



Date	09/06/2016	Credits	3
Course Title	Introduction to Ethics	Course Number	PHI2600
Pre-requisite (s)	None	Co-requisite (s)	None
Hours	45		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107 Avenue, Suite 301
Miami, FL 33178

Name and Contact Information of Instructor

Book required

(San Ignacio University recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.) Students are expected to read 1x hour daily as homework assignments in addition to other assigned homework assignments

The Fundamental of Ethics, Third Edition
Russ Shafer-Landau
©2015 | Oxford University Press
ISBN-10: 0199773556 | ISBN-13: 978-0-19-999723-7

Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.

Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description (must correspond exactly to Catalog description)

The purpose of this course is to provide students with a clear definition of Ethics and the nature of morality. Ethics will be analyzed from different points of view this includes; cultural, socio-economic and religious influence. The students will investigate how Ethics influence one’s ability to judge and make decisions.

Learning Objectives

At the end of this course the student will be able to:

- Understand and be able to articulate the nature, method and scope of ethics as well as how ethics fits into the broader field of philosophy
- Comprehend and be able to clearly articulate the essential claims of the following ethical theories: utilitarianism, Kantian duty theory, social contract theory, natural law, and virtue ethics
- Develop critical thinking and writing skills and apply them to the analysis of moral problems and the presentation of moral reasoning in ethical argumentation.
- Clearly identify, analyze and evaluate their own ethical reasoning as it occurs in their daily lives

Topical Outline and Schedule

DATE	WEEK 1
OBJECTIVES	<ul style="list-style-type: none"> • Describe the course. • Understand the meaning of Hedonism • Determine what Are Happiness and what not.

	<ul style="list-style-type: none"> • Illustrate the Epicurus concept that pleasure was the only thing worth pursuing. • Explain if the happiness is the only thing that directly makes us better off. • Discuss The importance of autonomy
TOPIC (S)	<ul style="list-style-type: none"> • Syllabus • Discuss Library Orientation Course, Instructor to verify completion • Define Happiness and Intrinsically Valuable • Explain the concept of Two Worlds and what exactly say Hedonism regarding this. • If happiness comes from immoral action, illustrate how the hedonist argues this affirmation. • Show how autonomy contributes to a good life, even when it fails to make us happy. • Discuss why the unhappiness always makes us worse off
LEARNING ACTIVITIES	<p>Discussion of Syllabus Analysis of the examples raised in class. Panel discussion Discussion of chapter topics Discussion of midterm APA research paper</p>
HOMEWORK & ASSIGNED READINGS	<p>Review the Syllabus Complete the Library Orientation Course. Instructor to verify completion. Homework: Read Chapters 1- 4 pp.1-58</p>
DATE	WEEK 2
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Explain The desire satisfaction theory • List and illustrate the two Motivation Arguments. • Interpret the term Justifying the Pursuit of Self-Interest • Explain the two central claims of the desire theory. • Discuss the meaning of beware of what you wish for-it may come true. • Define The Paradox of Self-Harm and Self-Sacrifice
TOPIC (S)	<ul style="list-style-type: none"> • Discuss Final Class Project & Presentation, • List of Topics • Explain the connection between well-being and motivation. • Analyze the assumption the argument for Self-Interest we always have a reason to pursue what we want. • There are many different kinds of suicides. Explain what desire theorist can say about such cases.
LEARNING ACTIVITIES	<p>Discussion Engage in a group activity led by instructor</p>

