

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, pertaining to the environment, abortion, and euthanasia. 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 outcome: This course is intended to enable you to achieve Goal 5, Learning Outcome 1 of the KU Core: “Upon reaching this goal, students will be able to develop and apply a combination of knowledge and skills to demonstrate an understanding of social responsibility and ethical behavior.” (from <http://kucore.ku.edu/goal5>)

class schedule: Tuesdays and Thursdays, 10:00–10:50 a.m., in 110 Budig Hall (enrollment code 62007); 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 twenty discussion sections.

<u>time</u>	<u>room</u>	<u>code</u>	<u>T.A.</u>
F, 8	1007 Wescoe	62230	Chelsea Bowden
F, 8	501 Summerfield	62229	Trevor Logan
F, 9	501 Summerfield	62234	Trevor Logan
F, 9	337 Strong	62235	Dong-Yong Choi
F, 10	3097 Wescoe	62237	Dong-Yong Choi
F, 2	4033 Wescoe	62241	Chelsea Bowden
F, 2	501 Summerfield	62242	Dong-Yong Choi
M, 8	501 Summerfield	62181	Hassan Alsharif
M, 9	501 Summerfield	62231	Hassan Alsharif
M, 10	3097 Wescoe	62236	Dong-Yong Choi
M, 11	3097 Wescoe	62238	Minxing Huang
M, 2	4011 Wescoe	62239	Chelsea Bowden
M, 2	4033 Wescoe	62240	Minxing Huang
M, 3	4033 Wescoe	62243	Trevor Logan
M, 4	4033 Wescoe	62244	Trevor Logan
T, 8	501 Summerfield	62227	Chelsea Bowden
T, 8	1007 Wescoe	62228	Minxing Huang
T, 8	4011 Wescoe	62226	Hassan Alsharif
T, 9	1007 Wescoe	62233	Minxing Huang
T, 9	4011 Wescoe	62232	Hassan Alsharif

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

<u>name</u>	<u>email address</u>
Hassan Alsharif	philosophies@ku.edu
Chelsea Bowden	cmbowden@ku.edu
Dong-Yong Choi	bronzeyong@ku.edu
Minxing Huang	huang186@ku.edu
Trevor Logan	tre.logan@ku.edu

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 Wednesdays from 12:00 to 12:50 and on Thursdays from 11:00 to 11:50. 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 email (my email 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 email only for scheduling appointments and handling logistical matters, not for substantive discussions of course material.

requirements/grading:

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

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

illness and attendance:

Although class-participation will affect 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.



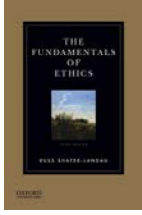
If you want to figure out what your final average will be, based on the scores you earn on the individual assignments, you can use the following procedure:

In the boxes in column b, write your grades for the assignments 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 14)	1b	0.16	1d
homework 1 (due in discussion section February 24–28)	2b	0.04	2d
homework 2 (due in discussion section March 3–7)	3b	0.04	3d
paper 1 (due in discussion section March 10–14)	4b	0.16	4d
test 2 (March 30)	5b	0.16	5d
homework 3 (due in discussion section April 7–11)	6b	0.04	6d
paper 2 (due in discussion section April 14–18)	7b	0.16	7d
test 3 (April 27)	8b	0.16	8d
class participation (in discussion section)	9b	0.08	9d
Add up the numbers in column d (boxes 1d through 9d), and write their sum in box 10. This is your final average.			10

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.

course materials and resources:

required textbook:



The book for this course is *The Fundamentals of Ethics*, 3rd edition, by Russ Shafer-Landau (Oxford University Press, 2015), ISBN 978-0-19-999723-7. I have asked the KU bookstore to stock this book, or you can buy it elsewhere.

