

SPRING 2011

## ETH-PHI 240

### NOTE:

This course is on Blackboard ([Click Here](#))

### CLASS MEETS:

MWF: 9:00-9:50 AM

CLASSROOM 102

### INSTRUCTOR

#### OFFICE HOURS

#### HOME PAGE

#### E-MAIL

#### BLOG

#### PHONE:

Office: 513-244-4405

Home: 513-633-1951

### COURSE DESCRIPTION

This course will examine classical ethical theories and their application to contemporary issues, including: capital punishment, euthanasia, abortion, world hunger, war, and business ethics. include: Attendance and class participation are mandatory. [HERE IS HOW ETH-PHI 240 FULFILLS THE COLLEGE'S LIBERAL ARTS REQUIREMENTS.](#)

### OBJECTIVES

1. Students will be able to identify some of the today's more important moral issues.
2. Students will be able to present arguments based on moral theories and principles in support of a resolution.
3. Students will be able to explain the classic resolutions proposed by philosophers and formulate their own opinions.

### TEXTBOOKS

[Ronald F. White, \*Moral Inquiry\* \(Click Here\)](#)

Case Studies and supplemental reading is on BLACKBOARD

Assorted Internet Links

### GRADES

4, 750 word blog entries = 80%

small group discussion =20%

### DETAILS

**Course Description:** This course will examine some of the major moral issues of our time, including: abortion, euthanasia, world hunger, war, animal rights, etc.

**Attendance:** You cannot pass this course without attending class. Absences also negatively impact class discussion. Therefore, you may not miss any more than five classes during the semester. The sixth absence will result in the loss of one letter grade for the course. It is your responsibility to sign the attendance sheets. NOTE: If you are more than 10 minutes late you may NOT sign the attendance sheet.

**Small Groups (20%):** On those classes designated "leader" show up to class prepared. That means have ALL your reading completed and bring a one-page outline of the material you intend to present along with a few questions for your group. Turn in a copy to me on Blackboard *before class*. One letter grade may be deducted off final grade for each outline that are not turned in on time. An absence on a lead discussion day can really hurt your final grade. You will

grade your small-group members. Turn in the sheet at the end of this syllabus on the last day of class. If you do not turn in your small group grading sheet I will NOT give you an A in the course.

SMALL GROUP ASSIGNMENTS							
LEADER#	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 7
1.	Bennett	Duran	Gronefeld	Maxi	Mkongwa	Scalf	Strader
2.	Campolongo	Enderle	Hambrick	McLain	Moore	Schulte	Theimann
3.	Carr	Ferneding	Keyes	McQueen	Niehaus	Seeger	Thompson
4	Conners	Forste	Krommer	Meinking	Peoples	Shinkle	Wahl
5	Davis	Griffin	Lewis	Meyer	Reisinger	Sievert	

**Blog Entries (80%):** You will submit four 750 word blog entries over the course of the semester. The questions will be posted on Blackboard under “Blog Topics.” These entries must exhibit an understanding of both the philosophical issues (including moral issues) and the factual issues (historical, economic, scientific etc ). Essays must also exhibit college level writing skill. You may see me before (or after) class for help *before* the day entries are due. If you must get a certain grade, this is how to do it! I probably will not change the grade of any particular essay, unless you can convince me that I made an error. You may not subsequently rewrite an entry either. Your primary source materials will be the course material. Footnote like this (CASE 1). No long paragraphs quoted please! Only reference a few phrases or sentences. **ALSO: You must also comment on at least two of the blog entries posted by your other group members.** These comments are due within one day of the original posting. When computing final grades I will use the “quality of comments” to determine borderline final grades. Grades and my comments will be posted at the Grading Center on BLACKBOARD. Here is how I’ll grade your blog entries. Each of the four blog entries is worth 20 points. (18=90%, or A)