	Read article and do a small group analysis Provide instructor with topic of midterm research paper for approval
HOMEWORK & ASSIGNED READINGS	Homework: Read Chapters 5 and 6 pp.61-88
DATE	WEEK 3
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Explain the three assumptions about Morality and Religion • To solve some important problems in ethics the natural law theory explain four of this. • Discuss the two answers of what is the nature of human nature. • Apply the argument from humanity • Illustrate the term nature can define the limit of our possibilities
TOPIC (S)	<ul style="list-style-type: none"> • Discussion of student topic selection, library research, tentative bibliography • Differentiate between empirical truths and conceptual truths • Interpret The Divine Perfection Argument • Describe the relation between morality and religion. • Discuss if exist a single correct definition of human nature
LEARNING ACTIVITIES	Analysis of the examples raised in class. Panel discussion Discussion of chapter topics
HOMEWORK & ASSIGNED READINGS	Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography Due: Project Topic Due: Tentative Bibliography Homework: Read Chapters 7 and 8 pp.89-116
DATE	WEEK 4
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Discuss if it's true that we are always looking out for Number one. • Explain the difference between Egoism and Altruism. • List and illustrate the three mains arguments that seek to establish the truth of psychological egoism. • Define what is Ethical Egoism • Illustrate the difference between psychological egoism and ethical egoism. • List and discuss the three principal problems for ethical egoism.
TOPIC (S)	<ul style="list-style-type: none"> • Explain how do psychological egoism describe extreme acts of self-sacrifice. • Explain the Libertarians claim that our moral duties have only two sources.

	<ul style="list-style-type: none"> • Discuss why the egoism cannot allow for the existence of moral rights.
LEARNING ACTIVITIES	<p>Analysis of the examples raised in class. Think-paire-share Discussion of chapter topics</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue working on research paper Homework: Read Chapters 9 and 10 pp.117-153</p>
DATE	WEEK 5
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Define the five steps of the nature of consequentialism • Explain the first misunderstanding • Analyze the three considerations which utilitarianism is very demanding. • Identify the difference between a decision procedure and a standard of rightness. • Illustrate concept of No intrinsic Wrongness (or Rightness) • Explain the difference between vicarious punishment and exemplary punishment. • Discuss why justice must sometimes be sacrificed
TOPIC (S)	<ul style="list-style-type: none"> • Explain why the Utilitarians has the concept of some humans are equal to some animals. • Discuss the concept “to be Impartial”. • Analyze the rule consequentialists’ demand that we obey moral rules. • Discuss under Impartiality “No one’s interests are more important than anyone else’s. • Demonstrate what exactly means the affirmation of “We are duty-bound to maximize well-being”.
LEARNING ACTIVITIES	<p>Discussion Engage in a group activity led by instructor Read article and do a small group analysis</p>
HOMEWORK & ASSIGNED READINGS	<p>Midterm Research Paper due Homework: Read Chapters 11 and 12 pp.154-186</p>
DATE	WEEK 6
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • EXAM I • According Immanuel Kant “the ultimate point of morality is to improve well-being rather than do justice, discuss this affirmation. • Explain the principle of universalizability. • Illustrate the difference between Morality and Rationality • Discuss if it is always irrational to act immorally. • Define the principle of Humanity. • Illustrate the seven most important characteristics of the importance of rationality and autonomy.

	<ul style="list-style-type: none"> • Discuss the five problems with the principle of Humanity.
TOPIC (S)	<ul style="list-style-type: none"> • Explain what it's the Kant perspective about fairness and justice • Discuss the difference between hypothetical and categorical imperative. • Analyze if integrity always a virtue. • Illustrate the two parts of good will • Analyze the principle of lex talionis.
LEARNING ACTIVITIES	<p>Discussion</p> <p>Engage in a group activity led by instructor</p> <p>Read article and do a small group analysis</p>
HOMEWORK & ASSIGNED READINGS	Homework: Read Chapter 13 pp.187-200
DATE	WEEK 7
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Define proceduralism and its correlation to the social contract theory • Identify what the social contract theory states that reason and morality requires • Describe the state of nature according to Thomas Hobbes • Examine what is needed to end the state of nature • Recognize the most essential advantages of contractarianism •
TOPIC (S)	<ul style="list-style-type: none"> • Show how morality is a social phenomenon • Describe how contractarianism states that moral rules are meant to govern social cooperation • Analyze the veil of ignorance and how it relates to social rules • Identify how contractarianism offers a methods for justifying moral rule • Examine how the objectivity of morality is explained through the social contract theory • Describe the reasoning behind the following statement. "...we all have a basic moral duty to obey the law"
LEARNING ACTIVITIES	<p>Think-pair-share activity</p> <p>Group discussion</p> <p>Analysis of examples brought up in class</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project</p> <p>Homework: Read Chapter 14 pp. 201-213</p> <p>Review for midterm exam</p>
DATE	WEEK 8
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Analyze the conclusion that injustice is never rational according to Hobbes • Examine the free-rider problem and how it justifies the means as long

