

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 165
 Action approved
12-1-94

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (x) Professor Dr. Vincent J. Ferrara Phone 357-2310
- (x) Writing Workshop? (If not at IUP, where? when? Yes @ IUP)
- (x) Proposal for one W-course (see instructions below)
- (x) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____ Phone _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility _____
- () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) [Signature]

Department Chairperson Albert E. Boufford

College Dean [Signature] 11/18/94

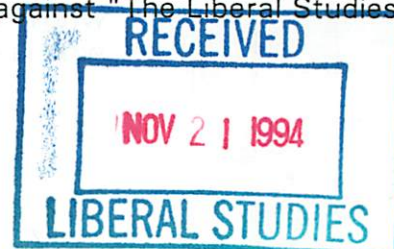
Director of Liberal Studies Bortene Richardson 12-1-94

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

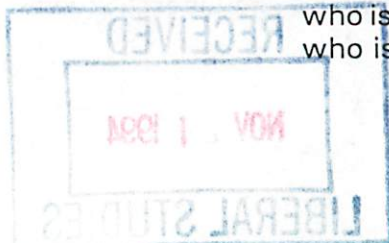
- Yes Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- Yes Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- Yes Does one of your course objectives explicitly mention the improvement of writing?
- Yes Will you distribute written instructions, including criteria for evaluation, for major assignments?
- Yes Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- Yes Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- Yes Are there at least two, and preferably more, different writing assignments?
- Yes Will students revise at least one assignment after receiving your review comments?
- Yes Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)? *This is the rewritten dialogue*
- Yes Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- Yes Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

- Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?



I. Writing Summary {PH 222: Ethics}

PH 222 {ETHICS} is proposed as a Writing Intensive Course. The course is taught in Fall and Spring semesters and possibly in the Summer. The students are generally freshpersons and sophomores and the course fulfills a Liberal Studies requirement in the Philosophy/ Religious Studies section. As Writing Intensive the course will be limited to 25 students.

Course Goal

- {a} develop an appreciation of philosophy
- {b} awareness of the interrelatedness of ethical issues
- {c} understanding the complexity of seemingly simple questions
- {d} understand the use and limitations of ethical principles
- {e} understand ethical terms and expressions
- {f} appreciate how different strategies function in solutions
- {g} develop ability to argue technically about issues
- {h} understand how to handle legitimate ethical differences
- {i} relate ethics as a discipline to one's life

Writing Intensive Goals

- {a} use variety of writing forms
- {b} provide for revisions
- {c} provide for instructor and peer review
- {d} develop student ability to use precise language, to articulate problems, concepts, distinctions, inconsistencies in arguments or ideas, interrelationships among ideas, principles, and arguments
- {e} develop the ability to explain, clarify, convince, propose, dialogue-with through written exchange
- {f} express individual thoughts, insights, problems, suggestions through clear, objective, and precise prose
- {g} rethink material and its presentation through revision

Writing Assignments {60% of grade/30.5-40.5 pages}

Writing Assignments/Examination Ratio

	%	Pgs
Five {5} Computer Labs {3-5 pages each} {1.5-2.5 pages/student/dialogue}	25	7.5-12.5
Ten {10} Class Writing Assignments {1 page each}	20	10
Ten {10} Peer Reviews {1/2 - 1 page each}	10	5-10
One {1} Class Dialogue Preparation {2 pages}	5	2
Two {2} Revisions {3 pages each}	{10}	6
Writing Subtotal	60	30.5-40.5
Two {2} Examinations	20	0
One {1} Class Dialogue	5	0
One {1} Final Examination	15	0
Total	100	30.5-40.5

A. Computer Dialogues {25% of total grade}

The purpose of this writing assignment is:

- {1} to have students learn the material through articulation of the written word
- {2} to give the students the opportunity to create their own moral responses to specific moral questions
- {3} to give the students the opportunity to create practical applications of the material
- {4} to have the students develop the ability to discuss and exchange ideas and criticisms with each other
- {5} to enhance cooperative learning
- {6} to develop a sense of participation in learning
- {7} to use writing to clarify ideas, develop precision in communicating, develop a sense of the needs of reader requirements for

understanding, to develop self-critical habits concerning the substance and manner in which communication takes place, to develop precision in communication

{8} to learn ethical philosophy by engaging the authors read in an interactive way

{a} Computer Labs

Five (5) COMPUTER LAB in-class writing sessions @ **five {5} points/student** in which **pairs of students** create a dialogue totaling **3-5 pages/dialogue**. Total: 25 points. Each Computer Lab has two sections worth 1-2 and 3-5 points, respectively.

{b} Revisions

Required rewriting of two {2} Computer Labs for change of grade.

{c} Computer Lab Guides

Computer Lab Guides distributed at the beginning of the semester and identified as **CLG + n** in Syllabus.

B. Writing Assignments {20% of total grade}

These writing assignments address specific subject matters during the course and are intended to achieve the following goals:

- {1} to have students learn specific material in ethical philosophy
- {2} to understand the direction and development of arguments, their strengths and weaknesses
- {3} to provide an opportunity for criticism and/or creation of moral arguments
- {4} to provide an opportunity for students to prepare material relevant to computer laboratories
- {5} to provide an opportunity for students to ask questions prior to the computer laboratories
- {6} to encourage adherence to a reading schedule obviating the need for cramming to fulfill future assignments or to prepare for examinations

- {7} to provide an opportunity for asking questions relative to material currently being considered in class
- {8} to provide an opportunity for critical examination of assigned material
- {9} to provide a point of departure for class discussion

Ten {10} writing assignments of approximately one page in length due on dates stipulated in the Readings/Examinations/Writing Assignments section of the Syllabus. At the time of submission each student is to provide two {2} copies of each written assignment: one {1} for the professor, and one {1} for Peer Review. Writing assignments will be collected, commented upon, and awarded a maximum of 2.0 points each.