- 1. DOES YOUR ESSAY ANSWER THE QUESTION THAT I ASKED?** If you write an essay that does not address my question you can’t get a good grade. Make sure you answer every part of the question. If I write: “Answer the question.” on your exam, then you did not meet this requirement.
- 2. DOES YOUR ESSAY HAVE SUFFICIENT PHILOSOPHICAL CONTENT?** Does the essay reflect an understanding of the main philosophical ideas covered in class: theories, names of philosophers, etc? Here I need structured detail. Everything you need will be in your textbooks, lecture notes, and small group outlines. If I write “More detail on theories” on your exam you did not meet this requirement.
- 3. DOES YOUR ESSAY INCLUDE EXAMPLES THAT HELP ILLUSTRATE KEY CONCEPTS?** Are there important current or historical events, court cases, or personal experiences that illustrate the application of the theory? For example, an essay about abortion should mention “Rowe v. Wade.” If I write “More specifics” on your essay you did not meet this requirement.
- 4. DOES YOUR ESSAY COME TO SOME ARGUED CONCLUSION?** In my classes you have to decide, at least tentatively, what you think about the theories covered in class. Do you agree with one theory? If so, why? Give argument in support of your position and arguments against rival positions. If I write “What do you think?” on your essay you did not meet this requirement.
- 5. IS YOUR ESSAY LONG ENOUGH TO MEET THE MINIMUM LENGTH REQUIREMENT?** You may write longer essays, but you must meet my stated minimum requirement for length, usually 5 pages. If I write “Too Short” on your essay that means that you did not meet this requirement.
- 6. IS YOU’RE YOUR ESSAY WELL WRITTEN?** Your essay must be written at a college level, which means that you need a well-crafted essay free of typographical errors. If I write “poorly written” on your essay that means you did not meet this requirement AND that you probably need extra help from me and the Writing Center.
- 7. IS YOUR ESSAY ON TARGET AND INDICATIVE OF GOOD EFFORT?** If your essay indicates to me that you really do not know what you are doing and that you probably haven’t been to class or done any of the reading, then I am not pleased. If I write “Feeble Effort” and/or “See Me” along with a disappointing grade; that means that you did not meet this requirement.
- 8. IS YOUR ESSAY ORIGINAL?** Obviously, I expect you to write your own essays. Do not copy phrases from your textbooks or Internet sources without a reference. Do not copy anything from your friend’s essays. If I write “Who wrote this?” on your essay that means that your writing looks too scholarly for student writing or that it closely resembles another student’s essay. Beware! I am very intelligent and proficient at detecting plagiarism. Because I am willing to help you write your essays, I am especially hard on cheaters.

**Plagiarism:** If you copy someone else’s writing without referencing it, that’s plagiarism. The Mount has very strict policies in regard to academic honesty. Cheating is not only illegal and immoral it is also profoundly lazy and stupid, given that I ask non-generic essay questions that are very specific to our course content. Not only that, but I’ll help you write the essays during office hours. Remember, I’m an expert on differentiating between student writing and scholarly writing. Don’t cheat! If I catch you I’ll turn you into the Dean. I usually catch 1 or 2 per semester. [HERE IS THE COLLEGE’S POLICY](#)

**Incompletes:** [\(CLICK HERE\)](#)

**Disability Policy:** Students with documented disabilities are encouraged to speak to course faculty at the beginning of the semester. In compliance with Section 504 of the Rehabilitation Act of 1973, the College of Mount St. Joseph provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more of such major life activities as walking, seeing, hearing, or learning. Students with disabilities should contact Susan Brogden, the Director of Academic Support, to present documentation and develop individualized accommodation plans ([244-4524/susan\\_brogden@mail.msje.edu](mailto:244-4524@susan_brogden@mail.msje.edu), The Learning Center, Room 156 Seton). Additional information can be found at <http://www.msje.edu/view/academics/disability-services.aspx>.

