

Introduction to Ethics

Description: This course provides an introduction to those problems of philosophy that are problems of *moral* philosophy, or ethics. We will begin by examining certain problems that arise when we try to make moral judgments: problems such as the role of religion in morality (e.g., “What’s right is just what God says is right”), cultural relativism (“What’s right for us is not necessarily right for them”), and psychological egoism (“People are always out to do what’s best for themselves anyway”). Second, we will consider several important theoretical approaches to ethics that attempt to provide general principles to guide our thinking about specific questions of right and wrong. In the third and final part of the course we will consider more concretely several important moral issues: euthanasia, abortion, economic justice, and environmental ethics. Throughout, the course will be guided by the goals of (1) enhancing understanding of the central concepts and principles of ethics and (2) improving ethical reasoning, decision-making, and behavior.

Learning Outcomes:

This course is intended to help you develop several of your abilities. These abilities include the following:

- (1) the ability to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; and select and apply appropriate interpretive tools
- (2) the ability to generate, explore, organize, and convey ideas in writing, using language and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations
- (3) the ability to demonstrate basic competence in the principles, theories, and analytic methods used in the humanities
- (4) the ability to investigate the diversity of human experience within the United States, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups
- (5) the ability to examine a variety of perspectives in the global community, distinguish your own cultural patterns, and respond flexibly to multiple worldviews
- (6) the ability to develop and apply a combination of knowledge and skills to demonstrate an understanding of social responsibility and ethical behavior

Class schedule: Mondays and Wednesdays, 11:00–11:50, in 1005 Haworth Hall (enrollment code 57808); plus a weekly 50-minute discussion section with your T.A.

Discussion sections: Here are the times, room numbers, enrollment codes, and T.A.s for the twelve discussion sections.

<u>time</u>	<u>room</u>	<u>code</u>	<u>T.A.</u>
W, 1	3097 Wescoe	57826	Jeremy DeLong
R, 8	4011 Wescoe	57811	Andrew Marsh
R, 12	4075 Wescoe	57819	Kate Bednar
R, 1	202 Bailey	57820	Jeremy DeLong
F, 8	4011 Wescoe	57813	Jeremy DeLong

F, 11	4011 Wescoe	57818	Jeremy DeLong
F, 2	3097 Wescoe	57822	Andrew Marsh
F, 3	3097 Wescoe	57823	Andrew Marsh
F, 4	3097 Wescoe	57825	Andrew Marsh
M, 8	4011 Wescoe	57809	Kate Bednar
M, 9	4022 Wescoe	57815	Kate Bednar
M, 10	4045 Wescoe	57816	Kate Bednar

Teaching assistants: Here is contact information for the T.A.s:

<u>name</u>	<u>e-mail address</u>	<u>office location</u>
Kate Bednar	kbednar@ku.edu	3086 Wescoe
Jeremy DeLong	jeremydelong@sbcglobal.net	3100 Wescoe
Andrew Marsh	acmarsh@ku.edu	3085 Wescoe

Meeting with me and contacting me:

I am happy to meet with you outside of class. My office is in 3071 Wescoe, and I have office hours on Mondays from 3:00 to 3:50 and on Wednesdays from 2:00 to 2:50. If you would like to see me at another time, that's fine. If you come looking for me at another time, you might not find me in my office and available when you come by, so the best way to meet with me outside of my office hours is to make an appointment. Please send me an e-mail (my e-mail address is my last name (no capitalization necessary), followed by '@ku.edu') with a list of some times when you are available, and I'll find a time when we're both available and write back to you. Please note that I tend to use e-mail only for scheduling appointments and handling logistical matters, not for substantive discussions of course material.

Requirements/grading:

At the end of the course, I'll give you a grade between A and F. The grades A, B, C, and D are given specific interpretations in KU's University Senate Rules and Regulations, which I adhere to. Article 2 of those rules and regulations—"Academic Work and Its Evaluation"—contains a section called "The Grading System" (at <https://documents.ku.edu/policies/governance/USRR.htm#art2sect2>), which says that an A should be given for achievement of outstanding quality, a B for achievement of high quality, a C for achievement of acceptable quality, and a D for achievement that is minimally passing, but of less than acceptable quality.

What letter grade I give you will depend on the final average of the scores you get on the various assignments in the course (which I'll outline below). I'll use the following scale to convert your final average to a letter grade. (For an explanation of how I arrived at these numbers, see the "Plus/Minus Grading" document on my web site.)

<u>final average</u>	<u>letter grade</u>
93.50 and above	A
90.00 through 93.49	A-
86.50 through 89.99	B+
83.50 through 86.49	B
80.00 through 83.49	B-
76.50 through 79.99	C+
73.50 through 76.49	C
70.00 through 73.49	C-
66.50 through 69.99	D+
63.50 through 66.49	D
60.00 through 63.49	D-
59.99 and below	F

Many (if not all) assignments will be graded numerically, rather than with letter grades, and you can also use this scale to interpret the numerical scores you get in this course during the semester.

