COURSE SYLLABUS

Philosophy 302: Ethics

section 05 mwf 10:00 am–10:50 am

Department of History and Philosophy

Lander University

Greenwood, SC 29649

Lee C. Archie

Fall, 2005

Version 0.7 ©2005 License GFDL

Contents

1 Essential Information
   1.1 Supplementary Materials .................................. 1
   1.2 Appointments—Office Hours ............................ 1
   1.3 Email Protocol ........................................ 1
   1.4 Logic Lab ............................................. 1
   1.5 General Education Core Requirements .................... 2

2 Course Description
   2.1 Catalog Course Description ............................. 2
   2.2 Textbook .............................................. 2
   2.3 Purpose of the Course ................................ 2
   2.4 Objectives of the Course ............................... 3
   2.5 Specific Skills Achieved ............................... 4
   2.6 Course Procedures ................................... 4
   2.7 Narrative Description of the Course ..................... 5
   2.8 Teaching Methods ................................... 7
## List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Configuring Hotmail for Text-Only</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Configuring Hotmail for Signature</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>How to Register for <em>mwforum</em> Message Boards</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>How to Login to <em>mwforum</em> Message Boards</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>How to Post to the <em>mwforum</em> Message Board</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>How to Submit the Post or the Paper</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>How to Find a Record of Your Posts</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>How to Open the Chat Program</td>
<td>17</td>
</tr>
<tr>
<td>9</td>
<td>How to Login to the Chat Program</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>How to Enter Chat Messages</td>
<td>17</td>
</tr>
<tr>
<td>11</td>
<td>Where to Find Grades Online</td>
<td>19</td>
</tr>
<tr>
<td>12</td>
<td>How to Log in for Grades</td>
<td>19</td>
</tr>
</tbody>
</table>
1 Essential Information

<table>
<thead>
<tr>
<th>Instructor: Lee C. Archie</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: LC M33</td>
<td>MWF 9:00-10:00</td>
</tr>
<tr>
<td>Telephone: 864-388-8383</td>
<td>TTh 9:30-11:00</td>
</tr>
<tr>
<td>Email: <a href="mailto:larchie@philosophy.lander.edu">larchie@philosophy.lander.edu</a></td>
<td>ICQ: 14365150</td>
</tr>
</tbody>
</table>

1.1 Supplementary Materials

Philosophy Homepage: http://philosophy.lander.edu/
Ethics Homepage: http://philosophy.lander.edu/ethics/mwforum
Ethics Board: http://philosophy.lander.edu/cgi-bin/mwf/forum.pl
Ethics FAQ: http://philosophy.lander.edu//faq.html
Philosophy Chat: http://philosophy.lander.edu/chat/
Online Grades: http://philosophy.lander.edu/~larchie/grades/phil-pwa
How to Study: http://philosophy.lander.edu/study_topics.html

1.2 Appointments—Office Hours

I look forward to talking to each of you about our ethics course. You are warmly encouraged to stop by my office to discuss classroom lectures, papers, ideas, or problems. Online office hours are from 8:00 to 9:00 PM on the evening prior to tests via Philosophy Chat at http://philosophy.lander.edu/chat/.

1.3 Email Protocol

If you have a personal question, concern, or problem, email your instructor at the first opportunity. If you have questions about class procedures (class policies, homework problems, class requirements, grading, assignments, or other housekeeping matters), post online to the mwforum Ethics Message Board. Also if you have questions about class content (philosophical concepts, conceptual questions, or understanding the subject-matter of philosophy), post online to the mwforum Ethics Message Board. In this manner all persons in the class will have access to the same information concerning class procedures and class content.

1.4 Logic Lab

A small Logic Lab in LC M33 consisting of three networked computers is open to all philosophy students during office hours or by appointment. Students are
encouraged to stop by the Lab to set up email accounts, practice with online quizzes and tests, check lecture notes, read the mwforum Message Boards, or research topics in ethics on the Internet.

1.5 General Education Core Requirements

Note especially: Although Phil. 302 fulfills the General Education Core Curriculum Requirement for Humanities for most majors, this course does not fulfill the requirement for logic and analytical thought. If you are seeking to fulfill the logic and analytical thought requirement by registering for a philosophy course, you need to enroll in Philosophy 103: Introduction to Logic.

2 Course Description

2.1 Catalog Course Description

“The moral principles of conduct and the basic principles underlying these principles such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of philosophers are analyzed in terms of these concepts. Three semester hours.” From the Lander University Catalog.

