

Philosophy 2050-02: Ethics

Instructor: (Miss) Sahar Joakim

Location: [REDACTED]

Office hours: By appointment

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Course Description

Everything in this ethics class revolves around what is right and what it is right to do. Through reading, thinking, and discussing, we will contemplate questions like, *Why should one be moral? Is lying bad? What is the differences between doing and allowing harm? What do we owe to others? Are ethics relative? What responsibilities do we have regarding the environment? Is cloning permissible? Is abortion permissible? Should corporations be held to the same standards as persons? Should the government regulate what persons do (drugs, vaccines, etc.)? Is eating meat ethical?* The list goes on. We will explore controversial topics, ask difficult questions, and try to express our answers verbally and through writing. Through learning how to articulate your answers to these and other questions, you will also learn a lot about yourselves. I expect no student to conform to my views, you will be graded for how well you hold your position (whatever it is). I will expect you to develop and articulate a) clear understandings of the issues involved, b) your own views, and c) arguments for and against the different positions one can take.

Required Material

(a) All reading material will be provided for free over the internet. *Please contact me if computer or internet access is an issue as I have prepared alternative methods for getting students their reading.* All assigned readings must be read before the class meeting for which they are assigned. The only class for which there is no reading is the first class.

(b) Each student must have their own journal or notebook for the use of **only** this course. This is where you will take notes for the entire course. I will be collecting the journals at least once a week to see what you are writing (notes, etc.). **OPTION:** You may have an electronic journal, a Google Drive Folder, where you add to a document called "Lastname_Notes" shared with me- so that when I collect the physical journals, I can also view yours.

Major Assignments: 3 Exams

There is one midterm exam and one final exam. Both of these exams involve writing one essay. The rubric for the essay will be given ahead of time. The essay prompt is, roughly, to choose one topic we have discussed so far, and to write a persuasive argument in favor of at least one and only one side of the issue. For the final essay, you may develop the theme from the midterm essay upon confirmation with me. There will also be one Multiple-Choice exam that will cover everything in the class until the exam date. These are the three major assignments for the course.

Minor Assignments: Daily Journaling

Students must keep journals for the purpose of engaging the course material in various ways, including short reflection notes and practice essay questions. Every day we have class, I *encourage* you to take notes. Every day after class, you are *required* to answer two questions: (a) What was the most interesting (to you) idea discussed in class today?, and (b) What is your opinion on this? I will collect these journals once a week, perhaps adding comments but also grading that you have completed the entries.

Grades

Rubrics for each assignment will be available prior to the due date of the relevant assignment. All three major exams will be graded blindly; that is, I will be grading without knowing whose material it is. Points will be removed from any exam submitted with a student name or without a Banner ID number. After 3 unexcused absences, students may be graded down. We may *have to* add pop-quizzes due to lacking participation (which signals to me a lacking of reading). Otherwise, your grade for the course is out of 100 points, broken down as follows:

Multiple-Choice Exam: 25 points
Essay (Midterm) Exam: 20 points
Essay (Final) Exam: 30 points
Journal: 25 points

Technology policy

Technology is permissible as long as the device is being used for learning purposes (for the purpose of this class). In other words, students may take notes on their electronic devices in class. Anyone caught using a device for any reason beyond this ethics class will have their device confiscated for the remainder of the class without appeal.

Schedule

We are not sticking to some predetermined schedule of when to read what material regardless of class interest or comprehension. We will start on the first day with the first topic, and we will work our way through the material. There is more material here than we will cover, I will delete reading assignments and perhaps reorder them as we go along. We start on the first day with an overview of various ethical systems, and then we get into specific topics. Feel free to email me about advancing a topic to an earlier date if you want to ensure we get to it before a certain exam, (or to add a topic).

