Introduction: You probably feel like you have a firm grip on what’s right and what’s wrong. And, you’ve probably noticed that other people have just as firm a sense, and yet have the opposite views from you on at least some things. Are you right, and they’re wrong? Is everyone “right” in some sense? Is there anything all humans have in common with respect to morality – some set of morals that applies to us all? There are other questions humans have about morality: What’s the point of being moral – to make others happy? To make ourselves happier? To obey moral laws? And what do we do with difficult cases, where both options seem moral – or immoral? This course will investigate philosophical theories about ethics throughout history, to see what some of the great thinkers have said about these issues, and help students come to their own answers about them. We will also apply these theories to specific cases, to see if our theoretical studies can help direct us through difficult modern issues.

Philosophy is different from many other disciplines, because we are not studying philosophers simply to understand (and be able to repeat back on a test) what they say. Philosophy is a conversation over the centuries. Our philosophers will disagree with each other, and you are not only allowed, but expected to disagree with them. The idea is to join the conversation, being able to back up your own opinions with philosophical reasons of your own.

Contacting the professor: There are several ways to contact me if you have questions about any of the material or the course in general. I will be in my office four days a week if you’d like to stop by; if you wish to see me at other times, you can request an appointment. I will respond to e-mail within 24 hours if they are sent Monday through Thursday; those sent on Friday or over the weekend I’ll respond to as soon as possible, Monday at the latest. There is also a discussion board on our class called “Questions for the Professor.” I encourage you to use this board for any questions that might be relevant to your classmates, so they can view both your question and my response.

Course Learning Outcomes:
(1) To familiarize students with the theory & history of ethics, and with analyses of contemporary ethical issues.
   We will both read, and respond to, philosophers from the ancient Greek days to the 20th century, and analyze their ethical arguments carefully.

(2) To enhance communication skills, oral and written.
   You will be doing a fair amount of writing in this course. For each unit, you will submit a writing assignment that demonstrates both comprehension and evaluation. We will also have weekly discussion in the discussion boards, giving you a chance to practice explaining to others what you believe and why, and to respond critically to their views.

(3) To teach analysis of complex concepts, ideas, definitions, and arguments.
   There is much about philosophy that is, essentially, applied critical thinking – in this case, we’re practicing argument analysis and creating our own arguments, by thinking carefully and clearly about ethical issues, and responding to other’s arguments on the same topic.
General education outcomes: The Clayton State University Core Curriculum outcomes (see Area C) are located on pages 107 and 108 of the Academic Catalog and Student Handbook.

Philosophy Program Outcomes associated with this course:
PHIL 2030 is a required course in the B.A. program in Philosophy. PHIL 2030 supports outcomes 1, 2, 4, 5, and 6 of the philosophy major.
Outcome 1: Demonstrate a command of the history of philosophical thought – including major movements, ideas, and figures.
Outcome 2: Demonstrate the ability to place significant philosophical movements within their respective philosophical and historical contexts.
Outcome 4: Demonstrate an aptitude for philosophical dialogue and debate.
Outcome 5: Demonstrate the ability to present difficult philosophical material, through lecture and presentation, to a large and diverse audience.
Outcome 6: Demonstrate the skills necessary for dealing efficiently and effectively with novel problems in all areas of human endeavor – clarity of thought and expression and creativity in finding and proposing solutions.

Catalog Description: An examination of the central questions of moral philosophy through the reading and discussion of representative texts of major philosophers and the application of moral reasoning to contemporary ethical issues and problems in fields such as communications, medicine, business and the environment. Topics addressed include the meaning of "good" and "bad," right conduct, happiness and well-being, moral character and justice.

This class works very closely with the textbook. We will read, carefully analyze, and respond to over a dozen different philosophical essays, all of which can be found in this text. A schedule of readings can be found below.

