the foundations for understanding right, equality, duty and virtue. These thinkers represent thought from only one part of the world and it is important to understand ethical theories from diverse sources as well such as the philosophy of nonviolence and oppression.

We will discuss more contemporary issues of abortion, drug use, pornography, terrorism, nonviolence, oppression, animal rights, and environmental ethics. Since we are living in such turbulent times (e.g. a global ecological crisis, hate crimes, mass shootings, an extremely divided nation, etc.), it is important to read ethical theories regarding these issues while also considering the more traditional ethical theories so you can be an efficacious human being.

Some questions this course will delve into are...what does it mean to have a right? What is duty? What is equality? What is virtue? What is justice? What is fairness? How do these concepts change depending on the context and how have they not been applied to groups of people as a means of exclusion? What is the role of government? Should the government have a say in our choices? How should human beings treat one another in different contexts? What is oppression? How can we apply ethical and moral theories to our lived experiences? What are some similarities and differences that we see across different ethical traditions? How have your perceptions of a moral issues changed or evolved throughout the semester?

**As honors students you are expected to take more of an active, engaged role with your learning. This class will be more discussion-oriented than lecture-oriented, which requires consistent, active engagement from you.** If you are struggling with a concept, it is your responsibility to come to my office hours and discuss it with me in order to be a truly active participant in the classroom.

While these works are challenging, they are accessible for individuals who have not had much experience with reading philosophical works, which is why this will be a challenging, but interesting and relevant course. **It is important to remember that reading philosophy and writing philosophy papers are challenging and that they can be done effectively only if you are committed to the reading and genuinely interested in the work/questions that the readings are approaching. I am definitely here as a resource so please ask me questions and send me emails, etc. because I am here to help you.**

### **Honors Program Information:**

Welcome to the Honors Section of Introduction to Ethics! You are each eligible to receive a scholarship of \$50 a credit hour - which will be awarded 8 to 10 weeks into the semester. If you withdraw from the class, or receive a grade lower of "B," then you will lose the scholarship. In order to remain in the program, you need to maintain an overall 3.0 GPA and receive no less than a "B" in each of your honors sections. Please contact Nick Schevera in B265 or at 847-543-2959 if you have any questions about this process.

### **Course Objectives:**

- Students will develop critical thinking skills
- Students will be able to logically support a position
- Students will apply philosophical concepts to social justice issues and their own lived experience
- Students will understand the practical importance of philosophy
- Students will closely examine their own positions, assumptions, and beliefs

- Students will become aware of their own perspective and biases when interpreting knowledge and experience

**Teaching Methodology:** This course will be a mixture of interactive lecture and discussion involving small group work and larger group work. Reading assignments and writing assignments will be completed outside of the classroom.

**Attendance Policy:**

- You are allowed three absences throughout the semester without it affecting your grade. **I do not need to know the reason for your absence and all will be weighed equally. (A total of five absences will result in a 0% for your attendance/participation grade.) If you have more than eight absences, your overall final grade will be progressively lowered by ten percentage points and you will automatically have a 0 for your participation grade.**
- If you miss a class, it is your responsibility to get the notes/information that you missed from another student. You may also come to office hours to discuss the material.

**Attendance does not only mean being physically present, but also mentally present, no cell phones, laptops, i-objects, etc. please come prepared with the text, no sleeping. If you are using your cell phone, laptop, sleeping, etc. (unless otherwise instructed) you will be asked to leave and will have a zero for participation that week. You are also expected to be on-time for class and to stay for the whole class. Failure to do so will result in being marked absent for the day.** It is extremely disrespectful and rude to do any of the above activities and shows a lack of effort and participation on your behalf. You need to schedule appointments around your classes. Participation includes engagement in class discussions and coming prepared to answer questions during lecture. The nature of this class is debate and discussion, which is why participation is very important.