# SCHEDULE

DATE	ACTIVITY	ASSIGNMENTS
<b>MORAL THEORY</b>		
1/10	Introductions	
1/12	Mr. Ego	Bring Small Group Grading Sheets to Class
1/14	Lecture: Human Inquiry	<u>White (Intro)</u>
1/17	NO CLASS	
1/19	Lecture: <u>Teleological Theories</u>	<u>White Ch.1</u>
1/21	Lecture Deontological Theories	<u>White Ch 1 Positive and Negative Rights</u>
1/24	Lecture: Principles, <u>Beneficence</u>	<u>White 3</u>
1/26	Lecture: Principles, Utility	<u>White Ch.</u>
1/28	Lecture: principles Liberty	<u>White 4 and Libertarianism and Legal Moralism</u>
1/31	Lecture: Justice	<u>White 5 Merit v. Need and Need v. Merit 2</u>
2/2	Virtue-Based Theories	<u>White Ch. 1</u>
<b>ABORTION</b>		
2/4	Lecture: <u>Abortion</u>	READ: <u>Abortion</u> <u>White Chapter 8</u>
2/7	Leader 1. _____ \	<u>Fact Sheet</u>
	Leader 2 _____	<u>Abortion</u> (discussion questions)
2/9	Leader 3. _____	Case Studies: Abortion Doctors
	Leader 4 _____	Case Studies: Abortion African Americans
<b>EUTHANASIA</b>		
2/11	Lecture: <u>Euthanasia</u>	<a href="http://euthanasia.procon.org/">http://euthanasia.procon.org/</a>
2/14	Leader 5 _____	Case: Euthanasia Father
2/16	Leader 6 _____	<u>SCHIAVO 1,</u>
	Leader 7 _____	<u>2, and 3</u>
2/18	No classes	
<b>DEATH PENALTY</b>		
2/21	Lecture: <u>Death Penalty</u>	<a href="http://deathpenalty.procon.org/">http://deathpenalty.procon.org/</a>
2/23	Leader 8 _____	Case Studies: Death Penalty, Justice Stevens, Death Penalty Costs
2/25	Leader 9 _____	<a href="http://www.prejean.org/">http://www.prejean.org/</a> (watch video)
<b>WORLD HUNGER</b>		
2/28	Lecture: <u>World Hunger</u>	<b>BLOG I. DUE: Before 9:00 AM</b> <u>Garrett Hardin and Peter Singer</u>
3/2	Leader 10 _____	<u>African Development</u>
3/4	Leader 11 _____	<u>Haiti 1 and Haiti 2</u>
3/7 to 3/12	Spring break	
<b>LEADERSHIP ETHICS</b>		
3/14	Lecture: Leadership Ethics	
3/15	<b>Peter Corning Lecture</b>	<b>Extra Credit</b>
3/16	TBA	
<b>WAR AND TERRORISM</b>		
3/18	Lecture <u>War</u>	<u>Blog Entry</u>
3/21	Lecture: continued	<u>Blog Entry</u>
3/23	Leader 12 _____	<u>Iraq War</u>
	Leader 13 _____	<u>Blog Entry</u>
3/25	Leader 14 _____	<u>WATERBOARDING and WATER 2</u>
3/28	Leader 15 _____	<u>DRONES</u>
<b>ANIMALS AND THE ENVIRONMENT</b>		
3/30	<u>Animals</u>	<b>BLOG #2 DUE</b>
4/1	Leader 16 _____	<u>THE PIG PICTURE</u> (Part 1)
	Leader 17 _____	<u>THE PIG PICTURE</u> (Part 2)

