

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
- Course is listed in the current catalog, but is **NOT** a “General Education” course
- New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
- B. Department: **HPSS**
- C. College: **Arts and Sciences**
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
Bonnekessen
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)
- E. Course prefix: **PHIL**
- F. Course number: **105**
- G. Credit hours: **3**
- H. Title of course: **Ethics**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
- I. Will this course require a new course description? **No**
(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
Click or tap here to enter text.
- J. Does this course include a co-requisite laboratory course: **No**
If “Yes”, please provide the co-requisite course name and number:
Click or tap here to enter text.
- K. Will this course be available on-line: **Yes**
If “Yes”, please provide a detailed explanation: **Every summer semester**
- L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway* **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
 - **Wellness Strategies**
 - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If "Yes," please select one: Social Responsibility within a Global Context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. **Mastery**
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson Approved Not Approved


Department Chairperson Signature

20. Dec., 2018
Date

Faculty Senate General Education Committee Approved Not Approved

Faculty Senate General Education Chairperson Signature

Date

Faculty Senate Approved Not Approved

Faculty Senate Recording Secretary Signature

Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: PSP.ABC123.Form PSP = Pitt State Pathway. ABC123 = Course abbreviation and number

Pittsburg State University
Department of History, Philosophy, and Social Sciences
Course: PHIL 105.01 Ethics
Professor:
Office:
Campus Office Hours:
Email:

Course Description and Purpose:

Ethics is a branch of philosophy concerned with answering the question "What does moral goodness consist in? Or, how ought I to live my life, if I want to be morally good?" Thus, the focus of this course is to provide an introductory survey of various philosophical theories that aim to answer that question. Furthermore, we will be investigating, analyzing, and critiquing various arguments that attempt to answer questions concerning a variety of applied ethical issues. Upon developing an understanding of these theories and issues, we will explore their consequences in some detail and critically evaluate their adequacy as answers to our central question. Along the way, as an upshot of our work, you will become familiar with philosophical techniques of analysis, argumentation, and critical evaluation. Familiarity with such skills will not only prepare you for any upper-level philosophy course, but will prepare you for any course at all that requires skill in critical reasoning.

Ethics and PSU Pathways:

PHIL 105: Ethics is part of the PSU Pitt State Pathway. It fulfills the requirement for the element Human Systems within a Global Context.

Learning Outcome: *Students will explore global systems conscientiously.*

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:

- *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
- *Analyzing* the individual's role and responsibility to society at all levels;
- *Evaluating* how human systems are interconnected at all levels.

Upon completion of this course, students will accomplish the following:

- *Evaluate* human organizational systems using a variety of disciplinary and interdisciplinary perspectives (Mastery).

Companion Element: Social Responsibility

Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:

- *Applying* the concepts associated with active, responsible citizenship;
- *Analyzing* the ethical, social, and environmental consequences of local, national, and global organizations;
- *Analyzing* the historical consequences of local or national decisions on global systems.

Upon completion of this course, students will accomplish the following:

- *Evaluates* the roles and responsibilities of citizens at all levels (Mastery).

Kansas CORE Outcomes Objectives:

Upon completion of this course, students will become familiar with the basic concepts and methods of moral philosophy, their application to specific moral problems, and aspects of the rich history of moral philosophy as chosen by their particular instructors.

Students will:

1. Recognize the significance of moral philosophy in a broader context.
 - a. Students will show familiarity with the philosophical development of various normative ethical theories.
 - b. Students will recognize key characteristics of philosophical inquiry such as its emphasis on careful reasoning and analysis and how it differs from other kinds of inquiry.
 - c. Students will apply ethical theories to moral problems.
2. Identify and explain basic ethical theories, terminology and concepts.
 - a. Students will demonstrate an understanding of major normative ethical theories, schools of thought, or problems within ethics as chosen by the instructor. Examples might include deontology, utilitarianism, virtue ethics or moral objectivity.
 - b. Students will explain key ethical terms as understood within ethical theories (examples might include good, rights, duty or happiness) or as applied to moral problems such as the permissibility of abortion, capital punishment, our duties to animals, etc.
3. Identify and develop, in writing, philosophical analyses and arguments based on philosophical reasoning and provide cogent reasons in support of competing philosophical claims.
4. Evaluate, in writing, philosophical arguments and texts focusing on moral theories and problems, and state alternative points of view by providing their own positions supported by cogent arguments.

General Course Objectives:

Upon successful completion of this course, students should possess a basic understanding of moral reasoning, key ethical theories, theories of value, and ethical issues.

Ethics should be a critical aid in meeting the following goals and objectives of the general education:

- Apply ethical generalizations, principles, theories, or rules to the actual world cases.
- Demonstrate the ability to analyze and synthesize information.
- Demonstrate an awareness of the rights of individuals and groups from diverse cultural, national, and ethnic backgrounds.
- Demonstrate an understanding of contemporary social issues.