2.2 Textbook


Available in these formats:

Current Tarball: http://philosophy.lander.edu/cgi-bin/viewcvs.cgi/.
CVS Repository: http://philosophy.lander.edu/cgi-bin/viewcvs.cgi/ethics-book/

2.3 Purpose of the Course

The class essentially centers around three topics:

1. What is the nature of the life of excellence?
2. What is the ultimate worth of the goals you seek?

3. How do you rightly obtain your life goals?

Although these questions are simply stated, they prove to be most difficult to clarify. The objective of the course is for you to establish some good answers to these questions in light of a critical analysis of several important theories of ethics, including, among others, the ethics of Plato, Aristotle, Kant, Mill, Epicureanism, Stoicism, egoism, and utilitarianism.

2.4 Objectives of the Course

Some specific aims of our ethics course are

1. What are the differences among folkways, mores, morals, ethics, and metaethics?

2. What are the distinctions among moral, nonmoral, amoral, and immoral concerns?

3. What are cultural relativism, ethical relativism, ethical absolutism, ethical nihilism, and ethical skepticism?

4. How do we distinguish contributing, necessary, and sufficient conditions for a good life?

5. What are the advantages and disadvantages to various criteria of truth, such as authority, consensus gentium, legality, conscience, revelation, intuition, science, and reason?

6. Why be moral?

7. What are the varieties of egoism and hedonism? Are these philosophies mistaken?

8. What are the central tenets of some classical theories of ethics?

9. What are the aims of duty ethics, religious ethics, naturalistic ethics, the ethics of self-realization, and utilitarianism?

10. What are the relations between an individual ethics and a societal ethics?
2.5 Specific Skills Achieved
Upon completion of this course, all students should be able to

1. demonstrate basic skills of Internet research, email, and Message Boards,
2. distinguish clearly among factual, attitudinal, and verbal disputes in ethics,
3. construct premisses and conclusions for inductive arguments,
4. identify the common fallacies in ethical reasoning,
5. evaluate various types of ethical theories,
6. identify the differences between a sound ethical theory and a persuasive ethical theory.
7. understand some of the common mistakes made in business, medical, and ecological, and environmental ethics as taught in other disciplines, and
8. understand some of the limitations of current theories of ethics and metaethics.

2.6 Course Procedures
The methods used to obtain these ends are

1. to learn to identify ethical arguments, to evaluate and counter them, and to construct good arguments,
2. to obtain the ability to relate arguments to one another and to judge the relative strength of different kinds of arguments,
3. to analyze different techniques of definition and kinds of meaning in ethics,
4. to obtain the ability to identify common mistakes in ethical reasoning and to reconstruct arguments to avoid them,
5. to gain skill in evaluating ethical theories,
6. to recognize the differences between the inductive and deductive sciences and how they relate to ethical theories,
7. to study classic, influential, and abiding methods of experimental inquiry into the nature of ethics,

8. to apply usefully the several methods of inductive reasoning in everyday life and ordinary language.

This course will help you gain skill in asking interesting, productive, and insightful questions and will analyze ethical passages to obtain facility in the clear, complete, and methodological understanding of their content. It will also help you to learn effective methods of analysis and criticism in the evaluation of ethical argumentation.

2.7 Narrative Description of the Course

There is little doubt that many teachers attempt to inform students to an excessive degree: students have little enough time to assimilate the information given them, much less to entertain such questions as

1. What is the nature of this information?
2. What is the scope of its application?
3. What is the context and limits of its truth?

It might be surprising to learn that some studies show students acquire information just about as well with a teacher as without one. (Indeed, teachers learn the same way students do.) These are some general reasons why our ethics course is not a course designed to be primarily informational, instead the class is more adequately described as an introduction to shared inquiry into the clarification of life’s values.

I think you will find that learning, inquiry, and problem solving are most enjoyable human experiences. I expect to learn a great deal from our shared inquiry. You and I both have a personal stake in the quality of the class and personal responsibility for making it challenging. This class, more than any other class in your university career, is designed to encourage you to think about your responsibility for your life course.

We will adopt certain techniques recommended by many educators, namely those of guided discovery through problem-oriented Socratic lectures, group discussion, simulations, papers, and review examinations.