	<p>as the benefit is enjoyed by all</p> <ul style="list-style-type: none"> • Describe how a social contract differs from other types of contracts • Evaluate the tacit consent and its correlation to one's cooperation to follow governmental laws
TOPIC (S)	<ul style="list-style-type: none"> • Discuss some examples of free riders in today's society • Examine some of the disagreements among contractors • Discuss how contractarians may respond to the argument that a social contract is not signed, therefore we are not obliged to follow it • Evaluate whether a free rider is immoral or irrational
LEARNING ACTIVITIES	<p>Discussion Engage in a group activity led by instructor Read article and do a small group analysis</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 15 pp. 214-231 Midterm Exam</p>
DATE	WEEK 9
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Examine the two defining features of the supreme moral rule • Identify the three options available to choose in relation to problems of ethical monism • Recognize the two main pluralistic theories • Examine the views of an absolutist with regard to fundamental moral rules
TOPIC (S)	<ul style="list-style-type: none"> • Discuss whether torture is considered immoral • Identify the arguments a critic of absolutism relies on with absolute moral rules • Define the Doctrine of Double Effect and the two effects that actions may have • Recognize the two essential implications of the doctrine of double effect • Analyze how the DDE threatens act consequentialism • Define the way the doctrine of double effect can be used by absolutists • Discuss how moral conflict can lead to contradiction
LEARNING ACTIVITIES	<p>Think-pair-share activity Group discussion Analysis of examples brought up in class</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 16 pp. 232-251</p>
DATE	WEEK 10
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Discuss the seven prima facie duties identified by W.D. Ross and how they represent a basis of our moral requirements

	<ul style="list-style-type: none"> • Examine how moral rules may be broken according to Ross • Identify the advantages of the ethic of prima facie duties • Define how moral conflict avoids contradiction through Ross' theory
TOPIC (S)	<ul style="list-style-type: none"> • Examine moral regret and how it handles moral conflict • Define how irrationality stems from the absolutist claim that specific rules must be obeyed regardless of the consequences • Discuss the three strategies used for knowing what are the fundamentals moral rules • Differentiate skepticism, coherentism and self-evidence • Define ethical particularism and its three problems
LEARNING ACTIVITIES	<p>Think-pair-share activity Group discussion Analysis of examples brought up in class</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 17 pp. 252-271</p>
DATE	WEEK 11
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Identify the standard of right action according to virtue ethics • Examine the ideal of a virtuous person and what they provide • Define how virtue ethics is a form of ethical pluralism • Discuss moral complexity and how it can be demonstrated through the golden rule • Describe ethics according to virtue ethicists and Aristotle
TOPIC (S)	<ul style="list-style-type: none"> • Define the priority problem • Understand the correlation between virtue ethics and the divine command theory's structure • Identify the three essential roles that emotions play in moral understanding
LEARNING ACTIVITIES	<p>Group discussion Engage in a group activity led by instructor Visual aids and/or video</p>
HOMEWORK & ASSIGNED READINGS	<p>Due: First Draft of Final Project Homework: Read Chapter 18 pp.272-286</p>
DATE	WEEK 12
SPECIFIC OBJECTIVES	<p>Final Project due</p> <ul style="list-style-type: none"> • Discuss the two ways in which philosophers have cheated the lives of women and how Feminist ethics seeks to resolve it • Examine the four major claims of the Feminist ethics approach • According to the third stage of moral development, define the purpose of morality and how they depend on our social roles and relations • Identify the six stages of moral development that was endorsed by