There will also be some other required readings; these will be provided on the Blackboard site for this course. Because of their length, you should be prepared to print them out rather than reading them on a computer screen.

course materials on the web:

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

<http://www.benegg.net/courses/ethics17>

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

In addition to that website, I will use the Blackboard site for this course to provide you with some documents and information. These will include some required readings, lecture slides (typically posted by midnight the night before each lecture), and your grades (posted in the online gradebook).

Also, the publisher of the textbook (mentioned above) provides online quizzes for each chapter, which you can use to check your understanding. Those quizzes can be reached by way of the following URL:

<http://www.oup.com/us/shafer-landau>

email distribution list:

I've had the KU computer folks set up an email 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 email 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 email account that goes with the email address that you have on record with KU in the Outlook address book.

information about the tests:

The tests will be administered on Blackboard. For each test, the period of time during which it will be available will be announced in advance. (The times stated will refer to the Central time zone. Keep this in mind if you take any test while traveling in another time zone.)

Here are a couple of suggestions for studying for the tests:

- Re-read all of the assigned reading. If you start several days in advance, you should be able to get through all of it by doing just a moderate amount each day. Whatever you have time to re-read will probably not only remind you of what you grasped previously, but also expand your understanding, due to more-through comprehension resulting from your subsequent learning.
- Review the lecture slides (available on Blackboard) and your class notes.

some policies on tests, papers, and homework:

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 your T.A. within five days of the test, and only for partial credit. That is, some number of percentage points will be deducted 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 your T.A. can verify, then you can take a make-up test for full credit if you contact your T.A. by email 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 your T.A. about taking a make-up test, please suggest some times when you would be available to take a make-up test. Scheduling your make-up test will not depend on whether you are taking it for full credit or partial credit, so that question does not have to be settled in order for your make-up test to be scheduled. Thus, scheduling your make-up test is the first priority, and the question of full credit or partial credit can be sorted out subsequently. Regardless of whether you intend to take a make-up test for full credit or for partial credit, you must (1) contact your T.A. about taking a make-up test without any unnecessary delay and (2) 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 on the scheduled dates, 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 emailed 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</u> (percentage points)
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 email will have a penalty of 10 percentage points. As with the make-up test policy, I acknowledge that this is strict, but the T.A.s 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 email messages and attachments to deal with.

Exceptions will be made if your paper is late or emailed 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.)

If you believe you will have a good reason (aside from the exceptions just mentioned) for needing to turn in your paper by email, you may contact your T.A. in advance and ask for prior approval to turn in your paper by email without penalty.

policy on late and emailed homework:

Homework turned in late or turned in by email is subject to the same penalty as a paper turned in late or turned in by email. See the policy on late and emailed papers, above.

some other policies:

my grading scale:

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 <http://policy.ku.edu/governance/USRR#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. 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 website.)

<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.

time commitment:

To do well in this course, you should be prepared to commit a considerable amount of time outside of class to reading the textbook, reviewing your notes, and practicing the skills this course is intended to teach. According to section 5.1.1 of the Faculty Senate Rules and Regulations (<http://policy.ku.edu/governance/FSRR#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, or an equivalent amount of work." 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.

disability accommodation:

If you have a disability for which you may be requesting special services or accommodations for this course, be sure to contact the Academic Achievement and Access Center (AAAC), 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 that letter. For more information, see <http://access.ku.edu>.

academic misconduct:

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. KU's policy on academic integrity is in article 2, section 6 of the University Senate Rules and Regulations (<http://policy.ku.edu/governance/USRR#art2sect6>).

commercial note-taking:

Pursuant to the Provost's Statement on Commercial Note-Taking Ventures (<http://policy.ku.edu/provost/commercial-note-taking>), commercial note-taking is not permitted in this course. Lecture notes may be taken for personal use, for the purpose of mastering the course material, but may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges. This policy does not prohibit note-taking provided by a student volunteer for a student with a disability, as a reasonable disability accommodation.

changes of plans:

This syllabus is not a contract; it is a snapshot of my plans for this course at a particular time. Statements about what I will do or what will happen are not promises, but expressions of my current intentions. The requirements and other provisions stated in this syllabus are subject to revision.