- **It is the policy of our classroom to turn off all electronic forms of communication and entertainment, e.g., cell phones and notebook computers, unless specifically directed otherwise. If you cannot abide by that then you will be asked to leave as it is disrespectful, disruptive and rude.**

**Method of Evaluation:** Grades are calculated out of the total number of points in this course: **305 points total**

**Participation:** Out of 70 points (average of your weekly participation points), attendance (not only being physically present, but also mentally present, no cell phones, laptops, please come prepared, no sleeping). **If you are using your cell phone, laptop, sleeping, etc. you will be asked to leave and will have a zero for participation that week. It is extremely disrespectful and rude to do any of the above activities and shows a lack of effort and participation on your behalf. If you are late or are not present for the whole class (for example: leave class early, come to class late), your participation grade will fall as you will be marked absent. It is your responsibility to schedule things around your classes instead of during your classes.** Participation includes engagement in class discussions and coming prepared to answer questions during lecture. This also includes BRINGING THE READING TO CLASS EVERY-DAY. It is your responsibility to be prepared for the discussions so you can participate sufficiently. Failure to participate will lead to a zero in participation for the week.

- Your participation grade is a composite of the following criteria combined with attendance. **An A is basically consistent participation in all 3 of these categories:**
  - o Active participation in interactive lecture: Response to questions asked by instructor, actively ask questions as well/relate to your own lives.
  - o Active participation in small group discussions: Dialogue/discussion with group participants, actively look for central quotes in the text to answer discussion questions.
  - o Active participation in large group discussions/debates: Dialogue/discussion with peers, response to follow-up questions asked, reference to specific quotes in the text.

**Reading Comprehension Responses:** There will be 8 reading comprehension responses due on the assigned reading material. You will choose one of the guided reading questions provided and submit a 1-paragraph response to it (typed) and submit it at the beginning of class. **Hard copies need to be submitted. If there is an issue with the printer, please email it to me before class to ensure that late points will not be taken off.** These will be 5 points each, 40 points total.

**Papers:** You will have 2 required unit papers (at least 2 pages typed, 12 point font, times new roman, double spaced, 1 inch margins maximum) worth 25 points each, 50 points total - These will respond to a question that I post on Blackboard (“assignments”) and must include textual references/citations (specific quotes from the text with page numbers that you explain) in order to get any type of credit. The due dates for these papers are listed in the schedule.

**Blog Post:** (25 points) You will have the opportunity to write a blog post relating to our units on identity (class, gender, sexuality, race). You will need to be concise, yet creative in your application of course material to contemporary issues in a way that can be understood by a wide audience. Guidelines will be provided for this assignment.

**Presentation and Paper:** (50 points) You will be responsible for presenting on a reading of your choice (from the syllabus) to the rest of the class and writing a paper on that topic. The presentation needs to include a visual (Powerpoint, Prezi, handout, video, blog, etc.). You will also be responsible for leading the discussion. You will receive more specific instructions for this.

**Final Paper:** Out of 70 points, one analysis paper (70 points total, 5-6 pages), instructions/directions will be given during the appropriate time. The purpose of this paper is to demonstrate your ability to understand, explain, and relate the different philosophical frameworks to one another where you can identify similarities and differences across traditions.

### **Criteria and Process for Determining Final Grades:**

I calculate your final grades based off of the number of points you earned and divide that by 305 points. Here are the minimum points needed for each grade: Out of 305 points

A (90-100%): 275

B (80-89%): 244

C (70-79%): 214

D (60-69%): 183

F (Below 60%): Anything below 183 points

**Academic Integrity:** Plagiarism and other forms of academic dishonesty will not be tolerated. Whenever you quote or paraphrase from a book, the internet, a lecture, or other source, you must cite that source and use quotes if appropriate. Please review the College’s Academic Honesty Policy.