Evaluation:

| Written assignments | 20% |
| Discussion posts    | 20% |
| Exam 1              | 20% |
| Exam 2              | 20% |
| Final Exam          | 20% |
| TOTAL               | 100% |

Grading:

- A 90 - 100%
- B 80 – 89.5%
- C 70 – 79.5%
- D 60 – 69.5%
- F Below 60%

Requirements Explained:

1. Written assignments: With every new essay, your job is to read any background information provided, read the essay itself, and turn in a written assignment, through the D2L Dropbox. The point of this assignment is to give you a chance to read, understand, and critically evaluate each essay before going over the lecture materials, enhancing your ability to carefully read, interpret, and criticize complicated texts. Each written assignment will consist of (1) summarizing the argument presented in the essay, (2) picking out one passage you agree with from the essay, and giving reasons why you agree with it, and (3) picking out one passage you disagree with and giving reasons why you disagree. NOTE: Submission of a written assignment is necessary to unlock the lectures associated with that week’s reading.
2. Discussion posts: This is your chance to talk about the issues raised in each week’s essay with your fellow students. After completing all the lecture material, navigate over to the discussion board. Specific questions will be provided to guide the discussion. Your job is (1) to write a post (of at least a full paragraph in length) responding to the questions in depth, and then (2) reading your classmate’s answers to the same questions. You must respond to at least two of your classmates, and your response must have content. Single sentence responses will not be counted; your responses must be at least a full paragraph to earn credit. You may, of course, respond more than twice, and you are encouraged to do so. NOTE: Discussion boards will not unlock for you until you have completed reading that unit’s lectures.

3. Exams: The exams will be a combination of multiple choice, short answer, and essay questions. In order to do well on the exams, you must (1) understand the details of each essay we read in this class, (2) be able to critically evaluate each essay, and (3) be able to apply the theories of each essay to new situations. The exams will be open note and open book, but they will be timed; thus, it is suggested you prepare for the exams in advance of taking them.

University Services
- **Disability Services:** Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilitieservices@mail.clayton.edu.
- **Writer’s Studio:** The Writer’s Studio offers free 30 minute tutoring sessions to all students to assist with writing skills. Located in the Arts and Sciences building, Room 224. Drop-ins welcome if they have a free tutor, or you can make an appointment. 678-466-4728, or book on-line: http://www.clayton.edu/writersstudio/home.
- **Center for Academic Success:** Clayton State offers free, one-on-one tutoring to students of all subjects. Call the CAS at 678-466-4070, or schedule an appointment on-line: http://www.clayton.edu/cas/tutoring/scheduleappointment
- **Course Discussion List:** PHIL2030-90Spring15@groups.clayton.edu Sending e-mail to this address goes out to all of your fellow students. I will be using this address throughout the course to communicate with all of you.
- **The HUB:** http://www.clayton.edu/hub
The HUB is Clayton’s technological support center. If you are having any difficulties with the technological side of this course (seeing posts, sending e-mail, etc.), you are encouraged to contact the HUB as soon as possible. Their services are free to all registered students. You can walk in (they’re in the University Center close to the Pizza Hut), call them at (678)466-4357 (HELP), or send them e-mail: thehub@clayton.edu.

Course Prerequisites and Co-requisites: ENGL 1102 with a minimum US grade of C; or ENGL 102 with a minimum UG grade of C; or ENGL 112 with a minimum UG grade of C.

Computer Requirement: Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU’s Official Notebook Computer Policy, please go to: http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy

Computer Skill Prerequisites:
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using the Clayton State University e-mail system using Outlook™
- Able to attach and retrieve attached files via email
- Able to use a Web browser
**In-class Use of Student Notebook Computers:** Using your computer is essential to completing this course, as lectures, homework, discussions, and tests are all online.

**Desire2Learn (Online Classroom):**
This course takes place in Desire2Learn (D2L), the virtual classroom for the course.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: “D2L” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

**Mid-term Progress Report:** The mid-term grade in this course, which will be issued on February 25 reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on March 4. Instructions for withdrawing are provided at this link: [http://www.clayton.edu/registrar/withdrawal](http://www.clayton.edu/registrar/withdrawal)

The last day to withdraw without academic accountability is Friday, March 4, 2016.

**General Policy:** Students must abide by policies in the [Clayton State University Student Handbook](http://www.clayton.edu/student-handbook), and the [Basic Undergraduate Student Responsibilities](http://www.clayton.edu/student-handbook).