Schedule:

some dates from the academic calendar:

Tuesday, January 17	first day of classes
Monday–Friday, March 20–24	no classes (spring break)
Thursday, May 4	last day of classes
Friday, May 5	Stop Day
Monday–Friday, May 8–12	final exams

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

January 17: course introduction

- Discussion sections scheduled for Tuesdays at 8 a.m. or Tuesdays at 9 a.m. will not meet today.
- In lecture, we will have an introduction to the course.
- Please mark the following five dates on your calendar:

<u>date</u>	<u>event</u>
Tuesday, February 14	test 1
March 10–14, discussion section	paper 1 due
Thursday, March 30	test 2
April 14–18, discussion section	paper 2 due
Thursday, April 27	test 3

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

metaethics

January 19 and 24: ethical reasoning

- Before lecture on Thursday, read *The Fundamentals of Ethics*, introduction.
- Discussion sections will meet as scheduled.
- Before lecture on Tuesday, read *The Fundamentals of Ethics*, chapter 5, especially the section called “Second Assumption: God Is the Creator of Morality.”

January 26 and 31: cultural relativism

- Before lecture on Thursday, re-read the section in the introduction to *The Fundamentals of Ethics* called “Skepticism about Ethics” (pp. 3–5) and read *The Fundamentals of Ethics*, chapter 19, to the section break on p. 294.
- Discussion sections will meet as scheduled.
- Before lecture on Tuesday, read *The Fundamentals of Ethics*, chapter 19, from the section break on p. 294 to the bottom of p. 297. (The rest of the chapter is optional.)

February 2 and 7: psychological egoism

- Before lecture on Thursday, read *The Fundamentals of Ethics*, chapter 7, to the main section break on p. 102.
- Discussion sections will meet as scheduled.
- Before lecture on Tuesday, read *The Fundamentals of Ethics*, chapter 7, from the main section break on p. 102 to the end.

Friday, February 3:

- 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 having a "W" for this class on your transcript, is this Monday, February 6 (as indicated at <https://registrar.ku.edu/spring-2017-academic-calendar-date>). For instructions, see <http://www.registrar.ku.edu/adddrop-class>.

test

1**February 9 and 14: review and test 1**

- See "information about the tests" above, on p. 4.
- In lecture on Thursday, we'll review for the test.
- Discussion sections will meet as scheduled
- The test will be available on Blackboard from 10 a.m. on Tuesday, February 14, until 4 p.m. the next day. There will be no lecture that Tuesday.

normative ethics**February 16 and 21: ethical egoism**

- Before lecture on Thursday, read *The Fundamentals of Ethics*, chapter 8, to the main section break on p. 114.
- Discussion sections will meet as scheduled.
- Before lecture on Tuesday, read *The Fundamentals of Ethics*, chapter 8, from the main section break on p. 114 to the end.

February 23 and 28: utilitarianism

- Before lecture on Thursday, read *The Fundamentals of Ethics*, chapter 9.
- Discussion sections will meet as scheduled.
 - Before your discussion section, complete homework 1 in accordance with the instructions on the next page, and print three copies of it to bring to your discussion section.
 - You'll turn in one copy of your paper as homework 1. The policy on late and emailed homework (see p. 5) applies to this assignment.
 - You'll work on your paper with your classmates using the other copies of your paper and copies of the worksheet shown on p. 15.
- Before lecture on Tuesday, read *The Fundamentals of Ethics*, chapter 10, except for the section on pp. 138–142, the subsection on pp. 151–152, and the section on pp. 153–156.

instructions for homework 1, due in discussion section February 24–28:

- Write a paper arguing for some ethical claim.
- 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 use, same-sex marriage, airport body scanners, laws prohibiting texting while driving, and countless others.
 - You are welcome to write on a topic that relates to KU’s Common Book for the 2016–17 academic year, which is *Between the World and Me*, by Ta-Nehisi Coates. You must be sure to argue for an ethical claim, not an explanatory or historical claim. For example, you could reply to any of these questions:
 1. Coates writes that he thought it would be wrong for him to comfort his son when his son heard the news that the police officer who killed Michael Brown would not be indicted. Was Coates right about that?
 2. Coates writes that he is ashamed of the way he reacted when a white woman pushed his young son out of the way when they were getting off of an escalator. Is Coates right to feel that way?
 3. The Black Lives Matter movement, Coates’s book, and other voices are contributing to an ongoing conversation about a cluster of interrelated issues pertaining to race in America. This conversation is affecting American society widely, ranging from formal policy changes to informal changes in personal perceptions and interactions. Are these changes beneficial?
 4. Consider how students in American high schools are taught about slavery and racism in their country. Are students taught about these topics in a way that promotes deep understanding and social justice?
 - 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.
- 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 emailed homework (see p. 5) applies to this assignment. (This assignment is a precursor to the first paper assignment, which is due in discussion section March 10–14.)
- Print three copies of your paper to bring to your discussion section.

[your name]
Introduction to Ethics
[your T.A.'s name]
F, 8*
February 24, 2017**
518 words***

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

*** Put the date when you are turning
this paper in – February 24, 27, or 28.*

**** 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 disparities among students’ clothes.

First, school uniforms help 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 require 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 disparities 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]
F, 8*
February 24, 2017**
326 words***

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

*** Put the date when you are turning
this paper in – February 24, 27, or 28.*

**** 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.

- A worksheet similar to the following will be used in discussion sections February 24–28. Beforehand, you should try to make sure your paper meets these criteria.

Ben Eggleston
 University of Kansas, Spring 2017
 Philosophy 160: Introduction to Ethics
 February 24, 2017 [draft of January 10, 2017]

rubric for peer critiques of homework 1

name of person completing this critique: _____

name of author of paper being critiqued: _____

1. clarity of statement of claim being argued for:

- I found that the claim for which you were arguing was clearly stated in a single sentence.

The sentence I have in mind begins with the following word(s): _____

- I was not able to identify one particular sentence that seemed to state the claim for which you were arguing.

2. reason(s) in support of claim:

- I found that your claim was supported with at least one argument. It/they had to do with

the following idea(s): _____

- I was not able to identify an argument you were using to support your claim.

3. separate paragraphs for separate reasons:

- It appeared to me that you had exactly one supporting argument.

- It appeared to me that you had more than one supporting argument and each had its own paragraph.

- It appeared to me that you had more than one supporting argument but two or more of them were in the same paragraph as each other.

4. topic sentences:

- Each paragraph begins with a sentence that gives the reader an accurate impression of what that paragraph will be about.

- This is not the case with the paragraphs that begin with the following word(s): _____

5. other comments:

March 2 and 7: Kant's moral theory

- ❑ Before lecture on Thursday, read *The Fundamentals of Ethics*, selections from chapters 11 and 12: pp. 159–169, pp. 173–178, and pp. 189–190.
- ❑ Discussion sections will meet as scheduled.
 - Before your discussion section, complete homework 2 in accordance with the instructions below, and print three copies of it to bring to your discussion section.
 - You'll turn in one copy of your paper as homework 2. The policy on late and emailed homework (see p. 5) applies to this assignment.
 - You'll work on your paper with your classmates using the other copies of your paper and copies of the worksheet shown on p. 23.
- ❑ Before lecture on Tuesday, read *The Fundamentals of Ethics*, selections from chapters 11 and 12: pp. 169–172, p. 181, and pp. 187–189.

instructions for homework 2, due in discussion section March 3–7:

- ❑ Add to the paper you turned in as homework 1 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 as homework 1. 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.
- ❑ The second paper shown on the following pages has a conclusion, but the first one does not. A conclusion is neither mandatory nor prohibited.
- ❑ 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 as homework 1, what you turn in as homework 2 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 emailed homework (see p. 5) applies to this assignment. (Like homework 1, this assignment is a precursor to the first paper assignment, which is due in discussion section March 10–14.)
- ❑ The same rules apply as before. And, as before, you should print three copies to bring to your discussion section.