**Note on Plagiarism:** I am very strict about plagiarism and **will not accept it**. I use SafeAssign for every assignment submitted so you need to be aware of your responsibilities regarding appropriately citing sources you are using. **Even if you are using a website to help you understand the material and you end up using an idea from the website without citing it, you are plagiarizing.** If you are having trouble understanding the material, reread the material, come to my office hours, and engage with the text more rather than looking at a misinformed website online and copying from it without citing it. If you plagiarize, you will receive a zero on the assignment, which can lead to failing the class depending on the severity of plagiarism and the assignment.

**Plagiarism and Academic Integrity: Plagiarism will not be tolerated in this class.**

Plagiarism includes:

1. Downloading papers from the web.
2. Copying parts of web pages into your paper.
3. Quoting from a book or article without citation.
4. Paraphrasing an author's work without credit.
5. Taking someone else's ideas and claiming them as your own.

If you are unclear about how to cite sources see me. Ignorance is not an excuse for plagiarism.

If you are caught plagiarizing, you will fail the paper and the class and the incident will be added to your permanent CLC record.

## **CLC Policies:**

**Religious Observance**

The College of Lake County accommodates individual students' religious observances in regard to admissions, class attendance, scheduling of examinations, and work. To request accommodation, students who expect to miss classes, examination, or other assignments as a consequence of their religious observance should provide me advance notice of the date or dates they will be absent.

**Student Rights and Responsibilities Policy (SRRP)**

The Student Rights and Responsibilities Policy (SRRP) and associated procedures describe students' rights and responsibilities, as well as examples of misconduct inconsistent with the academic environment at CLC. For more information, refer to [Student Rights and Responsibilities Procedures \(PDF\)](#).

**Student Records/FERPA**

The Family Educational Rights and Privacy Act (FERPA) gives students certain rights with respect to their education records. Please see the CLC catalog for more details.

**Disclosure of Classroom Recordings**

When appropriate, accommodations may allow for a student to record or capture classroom instruction and discussion. Students who qualify for

such accommodations are required to abide by the terms and conditions of the College regarding the appropriate use of such services and/or devices. This means that, pursuant to 720 ILCS 5/14-2(2014), all students are hereby notified that all course content may be recorded without further announcement and without individual consent.

### **Withdrawing from Class**

If you plan to discontinue attending your class anytime during the semester, you are responsible for officially dropping the class online. Grades of W will only be assigned to students who drop themselves. Tuition and fee refunds will be issued to eligible students based upon the effective date of withdrawal, which is recorded in the system at the time the student drops the class.

Instructors are required to report noticeable non-attendance of students. If you discontinue attending class and are dropped by the institution, the following grades will be assigned:

WN – Withdrawal of students who never attended – no impact on GPA

WS – Withdrawal of students who stopped attending – no impact on GPA

FW – Withdrawal of student who stopped attending after the official withdrawal deadline (68%) and instructor deems failing - impact on GPA is equivalent to a grade of F.

Last day to Withdraw from class with Refund and No Grade and without the instructor's permission is (*insert date from grade roster*).

Last date to Withdraw with Grade is (*insert date from grade roster*).

In order to withdraw from this class after this date, the student must have a passing grade at the time the student is requesting a withdrawal from the instructor. The instructor will then withdraw the student.

### **Title IX**

The College of Lake County seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault, we encourage you to report this. If you report this to a faculty member, they must notify our college's Title IX coordinator about the basic facts of the incident. For more information about your options at CLC, refer to [Title IX Procedures \(PDF\)](#). You can also contact Teresa Aguinaldo, Title IX Coordinator at [com401@clcillinois.edu](mailto:com401@clcillinois.edu) or by calling (847) 543-2288.

**Non-Discrimination** The College of Lake County is committed to maintaining an environment free from harassment and discrimination for everyone and does not discriminate on the basis of race, sex, national origin, religion, sexual orientation, gender identity or expression, or any other protected status. Further, the College does not discriminate on the basis of sex in any educational, employment, or extracurricular activity. Sexual misconduct, as described in this policy, is a form of sexual harassment, which is a form of discrimination and is prohibited by Title IX of the Education Amendments of 1972. Domestic Violence, dating violence and stalking are also prohibited conduct as defined by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Violence Against Women Reauthorization Act of 2013.