Your final average will be determined by your scores on the following ten course components.

<u>assignment</u>	<u>weight (percent)</u>
test 1	16
homework 1	3
homework 2	3
paper 1	16
test 2	16
homework 3	3
homework 4	3
paper 2	16
test 3	16
class participation (in discussion section)	8
total	100

If you want to figure out what your final average will be, based on the scores you earn on the individual assignments and tests, you can use the following procedure:

In the boxes in column b, write your grades for the assignments and tests listed in column a:		Multiply each number in column b by the number immediately to the right of it, in column c, and write their product immediately to the right, in column d.	
column a	column b	column c	column d
test 1 (February 20)	1b	0.16	1d
homework 1 (due in discussion section February 27–March 4)	2b	0.03	2d
homework 2 (due in discussion section March 6–11)	3b	0.03	3d
paper 1 (due in lecture on March 13)	4b	0.16	4d
test 2 (April 3)	5b	0.16	5d
homework 3 (due in discussion section April 10–15)	6b	0.03	6d
homework 4 (due in discussion section April 17–22)	7b	0.03	7d
paper 2 (due in lecture on April 24)	8b	0.16	8d
test 3 (May 1)	9b	0.16	9d
class participation (in discussion section)	10b	0.08	10d
Add up the numbers in column d (boxes 1d through 10d), and write their sum in box 11. This is your final average.			11

As the semester progresses, you can consult the online gradebook at the Blackboard site for this course to keep track of your scores on individual assignments.

When you look at your grades on Blackboard at the end of the semester, you might see something like the information shown here, which are grades for an imaginary student. The next-to-last number in this table (81.52%) is the average of all of this student's individual-assignment grades, *weighted* by their respective percentages (16 percent for the tests and papers, 3 percent for the homeworks, and 8 percent for class participation). That number is important: it is the number that would determine this student's letter grade.

Grade
76.00/100
100.00/100
100.00/100
77.00/100
79.00/100
100.00/100
100.00/100
80.00/100
82.00/100
81.00/100
81.52%
875.00/1,000

In contrast, the very last number in this table (875.00/1,000) is the sum of all of this student's individual-assignment grades, divided by the sum of all of the possible points. However, this number is meaningless, because it is not weighted according to the percentages that go with the various assignments. To see this problem with this, imagine two students who finish the course with 700 out of the 1,000 possible points. Student A finishes the course with 100 on everything, except that he skipped the three tests. Student B got 100 on everything, except that she didn't turn in three of the four homeworks. Because Student A got 100 on 52 percent of the course (and 0 on the rest of it), his final weighted average is 52. And because Student B got 100 on 91 percent of the course (and 0 on the rest of it), her final weighted average is 91. So, the fact that each student finished the course with exactly 700 of the 1,000 possible points doesn't mean much: it turns out that a 700/1,000 is consistent with getting an A-, and also consistent with getting an F. Because this total-points information is meaningless and potentially misleading, I have tried to set up my gradebook in Blackboard so that this number is not shown. However, so far, I have not succeeded in doing that. So, please keep this in mind when looking at your grades on Blackboard.

Illness and attendance:

Although there is a class-participation component as a determinant of your grade in this class, I don't want to encourage you to come to class when you are ill and might infect others. If you have a contagious illness, please protect your classmates from the risk of catching it from you. Absences in such circumstances will be excused and there will be no adverse effect on your class-participation grade.

Required textbook:

The book for this course is *Ethics: Theory and Contemporary Issues, Concise Edition*, 2nd edition, by Barbara MacKinnon (Wadsworth / Cengage Learning, 2013), ISBN 978-1-133-04974-6. Be sure to get the concise edition (this same title is sold in a non-concise edition), and be sure to get the 2nd edition of the concise edition.

Course materials on the web:

Some course documents, including this syllabus, will be available on the web site I have set up this course, the URL of which is

<http://web.ku.edu/~utile/courses/ethics12>

(If you don't want to type in this whole thing, you can stop after 'utile'—at which point you'll be at my personal web site—and then follow the links to the web site for this particular course.)

One thing that will not be posted on the web site is a record of your grades for this course. To allow you to have online access to your grades, your grades will be entered into the online gradebook at the Blackboard site for this course. Note that although Blackboard provides a shell for all sorts of course-related documents, I plan to use it only to provide you with access to your grades and to provide you with PDF files containing the slides that I will use in my lectures. This syllabus, and perhaps other course-related documents, will be at the non-Blackboard site mentioned above.