[your name]
Introduction to Ethics
[your T.A.'s name]
F, 8*
March 3, 2017**
719 words***

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

*** Put the date when you are turning
this paper in – March 3, 6, or 7.*

**** 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 disparities among students’ clothes.

First, school uniforms help 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 require 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 disparities 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 T.A.'s name]
F, 8*
March 3, 2017**
605 words***

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

*** Put the date when you are turning
this paper in – March 3, 6, or 7.*

**** 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 on 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.

- A worksheet similar to the following will be used in discussion sections March 3–7. Beforehand, you should try to make sure your paper meets these criteria.

Ben Eggleston
 University of Kansas, Spring 2017
 Philosophy 160: Introduction to Ethics
 March 7, 2017 [draft of January 10, 2017]

rubric for peer critiques of homework 2

name of person completing this critique: _____

name of author of paper being critiqued: _____

1. clarity of statement of claim being argued for:

- I found that the claim for which you were arguing was clearly stated in a single sentence.

The sentence I have in mind begins with the following word(s): _____

- I was not able to identify one particular sentence that seemed to state the claim for which you were arguing.

2. reason(s) in support of claim:

- I found that your claim was supported with at least one argument. It/they had to do with the following idea(s): _____

- I was not able to identify an argument you were using to support your claim.

3. description of objection:

- I found that at least one objection to your view was clearly described. It/they had to do with the following idea(s): _____

- I did not find that any objection to your view was clearly described.

4. reply to objection:

- I found that you had replied effectively to the objection(s) you had described.

- I found that you had replied to the objection(s) you had described, but I was concerned about whether you had replied to the objection(s) effectively.

- It did not appear to me that you had replied to the objection(s) you had described.

5. other comments:

March 9: Kant's moral theory, continued

- There is no additional reading for lecture on Thursday, March 9.
- Discussion sections will meet as scheduled March 10–14.
 - Before your discussion section, re-read the paper you have been working on and make any final revisions you think are warranted.
 - 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.
 - 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 any of your homework grades. So, the policy on late and emailed homework does not apply to this assignment; rather, the policy on late and emailed papers (see p. 5) applies to this assignment.
 - Print two copies of your paper to bring to your discussion section – one to turn in, and one to save in case anything happens to the one you turn in.

March 14 and 16: feminist ethics

- Before lecture on Tuesday, read *The Fundamentals of Ethics*, chapter 18, to the section break on p. 285.
- Before lecture on Thursday, read *The Fundamentals of Ethics*, chapter 18, from the section break on p. 285 to the end.
- Discussion sections will meet as scheduled March 17, 27, and 28 (skipping the week of March 20–24 because of spring break).

March 28 and 30: review and test 2

test

2

- See “information about the tests” above, on p. 4.
- In lecture on Tuesday, we'll review for the test.
- The test will be available on Blackboard from 10 a.m. on Thursday, March 30, until 4 p.m. the next day. There will be no lecture that Thursday.
- Discussion sections will not meet March 31–April 4.

applied ethics

reading questions: Because most of the reading for this part of the course was not written as material for an introductory textbook, “reading questions” are provided, below, to guide your reading. You do not have to turn in your answers to these questions; they are just meant as an aid to your reading.

April 4 and 6: the environment

☐ Before lecture on Tuesday, complete the following three reading assignments.

