

PHIL 2050-03 / 2050-04
ETHICS
INSTRUCTOR: KATHERINE SWEET
KATHERINE.SWEET@SLU.EDU

THIS CLASS MEETS **IN PERSON** TEGELER HALL 102
2021

AUGUST 25 – DECEMBER 10,

SECTION 03 MEETS TR 9:30 AM-10:45 AM
SECTION 04 MEETS TR 11:00 AM-12:15 PM

Office Hours: T 12:30 – 1:30 pm (in the Tegeler Hall common room or over zoom)
W 1:30 – 2:30 pm (over zoom, occasionally in person)
Or By Appointment (in person or over zoom)

The purpose of this course is to introduce moral questions, moral issues, and moral theories to students. Throughout this semester, you will learn to evaluate arguments and expand your knowledge of pivotal ethical concerns, including historical issues and contemporary problems. We will explore questions such as, “Do we have obligations to others?”, “Are there right and wrong answers to moral questions?”, “How do we know right from wrong?”, “What is the right thing to do in difficult ethical circumstances?”, “Can we develop habits that help us make moral decisions well?”, “What makes for a good person, if anything?”, and “What makes for right action, if anything?”.

THE LEARNING OUTCOMES OF THIS COURSE:

- (1) Achieve a basic understanding of some of the texts most foundational to the philosophical tradition as it relates to ethical questions, including Aristotle’s *Nicomachean Ethics*, Plato’s *Gorgias* and *Euthyphro*, Aquinas’ *Summa Theologiae*, and Kant’s *Groundwork of the Metaphysics of Morals*.
- (2) Be able to think independently and creatively about some of the perennial questions of the human condition, including how to live well and how to judge right from wrong.
- (3) Be able to develop and evaluate clear and precise arguments (either in speech or in writing) for your own philosophical positions.
- (4) Be able to develop and evaluate clear and precise arguments (either in speech or in writing) for the philosophical positions of others.
- (5) Achieve a greater awareness of the nature and importance of moral virtues, intellectual virtues, and the complexities of ethical issues.

READINGS AND COURSE ASSIGNMENTS:

QUIZZES: 10% OF TOTAL GRADE

Quizzes will be based on readings for the week. There will be somewhere between 4 and 7 total quizzes throughout the semester. Quizzes could be short answer, true/false, or multiple-choice. Quizzes will NOT be announced beforehand, so they will reflect your motivation to attend class and your effort to retain information in the reading. Quizzes CANNOT be made up at ANY time during the semester (see Attendance policy for exceptions to this rule). If you miss a quiz, you will receive a zero for that quiz. I will drop the lowest 2 quiz grades at the end of the semester.

SHORT WRITING ASSIGNMENTS: 15% OF TOTAL GRADE

You will be asked occasionally to write one or two pages on a certain topic or issue related to a class text or class discussion. Sometimes you will be asked to do this in-class, sometimes you will be asked to do it for homework and turn it in. Sometimes you will be asked to write alone, sometimes with other students in the class. These assignments are not meant to show that you have a “correct answer” to some ethical question. They are meant to strengthen your writing skills, your curiosity, and your ability to criticize, defend, and explain important topics and debates. Short Writing Assignments cannot be made up at any time during the semester (see Attendance policy for exceptions to this rule). If you miss a SWA, you will receive a zero.

PAPERS: 50% OF TOTAL GRADE

You will be expected to write three papers throughout the semester, each 4-7 pages long. All papers should be typed in 12-point Times New Roman font, double-spaced, with 1-inch margins on each side, totaling at least 4 FULL pages and no more than 7 pages. **Your name should NOT be written on the paper, only your SLU ID and the date.** Banner ID should be on one page, so that your real paper should begin on the first line of the second page.

For the first two papers, you will be required to submit a sentence-structured outline one week before the paper’s due date. This outline will be graded as part of your paper. The purpose of these outlines is to ensure that you are developing your ideas before writing, as well as engaging with the relevant material.

The first paper is worth 10% of your final grade. The second paper is worth 15%. The final paper will be written in class and is worth 25%. This grading scale reflects the course goal of improving your writing technique and philosophical ability to make arguments and criticize arguments. As you progress through the semester, your writing should progress. If it does not, your grade will reflect that. Each paper will have a handout explaining explicitly what you are to write on and how you are to structure your paper (one possible exception to this may be the final paper). You will be graded primarily on your ability to answer the questions posed for the paper, as well as to follow directions in structuring your paper in the correct way. You will also be graded based on clarity of reasoning, correct grammar and spelling, and clarity of expression. A rubric will be used during the

grading process.