E-mail distribution list:

I've had the KU computer folks set up an e-mail distribution list for the course. In general, I'll try to mention everything important (whether substantive or procedural) in class. But at times, I may use the e-mail distribution list to send you information that you will be responsible for having or acting on, so it is your responsibility to make sure that you read mail that I send to this list, by checking the e-mail account that goes with the e-mail address that you have on record with KU in the Outlook address book.

Time commitment, academic misconduct, and disability accommodation:

To do well in this course, you should be prepared to commit a considerable amount of time outside of class to reading the textbook and practicing the skills this course is intended to teach. According to section 5.1.1 of the Faculty Senate Rules and Regulations (<http://documents.ku.edu/policies/governance/FSRR.htm#art5sect1>), "One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester." Thus, for a three-credit course such as this one, you should be prepared to spend six hours per week outside of class on reading and other out-of-class work.

In addition, I should note here that I take academic misconduct, especially cheating on tests and plagiarizing papers, extremely seriously, and am generally disposed to impose the harshest available penalties when it occurs. To assist instructors in combating plagiarism, KU subscribes to the plagiarism detection program SafeAssign. To enable you to meet my expectations in this regard and to do so without fear of inadvertently falling short of them, I will provide guidance as to what does and does not constitute academic misconduct when I tell you about the tests and the paper assignments. If you would like to see KU's policy on academic misconduct, it is in article 2, section 6 of the University Senate Rules and Regulations (<http://documents.ku.edu/policies/governance/USRR.htm#art2sect6>).

Finally, if you have a disability for which you may be requesting special services or accommodations for this course, be sure to contact Disability Resources (<http://www.disability.ku.edu>), at 22 Strong Hall or at 864-2620 (V/TTY), if you have not already done so, and give me a letter from that office documenting the accommodations to which you are entitled. Please also see me privately, at your earliest convenience, so that I can be aware of your situation and can begin to prepare the appropriate accommodations in advance of receiving the letter from Disability Resources.

Make-up test policy:

If you miss a test without a good excuse, you can take a make-up test, but only if you contact me within five days of the test, and only for partial credit. That is, I will deduct some number of percentage points from whatever percentage score you get on the make-up test. The number of percentage points deducted will be 25 if you take the make-up test later on the test date, 30 points if you take it the next day, 35 points if you take it two days later, and so on.

If you have a good excuse that I can verify, then you can take a make-up test for full credit if you contact me by e-mail as soon as it is feasible for you to do so. A good excuse means that some circumstances arose that prevented you from taking the test, and there weren't precautions that you could reasonably have been expected to take that would have prevented those circumstances from occurring or from preventing you from taking the test.

When you contact me about taking a make-up test, please suggest some times when you would be available to take a make-up test. Which make-up test I give you will not depend on whether you are taking it for full credit or partial credit, so we do not have to settle that question in order for us to schedule your make-up test. Thus, scheduling your make-up test will be our first priority, and later we'll sort out the question of full credit or partial credit. Regardless of whether you want to take a make-up test for full credit or for partial credit, you must contact me about taking a make-up test without any unnecessary delay, and take your make-up test as soon as you are able to do so.

I know this policy is strict. But the vast majority of students take the tests when they are supposed to, and I think they're entitled to some vigilance, on my part, against unwarranted requests for make-up tests for full credit.

Policy on late and e-mailed papers:

Papers turned in late, but not more than five days late, will have a penalty of 10 percentage points per day (or fraction thereof) of lateness. Papers turned in more than five days late will receive no credit. Thus, the following schedule of penalties will apply:

<u>lateness</u>	<u>penalty (percentage points)</u>
0–24 hours	10
24–48 hours	20
48–72 hours	30
72–96 hours	40
96–120 hours	50
more than 120 hours	no credit (score = 0)

Also, papers turned in by e-mail will have a penalty of 10 percentage points. Again, I acknowledge that this is strict, but the TAs have a very large workload and it is necessary to require that papers be submitted in hard copy in order to prevent them from having a burdensome quantity of e-mail messages and attachments to deal with. If you believe you will have a good reason for needing to turn in your paper by e-mail, you may contact your TA in advance and ask for prior approval to turn in your paper by e-mail without penalty.

Exceptions will be made if your paper is late or e-mailed due to conditions that would excuse you from taking a test, if there were a test being given when the paper is due. (See the make-up test policy, above, for details of that.)

Policy on late and e-mailed homework:

Homework turned in late or turned in by e-mail is subject to the same penalty as a paper turned in late or turned in by e-mail. See the policy on late and e-mailed papers, above.

Schedule:

Below, a filled square (■) usually indicates information and an empty square (□) indicates a task to be completed.