ETHICAL SYSTEMS

<https://opentextbc.ca/ethicsinlawenforcement/chapter/2-1-major-ethical-systems/>

1. Meta ethics
2. Applied ethics
3. Normative ethics
 - a. Utilitarianism
 - b. Deontology
 - c. Virtue ethics
 - d. Ethics of care
 - e. Egoism

- f. Religion or divine command theory
- g. Natural Law
- h. Social contract theory
- i. Rawls's theory of justice
- j. Moral relativism

Thomas Metcalf, "Ethical Realism"

<https://1000wordphilosophy.com/2015/11/05/ethical-realism/>

LIES AND BULLSHIT

Immanuel Kant, "On a Supposed Right to Lie From Benevolent Motives"

http://www.sophia-project.org/uploads/1/3/9/5/13955288/kant_lying.pdf

Harry Frankfurt, "On Bullshit"

http://www2.csudh.edu/ccauthen/576f12/frankfurt_harry_-_on_bullshit.pdf

DOING/ALLOWING HARM

Aesop's: [*The Frog and the Mouse*](#)

Nathan Nobis, "The Ethics of Abortion"

<https://1000wordphilosophy.com/2016/03/07/the-ethics-of-abortion/>

Philippa Foot, "The Problem of Abortion and the Doctrine of Double Effect"

<https://philpapers.org/archive/FOOTPO-2.pdf>

The Trolley Problem (video)

<https://www.youtube.com/watch?v=9xHKxrc0PHg>

Judith Jarvis Thomson, "Killing, Letting Die, and the Trolley Problem"

<https://laurenalpert.files.wordpress.com/2014/08/thomson-killing-letting-die-and-the-trolley-problem.pdf>

Deontology: Kantian Ethics

<https://1000wordphilosophy.com/2014/06/09/introduction-to-deontology-kantian-ethics/>

Concealed Carry (Missouri Gun Laws)

https://www.usconcealedcarry.com/resources/ccw_reciprocity_map/mo-gun-laws/

DEALINGS WITH OTHERS

Emma Goldman's [*Love and Marriage*](#)

Aesop's [*The Ass, The Fox, and The Lion*](#)

Aristotle's [Nicomachean Ethics Book VIII](#)

(page 1825-1827) Section 1. Read line 1-30;
Section 2.; Section 3, Line 1-21

Plato's *Lysis* (page 695) 211d-212e
then: Plato's *Lysis* (page 698) 214b-215d

Kant's *The Metaphysics of Morals*, Chap. II, Section 47
(page 586-588 of *The Critique of Practical Reason*)

Henrique Schneider "How to Establish Social Order? Three Early Chinese Answers"
<https://1000wordphilosophy.com/2018/07/09/how-to-establish-social-order-three-early-chinese-answers/>

<http://read.gov/aesop/128.html>
Aesop's *The Eagle and the Kite*

Jason Wyckoff, The Moral Status of Animals
<https://1000wordphilosophy.com/2014/02/03/the-moral-status-of-animals/>

CHARACTER

Movie: *Groundhog Day*, directed by Harold Ramis (Columbia Pictures, 1993), currently available to rent [for \\$3.99 from amazon.com \(instant play\)](https://www.amazon.com/groundhog-day/dp/B000000000)

Protagoras page 755-756 (skim 318) then read 319-320c seriously

Plato's *Republic* The Gyges Ring 417a-b
<https://philosophyintrocourse.files.wordpress.com/2016/04/plato-ring-of-gyges.pdf>

Lucian of Samosata, "Selling Creeds"
<https://www.sacred-texts.com/cla/luc/wl1/wl179.htm>

ENVIRONMENT

Global Warming
<https://www.conserve-energy-future.com/GlobalWarmingSolutions.php>

Deforestation
<https://www.conserve-energy-future.com/causes-effects-solutions-of-deforestation.php>

Pollution

<https://www.conserve-energy-future.com/PollutionTypes.php>

Endangered Species

<https://www.conserve-energy-future.com/most-endangered-species-on-earth.php>

Household Waste

<https://www.conserve-energy-future.com/waste-to-energy.php>

RESPONSIBILITY

Milgram's (In)Famous Experiment.