Socratic lectures are used to focus on principles and methods appropriate to our study of ethics. The lectures are not expository. Ultimately, of course, you learn about a method, not by listening to me talk, but by using it yourself.
If I do my job correctly, you will discover and evaluate the significance of philosophical principles yourself. Moreover, if I attempt to instruct you on what is important about the topics discussed, the art of inquiry, both shared and personal, is lost. A Socratic lecture is a series of carefully framed questions followed by considered responses. Your answers and those given by other students usually give the direction of the lecture. I might suggest how problems can be best approached, but we will both be thinking.

**Class discussion** is used to enable you to think and converse critically. In order to understand a given problem, often both questions and answers must be rephrased. We are seeking to solve problems (or at least devise methods to go about solving problems): non-directed or street-corner conversations are out of place. We will attempt to discover the inadequacies of a given hypothesis as well as attempt to develop alternative hypotheses. Responsibility for the direction of the discussion is mine; responsibility for specific contributions to the class is yours.

**Simulations** are sometimes called “educational games.” Very often students and teachers speak of the “real world” in contrast to “the classroom.” As an individual trained in philosophy, I am not sure that the real world can be opposed to anything, and so it is difficult for me to see that the classroom itself is not part of the real world. Be that as it may, there are definite learning advantages in classroom situations that are absent in less structured situations. “When you are up to your waist in alligators, it’s difficult to remember that your initial objective was to drain the swamp.” Educational games streamline learning by simplifying otherwise complex situations so that basic principles and strategies become evident. Although experience is said to be the great teacher, good simulations are often the next best thing.

**Papers and tests** are different in this class from many other classes. If there be the Great American College Student, then that person is one who has learned the technique of passive acquiescence in the memorizing of material, especially material which he or she thinks the teacher thinks is of some importance. Unfortunately, in many classes this strategy almost always works. In our class the strategy of the passive acquisition of facts will probably not be too successful. You will be encouraged to rely on yourself to produce considered responses from a rational perspective. Positions are to be substantiated, and alternative points of view are to be seriously and sincerely explored. Your papers and tests will demonstrate some of the ways an educated mind approaches life’s problems. It is my job to supply the tools to help you in this endeavor. We will learn by trial and error how to express ideas clearly, what constitutes a good argument, what constitutes a fallacious one, and how a reasoned position for most persons is usually superior to an intuitive one. All
papers will be assigned a grade. The purpose of the tests is to provide a limited opportunity to organize your thoughts about ethical problems into some kind of consistent framework.

Reading assignments are fairly short in recognition of the fact that reading philosophy takes time and, in some cases, is exceedingly difficult. As you prepare for your classes, you will probably find that this class is one of the most exciting of your university career. I will attempt to create the conditions under which you can exercise your native curiosity. Class periods will be varied, and I will seek to keep each class tightly organized and effective. If I do my job correctly, our ethics course will also be one of the most valuable in your university career.

2.8 Teaching Methods

We adopt specific techniques recommended by many educators, namely lecture, discussion, review tests, a paper, homework, book review, and computer applications, including word-processing, online discussion list, message boards, chat, and online supplementary material.

3 Course Requirements

3.1 Evaluation

Judgment about the progress of your work is based on the quality and depth of critical and constructive thinking exhibited on tests, paper, book review, and message board. Your course grade is determined by averaging the points you achieve from the following scores:

Test 1 The Problems of Ethics (25%)

Test 2 Varieties of Determinism, Religious and Duty Ethics (25%)

Test 3 The Ethics of Self Interest and Societal Ethics (25%)

Writing Position Paper (10%), Comments to Position Papers (5%), and Book Review (10%)

Your final course grade is assigned according to your final average. A grade-calculation worksheet is provided for your convenience in the Appendix to this Syllabus.
3.2 Grades

Judgment about the progress of your work is based on the three test scores and writing average. The course is essentially performance based and consists of a progressive series of concepts to be learned and mastered. For this reason, few students can do well in this course by “cramming” before exams. Normally, the course is not difficult if you attend class, keep up with the reading and notes daily, seek help on the message board, and do not attempt to learn a large amount of information in a short amount of time. A six-part distillation of notes on “How to Study” for this course is available on the Web at http://philosophy.lander.edu/study.html and is well worth checking.

3.3 Tests

Tests are usually a combination of objective, short answer and problems. The subject-matter is primarily based on the reading, lecture notes, and homework assignments. In general, if you understand how to do the homework problems, you will do well on tests.