Late outlines and late papers will lose a plus/minus grade for each class period that it is late. So, if a paper is turned in one class period after the class period in which it was due, the highest score you can receive on it is a B+. If a paper is two class periods late, then the highest score you can receive on it is a B-. The following week, that drops to a C+ and a C- and so on.

GROUP PROJECT: 25% OF TOTAL GRADE

Your group project will be comprised of three parts, and each group will be comprised of 3 students. If groups cannot be split evenly into groups of 3, then one group will receive special instructions for its project. Each student will be graded on one part of the project, making each group member's grade (potentially) different. Students will separate into groups mid-semester and decide which student will be responsible for which portion of the project. The three parts of the project are as follows: written essay, presentation, and research. Students can and should help one another for each portion, but only one student will be responsible (i.e., graded) for each part.

Topics for the project must be agreed upon by the members and approved by the instructor before any research can begin. Project topics will be largely up to the group members, with a few constraints. Topics must be sufficiently narrow to ensure project completion and project quality. Topics should focus on one of the areas of philosophy discussed in this course—moral questions, ethical virtues, ethical theories, or ethical dilemmas. For more information on this project, see the Group Project Assignment document.

EXTRA CREDIT:

Extra Credit will be given to those students who choose to come to me before either the first or second paper is due, with specific questions about the philosophy passages relevant to the paper or the prompt/questions I ask for the paper. You may meet with me before you write the outline or after you write the outline; however, you must meet with me at least 3 days before the paper due date. This will ensure that you have enough time to use my feedback to write the paper. Because of time constraints, I will only schedule special meetings with 5 students per class section per week on this specific extra credit (such meetings will be given on a first ask, first serve basis), though you can meet with me during the office hours on Tuesdays and Wednesdays on a first come, first serve basis. You may meet with me weeks in advance if you want to discuss the paper. However, I can only accommodate a few students the week or two weeks leading up to the due date. So be wise if you want to earn this extra credit; communicate with me well in advance.

Extra Credit will be offered to those students who submit one-page, single-spaced,

summaries of Optional Readings throughout the semester. In the summary, I expect you to provide a detailed account of the most important parts of the reading, without criticizing or evaluating the text. I want you to show me that you understand the text. These must be submitted within one week of the date on which the Optional Reading was assigned, and they should be emailed to me. You can do up to 8 summaries throughout the semester, and you can receive *up to 5* percentage points on each summary. The grade of 1-5 will be added, as a percentage, to your lowest 2 quizzes, lowest 2 SWAs, and lowest paper grade, in that order. So, the first two summaries you write will go to your lowest two quizzes (after your dropped quiz), and the third and fourth summaries will go to your lowest two SWAs. Then I will begin adding percentage points to your lowest paper grade.

Additional Extra Credit will be given to those students who meet with me in person throughout the semester to discuss questions they are having about the reading material, questions regarding the first two papers (or the final paper), or general questions about philosophy. **This form of credit is at the sole discretion of the instructor and is intended to help those who are at the border of a letter grade.** The point is to incentivize everyone to participate and generate a genuine interest in topics in philosophy without penalizing those who are unable to do so.

There may be additional extra credit offered throughout the semester.

DISCUSSION POLICY:

Discussion is vital to a successful class and learning experience. Your choice to participate in the class will ultimately determine your ability to succeed in this class. If you are being extremely disruptive in class, you will be asked to leave. Often, discussions may be on controversial topics. This does not license anyone to yell at another student or be in any way rude or ill-willed toward another student (or to the instructor). I reserve the right to ask anyone to leave at any time for being rude or disruptive.

ATTENDANCE:

You are expected to come to class. The only exception to the no-makeup rule for quizzes are the university-wide Authorized Absences, found in the statement below and also here:

https://catalog.slu.edu/academic-policies/academic-policies-procedures/attendance/?_ga=2.16559798.1806137480.1628276997-1780717540.1628052544

2021-2022 Mandatory Syllabus Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the

collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences.

COURSE SCHEDULE

Readings should be read prior to the class period in which they are to be discussed.

This schedule is subject to change throughout the semester.