A <https://www.simplypsychology.org/milgram.html>

B http://faculty.babson.edu/krollag/org_site/soc_psych/milgram_exper.html

Ryan Jenkins, "The Ethics of Drone Strikes"

<https://1000wordphilosophy.com/2014/03/27/the-ethics-of-drone-strikes/>

Ryan Jenkins, "Licensing Parents"

<https://1000wordphilosophy.com/2014/01/30/licensing-parents/>

Daniel Miller, "Ignorance and Blame"

<https://1000wordphilosophy.com/2019/02/14/ignorance-and-blame/>

Chelsea Haramia, "Free Will and Moral Responsibility"

<https://1000wordphilosophy.com/2014/06/02/free-will-and-moral-responsibility/>

Rebecca Renninger, "Alternate Possibilities and Moral Responsibility"

<https://1000wordphilosophy.com/2014/09/22/alternate-possibilities-and-moral-responsibility/>

DRUGS

A "Five Reasons Cops Want to Legalize Marijuana",

<https://www.rollingstone.com/politics/politics-news/five-reasons-cops-want-to-legalize-marijuana-198080/>

B "Teen Marijuana Use May Show No Effect on Brain Tissue, Unlike Alcohol"

https://www.huffpost.com/entry/teens-marijuana-brain-tissue-alcohol_n_2331779

"Sugary Drinks Linked to 180,000 Deaths Each Year"

https://www.washingtonpost.com/news/to-your-health/wp/2015/06/29/sugary-drinks-linked-to-180000-deaths-a-year-study-says/?noredirect=on&utm_term=.da2571af5c6e

A Antidepressants

<https://www.medicalnewstoday.com/kc/antidepressants-work-248320>

B Suicide from Antidepressants

<https://www.medicalnewstoday.com/kc/antidepressants-work-248320>

A History of Vaccinations

<https://vaccines.procon.org/view.resource.php?resourceID=006479>

B Pro and Con List for Vaccinations being Required

<https://vaccines.procon.org/#arguments>

C Despite Measles Warnings, Anti-Vaccine Rally Draws Hundreds of Ultra-Orthodox Jews

<https://www.nytimes.com/2019/05/14/nyregion/measles-vaccine-orthodox-jews.html?fbclid=IwAR2vYA2deEWZzUXn1Yzi37iobm3QOpwPoUWos4NbTXhKsb7Df496ef3FTo0>

BUSINESS ETHICS

A <http://read.gov/aesop/089.html>

The Farmer and his Sons: Industry is itself a treasure.

B <http://read.gov/aesop/141.html>

The Lion's Share: Might Makes Right

Herald of Free Enterprise

<http://www.ship-disasters.com/passenger-ship-disasters/herald-of-free-enterprise/>

The Ethics of Competition

https://www.researchgate.net/publication/5091553_The_Ethics_of_Competition

Jan Boxill, "The Ethics of Competition" (in sports)

<https://philpapers.org/rec/BOXTEO-2>

Grocery Gleaning

A

https://www.nytimes.com/2008/05/18/weekinreview/18martin.html?_r=1&scp=1&sq=into%20the%20trash%20it%20goes&st=cse

B <https://www.resilience.org/stories/2015-07-24/gleaning-an-ancient-custom-that-may-eturn-in-the-future/>

C: *If interested, check this out:*

https://www.usda.gov/sites/default/files/documents/usda_gleaning_toolkit.pdf

RACE

Abiral Chitrakar Phnuyal, "The Ontology of Race"

<https://1000wordphilosophy.com/2018/06/07/the-ontology-of-race/>

Immanuel Kant, 'On the Different Human Races', in Bernasconi and Tommy Lott, editors. *The Idea of Race*, Hackett, 2000.

<https://blackcentraleurope.com/sources/1750-1850/kant-on-the-different-human-races-1777/>

Joshua Glasgow. 2009. 'Racism as Disrespect', *Ethics* 120(1): 64-93.

https://drive.google.com/open?id=1NMpEaE6LZ61na50UWzjZ31ntr_vD-c9y

Martin Luther King, 'Letter from a Birmingham Jail'

<https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail>

Original footage from Civil Rights sit-in movement

<https://www.youtube.com/watch?v=OT9gILdTaWo>

Joseph Frigault, "Reparations for Historic Injustice"

<https://1000wordphilosophy.com/2019/05/08/reparations-for-historic-injustice/>

EDUCATION

Nathan Nobas, "Ethics and Extra Credit"

<https://1000wordphilosophy.com/2018/02/25/ethics-and-extra-credit/>

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator (or that person's equivalent on your campus) and share the basic facts of your experience with her. The Title IX contact will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

For most students on the St. Louis campus, the appropriate contact is Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course. Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University- level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Student Success Center

The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching. University Writing Services University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.