Even though tests are based on questions from the homework and reading assignments, the tests are neither based exclusively on memorized facts nor based exclusively on objective information derived from memorized arguments. Instead, the emphasis given in tests is on the operation and active transformation or manipulation of the concepts learned. Occasionally, some particularly difficult optional questions are included for extra credit.

On essay-type questions, be sure to answer with complete sentences; answers provided as lists of phrases or the names of concepts, alone, do not reflect an understanding of the subject and usually will be given little, if any, credit. Example tests, quizzes, and lecture notes, are online at http://philosophy.lander.edu/ethics/.

3.4 Writing

Writing consist of three kinds of work: (1) papers, (2) comments on papers, and (3) book review.

Your Writing average is based on scores from the following items.

1. *mwforum* Message Board Paper—(required) a summary essay analyzing an ethics topic, a topic in ethical reasoning, or a construction in ethical theory (10 points)
2. *mwforum* Comments—(required) comments posted to papers on the Ethics Papers Message Board (one point per post for a maximum of five points). For credit, the comment must reflect some philosophical thought.


### 3.4.1 Email Accounts

For this aspect of the course, you will need an email account. Information on obtaining a Lander email account is available at

http://www.lander.edu/its/students.html

Your email account information is listed under the “Personal Information” section in Bearcat Web. Your email and default password will be listed there. If you prefer, I will be glad to help you become familiar with Web-based email in the Logic Lab, Learning Center M33, during the office hours stated at the beginning of this syllabus. The Office of Information Technology Services has set up a server whereby you can check your email on the following Web page:

http://mailbox.student.lander.edu/

Instructions for configuring your Hotmail or Yahoo email account are similar for many other Web-based email accounts.

In order to minimize the possibility of getting spam (unwanted email) to your Lander email address, you might want to set up a Web email account with a free Internet service such as

http://www.hotmail.com/ or http://www.yahoo.com/

An extensive directory of free email accounts is provided at

http://www.emailaddresses.com/

but the two mentioned above are usually rated highly by independent evaluators of free email services. **Important:** If you use a free email account, you will probably want to configure the account to send only text messages for profesessional and academic correspondence.
3.4 Writing 3 COURSE REQUIREMENTS

3.4.2 Configuring for Text-Only Messaging

Instructions for configuring your Hotmail or Yahoo email account are similar for many other Web-based email accounts. Part of being a good “net citizen” is the option of sending text-only messages (i.e., messages without rich text, fancy fonts, smiley faces, and background images). It is appropriate in today’s professional environment to extend the courtesy to send text-only messages in order not only to save on bandwidth but also to be sure the recipient of the message will be able to read your email if she is using a different email client from your email client. Also text-only messaging can save list managers the trouble, before posting your message, of stripping off the HTML accompanying the extraneous features of your message when they are inappropriate for the list.

1. For Hotmail, sign in to your email account. Click on the “Options” tab as in Figure 1.

![Figure 1: Configuring Hotmail for Text-Only](image)

2. After the Options page loads, click on “Signature” under the column “Additional Options.” When the signature page appears on your screen, type in your name, and your email address in the text-area. This “signature” will be appended to each message you write—saving you the time and trouble of signing every email you write. Next, put a check in the box corresponding to “Show rich-text tool bar” as in Figure 2.

3. After you type in your name in the text-area and put a check in the box next to “Show rich-text toolbar,” click the “OK” button. (Note: For the rich-text toolbar to appear in Hotmail, you must type an entry into the text-box. This annoyance could well be a “programming feature” of MSN.) When you wish to send an email, click on the “Compose” tab. When the Compose-page loads, click on the “Tools” drop-down box and toggle the “Rich text editor ON” to “off” by clicking as shown in figure 3. To verify the text-only option is selected, click on the “Tools” drop-down box.
Figure 2: Configuring Hotmail for Signature

4. Now, your email client is set to send text messages only. If you wish to embellish your email with fancy borders etc. for friends and family, then you would toggle back to “rich-text” before you would send messages to them.

3.5 mwforum Ethics Message Board

The mwforum Message Boards are an important part of obtaining help in real time from your classmates and your instructor. You are encouraged to post questions, problems, or answers on any topic relating to the course policies, procedures, or homework of our philosophy class. Your post is placed directly on the Philosophy Web and can be immediately accessed by anyone in the world. The Ethics Message Board is a good place to obtain a pre-evaluation of your homework, to seek answers to homework problems, solve procedural questions, and get help on your paper.