January 23:

- In class, I'll give you an introduction to the course.
- Please mark the following five dates on your calendar:

<u>date</u>	<u>event</u>
Wednesday, February 20	test 1
Wednesday, March 13	paper 1 due
Wednesday, April 3	test 2
Wednesday, April 24	paper 2 due
Wednesday, May 1	test 3

- Get the book for the course, if you have not already done so. See "Required textbook," above.

week of January 28: chapter 1 (Ethics and Ethical Reasoning)

- Before Monday's lecture, read the chapter.
- In lecture on Monday and Wednesday, I'll talk about the chapter and related material.
- Discussion sections (January 30–February 4) will have discussions of the chapter and related material.

week of February 4: chapter 2 (Ethical Relativism)

- Before Monday's lecture, read the chapter. You can skip the one-paragraph section that goes from p. 16 to p. 17 ("Strong versus Weak Interpretations of Ethical Relativism").
- In lecture on Monday and Wednesday, I'll talk about the chapter and related material.
- Discussion sections (February 6–11) will have discussions of the chapter and related material.

Friday, February 8:

- I hope this doesn't apply to you, but if you may need to drop this class, you should be aware that the last day to do so, without this class being listed on your transcript, is this Monday, February 11. For more information, see the following web site:
http://www.registrar.ku.edu/~registr/pdf/enrollment/calendar_date_4132.2013_spring.pdf.

week of February 11: chapter 3 (Egoism)

- Before Monday's lecture, read the chapter. You can skip the last two sections ("The Moral Point of View" and "Why Be Moral?").
- In lecture on Monday and Wednesday, I'll talk about the chapter and related material.
- Discussion sections (February 13–18) will have discussions of the chapter and related material.

Tuesday, February 12:

- If you have a disability that entitles you to special accommodations for taking tests, contact the Disability Resources office (see p. 5, above, for the Disability Resources office's contact information), by the end of tomorrow, February 13, about making arrangements to take the test we have scheduled for February 20. If you are entitled to extra time, you will need to ask Disability Resources to proctor your test in a classroom other than our lecture hall. Be sure that the time slot you arrange with Disability Resources will finish by 11:50 a.m. on Wednesday, February 20.

before lecture on Monday, February 18:

- Study for test 1, which will be on Wednesday, February 20.
 - This test will count for 16 percent of your grade.
 - Here are the ground rules for the test: You'll have 50 minutes to take the test. To enforce that rule even-handedly, I'll deduct points from the score of any student who doesn't turn in his or her test when time is up. Also, if you arrive late, you can take the test, but you still have to finish at the same time as everyone else.
 - You might also want to be aware of my make-up test policy, which is above, on p. 6.

week of February 18: review and test 1

- On Monday, we'll review for the test.
- On Wednesday, you'll take the test.
- Discussion sections (February 20–25) will not meet.

week of February 25: chapter 4 (Utilitarianism)

- Before Monday's lecture, read the chapter.
- In lecture on Monday and Wednesday, I'll talk about the chapter and related material.
- discussion sections (February 27–March 4):
 - discussions of the chapter and related material
 - You'll turn in one copy of the paper described on the next page as homework 1. The policy on late and e-mailed homework (see p. 6) applies to this assignment.
 - You'll work on your paper with your classmates using the other copies of your paper.

before discussion section February 27–March 4:

- ❑ Read the textbook’s appendix, “How to Write an Ethics Paper” (pp. 246–258).
- ❑ Write your own ethics paper on some topic. The appendix distinguishes three kinds of ethics papers: historical approach, a problem in ethical theory, a contemporary ethical issue. Do not do the first kind of paper (historical approach)—write on either a problem in ethical theory or a contemporary ethical issue.
- ❑ Your paper should be 300–600 words long, and should (1) clearly state the claim for which you are arguing and (2) clearly give one or more reasons in support of your claim. If you give more than one reason, they should be clearly distinguished, possibly by appearing in separate paragraphs. On the following pages are examples of a couple of successful ways of doing this assignment.
 - Both of these sample papers happen to be about education. However, you can choose virtually any topic that interests you. Possible topics include capital punishment, gun control, affirmative action, animal experimentation, the eating of animals, the legality of marijuana, same-sex marriage, airport body scanners, laws prohibiting texting while driving, and countless others.
 - Although you can choose virtually any topic, the claim that you choose to argue for must be one about which reasonable people disagree. Also, your topic must not be the same as the topic of either of the sample papers, and must not be the same as the topic that someone else that you know of is writing on.
 - The first paper happens to give three arguments in support of its main claim, and the second paper happens to give two. There is no prescribed number of arguments. Even a single argument can be sufficient, if it is logical and well developed.
 - The second paper has a conclusion, but the first one does not. A conclusion is neither mandatory nor prohibited.
- ❑ You may talk with other people or do research about what you are writing, but you must do the writing yourself. If you quote or paraphrase from any source—including books, magazines, newspapers, a web page, or another person—you must document that explicitly, in a footnote.
- ❑ Your paper must be typed, double-spaced, and prepared for turning in. That means that what you turn in should bear appropriate information at the top of the first page (see the examples on the following pages for details of this). Your paper should also have a title.
- What you turn in will be homework 1 and will be graded only on whether what you turn in reflects a good-faith effort to write this paper—points will not be deducted for flaws in your argument at this stage. Please note that the policy on late and e-mailed homework (see p. 6) applies to this assignment. (This assignment is a precursor to the first paper assignment, which has a deadline of March 13.)
- ❑ Print three copies of your paper to bring to your discussion section.