	Lawrence Kohlberg
TOPIC (S)	<ul style="list-style-type: none"> • Discuss the arguments that Gilligan presented against Kohlberg’s six stages of moral development • Identify how dependency on others may cause us to alter our moral assumptions • Compare and contrast ethics of care with Kantianism • Differentiate Feminist ethics from the traditional ethical theories, where we are given one supreme moral rules that influences the morality of all actions • Discuss the five most vital challenges that Feminist ethics faces
LEARNING ACTIVITIES	Analysis of examples brought up in class Panel discussion Discussion of chapter topics
HOMEWORK & ASSIGNED READINGS	Homework: Read Chapter 19 pp.289-305
DATE	WEEK 13
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Define ethical objectivism • Identify the two forms of moral skepticism: moral nihilism and ethical realism • Describe the two kinds of ethical relativism • Examine the differences between cultural relativism and ethical subjectivism
TOPIC (S)	<ul style="list-style-type: none"> • Show how the legitimacy of subjectivism and relativism is dependent on our endorsement • Discuss the implications of ethical subjectivism and cultural relativism • Identify the ways in which relativism may lead to “honor killings” • Discuss the cultural assumptions that support honor killings • Define how cultural relativism causes societies to be morally infallible
LEARNING ACTIVITIES	Group discussion Engage in a group activity led by instructor Visual aids and/or video
HOMEWORK & ASSIGNED READINGS	Homework: Read Chapter 20 pp.306-319
DATE	WEEK 14
SPECIFIC OBJECTIVES	Evaluate the fact-value distinction according to nihilists Describe the two important forms of moral nihilism: error theory and expressivism Identify the three essential claims that define the error theory of morality Examine the “core mistake” that all error theorists agree on with regard to undermining morality

TOPIC (S)	Define the basic philosophical motivation behind expressivism Identify how expressivism differs from relativism and subjectivism with regard to the handling of contradictions Define how amoralist present a crucial problem for expressivism
LEARNING ACTIVITIES	Analysis of examples brought up in class Panel discussion Discussion of chapter topics
HOMEWORK & ASSIGNED READINGS	Homework: Read Chapter 21 pp.320-338 Review for final exam. Review all previous chapters.
12-13-2016	WEEK 15
SPECIFIC OBJECTIVES	Final Exam
TOPIC (S)	<ul style="list-style-type: none"> • Define the ten arguments against moral objectivity • Examine how natural laws leads us to the thought that there is not direct connection between matters of status and stringency • Discuss the argument that moral objectivity supports dogmatism • Examine the relation between atheism and moral objectivity and discuss specific examples from previously read chapters
	<ul style="list-style-type: none"> • Define categorical reasons and how its absence and/or existence has been questions by philosophers • Examine how objectivists protest again the thought the moral judgments are not beliefs, so they are not real • Discuss Occam's razor and how it used by philosophers when selecting between opposing theories
HOMEWORK & ASSIGNED READINGS	FINAL EXAM

Instructional Methods

The methods of instruction will be influenced by institutional constraints, class size, class meeting length, course length, and individual instructor style. Usually, student interest and learning is enhanced by the use of multiple instructional methods. Aside from the traditional assignment of textbook readings and presentation of lectures based on these readings, methods of instruction might include the following:

1. A review of the literature.
2. Check of the reading.

3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Additional Instructional Materials and References

- Applied Ethics by Larry May (5th 10)
- Applying Ethics: A Text with Reading by Jeffrey Olen (10th 11)
- Basic Ethics by Michael Boylan (2nd 09)

Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

Do not count on a curve!

Generally, the grades “A” through “C-” are considered passing grades. Grades “W” and “I” indicate that no grades were earned for the course. A “W” grade indicates that the student withdrew from the course. An “I” grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an “I” grade instead of an “F”, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Distribution of Grade Elements

Midterm Research Paper: 20%



Midterm Exam	25%
Final Presentation	20%
Final Exam	25%
Participation	10%
Total:	100 %

Date Syllabus was last reviewed: Date: 09-30-2016