1. Read pp. 238–241 of the material from Peter Singer provided on the course Blackboard site.

reading questions:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. What does the creation story in Genesis say is the place of human beings in the divine plan for the world? 2. What does Aristotle say is the place of human beings in the hierarchy of nature? | <ol style="list-style-type: none"> 3. According to Singer, does the dominant Western tradition condone any efforts to reduce the burning of fossil fuels and other causes of climate change? |
|--|---|

2. Read the material from Albert Schweitzer provided on the course Blackboard site. *reading questions:*

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. How, according to Schweitzer, could an “unlearned” man experience a tree so that he would know more than a scientist who has studied a thousand life forms? 2. With what statement does Schweitzer say that “True philosophy must start”? | <ol style="list-style-type: none"> 3. What does Schweitzer put forward as the “basic principle” of morality? 4. How, according to Schweitzer, does that principle require a “widening of the current views of good and evil”? |
|---|---|

3. Read the material from Aldo Leopold provided on the course Blackboard site. *reading questions:*

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. What are the three steps in the sequence of the development of ethics that Leopold describes? 2. What does Leopold mean by “the land”? | <ol style="list-style-type: none"> 3. How are the layers of the biotic pyramid related to each other, aside from a consistent decrease in “numerical abundance” at higher levels? 4. What, according to Leopold, makes something right or wrong? |
|--|--|

☐ Before lecture on Thursday, read pp. 245–255 of the material from Peter Singer provided on the course Blackboard site. (You do not have to read pp. 242–244 of this text, and these pages are omitted from the PDF file.) *reading questions:*

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. What considerations, aside from adverse effects on human beings, does Singer identify as counting against the dam project he discusses? 2. What are some of Singer’s examples of events that his approach does not give weight to, except “insofar as they adversely affect sentient creatures”? | <ol style="list-style-type: none"> 3. After Singer notes a difficulty with interpreting Schweitzer’s position, what is his main criticism of that position? 4. What is Singer’s main criticism of the “biocentric egalitarianism” espoused by some “deep ecology” theorists? 5. What is an example of something that Singer says we should think of as an “extravagance”? |
|--|--|

- Discussion sections will meet as scheduled.
 - Before your discussion section, complete homework 3 in accordance with the instructions below, and print three copies of it to bring to your discussion section.
 - You'll turn in one copy of your paper as homework 3. The policy on late and emailed homework (see p. 5) applies to this assignment.
 - You'll work on your paper with your classmates using the other copies of your paper and copies of the worksheet shown on p. 27.

instructions for homework 3, due in discussion section April 7-11:

- Follow the instructions for homework 1 and 2, above, modified as follows:
 - Choose a topic that is different from the topic on which you wrote your first paper.
 - Your paper should both (1) argue for some ethical claim and (2) describe and reply to one or more objections to that claim. In other words, the process that was broken into two steps in homework 1 and homework 2 is combined into one step for this assignment.
 - What you turn in will be homework 3.
 - This assignment is a precursor to the second paper assignment, which is due in discussion section April 14-18.

- A worksheet similar to the following will be used in discussion sections April 7–11. Beforehand, you should try to make sure your paper meets these criteria.

Ben Eggleston
 University of Kansas, Spring 2017
 Philosophy 160: Introduction to Ethics
 April 7, 2017 [draft of January 10, 2017]

rubric for peer critiques of homework 3

name of person completing this critique: _____

name of author of paper being critiqued: _____

1. clarity of statement of claim being argued for:

- I found that the claim for which you were arguing was clearly stated in a single sentence.
 The sentence I have in mind begins with the following word(s): _____
- I was not able to identify one particular sentence that seemed to state the claim for which you were arguing.

2. reason(s) in support of claim:

- I found that your claim was supported with at least one argument. It/they had to do with the following idea(s): _____
- I was not able to identify an argument you were using to support your claim.

3. description of objection:

- I found that at least one objection to your view was clearly described. It/they had to do with the following idea(s): _____
- I did not find that any objection to your view was clearly described.