The purpose of the mwforum Message Board is to discuss the daily class activities of our ethics course: homework questions, homework answers, housekeeping matters, class procedures, assignments, test dates, and class policies. Cookies must be enabled on your computer for you to be able to use the mwforum Message Board.

3.5.1 Registering on the mwforum Ethics Message Board

1. On the Philosophy Homepage, click on the “mwforum Message Board” link.

2. From the mwforum Philosophy Forum page, click on the “Register” tab at the top of the page.
3. Fill in a username and your email address—taking care to remember the username you have chosen. Click on the “Register” button.

4. In a few moments, a password will be sent to your email address. See Figure 3 for a screenshot.

![Register Account](Image)

Figure 3: How to Register for *mwforum* Message Boards

5. Now when you go to the *mwforum* Message Boards, click on the “Login” link at the top of the screen, and a login page will load. Log in with your username and the password you have just received via email. Be sure to take note of your password—perhaps, by saving the email message or writing it in the blank spaces below.

   Username: ______________________
   Password: ______________________

   Next, click the “Login” button. See Figure 4.

6. When the Philosophy Forum page loads, click on the *mwforum* Message Board of interest. If you lose or forget your password to the *mwforum* Message Boards, click on the “Login” link on the upper-right of the *mwforum* Homepage:

   http://philosophy.lander.edu/cgi-bin/mwf/forum.pl
3.5 mforum Ethics Message Board

7. At the bottom of the Login page in a box labelled “Request Password,” fill in your username in the username bar and click the “Request” button. Your password will be sent to you via email. (If you have forgotten your username also and you have posted to the Message Board at least once in the past, then find your message on the Message Board and record your username.)

8. (You need to log in to the mforum Philosophy Forum in order to post messages, comments, or papers, but you need not log in just to read the messages.)

3.5.2 Posting to mforum Ethics Message Board

1. If you wish to submit a message, click on “Ethics Discussion” under the “Phil. 302: Ethics” heading. Or if you wish to post your paper, click on
“Ethics Papers” under the “Philosophy 302: Ethics” heading. When the “Ethics Papers” page loads, click on the “Post Topic” link. See Figures 5 and 6.

2. Type in the spaces provided the title of your post in the “Subject” bar and the text of the post in the “Message Body” area. You can “copy and paste” your post into the “Message Body” area from a word-processing program such as Microsoft Word or Notepad, if you wish. To copy and paste, with your mouse, highlight the text in your word-processing program, and for the Copy, press the Control Key and at the same time the letter “C.” For the Paste, click the mouse anywhere in the Message Body area, and press the Control Key and at the same time the letter “V.”

3.5.3 Filling In Profile Page

When you log in to the mwforum Ethics Message Board for the first time, you should enter personal information on the PROFILE Profile page. Login and click on the “Options” link at the top of the FORUM page. On the PROFILE page, you can type in a more easily remembered password if you wish to do so. Also, be sure to enter your real name so that you can be credited for your posts. If you wish to hide your email address, check the appropriate box.

Important: Unless you enter your real name on your profile page your posts cannot be tabulated, and your posts cannot be credited. Any information entered here is available to the anyone in the class or, for that matter, anyone in the world. You need not give out any personal information if you choose not to do so.
If you click “Options” at the top of any page after you have logged in, you can find out how many times you have posted as well as find out about other personal data. To do so, click “Info” on the same line as your username on your Profile page. See the composite screenshot in Figure 7. Next, click on the “Posts” link for a list of all your messages. Also, if you wish, as noted above, you can type in a different, more friendly password. Remember to scroll down to the bottom of the page and click “Change” or your changes will not permanent.

![Figure 7: How to Find a Record of Your Posts](image)

### 3.6 Philosophy Papers

Your short ethics paper can be one of the topics chosen from the list online at

http://philosophy.lander.edu/ethics/paper_topics.html

or a topic of your own choosing approved in advance by the instructor.

Your paper or project is to be posted to mwforum Ethics Message Board Papers where other students can comment or ask questions online about your paper by posting messages underneath it.

Any of the questions at the chapter ends in the textbook for this class may be used for position paper topics. These questions are listed under the sections entitled, “Topics Worth Investigating.”