C. Peer Reviews {10% of total grade}

- {1} to offer the possibility of seeing work through the eyes of another student
- {2} to offer an opportunity for cooperative learning through positive interactive criticism
- {3} to permit a comparison of instructor and peer review of work
- {4} to give students the opportunity to raise questions with each other that may not be apparent when working alone
- {5} to give students a sense of communal learning and a sense of participation
- {6} to create a positive and shared atmosphere for learning

On the date each Writing Assignment is due each student is to provide a copy of the Writing Assignment for Peer Review review by another student. Each review is to be a 1/2 - 1 page critical evaluation. The total number of Peer Reviews is ten {10}. Grade is awarded to the student making the Peer Review.

D. Revisions {for regrading}

- {1} to offer an opportunity to improve the original assignment subsequent to criticism

- {2} to provide an opportunity for student comparison of original submission with the rewritten assignment
- {3} to remove some of the onus normally associated with grading, yet without denying responsibility for work performed
- {4} to enable students to rethink ideas and their expression, thereby enhancing learning
- {5} to give students an opportunity to work in a more intimate way with the professor

E. Preparation for Class Discussion {5% of total grade}

- {1} to enhance learning through preparatory writing for the class discussion
- {2} to prepare participants for the class discussion
- {3} to provide an opportunity for analysis and understanding of discussion material

One {1} class dialogue in two sessions in which groups of five {5} will discuss one of the articles concerned with the Trolley Problem {Discussion} and then interact with the class as a whole {Intergroup}. A preparation writing assignment will be supplied for each of the five articles. Using the appropriate writing assignment each student will prepare a two {2} page summary of the Discussion portion of the Class Dialogue and one spokesperson, selected at random, will present the findings of each group to the entire class during the Intergroup discussion. As always grammar and spelling will affect grade.

Grade will be based on participation in the discussion {5%} and the two page summary {5%}.

F. Note Taking {0% of total grade}

Extensive outlines have been prepared and students are to integrate material presented in class. This writing enables the students to learn how to take organized and appropriate notes for the subject matters studied; to integrate new material into existing material, and to give a sense of logic and organization to course material.

G. In-Class Writing Assignments {0}% of total grade}

Short **non-credit** writing exercises at the beginning or during class will be used to initiate discussion, evaluate class appreciation of ideas or distinctions, assess class competence with particularly difficult ideas, provide an opportunity for the class to assess material and presentation. In addition to the substantive values just noted, they will also provide an opportunity to develop and use writing for learning and to prepare for course writing for credit. Questions will be specific rather than general. These will not be collected, but will be used interactively with the class through peer exchange or dialogue, dialogue with professor.

INDIANA UNIVERSITY OF PENNSYLVANIA
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

PHILOSOPHY 222: Ethics {W}
SPRING SEMESTER, 1995

Dr. Vincent J. Ferrara

Sections 004	: Tuesday-Thursday	[1:15 PM - 2:45 PM]	WILSON 203
005	: Tuesday-Thursday	[3:00 PM - 4:30 PM]	WILSON 203
006	: Wednesday	[6:00 PM - 9:00 PM]	WILSON 203

OFFICE HOURS:

Tuesday-Thursday	8:00 AM - 9:30 AM	SUTTON 444
	11:15 AM - 12:00 N	SUTTON 444
Wednesday	8:00 AM - 10:00 AM	SUTTON 444

[other hours by appointment only]

TELEPHONE: 2310

TEXTS:

Aristotle, Nicomachean Ethics
M. Ostwald, editor Macmillan/Library of Liberal Arts
ISBN: 0-02-389530-6 {\$6.75}

Immanuel Kant, Grounding for the Metaphysics of Morals,
translated by James W. Ellington, 3rd edition
Hackett Publishing Company ISBN: 0-87220-166-X {\$4.95}

John Stuart Mill, Utilitarianism
edited by Georg Sher
Hackett Publishing Company ISBN: 0-915144-41-7 {\$3.50}

James Rachels, Elements of Moral Theory, 2nd edition
McGraw-Hill ISBN: 0-07-051098-9
{cited as **Rachels + chapter number**}

How Should I Live? {Abbreviated **HSIL**}
Philosophical Conversations About Moral Life
Randolph M. Feezell and Curtis L. Hancock
New York: Paragon House, 1991
ISBN: 1-55778-284-9 {\$14.50}
{cited as **Dialogue + n**}

Ph 222: Outlines and Supplemental Material,
Spring, 1995 ed.
Vincent J. Ferrara
Pro-Packet University Square: Suite 2200 [1176 Grant St.
357-8402]