4. reply to objection:

- I found that you had replied effectively to the objection(s) you had described.
- I found that you had replied to the objection(s) you had described, but I was concerned about whether you had replied to the objection(s) effectively.
- It did not appear to me that you had replied to the objection(s) you had described.

5. other comments:

April 11 and 13: abortion

- Before lecture on Tuesday, read the material from Don Marquis provided on the course Blackboard site. *reading questions:*

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. In section I, Marquis notes that anti-abortion arguments are often criticized for relying on overly broad principles about who has the right to life – principles that attribute the right to life to individuals or entities to which the right to life should not be attributed. What is an example of this that he mentions? 2. He also notes that pro-choice arguments are often criticized for relying on overly narrow principles about who has the right to life – principles that fail to attribute the right to life to individuals to whom the right to life should be attributed. What is an example of this that he mentions? 3. In section II, Marquis develops a theory of the wrongness of killing adult human beings. Why is killing such people wrong, according to Marquis? 4. Does Marquis's view (about what makes killing adult human beings wrong) imply, or deny, that only life that is biologically human has great moral worth? | <ol style="list-style-type: none"> 5. What does Marquis's view imply about the morality of active euthanasia? 6. What does Marquis's view imply about the morality of abortion? 7. Does Marquis's view imply that abortion is wrong in all circumstances? In what sort of circumstances, according to Marquis, could abortion be justified? 8. Section III of Marquis's article is omitted from the excerpt you are reading. In section IV, Marquis considers the objection that since fetuses do not value their futures, their futures are not valuable to them. How does he reply to this objection? 9. In section V, Marquis considers the objection that his view implies not only the immorality of abortion, but also the immorality of contraception. How does he reply to this objection? |
|---|---|

- Before lecture on Thursday, read the material from Judith Jarvis Thomson provided on the course Blackboard site. *reading questions:*

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. What premise that opponents of abortion usually focus on proving does Thomson say she will grant in her defense of abortion? 2. What is the point of Thomson's violinist example? Specifically, what argument is it meant to cast doubt on? 3. Thomson describes a view she calls "the extreme view." What is this view? 4. Sections 1 and 2 of Thomson's article are omitted from the excerpt you are reading. (The text preceding the beginning of section 3, on p. 54, is introductory text that precedes section 1 of Thomson's article.) At the beginning of section 3, Thomson makes a transition from talking about cases of pregnancy what have a certain characteristic to talking about cases of pregnancy that do not have that characteristic. What is that characteristic? | <ol style="list-style-type: none"> 5. How does Thomson argue against the claim that everyone has the right to be given at least the bare minimum needed for continued life? 6. In section 4, Thomson considers the possibility that an opponent of abortion might say that the right to life consists not in the right not to be killed, but rather in the right not to be killed unjustly. On this view, the permissibility of abortion depends on whether abortion is unjust killing. What argument in support of the idea that abortion is unjust killing does Thomson consider? 7. Thomson notes that the argument under consideration would not imply that abortion in cases of pregnancy due to rape is unjust killing. She also gives an argument, involving people-seeds, suggesting that abortion in cases of another kind of unwanted pregnancy – pregnancy following the (unsuccessful) use of contraception – is not unjust killing. What is this argument that she gives? In what way does her argument seem to apply specifically |
|---|--|

to cases of pregnancy following the use of contraception, even though she does not explicitly mention that?

8. In section 5, Thomson acknowledges that abortion would be wrong in some cases. What are the cases that Thomson indicates?
9. Section 6 is omitted from the excerpt you are reading. In section 7, Thomson considers the objection that a pregnant woman has a special kind of responsibility for the fetus she is

carrying, such that aborting it would be wrong. How does Thomson reply to this objection?

10. In section 8, Thomson acknowledges that some defenders of abortion will regard her argument as unsatisfactory, on two counts. What is the first of these two concerns? (The second concern is omitted from the excerpt you are reading.)