[your name]
Introduction to Ethics
[your TA's name]
W, 1*
February 27, 2013**
533 words***

** Put the day and time when
your discussion section meets.*

*** Put the date when you are turning
this paper in—February 27 or 28, or
March 1 or 4.*

**** Put the number of words in your
document, including all text, notes, etc.*

School Uniforms are Beneficial to All

Living in rural Kansas my entire life, I longed to wear school uniforms of plaid and button downs. Initially, they were appealing to me because they were a novelty of “city kids.” Later, however, I came to see that they serve many good purposes. I believe that school uniforms should be required in all public high schools because of their positive effects: they help students avoid unnecessary distractions, alleviate difficult financial situations, and prevent many of the social tensions that can arise from discrepancies among students’ clothes.

First, school uniforms helps students avoid unnecessary distractions by making their clothing choices virtually automatic: students just put on the clothes that make up the uniform. They do not have to think about what clothes will impress their friends, or an actual or potential boyfriend or girlfriend. Many students put a lot of thought into what to wear, but many students do this because they feel compelled to keep up with everyone

else, not because they really want to. School uniforms remove this burden from all students by making the choice of clothes a “non-issue.”

Second, school uniforms alleviate difficult financial situations by removing much of the incentive that students currently have to buy expensive clothes. Currently, in schools that do not have uniforms, many students strive to dress fashionably. This tends to involve buying expensive clothes for the start of the school year, then more expensive clothes for the winter, and then more expensive clothes when the weather changes again in the spring. Throughout the year, there is always someone who has something new, and everyone else feels that if they just keep wearing the same old thing, they will look uncool. But in schools that required uniforms, this hardly happens at all. If the uniform requires a dark blue shirt with a collar, then it does not matter very much if someone gets a new dark blue shirt with a collar. Everyone else does not feel that have to keep up as much. Although the clothes that make up a uniform are themselves sometimes expensive, the total cost tends to be a lot less than the cost of all the additional shopping that students do when they do not have uniforms.

Third, school uniforms prevent many of the social tensions that can arise from discrepancies among students’ clothes. In schools without uniforms, clothes lead to comparisons among students in several ways. First, students who wear inexpensive clothes often get perceived as cheap or just poor. Being either cheap about clothes, or poor, is not something to be ashamed of, but it often results in students being negatively perceived by their peers anyway. Second, even when money is not involved, some students get judged by others for being uncool in their choice of clothes. Third, students

who are not as conventionally attractive as other students often feel self-conscious when students with certain body types wear tight-fitting or revealing clothes. In all of these ways, the lack of uniforms leads to many kinds of social tensions that are mostly prevented in schools that have uniforms.

[your name]
Introduction to Ethics
[your TA's name]
W, 1*
February 27, 2013**
341 words***

** Put the day and time when
your discussion section meets.*

*** Put the date when you are turning
this paper in—February 27 or 28, or
March 1 or 4.*

**** Put the number of words in your
document, including all text, notes, etc.*

Making College More Affordable

For many Americans, obtaining post-secondary education is becoming increasingly challenging due to rising tuitions for colleges and universities across the country. The federal government should increase the funding it provides to subsidize post-secondary education. This change is warranted for two main reasons.

The first reason has to do with the well-being of students as they progress into adulthood and aim to be self-supporting and prosperous. In our current society having a college degree is practically essential for getting a job that pays significantly more than minimum wage. This is a major and worthwhile reason why many high-school seniors choose to go to college. But it is unrealistic to expect 18-to-25-year olds to be able to afford tuition at today's rates. Moreover, because tuitions across the country have been rising much faster in recent decades than most families' incomes, many students cannot count on their families to offset most of the cost of college. In sum, college is as essential

as ever, but also less affordable than ever. This makes it imperative that the federal government provide more assistance, whether in the form of outright grants or just low-interest loans.