**University Attendance Policy:** Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

**Course Attendance Policy:** Frequent participation in this class is a must for success. It is recommended that the student checks into the classroom on D2L at least once a day, Monday through Friday, if not more frequently.

**Disruption of the Learning Environment:** Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

In an on-line environment, disruptive behavior includes (but is not limited to): impolite, belligerent, abusive, profane, or disrespectful communication with your fellow students, either in the discussion boards or in private e-mail. While students are actively encouraged to disagree with one another, all disagreements must be expressed with respect and politeness.

More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University [Academic Catalog and Student Handbook](http://www.clayton.edu/student-handbook) starting on page 14.
**Academic Dishonesty:** Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. Plagiarism occurs when you use someone else’s words or ideas in your presentation or writing without giving that person credit. Even paraphrase is plagiarism if you do not properly cite your source. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described beginning on page 19 in the section of the Academic Catalog and Student Handbook titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

**Plagiarism Detection Software**
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

**Missed Work:** Without a valid excuse, a grade of zero will be submitted for the assignment. A valid excuse for missed work must be accompanied with documentation from a doctor or other competent authority that explains why the student was unable to submit the assignment on time. With a valid excuse:

- Exams must be made up within four calendar days of the original test. If a student cannot take the final exam on time, it is encouraged that they schedule the exam early, rather than late.
- Written assignments must be made up within two days of the original. Please note that written assignments must be completed before access to the lectures is available; thus, should you need to make one up, please do so as soon as possible.
- Discussion posts cannot be made up, as doing so would mean that you miss out on the discussion with your fellow classmates. Two discussion post grades will be dropped at the end of the semester, however, so you may miss two without penalty.
### Readings and Important Dates

*Note: this is a tentative schedule. Changes will be announced as they occur.*

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<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Dates to Remember</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course introduction; Introduction to philosophy</td>
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<tr>
<td>January 11th</td>
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<td>Week 2</td>
<td>Plato, <em>Crito</em>, pp. 33 – 42</td>
<td>Monday, January 18, MLK Day. Schedule will be adjusted so students can take this day off.</td>
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<td>January 18th</td>
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<td>Week 3</td>
<td>Aristotle, <em>Nicomachean Ethics</em>, Book I; pp. 124 – 140 (Books I and II – we are not reading all of this selection)</td>
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<td>January 25th</td>
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<td>Week 4</td>
<td>Aristotle Continued</td>
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<td>February 1st</td>
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<td>February 8th</td>
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<tr>
<td>Week 6</td>
<td>Exam I week (exam on Plato, Aristotle, and Hume). The early week will be review; the exam is on Thursday.</td>
<td>Exam 1, Thursday</td>
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<td>February 15th</td>
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<td>Week 7</td>
<td>Immanuel Kant, <em>Groundwork of the Metaphysics of Morals</em>, pp. 317 – 336 (Chapter 1 and most of Chapter 2)</td>
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<td>February 22nd</td>
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<td>Week 8</td>
<td>Kant continued</td>
<td>March 4th: last day to withdraw from a class with a “W”</td>
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<td>February 29th</td>
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<td>Week 9</td>
<td>J. S. Mill, <em>Utilitarianism</em>, 363-376 (Chapters I and II)</td>
<td>Spring Break: March 7th – 12th</td>
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<td>March 7th</td>
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<td>Week 10</td>
<td>Thomas Nagel, “Moral Luck,” pp. 668 – 676</td>
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<td>March 14th</td>
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<tr>
<td>Week 11</td>
<td>Exam II week (exam on Kant, Mill, and Nagel). The early week will be review; the exam is on Thursday.</td>
<td>Exam II, Thursday</td>
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<td>March 21st</td>
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<td>Week 12</td>
<td>Euthanasia</td>
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<td>Week 13</td>
<td>Famine Relief</td>
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<td>Week 14</td>
<td>Torture</td>
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<td>Week 15</td>
<td>Final exam study session</td>
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<td>April 18th</td>
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<td>Week 16</td>
<td>Final exam study session</td>
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<td>April 25th</td>
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<td>Finals:</td>
<td>Thursday, May 5th: Final Exam</td>
<td>FINAL: Thursday, May 5th</td>
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<td>May 4th – May 9th</td>
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