DATE	REQUIRED READINGS	TOPICS / ASSIGNMENTS / OPTIONAL READINGS
8/26/21	Arguments Handout	Midgley, "Trying Out One's New Sword" pp. 160-165

8/31/21	Arguments Handout + Appiah, "What Will Future Generations Condemn Us For?"	Ethics and Argumentation
9/2/21	Plato, <i>Euthyphro</i> , sections 3e to 11a (pages 3 (end of page) to 11 (beg of page))	Russell, "A Free Man's Worship"
9/7/21	Plato, <i>Gorgias</i> : 466d – 470c, 472d – 476a	SHORT WRITING ASSIGNMENT
9/9/21	Plato, <i>Gorgias</i> : 472d – 476a, 476a – 480b	Justice
9/14/21	Aristotle, <i>Nicomachean Ethics</i> , Book I: Sections 1-5, 7	Wolf, "Moral Saints"
9/16/21	Aristotle, <i>Nicomachean Ethics</i> , Book I: Sections 1-5, 7-9	SHORT WRITING ASSIGNMENT
9/21/21	Aristotle, <i>Nicomachean Ethics</i> , Book I: Sections 8-10, 13	Aristotle, Book X: Sections 6-8 (or just 7)
9/23/21	Aristotle, <i>Nicomachean Ethics</i> , Book II: Sections 1-6	OUTLINE DUE
9/28/21	Aristotle, <i>Nicomachean Ethics</i> , Book III: Sections 1-2, 5 (except 3768-3771)	Huang, "Respect for Differences"
9/30/21	Aristotle, <i>Nicomachean Ethics</i> , Book III: Sections 1-2, 5 (except 3768-3771)	FIRST PAPER DUE 11:59 PM Heathwood, "Faring Well and Getting What you Want" pp. 26-34
10/5/21	Epictetus, <i>The Enchiridion</i> : Sections I-XI, XXI, XXX, XXXV, XLII, L-LI	Stockdale, "Master of My Fate" SHORT WRITING ASSIGNMENT
10/7/21	Hobbes, <i>Leviathan</i> – Ch XIII, Beg. of XIV (read through Second Law of Nature), Beg. of XV (read through Justice and Injustice What), Beg. of XVII (read through Which Is Not to Be Had from The Law of Nature)	Social Contact Theory
10/12/21	Rand, "The Ethics of Emergencies"	Egoism
10/14/21	Mill, <i>Utilitarianism</i> , Chapters I-II (pp. 2-middle of 7, not 3)	Bennett, "The Conscience of Huckleberry Finn"
10/19/21	Mill, <i>Utilitarianism</i> , Chapter II (pp. middle of 7-beg of 9, middle of 10-middle of 12)	SHORT WRITING ASSIGNMENT
10/21/21	Mill, <i>Utilitarianism</i> , Chapter III	Nozick, The Experience Machine
10/26/21	Mill, <i>Utilitarianism</i> , Chapter IV	SECOND PAPER DUE 11:59 PM
10/28/21	NO CLASS – FALL BREAK	NO CLASS – FALL BREAK
11/2/21	Sartre, "Existentialism is a Humanism"	Nietzsche, "Beyond Good and Evil"
11/4/21	Kant, <i>Groundwork of the Metaphysics of Morals</i> , Section I	Deontology
11/9/21	Kant, <i>Groundwork</i> , Section II	SHORT WRITING ASSIGNMENT
11/11/21	Kant, <i>Groundwork</i> , Section II	Moore, <i>Principia Ethica</i>
11/16/21	Kant, <i>Groundwork</i> , Section III	Rachels, "God and Human Attitudes" GROUP PROJECT RESEARCH NOTES DUE
11/18/21	Aquinas, <i>Summa Theologica I-II</i> , Q. 91	Wolf, "Happiness and Meaning: Two Aspects of the Good Life"
11/23/21	Aquinas, <i>Summa Theologica II-II</i> , Q. 64, art. 7	SHORT WRITING ASSIGNMENT
11/25/21	NO CLASS – THANKSGIVING BREAK	NO CLASS – THANKSGIVING BREAK

11/30/21	Foot, "The Problem of Abortion and the Doctrine of Double Effect" class split Barry and Lazar, "Justifying Lockdown"	Applied Ethics – Life & Death, Punishment, War, & Civil Disobedience
12/2/21	Walzer, "Supreme Emergency" class split Singer, "Famine, Affluence, and Morality"	Applied Ethics – Technology, Business, Animals & Environment
12/7/21	GROUP PROJECT PRESENTATIONS	
12/9/21	GROUP PROJECT PRESENTATIONS	GROUP PROJECT PAPER DUE
12/14/21 (9:30 course) 12/17/21 (11 am course)	<u>FINAL PAPER IN CLASS</u>	<u>FINAL PAPER IN CLASS</u>

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved,

information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact CADR. Confidentiality will be observed in all inquiries.

Title IX

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 harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. 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.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Mandatory Syllabus Statement on Face Masks (2021-2022)

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
 - o dismissal from the course(s)
 - o removal from campus housing (if applicable)
 - o dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

University Writing Services Syllabus Statement

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels.

Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

Student Success Center Syllabus Statement

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). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

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