The second reason has to do with the United States's productivity and global competitiveness. In recent years, worries have arisen about whether the United States can compete with other countries in subjects such as math and science. Relatedly, worries have also arisen about whether the United States is or can continue to be a leader in innovation and high-tech industries. If college were more affordable, more students could attend college, and the American workforce would consequently be more educated and better able to help the United States be a global leader in innovation and high-tech industries. In this way, increased federal funding for post-secondary education would be an investment in the nation's economy that will ultimately benefit the country as a whole—not simply a handout that benefits only its direct recipient.

week of March 4: chapter 5 (Kant's Moral Theory)

- Before Monday's lecture, read the chapter.
- In lecture on Monday and Wednesday, I'll talk about the chapter and related material.
- discussion sections (March 6–11):
 - discussions of the chapter and related material
 - You'll turn in one copy of the paper described below as homework 2. The policy on late and e-mailed homework (see p. 6) applies to this assignment.
 - You'll work on your paper with your classmates using the other copies of your paper.

before discussion section March 6–11:

- Add to the paper you started last week paper by describing and replying to one or more objections to the claim for which you are arguing. On the following pages are ways that the sample papers shown earlier could be extended in this way.
- Whether you choose to discuss one objection or more than one objection might depend on how substantial you have been able to make the “affirmative” part of your paper—the part you did last week. If you were not able to make that as substantial as you would have liked, you might consider anticipating and rebutting more than one objection. However, be advised that discussing multiple objections in a cursory fashion is not as good as discussing one objection more thoroughly.
- This version of your paper should be 500–800 words long. Be sure your paper is not longer than 800 words, since when you turn in the final version of this paper as paper 1, there will be a penalty for papers that are longer than 800 words.
- Like what you turned in last week, what turn in this week will contribute to your homework grade (it will be homework 2) and will be graded only on whether what you turn in reflects a good-faith effort to write this paper—points will not be deducted for flaws in your argument at this stage. Please note that the policy on late and e-mailed homework (see p. 6) applies to this assignment. (Like last week's assignment, this assignment is a precursor to the first paper assignment, which has a deadline of March 13.)
- The same rules apply as before. And, as before, you should print three copies.

[your name]
Introduction to Ethics
[your TA's name]
W, 1*
March 6, 2013**
735 words***

** Put the day and time when
your discussion section meets.*

*** Put the date when you are turning
this paper in—March 6, 7, 8, or 11.*

**** Put the number of words in your
document, including all text, notes, etc.*

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First, school uniforms helps students avoid unnecessary distractions by making their clothing choices virtually automatic: students just put on the clothes that make up the uniform. They do not have to think about what clothes will impress their friends, or an actual or potential boyfriend or girlfriend. Many students put a lot of thought into what to wear, but many students do this because they feel compelled to keep up with everyone else, not because they really want to. School uniforms remove this burden from all

students by making the choice of clothes a “non-issue.”

Second, school uniforms alleviate difficult financial situations by removing much of the incentive that students currently have to buy expensive clothes. Currently, in schools that do not have uniforms, many students strive to dress fashionably. This tends to involve buying expensive clothes for the start of the school year, then more expensive clothes for the winter, and then more expensive clothes when the weather changes again in the spring. Throughout the year, there is always someone who has something new, and everyone else feels that if they just keep wearing the same old thing, they will look uncool. But in schools that required uniforms, this hardly happens at all. If the uniform requires a dark blue shirt with a collar, then it does not matter very much if someone gets a new dark blue shirt with a collar. Everyone else does not feel that have to keep up as much. Although the clothes that make up a uniform are themselves sometimes expensive, the total cost tends to be a lot less than the cost of all the additional shopping that students do when they do not have uniforms.

Third, school uniforms prevent many of the social tensions that can arise from discrepancies among students’ clothes. In schools without uniforms, clothes lead to comparisons among students in several ways. First, students who wear inexpensive clothes often get perceived as cheap or just poor. Being either cheap about clothes, or poor, is not something to be ashamed of, but it often results in students being negatively perceived by their peers anyway. Second, even when money is not involved, some students get judged by others for being uncool in their choice of clothes. Third, students who are not as conventionally attractive as other students often feel self-conscious when

students with certain body types wear tight-fitting or revealing clothes. In all of these ways, the lack of uniforms leads to many kinds of social tensions that are mostly prevented in schools that have uniforms.

An important objection against a school uniform policy is that by denying students the choice of what kinds of clothes to wear, such a policy would seriously infringe on students' liberty and right of self-determination. Specifically, it might be claimed that such a policy prevents students from expressing their individuality, their personal interests, and their personal sense of creativity. This objection would claim that these serious moral problems with school uniforms outweigh the benefits discussed above.

In response to this objection, I would argue that even in schools that require uniforms, students have plenty of opportunities for individuality and creativity. First, they can choose what optional activities to participate in, such as student government or the math club. Second, if clothing itself is the issue, students can even start or join a fashion club to design and make whatever kinds of clothes they want to. Third, they can express themselves through all sorts of choices they make every day about how to treat their classmates, how to treat their teachers, and what sort of choices to make about their own goals and futures. With all these other options, clothing should not be regarded as such an important outlet for individuality and creativity.