Articles and Outlines in Pro-Packet Materials

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

- Essays in Moral Philosophy, University of California Press, 1978 {170 F739v}
- Judith Jarvis Thomson, "Killing, Letting Die, and the Trolley Problem," The Monist, Vol. 59 {April, 1976}, 204-217 {in Rights, Restitution, and Risk: Essays in Moral Theory, Harvard University Press, 1986, 79-93} {170 T384r}
- Judith Jarvis Thomson, "The Trolley Problem," Yale Law Journal, 1985 {in Rights, 94-116}
- Michael J. Costa, "The Trolley Problem Revisited," The Southern Journal of Philosophy, {Key # 001050100}, Volume XXIV, 1986, 437-449
- Michael J. Costa, "Another Trip on the Trolley," {Key # 001050100}, The Southern Journal of Philosophy, Volume XXV, 1987, 461-466

SPIRIT OF THE COURSE

This is a course in **thinking philosophically** about ethical problems. It does not ask you to affirm, change, modify, deny, or tell anyone what your ethical positions are. But it does expect you to do the work of thinking about the problems the course will cover. Mere assertions are insufficient. Refusal to discuss is unacceptable. Expect the material to challenge, possibly disturb, perhaps annoy. All questions and principles are matter for discussion. What we want is a **spirit of inquiry coupled with reasonableness in discussion**. Ad hominem arguments are not permitted. Above all . . . **IT'S FUN!**

THIS IS A WRITING INTENSIVE COURSE

In a Writing Intensive course writing is used as a means of learning. The purpose is to have you attend to the written word to achieve clarity, precision, and knowledge about the subject-matter. In all written assignments pay attention to **how** you say **what** you intend to say. **Keep the reader in mind**. Emphasize the **manner** in which you express your ideas trying to avoid ambiguity, unsupported statements or responses, lapses in argumentation. Remember the reader's access to what you express is through the public forum of your written words. This is not a burden placed on writers by readers, but a requirement which also aids the writer, for bad writing is an indication of bad thinking.

THE COURSE ATTEMPTS TO PUT INTO PRACTICE THE SOCRATIC DICTUM:

The unexamined life is not worth living.

Socrates: Apology

Until the mind can love, and admire, and trust, and hope, and endure, reasoned principles of moral conduct are seeds cast upon the highway of life which the unconscious

passenger tramples into dust, although they would bear the harvest of his happiness.

Percy Bysshe Shelley, Preface, Prometheus Unbound

COURSE REQUIREMENTS

- (1) **THREE EXAMINATIONS:** Objective Type: true/false, multiple choice, matching, analysis of texts, reasoning, analysis/solving of problems. The questions do not call for a simple response, or your personal opinion, but require ability to read and analyze the questions, grasp their focus, apply knowledge and principles to cases or situations, and/or analyze/draw conclusions. (35% of total grade)

STUDY GUIDES WILL BE GIVEN FOR ALL EXAMINATIONS INDICATING MATERIAL TO BE INCLUDED AND SPECIFIC TOPICS

- (a) Quiz # 1 (10% of total grade) 50 questions @ 2 pts/each

Section 004: Tuesday {February 21, 1994}
Section 005: Tuesday {February 21, 1994}
Section 006: Wednesday {February 22, 1994}

Material for Quiz # 1

What is Ethics? Egoism
Ethics and Religion Absolutism/Relativism

- (b) Quiz # 2 (10% of total grade) 50 questions @ 2 pts/each

Section 004: Tuesday {April 20, 1994}
Section 005: Tuesday {April 20, 1994}
Section 006: Wednesday {April 19, 1994}

Material for Quiz # 2

Utilitarianism/Deontologism/Virtue

- (c) **FINAL EXAMINATION** (20% of total grade) 80 questions @ 1.25 pts/each

BLOCK EXAMINATION: Wednesday {May 10} 10:15 AM - 12:15 AM
PLACE: TBA

Material for Final Examination

Foot/Thomson/Thomson/Costa

THE MATERIAL FOR EACH EXAMINATION WILL NOT BE USED ON ANY OTHER EXAMINATION. MATERIAL WILL INCLUDE ANYTHING COVERED IN CLASS. THIS MIGHT NOT BE FOUND IN THE TEXT. YOU ARE RESPONSIBLE FOR SUBJECT-MATTER COVERED IN CLASS.

FAMILIARITY WITH THE MATERIAL IS THE STUDENT'S RESPONSIBILITY. YOU ABSENT YOURSELF AT YOUR OWN RISK.

(2) ATTENDANCE POLICY

Non-attendance will not affect your grade except where {a} you miss writing assignments, {b} miss computer lab sessions, {c} or exceed allowable absences obviating participatory consideration.

Definition of Allowable Absences

Allowable absences: class hours equivalent to twice the number of credit hours. For Tuesday-Thursday classes 4 class absences and for Wednesday 2 class absences or 4 half class absences.

Reasonable and verified absences will not negatively affect any student as make-up for writing assignments and/or computer labs will be considered on an individual basis in terms of special and exceptional circumstances.

(3) CONSCIENTIOUS READING

It is important that assigned selections be read prior to class. Material in class will NOT be limited necessarily to material in the text or in assigned readings. Conscientious reading not only offers you the prospect of gaining more from class, but builds habitual knowledge which obviates the need for "cramming."

(4) CLASS PARTICIPATION

Questions are encouraged, critical comments welcomed, observations are most desirable. One should look upon the semester's work as a cooperative adventure in the exploration of ideas. Participation can be used to enhance a student's final grade when it is close to the next higher grade, except for students who exceed Allowable Absences.

(5) Computer Labs (25% of total grade)

NO COMPUTER OR TYPING SKILLS ARE REQUIRED!!!!!!!!!!