**Student Resources: Please remember that CLC has a plethora of resources for you at your disposal!**

**Tutoring (includes Math and Writing Center)** Currently enrolled CLC students can use the Tutoring Center, with locations at the Grayslake Campus (1st Floor of the Library), the Lakeshore Campus (S209), and the Southlake Campus (V212). This service is provided through the student fee. Tutors in the Writing Center work with students at any stage of the writing process – from generating ideas to polishing a final draft. The Math Center provides tutoring in mathematics, sciences, and math related courses. The secret to success is knowing when to seek help. Going to the Tutoring Center can help with your success at CLC.

**Counseling and Psychological Services (CAPS)** Personal/mental health counseling is available at Counseling and Psychological Services (CAPS) in C176 at the Grayslake Campus or call (847) 543-2032. Please note: This location will likely change during the Fall semester. Updates will be sent to the campus community as they are available. For a crisis or emergency outside of regular business hours, please call (847) 543-2032 and press #1 for "Crisis" and follow the prompts. When you reach the operator, ask for an after-hours "CYN" crisis worker to be paged.

**Counseling, Advising, and Transfer Center (CATC)** The College of Lake County provides services to assist students in making the transition to college life, get oriented to the college environment, and reach their academic and career goals. Student Development Counselors and Advisors are available via the Counseling, Advising and Transfer Center (CATC) at all three campuses: Grayslake, Room A124, (847) 543-2060; Lakeshore, Room N211, (847)543-2186; and Southlake, room V130, (847)543-6502.

**Career and Job Placement Center (CJPC)** Career and Job Placement Center helps CLC students learn the skills to prepare job search materials (cover letter, resume assistance), find student employment jobs on campus, and job leads, interview successfully, network and find an internship. Career Specialists are available to meet with students individually. Contact 847-543-2059, or stop by the Grayslake Campus, Room A111 to make an appointment to get a jumpstart on your CAREER!

**Office for Students with Disabilities (OSD)** CLC prohibits discrimination against individuals with disabilities in its services, programs, activities, and employment. The Office of Students with Disabilities (OSD) provides academic accommodation, information and support to students with disabilities. Individuals with disabilities may be afforded the following classroom accommodations, including but not limited to extended time for exams, in-class note-takers, interpreters, and readers. OSD is located in Room B171. Additional information may be obtained by calling the OSD office at (847) 543-2055 or email: [osd@clcollinois.edu](mailto:osd@clcollinois.edu). If you have already contacted the Office for Students with Disabilities and have completed the Instructor Notification Form, please set a time to meet with me to discuss your needs.

**Women's Center, LGBTQ+ Resource Center, Multicultural Resource Center, and Veterans Affairs:** Stop by B113 (The Student Resource Center) Monday-Friday to check out any of these resources/offices. For more information on general student services, please contact me at [schu@clcollinois.edu](mailto:schu@clcollinois.edu) and I can direct you to the correct individuals.

**CLC Safe Zone:**

As a means of increasing CLC's commitment to open access and educational opportunity, CLC has actively participated in the national Safe Zone program since the fall semester of 2003. The national program represents an effort to address homophobia, heterosexism, and transphobia in schools and is intended to provide support for LGBTQIA+ students, faculty, and staff. The LGBTQIA+ Resource Center facilitated program tangibly identifies safe allies for LGBTQIA+ people in an effort to increase students' academic success and retention. I hereby declare myself as such an ally, and this class as a Safe Zone.

It is CLC policy for students to use whatever bathroom they wish to use on campus. This policy is supported by the gender inclusive signs in front of every bathroom. There is also a single unit, gender neutral bathroom stall in the C-wing on the first floor (C160A).