### 3.7 Book Reviews

The book review consists of your considered answers to the questions found in the “Book Review Questions” section of this syllabus. The book you choose to review should reflect an area in which you are interested and can be “non-academic” in nature.
One reason for choosing a nonacademic book is to demonstrate that the philosophical concepts of this course are influential in popular works in psychology, sociology, political science, and religion. The most important parts of the review are the list of the significant ideas drawn from the book and the passage you choose as an insight into the author’s thoughts. Your writing should be a helpful, concrete, specific, and practical description of the contents of the book rather than an abstract summary statement of general import. Examples of reviews will be discussed in class. A few suggested works are listed in one of the bibliographies to this syllabus. Others online will be suggested in class.

3.8 Philosophy Chat

One of the services provided by the Philosophy Website is an pretenseless Chat program written by Tommi Leino with a CGI Web interface constructed by John Archie. Jicra is a very simple IRC client Java applet—a one channel Chat room without IRC commands or other features. No special knowledge or skill is necessary to use this applet; however, Java must be enabled on your computer for you to be able to use the program. If you know how to use mIRC you are welcome to connect to the Chat with that client.

The Philosophy Chat is available for student use at any time for any university-related purpose (e.g., you are welcome to use the Chat for any group-project discussion in any class at Lander for the convenience of students both on and off campus). You can devise your own channel for Chat simply by having your group type in whatever specific name you choose for your group. Only persons aware of the name of your channel can join. In past semesters, the Chat has been useful for off-campus students to keep in touch with each other.

We will use Chat in the default channel called “philosophy” for online office hours on the evening before tests are given. The Jicra Chat program operates like this:

1. From the Philosophy Homepage click on the chat link in the lower-left corner of the page. See Figure 8.

2. When the login page loads, enter your screen name and your real name. You can chat without a screen name or real name entered, and a name like “guest” will be assigned to you. Click on the login button. See Figure 9.
3. When the Chat window loads, type your message in the bar at the bottom of the window, and hit the enter key, and your message can be read by all persons logged onto the chat. See Figure 10.

### Philosophy Chat

- Connecting IRC server...
- ****Looking up your hostname
- ****Checking Identi
- ****Couldnt look up your hostname.

**<Joe>:** Hi! I've got a question about successive immediate inferences. **<Joe>:** How do you know the mean values for conversion?

**and how is that different from observation?**

Figure 10: How to Enter Chat Messages

### 3.9 Grade Evaluation

Your final course grade is assigned according to your final average as described above in the subsection “Grades.” The number of hours advised to study given
below is usually an accurate guide to how well you will do in this class. If you study only for tests, your doing well in the course is doubtful. Many students assume they can do well in philosophy without doing homework and without studying outside of class because they have been able to do so in other high school or college classes. Since these students have become habituated to passing courses without much study, they are often alarmed to discover our philosophy course is substantially different from what they have expected.

A (90 points or above) reflects approximately two hours study per class hour; a great deal of time, thought, and effort; and mastery of the subject.

B (80 or above but below 90 points) reflects approximately one hour study per class hour; above average time, thought and effort; and superior achievement.

C (70 or above but below 80 points) reflects approximately one-half hour study per class hour, average time, thought, and effort; and average achievement.

D (60 or above but below 70 points) reflects cramming for examinations; minimum time, thought, and effort; below college level work; a less than adequate grasp of the course content; and less than satisfactory achievement.

FA reflects attending fewer than 75% of class meetings.

INC can only be given in cases of sudden illness or emergency beyond the student’s control.

3.10 Grades Online

You may access your grades online at any time on the philosophy server with the username and password handed out in class. No other username and password will work for this purpose. From the Philosophy Homepage, under the gray heading entitled “Class Grades,” click on the yellow link “Current Grades Online” as shown in Figure 11. When the Grades Login page loads do the following:

1. Choose the class “Ethics” from the drop-down box. Note: If you log in incorrectly, be sure to re-select your class from the drop-down box because an incorrect login will re-set the class to a default philosophy course. See Figure 12.
Philosophy Grades Login

2. Enter your username for grades exactly as written the slip of paper given out in class.

3. Enter your password exactly as it is written on the slip of paper given out in class.

4. Also, enter your username and password here in the syllabus for additional assurance your username and password will not be lost:

   Username: ____________________________
   Password: ____________________________

5. The login process is case-sensitive—be sure to match the case of the letters—capital or lower case. If you obtain the result of “bad login,” check to see if the Caps Lock key is on, or you have confused the letter
“I” with the number “1” or with the capital letter “I.” Occasionally, the number “0” can be confused with the capital letter “O.”