Additionally, students who successfully complete this general education Philosophy course will be able to meet the following learning objectives where competency will be measured through online quizzes and online group discussions (these are referred to as "CO" in the Module Objectives):

1. Identify and demonstrate the methods, subject matter, and arguments of moral philosophy.
2. Identify and demonstrate the distinction between normative and factual claims; the difference between factual statements about what a person or culture believes or values and the truth or falsity of the beliefs or values contained in those statements; and between the truth or falsity of a statement about moral value and the rational justification that can offered for the statement.
3. Identify the underlying assumptions or theories in ethical claims and disagreements.
4. Identify and demonstrate the extent to which reason and argument are applicable to ethical issues and theory.
5. Identify how ethics and the process of making ethical distinctions are relevant to other academic disciplines.

Required Text:

- Christopher Bennett, *What Is This Thing Called Ethics?*, Second Edition, 2015.

Required Materials:

- Textbook
- Note-taking materials
- Access to Canvas

You must come to class prepared to take notes and complete any possible in-class assignments. Please let me know if you have any questions about this. You should have knowledge of the learning management system (Canvas). You will/will have learned about this in the Freshman Experience course. Remember, there are several computer labs across campus if you require these to access Canvas. Computer malfunction is not an excuse for missed assignments.

Students should have general computer skills including:

- Using Canvas
- Downloading files
- Word processing (i.e. Microsoft Word)
- Saving files
- Uploading files
- Copying & pasting
- Using spell check and grammar check
- Using YouTube
- For information on how to use Closed Captioning on YouTube see <https://support.google.com/youtube/answer/100078?hl=en>(Links to an external site.)or you can contact the University's Center for Student Accommodations (<http://www.pittstate.edu/office/center-for-student-accommodations/> (Links to an external site.)).

Readings, Assignment, and Exam Schedule:

We will be attempting to keep to this schedule as much as possible. If any changes are made, there will be an announcement made on Canvas.

- 8/20 – Introduction to Course
- 8/22 – B-Introduction
- 8/24 – B-Introduction, cont.
- 8/27 – B1: Death and the Meaning of Life
- 8/29 – B1, cont.
- 8/31 – B1, cont., Discussion Forum 1 Due
- 9/3 – Labor Day
- 9/5 – B2: Which Lives Count?
- 9/7 – B2, cont.
- 9/10 – Exam 1
- 9/12 – Class Canceled
- 9/14 – Class Canceled, Discussion Forum 2 Due
- 9/17 – B3: How Much Can Morality Require Us to Do for One Another?
- 9/19 – B3, cont.
- 9/21 – B3, cont.
- 9/24 – B4: Utilitarianism
- 9/26 – B4, cont.
- 9/28 – B4, cont.

- 10/1 – B5: Kantian Ethics
- 10/3 – B5, cont.
- 10/5 – B5, cont.
- 10/8 – B5, cont.
- 10/10 – Exam 2
- 10/12 – Fall Break
- 10/15 – B6: Aristotelian Virtue Ethics
- 10/17 – B6, cont.
- 10/19 – B6, cont., Discussion Forum 3 Due
- 10/22 – B7: Ethics and Religion
- 10/24 – B7, cont.
- 10/26 – B7, cont.
- 10/29 – B8: Morality as Contract
- 10/31 – B8, cont.
- 11/2 – B8, cont., Discussion Forum 4 Due
- 11/5 – B8, cont.
- 11/7 – B8, cont.
- 11/9 – Exam 3
- 11/12 – B9: Critiques of Morality
- 11/14 – B9, cont.
- 11/16 – B9, cont.
- 11/19 – B9, cont., Discussion Forum 5 Due
- 11/21 – Thanksgiving Break
- 11/23 – Thanksgiving Break
- 11/26 – B10: So, This Thing Called Ethics – What Kind of Thing Is It?
- 11/28 – B10, cont.
- 11/30 – B10, cont.
- 12/3 – B-Conclusion
- 12/5 – Catch Up Day
- 12/7 – Catch Up Day
- 12/10 – Final Exam

Course Requirements and Grading:

- Exams – 4 @ 100 points each
- Response Writings/Blogs - 5 @ 20 points each
- Short Writings - 10 @ 20 points each
- Total Course Points – 700
- No extra credit work will be assigned or accepted.

Grade Scale:

- A=100%-90%, B=89%-80%, C=79%-70%, D=69%-60%, F=59%-0%

Assignments to assess Mastery level:

- Exams - Each exam will be purely objective in nature and will assess whether you have come to understand the theories and the arguments presented in the text and in class. The first exam will test for the material up until that date. The second exam will test for the material from the first exam until that date. And the third exam will cover the material from the second exam until the end of the semester.