{a} Computer Labs

The computer labs will entail five (5) COMPUTER LAB in-class writing sessions in which **pairs of students** will create a dialogue. Each computer lab assignment is worth **FIVE (5) points** for each participating student for a total of 25 points. Each Computer Lab has two sections

worth 1-2 and 3-5 points, respectively. There are six (6) Computer Labs offering the following options:

{i} miss one {1} lab of your choice {but if you do, you may not be excused from another lab, so it is advised you do not exercise this first option lightly}

{ii} do all six labs and drop your lowest graded lab

{b} Revisions

Required rewriting of two {2} Computer Labs for change of grade. Revisions are due no later than one {1} week after professor review is returned. Advice: Meeting with the professor prior to submission offers you an opportunity to ask individualized questions concerning rewriting. Grammar and spelling will affect grade on rewritten Computer Labs only.

{c} Computer Lab Guides

Computer Lab Guides {CLG + n} are in the Pro-Packet materials. They indicate material to be studied, questions to be reviewed, and topics for Debating the Issues section of the dialogue.

You will need a formatted 3.5" disk.

{d} Computer Lab Dates

All sessions will be held in Leonard

	Tuesday-Thursday Classes	Wednesday Evening Class
# 1	Tuesday, January 24	Wednesday, January 25
# 2	Thursday, January 31	Wednesday, February 1
# 3	Thursday February 16	Wednesday, February 15
# 4	Thursday, March 14	Wednesday, March 1
# 5	Tuesday, March 28	Wednesday, March 29
# 6	Tuesday, April 11	Wednesday, April 12

{e} Structure of Computer Lab Dialogues

[i] SUBSTANCE AND FORMAT OF DIALOGUES

Dialogues consist of **two parts** separately graded, i.e., Explanation and Clarificaton and Debating Issue. Each dialogue will be worth a total of **five (5) points**, and each student will be graded separately. Thus, identify yourselves at each stage of the dialogue and number sequentially. Identify each dialogue by LAB NUMBER. Enter each group member's name, followed letter abbreviations in CAPS in parenthesis. For example, Harvey Q. Philos {HQP}, Harold R. Sophos {HRS}. Place Lab Number at upper right of paper. Use abbreviated name + (# n) for each entry. Entries should be singled spaced, but double spaced between individuals.

LAB # 1

HQP (#1) first dialogue section for HQP

HRS (#1) first dialogue section for HRS

HQP (# 2) second dialogue section for HQP

HRS (# 2) second dialogue section for HRS, etc.

This permits commentary on **each** section **each** student writes on each Lab, e.g., On Lab # 1 HRS # 2 stated "....."

[ii] EXPLANATION AND CLARIFICATION {1-2 points of dialogue grade}

This part of the dialogue should yield at least 1-2 **print-out pages** (single space for each entry double spaced between entries by each person. A separate grade will be given for each section of the dialogue

Here you are expected to clarify the issue, problem, and underlying concept(s). **Basis for grade:** (1) evidence of careful reading of assigned material/evidence of careful consideration of ethical concepts and applicability to the assignment; (2) comprehension of relevant class material; (c) success in explaining/clarifying. Problems with grammar, sentence structure, spelling will be noted, but will not affect the grade because of limitation of time. Improvement is desirable.

[iii] DEBATING THE ISSUES {3-5 points of dialogue grade}

This section discusses the issue and should yield 2-3 **pages** of dialogue and the total number of pages for each

dialogue should be 3-5 print-out pages (single spaced with double spaces between entries by each person. **Basis for grade:** (1) degree to which class material and text are used; (2) degree to which claims and counter claims are supported by good reasons; (3) degree to which progress is made in the dialogue concerning the problems which stand in the way of resolution (e.g., inherent conceptual confusions, equally substantiated competing claims, unavailability of empirical data, etc. See above note on grammar, spelling, etc.)

(6) WRITING ASSIGNMENTS (20% of total grade)

There are ten {10} writing assignments indicated below as CW + n due on dates stipulated in the **Readings/Examinations/Writing Assignments** section of the Syllabus. Each Writing Assignment Sheet will be distributed in class prior to those dates.

All submissions are to be typed or computer printed.

At the time of submission each student is to provide two {2} copies of each written assignment: one {1} for the professor and one {1} for Peer Review. Cf. {7} below.

Avoid autobiography; statements feeling or difficulting with the reading. Writing assignments are to be philosophical in nature addressing the question provided and should explore its meaning and/or provide an indication of where the issue and/or its articulation is problematic.

Writing assignments will be collected, commented upon, and awarded a maximum of 2.0 points each. Their purpose is to aid you in ascertaining problems with the text or alert you to interests in specific aspects of the problem, and to provide a forum for exploration. Grammar and spelling will be considered in awarding grade, Writing Assignments will ONLY be accepted in class and for the day on which they are due. Missed assignments cannot be made up, except for justified and verifiable reasons. DO NOT hand in assignments for others. This constitutes cheating.

{7} Peer Reviews {10% of total grade}

On the date each Writing Assignment is due each student is to provide a copy of the Writing Assignment for Peer Review review by another student. Each review is to be a 1/2 - 1 page critical evaluation. The total number of Peer Reviews is ten {10}. Grade is awarded to the student making the Peer Review.