- ☐ Discussion sections will meet as scheduled.
- Before your discussion section, re-read the paper you have been working on and make any final revisions you think are warranted.
 - 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.
 - Your paper will be graded on content (not just completeness, as with the earlier draft you turned in for homework). The grade you get will be your second paper grade; it will not influence any of your homework grades. So, the policy on late and emailed homework does not apply to this assignment; rather, the policy on late and emailed papers (see p. 5) applies to this assignment.
 - Print two copies of your paper to bring to your discussion section – one to turn in, and one to save in case anything happens to the one you turn in.

Friday, April 14:

- I hope this doesn’t apply to you, but if you feel that you 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 17 (as indicated at <https://registrar.ku.edu/spring-2017-academic-calendar-date>). For instructions, see <http://www.registrar.ku.edu/adddrop-class>.

April 18 and 20: euthanasia

- ☐ Before lecture on Thursday, read the material from James Rachels provided on the course Blackboard site. *reading questions:*
- | | |
|---|---|
| <ol style="list-style-type: none"> 1. After arguing for the morality of euthanasia in a preliminary way, Rachels states the utilitarian argument in defense of euthanasia. This argument’s first premise is the principle of utility. What does Rachels think is wrong with the principle of utility as a general moral principle? 2. Aside from concerns about the principle of utility as a general moral principle, what concern does Rachels have about using that principle to decide specific instances of possible euthanasia? | <ol style="list-style-type: none"> 3. Rachels states a second argument in support of euthanasia. Does he agree with all of this argument, or does he find it flawed (like the utilitarian argument)? 4. The second argument in support of euthanasia that Rachels states begins with a premise that includes two criteria that are not included in the principle of utility. What are those two criteria? 5. Rachels seems to take the consent of the person to be euthanized as sufficient to ensure that that person’s rights are not violated. Do you agree with this, or can you think of possible counter-examples? |
|---|---|

- Before lecture on Thursday, read the material from Daniel Callahan provided on the course Blackboard site. *reading questions:*

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. What does Callahan identify as the three generally accepted reasons for taking a person's life? 2. In what way, according to Callahan, does the general acceptance of a prohibition on dueling undermine a defense of active euthanasia? 3. In the section "Three Arguments in Favor of Euthanasia," Callahan mentions that one argument in support of euthanasia is based on the right of self-determination. To rebut this argument, in the section "Euthanasia as a Social, not Private, Act" Callahan discusses the role of physicians in euthanasia (and physician-assisted suicide). What is Callahan's first concern about this? 4. What is Callahan's second concern about the role of physicians in euthanasia? 5. The second argument in support of euthanasia that Callahan discusses is based on the relieving of suffering. What is Callahan's response to this argument? | <ol style="list-style-type: none"> 6. What aspect(s) of the Dutch experience with euthanasia support(s) Callahan's position the most? 7. What does Callahan say was the main reason given in support of Oregon's physician-assisted suicide law, and what does Callahan say has been the main motivation of the patients who have availed themselves of that law? 8. What seems to be Callahan's opinion of the main motivation of the patients who have availed themselves of the Oregon law? Does he seem sympathetic to their concerns, or does he seem to think there is something wrong with their concerns? 9. The principle that Callahan mentions as the "second assumption" underlying his view is a good statement of the foundation of the view he expresses in this paper. What is that principle? |
|---|--|

- Discussion sections will meet as scheduled. These will be the last discussion sections of the course.

April 25 and 27: review and test 3

test

3

- See "information about the tests" above, on p. 4.
- In lecture on Tuesday, we'll review for the test.
- The test will be available on Blackboard from 10 a.m. on Thursday, April 27, until 4 p.m. the next day. There will be no lecture that Thursday.
- Discussion sections will not meet April 28–May 2.

May 2 and 4: review

- On Tuesday, we'll review the third test.
- We'll reserve Thursday, May 4, in case we need it.

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 12. 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, 2018. After that date, I may discard unclaimed work from this semester.