4/4	Lecture: <a href="#">Environmental Ethics</a>	<a href="#">Tragedy of the Commons</a> (parts 1-3)
4/6	Leader 18 _____ Leader 19 _____	<a href="#">Fish</a> <a href="#">Fish 2</a>
4/8	Leader 20 _____ Leader 21 _____	BP Oil Spill #3 TBA
<b>CONTEMPORARY ISSUES</b>		
4/11	Leader 22 _____ Leader 23 _____	Case: Sexting #1 Case: Sexting #2
4/13	Leader 24 _____ Leader 25 _____	<a href="#">TSA #1</a> <a href="#">TSA #2</a>
4/15	Leader 26 _____ Leader 27 _____	<a href="#">Wiki-Leaks</a> TBA
<b>GLOBAL ISSUES: WOMEN'S RIGHTS</b>		
4/18	Lecture: <a href="#">Cultural Relativism</a>	<i>White Ch. 10</i> <b>BLOG #3 DUE</b>
4/20	Leader 28 _____ Leader 29 _____	<a href="#">FGM1</a> <a href="#">FGM2</a>
4/22-4/25	NO CLASSES	
4/27	Leader 30 _____ Leader 31 _____	<a href="#">Whipping 1</a> and <a href="#">Whipping 2</a> <a href="#">Pakistan 1</a> and <a href="#">Marriage</a>
4/29	Leader 32 _____ Leader 33 _____	<a href="#">Sex Slavery 1</a> and <a href="#">Sex Slavery 2</a> <a href="#">Sex Slavery 3</a> and <a href="#">Sex Slavery 4</a>
<b>BLOG ENTRY #4 Due Finals Week</b>		

### SMALL GROUP GRADING SHEET

GRADER \_\_\_\_\_ COURSE \_\_\_\_\_

NOTE: GRADE EVERYONE IN YOUR GROUP, INCLUDING YOURSELF. YOU MUST TURN THIS IN AT THE END OF THE SEMESTER OR I WILL DEDUCT ONE LETTER GRADE FROM YOUR SMALL GROUP GRADE

NAME	ABSENCES	GRADE	WHY
1. _____	1-3 4-6 6-10	A B C D F	
2. _____	1-3 4-6 6-10	A B C D F	
3. _____	1-3 4-6 6-10	A B C D F	
4. _____	1-3 4-6	A B C D	

	6-10	F	
5. _____	1-3	A	
	4-6	B	
	6-10	C D F	
<b>GRADE YOUR ENTIRE GROUP FOR THIS COURSE    A B C D F</b> <b>EXPLAIN:</b>    			

**KEEP TRACK OF YOUR GROUP MEMBERS WITH THIS CHART**

<b>1.</b> <b>Leader</b> _____ <b>Grade A B C D F</b> <b>Why</b> _____ <b>Absent</b> _____	<b>2.</b> <b>Leader</b> _____ <b>Grade A B C D F</b> <b>Why</b> _____ <b>Absent</b> _____
<b>3.</b> <b>Leader</b> _____ <b>Grade A B C D F</b> <b>Why</b> _____ <b>Who was absent</b> _____	<b>4.</b> <b>Leader</b> _____ <b>Grade A B C D F</b> <b>Why</b> _____ <b>Who was absent</b> _____
<b>5.</b> <b>Leader</b> _____ <b>Grade A B C D F</b> <b>Why</b> _____ <b>Who was absent</b> _____	<b>6.</b> <b>Leader</b> _____ <b>Grade A B C D F</b> <b>Why</b> _____ <b>Who was absent</b> _____
<b>7.</b> <b>Leader</b> _____ <b>Grade A B C D F</b> <b>Why</b> _____ <b>Who was absent</b> _____	<b>8.</b> <b>Leader</b> _____ <b>Grade A B C D F</b> <b>Why</b> _____ <b>Who was absent</b> _____
<b>9.</b> <b>Leader</b> _____ <b>Grade A B C D F</b> <b>Why</b> _____ <b>Who was absent</b> _____	<b>10.</b> <b>Leader</b> _____ <b>Grade A B C D F</b> <b>Why</b> _____ <b>Who was absent</b> _____
<b>11.</b> <b>Leader</b> _____ <b>Grade: A B C D F</b> <b>Why</b> _____ <b>Who was absent</b> _____	<b>12.</b> <b>Leader</b> _____ <b>Grade: A B C D F</b> <b>Why</b> _____ <b>Who was absent</b> _____

13.  
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42.  
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59.  
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60.  
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