Confidentiality of student grades is a serious concern. For this reason, if you lose your password, your password will be replaced with a different one. Passwords are not issued to friends, over the telephone, or in email. Passwords will only be replaced in the Learning Center room M33 during office hours. Also, replacement passwords are only available during the regular semester. (During the Final Exam period, normal office hours are not observed.)

3.11 Your Job

Our course is not difficult if you keep up with the assigned work. At the very beginning of the course, you need to ask yourself if you can spend a minimum of three hours a week studying just for Ethics. If work or family responsibilities interfere with this minimum number of study hours, you should not attempt this course.

When you seek help during office hours, the first items I will check are your posts to the mwforum Message Boards, your class notes, book notes, and homework problems—so that I can know where to begin. When a student claims he or she did not understand the subject well enough to ask any questions, take any notes, or attempt any homework, I am usually left with the impression the student has not yet attempted studying. In this regard, a good place to see how to study in our course is the “Notes on How to Study” on the Web at http://philosophy.lander.edu/study.html. In past semesters, many students have found these study tips helpful:

- Come to class prepared.
- Take notes in class.
- Take notes on the important points of the assigned reading.
- Do all homework problems. If you cannot find time for doing homework, you cannot benefit from this course of study.
- Ask questions in class, on the discussion list, in Chat, and on the message board.
- Seek help at the first sign of difficulty after the material has been covered in class: ethicshelp, mwforum, and office visits.
- Make extensive use of the available online lectures, sample problems, quizzes, and tests.
3.12 My Job

We will find that ethics is quite essential in most fields of endeavor.

- I will attempt to create the conditions under which you can exercise your native curiosity.
- Class lectures will be varied, and specific concrete examples will be used for illustrating the theoretical points.
- I will show practical applications for all the methods employed.
- I will provide handouts and Web-based instructions for additional problem-solving support.

If I do my job correctly, our ethics course will be one of the most valuable in your university career.

3.13 Class Policies

The following policies are explicitly stated here because these policies help protect fairness for the administration of the course for the class as a whole. Some of these policies are generally assumed in most classes at Lander University.

Make-Up Policy: Make-up tests are only offered for students who can provide written documentation for legitimate reason for being absent. If you miss one or more regularly scheduled tests during the semester with a written excused absence, your grade for that test or tests is established by the grade achieved on the make-up test offered at the final examination period.

Late Papers: Papers, commentaries, book review or other projects, or modern language translations must be posted to the mwforum Ethics Papers Message Board by midnight of the due date or a penalty of 10% per day late is applied.

Plagiarism: Students are expected to do their own work in this course. To use another writer’s or speaker’s ideas without giving credit by means of standard documentation is plagiarism. All cases of academic dishonesty on tests or papers will be handled in accordance with the Academic Honor Code as presented in the Lander University Student Handbook. Normally the grade of “0” is assigned for academically dishonest papers. Cases of plagiarism or academic dishonesty could be brought before the
Honor Council where you will have an opportunity to explain your point of view.

**Class Attendance:** Students are expected to attend all classes; there are no “free cuts.” In the case of unavoidable absences, you are responsible for making up work done in class. In accordance with University policy, if you attend less than 75% of the scheduled class meetings, you will not receive credit for the course. This policy is expressly in your interest, especially in this course, since attendance is essential for understanding much of the argumentation discussed. Any student arriving late for class or leaving early from class will be counted absent from that class period.

Anyone missing class is responsible for obtaining the class notes and assignments from a classmate or from the Web resources. Additionally, some book notes, quizzes, sample tests, and a few class lectures are online at

http://philosophy.lander.edu/ethics/.

The *mwforum* Message Board is a good place to ask for information about assignments, subjects covered in class, or class policies—especially if you are hesitant to ask a classmate for assistance. If you have questions about the subject-matter of philosophy beyond the class topics, by all means make use of the *ethicshelp* Mailing List. Finally, be sure to contact your instructor as soon as academic difficulties first arise.

**Learning Disabilities:** If you have a physical or learning disability and you require special accommodations, be sure to contact Mr. Lafayette Harrison (Learning Center 345, telephone (864) 388-8814) and provide him with appropriate documentation. When Mr. Harrison is made aware of your disability, he will inform your instructors every semester unless you ask him in writing not to do so. For additional information, see the “Disabled Student Information” on the Lander University Website at http://www.lander.edu/instructional_services/disabled.htm.