Peer Evaluation does not mean one must make negative comments, but asks for some objective and academic evaluation, response, suggestion, insight, addition, etc. which will aid the writer in clarifying and supplementing the original writing. **The intention of this review is to have us help each other and is an opportunity for cooperative friendly learning.** Attention should be paid to grammar and spelling as lapses will affect grade.

{8} Class Dialogue {10% of total grade}

One {1} class dialogue in two sessions in which groups of five {5} will discuss one of the articles concerned with the Trolley Problem {Discussion} and then interact with the class as a whole {Intergroup}. All students are to read all the articles, but each group will be assigned one of the articles for presentation. Each student will prepare a two {2} page summary of the Discussion portion of the Class Dialogue and one spokesperson, selected at random, will present the findings of each group to the entire class during the Intergroup discussion. As always grammar and spelling will affect grade.

Grade will be based on participation in the discussion {5%} and the two page summary {5%}.

{9} In class Writings

Short non-credit writing exercises at the beginning or during class will be used to initiate discussion, evaluate class appreciation of ideas or distinctions, assess class competence with particularly difficult ideas, provide an opportunity for the class to assess material and presentation. In addition to the substantive values just noted, they will also provide an opportunity to develop and use writing for learning and to prepare for course writing for credit.

READINGS/EXAMINATIONS/WRITING ASSIGNMENTS

The course material will focus on a limited number of ethical questions, but will treat these in great detail. We are **not** concerned with reaching an answer to which all will subscribe. We are concerned with:

- {a} developing an appreciation of philosophy
- {b} the interrelatedness of ethical issues
- {c} the complexity of seemingly simple questions
- {d} the use and limitations of ethical principles
- {e} understanding ethical terms and expressions
- {f} how different strategies function in solutions
- {g} how to argue technically about issues

- {h} how to handle legitimate ethical differences
- {i} how to relate ethics as a discipline to one's life

The assigned writings seek to fulfill the goals of a **Writing Intensive** course:

- {a} by using a variety of writing forms
- {b} by providing for revisions
- {c} by providing for instructor and peer review
- {d} to develop student ability to use precise language, to articulate problems, concepts, distinctions, inconsistencies in arguments or ideas, interrelationships among ideas, principles, and arguments.
- {e} to develop the ability to explain, clarify, convince, propose, dialogue—with through written exchange
- {f} to express individual thoughts, insights, problems, suggestions through clear, objective, and precise prose
- {g} to rethink material and its presentation through revision

NOTE: Do not become discouraged if we do not arrive at answers that resolve all difficulties, or if initial attempts at writing do not meet your expectations. We are concerned {1} with doing ethical thinking on complex questions, and {2} the development of written and oral abilities to articulate and present ideas treated. As in any learning there will be progression from less successful to more successful levels. Give yourself a chance by using self-criticism as a means of advancing your philosophical and linguistic abilities, rather than as an obstacle. Note course requirements **provide for revision. Our aim is to learn (a positive) rather than the negative of mere critique.**

It is also necessary to note the difference between being an ethical person because of ethical training and doing the requisite philosophical work to examine complex ethical issues.

TUESDAY

WEDNESDAY

THURSDAY

CLG + n indicates relevant Guide for the computer session; CW + n due dates for Class Writing Assignments. SG + n indicates distribution date for Examination Study Guides.

JAN 17: Syllabus
Introduction
What is Ethics?

19: Aristotle: Bk I
Rachels 1
Dialogue 1
CWE-1
CLG # 1

18: Syllabus
Introduction
What is Ethics?
Aristotle, Bk. I
Rachels 1
Dialogue 1

24: COMPUTER LAB # 1

26: Ethics & Religion
CWE-2
Rachels 4
Dialogue 2

25: COMPUTER LAB # 1
Ethics & Religion
Rachels 4
Dialogue 2
CWE-1
CWE-2
CLG # 1

31: COMPUTER LAB # 2
CLG # 2

ABSOLUTISM/RELATIVISM/PSYCHOLOGICAL AND ETHICAL EGOISM

Absolutism/relativism addresses the question whether there are ethical values **independent** of culture and true for all humans. Psychological Egoism is the theory that holds all acts are motivated by self-interest. Ethical Egoism is the theory which all acts ought to be motivated by self-interest. Subjectivism is the theory which holds that ethical values are those of people's feelings or reactions. HSIL Dialogue Three: Ethics and Relativism and Dialogue Four: Ethics and Self-Interest, respectively treat these questions

FEB

1: COMPUTER LAB # 2
CLG # 2
Relativism
Rachels 2
Dialogue 3
CWE-3

- 2: Relativism
 Rachels 2
 Dialogue 3
CWE-3
- 7: Relativism-Subjectivism
- 9: Egoism
 Rachels 5-6
 Dialogue 4
CWE-4
- 8: Relativism-Subjectivism
 Egoism
 Rachels 5-6
 Dialogue 4
CWE-4
- 14: Egoism
- 16: **COMPUTER LAB # 3**
CLG # 3
SG # 1

Consideration of the foundations of moral theory. Three major theories: Consequentialism in its form as Utilitarianism {Bentham/Mill}, Deontologism {Kant}, Virtue Theory {Aristotle}

CONSEQUENTIALISM

The material on Consequentialism will be supplemented with the material in Pro-Packett on Jeremy Bentham [An Introduction to the Principles of Morals and Legislation]. An Outline of, John Stuart Mill [Utilitarianism] is also provided.