There is no comprehensive final exam for this course. Make-ups for the exams are given for University approved events or legitimate medical reasons in which documentation is given. Students should contact me prior to missing an exam whenever possible. Make-up exams are usually essay and must be taken within one week of missing the scheduled exam or a zero grade will be assigned.

- Response Forum Writing - For **each** discussion forum, you will post responses to a news article on some ethical issue or a video on some ethical issue you are to watch. Each post must be a MINIMUM of 100 words and there must be a minimum of 5 postings per forum. You may either write your own view, critique, or comments about the subject matter or you may write a response to someone that has already posted. The focus of the posts needs to be on the issue at hand or the text being discussed. The student will receive 10 points per blog (not per post) for completing the assignment. You must post a minimum of 5 times in order to get credit at all.
- Short Essays - For each chapter/module section, there will be a short essay assignment. Each assignment is based on the questions at the end of each chapter. The short essay assignments will require you to not only read the chapter, but also look up the associated material which is marked in bold and with a monitor icon in the margins of the text. You are to answer all questions. Each assignment is worth 20 points.
- Concerning Feedback on Assignments:
 - For Response Forums - All individual feedback will be posted in the comments section of the assignment itself. I will not give grade-oriented feedback in the forum as others would be able to see it.
 - For Short Essay Assignments - I will be providing feedback for all questions answered through the Canvas system once the due date for the assignment has past. This feedback will be available roughly between 1 to 3 days after the due date.

Americans with Disabilities Act and Accessibility:

- Pittsburg State University adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the Center for Student Accommodations in the Bryant Student Health Center or call at 235-4309.
- Every attempt will be made to provide accessible content. Please don't hesitate to ask if you need any assistance. Canvas supports screen readers including VoiceOver for Safari; JAWS for Internet Explorer; and NVDA for Firefox. I will do what I can to help you utilize these tools, if needed.
- The LMS used for this course is Canvas. The accessibility statement from Canvas can be found here: <http://www.instructure.com/accessibility>.

Support Services:

- Everyone here at PSU wants all students to succeed. If you find yourself having trouble, you can find support through the Student Success Programs, which help students with social, personal, and academic concerns. You can contact them in person at 113 Axe Library, by phone at (620) 235-6578, or by email at studentsuccess@pittstate.edu.
- Everyone has technical difficulties at times. Gorilla Geeks can help with any technical issues that arise during the semester. You can find them at 109 Whitesitt Hall, (620) 235-4600, or at geeks@pittstate.edu.
- For technical problems with Canvas, please visit: <https://help.instructure.com/home>.

Attendance:

- There is a fairly aggressive reading list for this course and it is a dialogue driven subject matter. You are expected to attend class regularly, have read the material for that day, and be willing to participate in the discussions of the assigned readings. Unless especially said otherwise, students are responsible for everything mentioned in both the lectures and readings.

Policy Concerning Technology in the Classroom during regular Class Time:

- Electronics (cell phones, laptops, tablets, etc.) are not permitted in lecture, during quizzes, or during exams. Please put them away before class begins. If you must use a computer for note-taking in lecture, you may apply for a waiver to this policy by emailing the professors in the first two weeks of class or have the Accommodations Office contact with the information.
- Earphones and headphones are to be taken out/off unless as indicated by Accommodation documentation.
- No photos are allowed to be taken in class without the express approval of the professor.

Policy Concerning Cell Phones during Exams:

- On exam days, you are not allowed to use any devices whatsoever. You will need writing implement, preferably a No. 2 pencil (so you can erase). All cell phones and other devices are to be turned off during exams. If your cell phone or other device rings, beeps, dings, or makes any other noises during the exam, you will receive a 0 (zero) for the exam.

Online Netiquette:

- Maintain appropriate etiquette in all online communications. You should never begin an email to an instructor with "Hey" or similar. Address messages appropriately and clearly state your question or concern. Avoid making demands. Please be respectful and appropriate when speaking with people, especially in an academic or professional capacity, whether through email, in person, or on the phone.
- Use proper spelling, punctuation, and grammar in online posts and communications, including written answers. Texting styles are not appropriate in an academic or professional setting.

Academic Dishonesty:

- Academic Dishonesty will not be tolerated in this course. This University regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. Any act that violates the rights of another student in academic work, is disruptive of proper class order, or that involves the misrepresentation of your own work, will result in penalties up-to and including dismissal from the course with a failing grade. Scholastic dishonesty and academic misconduct include, but are not limited to, cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another author); submitting the same or substantially the same paper to meet the requirements of more than one class without the consent of all of the instructors involved; depriving another student of necessary course materials; interfering with another student's work; or disruptive classroom behavior. [Note: disruptive behaviors include but are not limited to actions which interfere with the educational process and/or student learning, insubordination, and those behaviors which diminish or demean the authority a faculty member must enjoy to conduct a class.]
- Pittsburg State University's policy on Academic Misconduct: <http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>(Links to an external site.)Links to an external site.