*Please inform me if you have a name you prefer so that I may make changes to my records. Additionally, feel free to share the appropriate pronoun that you would like me to use when referring to you. If you have any questions or concerns, please do not hesitate to contact me.*

If you wish to change your name on Blackboard to your preferred name, please contact the LGBTQ+ Resource Center, B113 D by calling 847-543-2529 or by emailing [lgbtqcenter@clcollinois.edu](mailto:lgbtqcenter@clcollinois.edu).

### **Inclusive Environment and Civility:**

Each student should feel welcome and encouraged to succeed in their academic goals. All students are expected to maintain a positive environment and should demonstrate respect for diversity, gender, sexuality, ability status, age, socioeconomic status, ethnicity, race, and culture during their interactions in this class. **If you are disrespectful, threaten the professor and/or students, you will be asked to leave.**

**Course Schedule: This is a tentative schedule, there are likely to be some changes since readings may take more or less time than expected. Changes made will be announced in class or online. The text is due by the date it is listed by. It is your responsibility to keep up with the due dates.**

**Tuesday, August 21st:** Introduction to course, What is Ethics? Life goals?

**Thursday, August 23<sup>rd</sup>:** **Metaethics:** "Moral Distinctions Not Derived from Reason" and "A Critique of Ethics" (PDFs provided on Blackboard)

**Tuesday, August 28th:** Readings Cont.

**Thursday, August 30th:** "The Subjectivity of Values" and "Cultural Relativism" (PDFs)

**Tuesday, September 4<sup>th</sup>:** **No Class, Labor Day**

**Thursday, September 6th: Kantian Deontology** *Doing Ethics* p.102-124

**Tuesday, September 11th: Abortion:** p.163-184

**Thursday, September 13th:** p.194-205

**Tuesday, September 18th: Abortion Debate, Kant Paper Due**

**Thursday, September 20th: Aristotle's Virtue Ethics,** p.136-153

**Tuesday, September 25th: Drug Use:** p.350-368

**Thursday, September 27th:** p.368-377

**Tuesday, October 2nd: Drugs Debate**

**Thursday, October 4th: Pornography:** p.416-425

**Tuesday, October 9th: Mill's Utilitarianism,** p.78-101

**Thursday, October 11th: Political Violence,** p.539-558

**Tuesday, October 16th:** Terrorism essays: p.577-584 and "The Morality of Terrorism" (PDF)

**Thursday, October 18th: Nonviolent Resistance:**

Gandhi "Practice of Satyagraha" and MLK "Letter from Birmingham Jail" (PDFs)

**Tuesday, October 23<sup>rd</sup>:** *5 Broken Cameras* Viewing

**Thursday, October 25th:** *5 Broken Cameras* Viewing and Discussion on Nonviolence, **Mill Paper Due**

**Tuesday, October 30th: Oppression:** "Five Faces of Oppression" (pdf p.37-60)

**Thursday, November 1st: Sexism and Patriarchy:** "Oppression" (pdf p.183-192)

**Tuesday, November 6th:** "What is Feminist Ethics" (PDFs)

**Thursday, November 8th: Racism:** Blum Racism PDF

**Tuesday, November 13th:** Blum Essay Continued

**Thursday, November 15th: Homophobia and Heterosexism:** "Homophobia"

**Tuesday, November 20th:** "Gender Treachery: Homophobia, Masculinity, and Threatened Identities" (PDFs)

**Thursday, November 22<sup>nd</sup>- No Class, Thanksgiving Break**

**Tuesday, November 27th: LGBTQ+ Panel and Discussion**

**Thursday, November 29th: Environmental Ethics and Animal Rights:** p.451-460, p.465-479, **Oppression Blog Post Due**

**Tuesday, December 4<sup>th</sup>:** “Puppies, Pigs, and People” (PDF)

**Thursday, December 6<sup>th</sup>:** **Environmental Ethics and Animal Rights Debate**

**Thursday, December 13<sup>th</sup>:** Final Meeting 2-3:50pm