- 15: **COMPUTER LAB # 3**
CLG # 3
 Consequentialism
 Rachels 7-8
 Dialogue 5
 Mill 1-2
SG # 1
CWE-5
- 21: **EXAMINATION # 1**
- 23: Consequentialism
 Rachels 7-8
 Dialogue 5
 Mill 1-2
CWE-5
- 22: **EXAMINATION # 1**
 Consequentialism
 Mill 2-3

28: Consequentialism
Mill 2-3

MAR

1: COMPUTER LAB # 4
CLG # 4
Consequentialism
Mill 4-5

2: Consequentialism
Mill 4-5

7: spring

8: recess

9: no classes

14: COMPUTER LAB # 4
CLG # 4

DEONTOLOGISM

A non-consequentialist ethical theory by one of the greatest philosophers of the western world. The book attempts to articulate the fundamental moral principle and its formulations. Immanuel Kant [Foundations of the Metaphysics of Morals] Outline in Pro-Packett

16: Deontologism
Rachels 9-10
Dialogue 6
Kant
Preface
Section 1
CWE-6

15: Deontologism
Rachels 9-10
Dialogue 6
Kant: Preface, Section 1
CWE-6

21: Deontologism
Kant: Section 2

23: Deontologism
Kant: Section 3

22: Deontologism
Kant: Sections 2-3

28: COMPUTER LAB # 5
CLG # 5

VIRTUE THEORY

30: Virtue
Aristotle: Bk II
Rachels 12
Dialogue 7
CWE-7

29: **COMPUTER LAB # 5**
CLG # 5
Virtue
Aristotle: Book II
Rachels 12
Dialogue 7
CWE-7

APR 4: Virtue
CWE-8

6: Virtue
CWE-9

5: Virtue
CWE-10

11: COMPUTER LAB # 6
CLG # 6
CWE-10

13: Class Dialogue
I: Discussion
Trolley Cases
Foot/Thomson/
Costa
SG # 2

12: COMPUTER LAB # 6
CLG # 6
Class Dialogue
I: Discussion
Trolley Cases
Foot/Thomson/Costa
SG # 2

18: No Class

20: EXAMINATION # 2

19: EXAMINATION # 2
Class Dialogue
II: Intergroup

25: Class Dialogue
II: Intergroup

27: How Handle
Ethically
D i f f e r e n t
Positions?

26: How Handle Ethically
Different Positions?

Reading Day: Tuesday {May 2, 1995}
Final Examinations begin: Wednesday {May 3, 1995}
Final Examinations end: Wednesday {May 10, 1995}

PH 222 BLOCK EXAMINATION: Wednesday {May 10} 10:15 AM - 12:15 AM
Place: TBA

NOTE: Any lecture material is matter for examinations.

POLICY FOR MAKE-UP EXAMINATIONS/CLASS ANNOUNCEMENTS

Make-up Examinations

NO make-up examinations except under the following conditions:

- (1) student MUST inform prior to examination
- (2) only acceptable reasons
 - [i] a verifiable medical excuse
 - [ii] conflict of examination as outlined in University policy
 - [iii] conflict of examination with other University-related commitments (verification in writing PRIOR to the conflict is required)
- (3) make-up examination MUST BE TAKEN WITHIN ONE WEEK of the original examination (except in extreme medical or other emergencies)

Class Announcements

It is the student's responsibility to know any/all class announcement. Non-attendance no excuse for ignorance. Ignorance of class announcements will not be accepted for failure to fulfill any requirement announced in class.

PH 222: Ethics
Computer Lab Assignment # 2
Consequentialism

Dr. Vincent J. Ferrara

Readings: Rachels, Chapter 3
HSIL, Dialogue Five: Ethics and Consequences

The dialogue has two parts and you are to address the questions/issues cited below. You must come prepared. Read assigned readings making appropriate notes prior to the session.

Answering the questions in Part I shows your understanding of the material and provides a basis for the debate. A faulty Part I will affect your competence to do Part II. **Prepare Part I carefully.**

Preparation for Computer Dialogue

1. Read selections assigned for Computer Lab and make appropriate notes in light of the questions asked in Part I. Explanation/Clarification of Issues.
2. Answer questions in Part I. noting
 - (a) what the issue is
 - (b) the answers given in Dialogue Five by the various participants
 - (c) the reasons and/or principles used to support what is said by each
 - (d) making such critical comment, observation, counter-argument, counter-example of your own which will serve as a basis for Part II. Debate
3. You should also:
 - (a) make an outline of the main points in the dialogue {this permits you to identify issues and principles/reasons}
 - (b) cite arguments and reasons {**most** important: this provides the basis for discussion and helps avoid giving mere opinions or beliefs}
 - (c) cite each main point/issue of the dialogue in one {1} sentence {gives focus: prevents wandering}
 - (d) look at how the dialogue moves from point to point/issue to issue/argument to argument/reason to reason {this gives you a sense of the logic of argumentation}.
 - (e) cite possible arguments, reasons, observations, counter-examples which might be used to advance the discussion or criticize an argument, reason, or justification

Part I. Explanation/Clarification of Issues

You must treat the questions in Part I. Listen and talk to each other. Refer to your notes. Do not merely react. Do not let a partner's inappropriate response dictate what the dialogue ought to be. Correct, if necessary. Take time to respond, reading what you both have written. **Don't talk to each other . . . type!!!!**

- (a) What does Utilitarianism as a form of consequentialism mean? be careful here as much is said in HSIL on pp 108-110. You must pick out the essential points.
- (b) On p 108 the question is whether Utilitarianism is a doctrine in which the end justifies the means. How is this question handled?
- (c) On p 112 Peter says, "producing as much good as possible may not be the entire moral picture." What does this mean? How does Bob respond to this? what is the outcome of the exchange?
- (d) One of the criticisms Mill addressed (which he answered) was that Utilitarianism is a doctrine fit only for swine. What does that mean, and how answer this criticism? (114-115)
- (e) How handle the justice objection? (120-122)
- (f) Distinguish Rule and Act Utilitarianism.