Supplemental Information for:

Contact with the Professor:

- I have listed my contact information above as well as my office hours. Please do not hesitate to come by or speak to me after class if you have anything you would like to discuss. I will strive to answer all emails

received during business days within one business day. I will check my email at other times and try to get back to you as soon as possible. If you don't receive an answer, please send me a reminder.

- I will use Canvas frequently to post announcements, discussions, and grades. All communication that I send to you will be through the Canvas messaging system and I expect that all communication I receive from you will use Canvas as well. I will remind you to login to Canvas if you send me regular emails from another account, but, after a few weeks, I expect that you will consistently use Canvas for all communication with the instructor. You are also expected to login to Canvas frequently as I will be posting necessary information as it needs to be relayed to you.

Sample Assessment Exam Questions:

Which of the following is not true of people in the Original Position?

- A. They are rational (i.e., they take the most efficient means to satisfy their desires).
- B. They desire a set of primary goods, such as wealth, opportunities, liberties and self-respect, which enable them to promote their conception of the good, whatever it is.
- C. They are psychological egoists.
- D. They know general laws and principles that govern society and psychology.

Which of the following is not something that both a theist and a nihilist would accept?

- A. A modern naturalistic worldview excludes meaning or purpose of existence.
- B. Without God, there is no incentive to act morally.
- C. Without God, morality is a human construction and, as such, it cannot have the authority needed.
- D. A modern naturalistic worldview requires morality be seen as a fiction.

For the Social Contract Theory, rules should be those that...

- A. Maintain the status quo.
- B. Are in accordance with God's rules.
- C. Make social cooperation possible.
- D. Are those a virtuous person would follow.

Metaethics is a form of _____ reflection.

- A. First-Order
- B. Second-Order
- C. Third-Order
- D. Fourth-Order

Which of the following maintains that there are no objective moral truths and that moral rules are set by the group prescribing them?

- A. Projectivism
- B. Subjectivism
- C. Relativism
- D. Expressivism

The challenge from science can be understood as the question...

- A. How do we understand morality in light of our current scientific worldview?
- B. What does science say about God's existence?
- C. How can we have freewill if we are caused in the way science tells us?
- D. What is the meaning of life given what science tells us?

Which of the following is not something to which both Nietzsche and Marx would agree?

- A. Morality as we tend to understand it is an illusion that we take to be something real.
- B. Morality undermines culture while forcing us to choose a false social archetype.
- C. Morality exerts a detrimental power over us, distracting us from what is really of importance.

- D. Once we understand the proper diagnosis of the situation, some of us at least will be able to achieve liberation from false morality.

What is the difference between instrumental and intrinsic value:

- A. only musical instruments can have instrumental value
- B. you can find intrinsic value from within the object
- C. intrinsic value is the value an object has for you whereas instrumental value is the value it has for other people
- D. things that have intrinsic value are good in themselves whereas instrumentally good things are good as means to other ends
- E. instrumentally good things are better than intrinsically good things

That the idea of good taste is a way in which the ruling classes in any society help to sustain their dominance over the lower classes is a criticism of which view?

- A. Aristotelianism
- B. Hedonism
- C. Consequentialism
- D. Nihilism

Whether a moral theory is an adequate moral theory must be able to explain what makes a right action right, a wrong action wrong, etc. is a matter of its...

- A. Explanatory Power
- B. Practability
- C. Completeness
- D. Moral Confirmation

What is the basic structure of all consequentialist theories:

- A. What is right is understood in terms of what is good.
- B. What is good is understood in terms of what is right.
- C. Right and good are understood independently of one another.
- D. That you should always maximize the amount of general happiness.
- E. That what you intend is not relevant for whether you do the right thing

The point Thompson is making with the violinist case is that...

- A. While it is permissible for you to sacrifice yourself and your freedom for the well-being of another, you are not obligated to do so.
- B. Those who have the resources to help have an obligation to help those in need.
- C. If we can prevent something bad without sacrificing anything of comparable significance, we morally ought to do it.
- D. There may be something in the situation that exempts the person from the wrongdoing.

The doctrine that states if someone has a right to X and she commits a crime for which an appropriate penalty is to be deprived of X, then in performing the crime, she forfeits her right to X is known as...

- A. Doctrine of Compensation
- B. Doctrine of Retribution
- C. Doctrine of Forfeiture
- D. Doctrine of Justice

22. Which of the following holds that an act of punishment is morally justified if and only if the person punished has been correctly convicted of a crime, the crime constitutes the intentional violation of a law the state is morally permitted to have, and the punishment is appropriate to the crime?

- A. Retributivism
- B. Consequentialism
- C. Moral Education Theory
- D. Utilitarianism