[your name]
Introduction to Ethics
[your TA's name]
W, 1*
March 6, 2013**
620 words***

** Put the day and time when
your discussion section meets.*

*** Put the date when you are turning
this paper in—March 6, 7, 8, or 11.*

**** Put the number of words in your
document, including all text, notes, etc.*

Making College More Affordable

For many Americans, obtaining post-secondary education is becoming increasingly challenging due to rising tuitions for colleges and universities across the country. The federal government should increase the funding it provides to subsidize post-secondary education. This change is warranted for two main reasons.

The first reason has to do with the well-being of students as they progress into adulthood and aim to be self-supporting and prosperous. In our current society having a college degree is practically essential for getting a job that pays significantly more than minimum wage. This is a major and worthwhile reason why many high-school seniors choose to go to college. But it is unrealistic to expect 18-to-25-year olds to be able to afford tuition at today's rates. Moreover, because tuitions across the country have been rising much faster in recent decades than most families' incomes, many students cannot count on their families to offset most of the cost of college. In sum, college is as essential as ever, but also less affordable than ever. This makes it imperative that the federal

government provide more assistance, whether in the form of outright grants or just low-interest loans.

The second reason has to do with the United States's productivity and global competitiveness. In recent years, worries have arisen about whether the United States can compete with other countries in subjects such as math and science. Relatedly, worries have also arisen about whether the United States is or can continue to be a leader in innovation and high-tech industries. If college were more affordable, more students could attend college, and the American workforce would consequently be more educated and better able to help the United States be a global leader in innovation and high-tech industries. In this way, increased federal funding for post-secondary education would be an investment in the nation's economy that will ultimately benefit the country as a whole—not simply a handout that benefits only its direct recipient.

Some might object to what I have proposed on the grounds that increasing federal-government subsidies for college tuition would require higher taxes. People who take this position might point out that there is no such thing as a “free lunch” and that whenever the federal government increases funding for some purpose, there has to be some way of paying for it. If the federal government is reducing costs for students and their families, it is increasing costs for itself.

I would reply that this objection can be answered by revisiting the two arguments that I mentioned above. First, when attending college makes people more self-sufficient and prosperous, they pay more income tax every year than if they were not as well off, and they are less likely to need to rely in government programs such as

unemployment insurance and Medicare. So, much of the federal government's up-front cost of providing more funds for higher education is likely to be recovered later in the form of reduced burdens on other programs. Second, the federal government will also be better off, financially, if the United States strengthens its position in the global economy, and improves its leadership with respect to innovation and high-tech industries. This is the sense in which increased federal funding for higher education would be an investment—an expenditure that should produce more income later—rather than just a hand-out to people.

In conclusion, the price tag that comes with college is becoming more than many people can afford. By increasing funding for higher education, the government would be making a wise decision, for the benefit of millions of individual citizens and for the country as a whole.

week of March 11: chapter 9 (Feminist Thought and the Ethics of Care)

- Before Monday's lecture, read the chapter.
- In lecture on Monday, I'll talk about the chapter and related material.
- Before lecture on Wednesday, re-read the paper you have been working on and make any final revisions you think are warranted. Print two copies—one for yourself, and one to turn in. Your paper will be graded on content (not just completeness, as with the earlier drafts you turned in for homework). The grade you get will be your first paper grade; it will not influence your homework grade. So the policy on late and e-mailed homework does not apply to this assignment; rather, the policy on late and e-mailed papers (see p. 6) applies to this assignment.
- Your paper should be 500–800 words long. Any paper of more than 800 words will have a penalty of 1 percentage point for every 10 extra words, or fraction thereof. For example, a paper of 832 words will have a penalty of 4 percentage points. Also, there will be a penalty of 10 points for not including your paper's word count at the beginning of your paper, as shown in the example papers.
- In lecture on Wednesday, you will turn in your paper.
- In lecture on Wednesday, I'll talk about the chapter and related material.
- Discussion sections (March 13–15, and March 25) will have discussions of the chapter and related material.

week of March 18: no class because of spring break***week of March 25: chapter 10 (Euthanasia)***

- Before Monday's lecture, read the chapter.
- In lecture on Monday and Wednesday, I'll talk about the chapter and related material.
- Discussion sections (March 27–April 1) will have discussions of the chapter and related material.