Part II. Debate

Now in a position to examine the doctrine. **Ought we base an ethics on Utilitarianism and if so, why? If not, why not?** Refer to the arguments for and against Utilitarianism in HSIL, Five.

You **MUST** give arguments or reasons for what you say. Use examples judiciously. Use your own ideas. Avoid mere statements, opinions, or references to feelings or beliefs. **These only state, they do not discuss.**

What you want to do in Part II is advance an understanding of the issue or question. This does not mean you "find an answer" in the simplistic sense often assumed. The "answer" might be a greater appreciation of the complexity of the question, clarification of the issues, enlightenment concerning a principle, justification of a reason given, etc. In the Dworkin-Tribe articles there was no "answer" but the asking of the question was advanced.

Readings: Ethics, Problems and Principles, 38-45
HSIL, Dialogue Six: Ethics and Persons
Don't forget pages 156-159

The dialogue has two parts and you are to address the questions/issues cited below. You must come prepared. Read assigned readings making appropriate notes prior to the session.

Answering the questions in Part I shows your understanding of the material and provides a basis for the debate. A faulty Part I will affect your competence to do Part II. **Prepare Part I carefully.**

Preparation for Computer Dialogue

1. Read selections assigned for Computer Lab and make appropriate notes in light of the questions asked in Part I. Explanation/Clarification of Issues.
2. Answer questions in Part I. noting
 - (a) what the issue is
 - (b) the answers given in Dialogue Five by the various participants
 - (c) the reasons and/or principles used to support what is said by each
 - (d) making such critical comment, observation, counter-argument, counter-example of your own which will serve as a basis for Part II. Debate
3. You should also:
 - (a) make an outline of the main points in the dialogue {this permits you to identify issues and principles/reasons}
 - (b) cite arguments and reasons {most important: this provides the basis for discussion and helps avoid giving mere opinions or beliefs}
 - (c) cite each main point/issue of the dialogue in one {1} sentence {gives focus: prevents wandering}
 - (d) look at how the dialogue moves from point to point/issue to issue/argument to argument/reason to reason {this gives you a sense of the logic of argumentation}.
 - (e) cite possible arguments, reasons, observations, counter-examples which might be

used to advance the discussion or criticize an argument, reason, or justification

Part I. Explanation/Clarification of Issues

You must treat the questions in Part I. Listen and talk to each other. Refer to your notes. Do not merely react. Do not let a partner's inappropriate response dictate what the dialogue ought to be. Correct, if necessary. Take time to respond, reading what you both have written. **Don't talk to each other . . . type!!!!**

Note that on p 136 Rose states that she does not understand all the theorizing. She thinks it is enough simply to know what is moral. But there would be no justification, merely the claim one "knows what being moral" is.

On pp 136-137 the question of consequences is addressed. Anthony raises the issue of his friend who removed the catalytic converter so as to be able to purchase cheaper gas. When criticized Anthony asks what would happen "if everyone did that?" But suppose not everyone did do that? The consequences in this case would be negligible. But even if true "Anthony is still bothered by such behavior." (138) The argument concerns Anthony's question: "what if everybody did it?"

- (a) how is the question "if everyone did that" asked? what is the essential point that emerges? what is the moral issue Anthony raises?
- (b) when Kant speaks of a moral law or rule as universal what is meant?
- (c) explain the meaning of Kantian universalizability: how is this related to Kantian absolutism? {be careful you read all of the text for this}
- (d) meaning of "using people;" significance and meaning of Kant's appeal to the worth of the person

Part II. Debate

Now in a position to examine the doctrine.

Refer to Peter's arguments as they pose difficulties for the Kantian position. How are these problems solved?

What principles appear in the dialogue to criticize Kant and to defend him?

Check the texts on pp 156-159

Spring 1995 Computer Lab Sessions

Computer Lab Session # 4

TOPIC: Absolutism and Relativism

SOURCES: HSIL Dialogue Three: Ethics and Relativism
Dialogue Four: Ethics and Self-Interest
Rachels, Chapters 2, 4, 6
Pro-Packet Material {Much material here}

1. What is the difference between the descriptive and the normative?
2. What does absolutism mean? what does relativism mean?
3. Distinguish descriptive relativism from normative relativism. Relativism can be understood in terms of individuals as well as cultures. What difference is there between individual relativism and cultural relativism? Is it consistent to hold one and not the other?
4. Distinguish descriptive absolutism from normative absolutism.
5. Explain how descriptive relativism can be consistent with normative absolutism.

ADVICE

Do not confuse value-of a moral position with the origin-of the moral position. Appeals to authority or religion do not resolve the value of that to which appeal is made.

Do not use the "who is to say" ploy. Concentrate on **how** to resolve disagreements. It is inappropriate to appeal to mere belief or "first person psychological" positions.

Do not confuse ethical positions with questions about domination or power to enforce.

Be aware of the two kinds of absolutism and a proper meaning to relativism: {1} relation of meta-ethics and specific moral rules; {2} legitimate differences in the application of general ethical rules; {3} role of circumstances; {4} analysis of factual situations.

REVIEW OF THE MATERIAL

Pay attention to HSIL 81-84. Answer the questions on 83-84 and review the key concepts on 83.

EXPOSITION PART OF THE DIALOGUE

1. Distinguish descriptive and normative ethics. {Cf. Pro-Packet Material and Rachels}
2. Distinguish descriptive relativism from normative {=cultural} relativism.
3. Distinguish descriptive absolutism from normative absolutism.
4. What is the meaning of the distinction made in the dialogue between social values and transcendental values?

DISCUSSION PART OF THE DIALOGUE

CHOOSE ONE {1} OF THE PROBLEMS BELOW. GIVE ARGUMENTS FOR WHATEVER POSITION YOU DEFEND. DO NOT MERELY MAKE STATEMENTS.

PROBLEM 1:

Give argument(s) in support of absolutism or relativism (you and your partner may each take one side or explore one position critically)

PROBLEM 2:

Does tolerance support a relativist ethics?

PROBLEM 3:

Do absolutists have to deny the fact there are different morals codes in the world to be absolutists {stated differently: if absolutists do not deny the fact of different moral codes can they still be absolutists?}

PROBLEM 4:

Suppose someone states that (s)he is an egoist and says, "The only ethical position to take is that of selfish self-interest, for unless one is interested in oneself, one is at the mercy of everyone else." Explore what this

Spring 1995 Dialogue Preparation

Assigned Reading: Foot, "The Problem of Abortion and the Doctrine of the Double Effect"

The reading is not easy. Therefore, spend time preparing for this dialogue and write carefully and knowingly. Avoid constructing examples that beg the question or assume the authors do not see the obvious kinds of objections students generally make. So dig into the material. You are now approaching a level where a more sophisticated response is required. Above all . . . do not assume you can't do it!

CRUCIAL CAUTION

Remember we are examining rules, principles, or approaches which are morally applicable, defensible, reasonable, consistently applied. Do not use what people might do to argue the morality of something. What people might do only addresses what they might do, not whether it is or is not morally permissible to do it.

TOPIC: Conflict of Interest

You are **NOT** to discuss the issue of abortion. Ms. Foot's article addresses how to handle conflict of interest cases and the dialogue you are to write **MUST** focus on this.

1. Know what Foot means by conflict of interest cases.
2. Know the meaning of the doctrine of double effect: its provisions and conditions; its terms.
3. Know the meaning of the do/allow distinction.
4. Know what the meaning of "intention" is and its two forms as direct and oblique.
5. Know the arguments for and against double effect.
6. Know the meaning of negative and positive duties and the relation of these to each other.
7. Be able to discuss Cave Fat Man in terms of the doctrine of double effect
8. Be able to use the doctrine of negative and positive in the Steering/Judge cases.

Spring, 1995: Dialogue Preparation

Assigned Reading: Thomson, "Killing, Letting Die, and the Trolley Problem"

The reading is not easy. Therefore, spend time preparing for this dialogue and write carefully and knowingly. Avoid constructing examples that beg the question or assume the authors do not see the obvious kinds of objections students generally make. So dig into the material. You are now approaching a level where a more sophisticated response is required. Above all . . . do not assume you can't do it!

CRUCIAL CAUTION

Remember we are examining rules, principles, or approaches which are morally applicable, defensible, reasonable, consistently applied. Do not use what people might do to argue the morality of something. What people might do only addresses what they might do, not whether it is or is not morally permissible to do it.

TOPIC: Conflict of Interest

1. Know the meaning and limitations of the kill/let die distinction.
2. Look carefully at the case where "cutting off a head" is not worse than "punching in the nose" in order to know the conditions under which this would be true. This is important for you to understand the ideas being discussed.
3. Thomson states that in cases (5) and (6) we face a "nasty difficulty." What is the nasty difficulty and what makes it nasty?
4. Understand the structure of (5) and the meaning of the Transplant problem.
5. Compare Foot's solution and Thomson's solution to the "nasty difficulty." Know Foot's argument and Thomson's critique.
6. Know the significance of the **strategy** of the Health Pebble. It is a question of claims-for and claims-against. Know what this means.
7. Know how Thomson differentiates the Trolley Problem from the Surgeon Problem.

Class Writing Exercise # 1

For Bystander 2, Transplant, Drug, Fat Man, Boat, Shark

1. What are the facts of each case?

Bystander 2 _____

Transplant _____

Drug _____

Fat Man _____

Boat _____

Shark _____

2. What are the moral options in each case?

Bystander 2 _____

Transplant _____

Drug _____

Fat Man _____

Boat _____

Shark _____

3. What are the ethical solutions for each case?

Bystander 2 _____

Transplant _____

Drug _____

Fat Man _____

Boat _____

Shark _____

4. What justification for the moral solution in each case?

Bystander 2 _____

Transplant _____

Drug _____

Fat Man _____

Boat _____

Shark _____

Class Writing Exercise # 3

1. Give a brief description of consequentialism.

2. What is its value as an ethical theory?

3. What criticism might one make of this ethical theory?