Tuesday, March 26:

- If you have a disability that entitles you to special accommodations for taking tests, contact the Disability Resources office (see p. 5, above, for the Disability Resources office's contact information), by the end of tomorrow, March 27, about making arrangements to take the test we have scheduled for April 3. If you are entitled to extra time, you will need to ask Disability Resources to proctor your test in a classroom other than our lecture hall. Be sure that the time slot you arrange with Disability Resources will finish by 11:50 a.m. on Wednesday, April 3.

before lecture on Monday, April 1:

- Study for test 2, which will be on Wednesday, April 3.
 - This test will count for 16 percent of your grade.
 - The ground rules for the test will be the same as for the first test (see that information earlier in this syllabus).
 - You might also want to be aware of my make-up test policy, which is above, on p. 6.

week of April 1: review and test 2

- On Monday, we'll review for the test.
- On Wednesday, you'll take the test.
- Discussion sections (April 3–8) will not meet.

week of April 8: chapter 11 (Abortion)

- Before Monday's lecture, read the chapter.
- In lecture on Monday and Wednesday, I'll talk about the chapter and related material.
- discussion sections (April 10–15):
 - discussions of the chapter and related material
 - You'll turn in one copy of the paper described below as homework 3. The policy on late and e-mailed homework (see p. 6) applies to this assignment.
 - You'll work on your paper with your classmates using the other copies of your paper.

before discussion section April 10–15:

- Follow the instructions for “before discussion section February 27–March 4,” above, modified as follows:
 - You do not have to read the appendix again, though you may wish to refresh your memory of what it says.
 - Write your paper on a topic that is different from the topic on which you wrote your first paper.
 - What you turn in will be homework 3.
 - This assignment is a precursor to the second paper assignment, which has a deadline of April 24.

week of April 15: chapter 14 (Economic Justice)

- Before Monday's lecture, read the chapter.
- In lecture on Monday and Wednesday, I'll talk about the chapter and related material.
- discussion sections (April 17–22):
 - discussions of the chapter and related material
 - You'll turn in one copy of the paper described below as homework 4. The policy on late and e-mailed homework (see p. 6) applies to this assignment.
 - You'll work on your paper with your classmates using the other copies of your paper.

before discussion section April 17–22:

- Follow the instructions for “before discussion section March 6–11,” above, modified as follows:
 - What you turn in will be homework 4.
 The policy on late and e-mailed homework (see p. 6) applies to this assignment.

Friday, April 19:

- I hope this doesn't apply to you, but if you feel that should withdraw from this class rather than staying in it for a grade that will influence your G.P.A., you should be aware that the last day to withdraw from this class is this Monday, April 22 (as indicated at http://www.registrar.ku.edu/~registr/pdf/enrollment/calendar_date_4132.2013_spring.pdf). For instructions, see <http://www.registrar.ku.edu/current/schedule.shtml>.

week of April 22: chapter 16 (Environmental Ethics)

- Before Monday's lecture, read the chapter.
- In lecture on Monday, I'll talk about the chapter and related material.
- Before lecture on Wednesday, re-read the paper you have been working on and make any final revisions you think are warranted. Print two copies—one for yourself, and one to turn in. Your paper will be graded on content (not just completeness, as with the earlier drafts you turned in for homework). The grade you get will be your second paper grade; it will not influence your homework grade. So the policy on late and e-mailed homework does not apply to this assignment; rather, the policy on late and e-mailed papers (see p. 6) applies to this assignment.
- Your paper should be 500–800 words long. Any paper of more than 800 words will have a penalty of 1 percentage point for every 10 extra words, or fraction thereof. For example, a paper of 832 words will have a penalty of 4 percentage points.
- In lecture on Wednesday, you will turn in your paper.

- In lecture on Wednesday, I'll talk about the chapter and related material.
- Discussion sections (April 24–29) will have discussions of the chapter and related material. These will be the last discussion sections of the course.

Tuesday, April 23:

- If you have a disability that entitles you to special accommodations for taking tests, contact the Disability Resources office (see p. 5, above, for the Disability Resources office's contact information), by the end of tomorrow, April 24, about making arrangements to take the test we have scheduled for May 1. If you are entitled to extra time, you will need to ask Disability Resources to proctor your test in a classroom other than our lecture hall. Be sure that the time slot you arrange with Disability Resources will finish by 11:50 a.m. on Wednesday, May 1.

before lecture on Monday, April 29:

- Study for test 3, which will be on Wednesday, May 1.
 - This test will count for 16 percent of your grade.
 - The ground rules for the test will be the same as for the first and second tests (see that information earlier in this syllabus).
 - You might also want to be aware of my make-up test policy, which is above, on p. 6.

week of April 29: review and test 3

- On Monday, we'll review for the test.
- On Wednesday, you'll take the test.
- Discussion sections (May 1–6) will not meet.

week of May 6: review

- On Monday, we'll review the third test (taken in class on Wednesday, May 1).
- We'll reserve Wednesday, May 8, in case we need it.
- Discussion sections (May 8–9) will not meet.

end-of-semester information:

The third test is the last assignment of the course. There is no final exam.

I hope to have final grade averages viewable in the online gradebook, on Blackboard, by May 13. If you want to check your final average, you can use the procedure for computing your grade provided near the beginning of this syllabus, on p. 3.

If you would like to retrieve any work that you have turned in, but have not yet had returned to you, please retrieve it by May 31, 2014. After that date, I may discard unclaimed work from this semester.