**Closing of the University:** If hazardous weather conditions or any other state of emergency necessitate University closing, the information will be available from the Lander automated information system (telephone (864) 388 8400) or most major radio and television stations in this area.
A Test Review Sheets

A.1 Test 1: The Problems of Ethics

Important Concepts: be able to characterize and give examples.

- morals (descriptive ethics)  ethics (prescriptive)
- metaethics  analytical ethics
- normative ethics  moral
- nonmoral  immoral
- amoral  cultural relativism
- ethical relativism  ethical absolutism
- ethical nihilism  ethical skepticism
- ethical subjectivism  necessary condition
- sufficient condition  contributing condition

Important Distinctions: Be able to list differences and give examples.

1. morals and ethics
2. psychological and ethical relativism
3. ethical relativism and ethical absolutism
4. necessary and sufficient conditions
5. ethics and social practice

Important Essays: Be able to explain in depth.

1. What are the central questions of ethics?
2. What is an ethical or moral issue?
3. What are the advantages and disadvantages to the various criteria of truth in ethical matters: authority, consensus gentium, legality, conscience, revelation, intuition, reason? How does Winslow, Bain, and Foote stand on these criteria?
4. Why be moral? What are the advantages and disadvantages of the purported justification: “it pays,” common interest, and “it’s right.”
5. What are the arguments for sociological (cultural) relativism given by Ellwood and Westermarck?
6. What are the main objections to sociological and ethical relativism?

7. What is Moore’s argument for the objectivity of moral judgements?

A.2 Test 2: Determinism, Religion, Duty

**Important Concepts:** be able to characterize and give examples.

- scientific (hard) determinism
- soft determinism
- predeterminism
- fatalism
- predestination
- indeterminism
- á priori chance
- á posteriori chance
- reason
- faith
- free will
- Pascal’s Wager
- duty ethics
- religious ethics
- good will
- intrinsic good
- instrumental good
- means and ends
- categorical imperative
- practical imperative
- teleological suspension of ethical maxim

**Important Distinctions:** be able to list differences and give examples.

1. Comte’s three stages of progress: theological, metaphysical and scientific.

2. free will and determinism

3. means and ends vs. instrumental and intrinsic goods

4. duty ethics and religious ethics

5. actions in accordance with duty and actions for the sake of duty

6. maxim and universal law

7. Kierkegaard’s stages on life’s way: æsthetic, ethical, and religious

**Important Essays:** Be able to explain in depth.
1. What are the four major discoveries in science according to Engels? How do these discoveries suggest scientific determinism?

2. Explain why Mill and Venn believe that human actions cannot be predicted. How do their philosophies of determinism differ?

3. What are Spinoza’s objections to the doctrine of free will? Do these objections apply to James’ genuine option theory of free will? Explain.

4. Explain by citing examples the relation between the practice of morals and the ethics of the Souix as described by Ohiyesa.

5. What does Kant mean by universalizing my maxim? Give an example of a maxim which cannot be universalized, and explain why it cannot be universalized.

### A.3 Test 3: Self-Interest and Society

**Important Concepts**: be able to characterize and give examples.

- *eudaimonia*
- *árete*
- doctrine of the mean
- higher pleasure
- *apatheia*
- egoism
- ethical egoism
- universal ethical egoism
- Socratic Paradox
- active awareness
- utilitarianism
- lower pleasure
- soft determinism
- hedonism
- psychological egoism
- personal ethical egoism
- egotism
- cynicism
- social contract
- principle of asceticism

**Important Distinctions**: be able to list differences and give examples.

1. pleasure and happiness
2. Epicureanism and hedonism
3. Egoism and hedonism
4. psychological and ethical egoism
5. lower pleasure and higher pleasure
6. principles of sympathy and antipathy
7. master and slave morality

Important Essays: Be able to explain in depth.

1. What is the Socratic Paradox? What is paradoxical about it? How are the distinctions between instrumental and intrinsic goods and means and ends related to the paradox?

2. What are the main points of and objections to Epicureanism? What is the role of pleasure in Epicureanism?

3. What are the main points of and objections to Stoicism? What role does active awareness play in Stoic philosophy?

4. Explain some of the common confusions with examples concerning the use of the terms “self-interest,” “selfishness,” and “other-regarding motives.”

5. What are the main points of and criticisms of Aristotle’s ethics? What is the role of pleasure in Aristotle’s ethics?

6. Explain Bentham’s Hedonistic calculus.

7. Contrast the social contract accounts of Plato, Mandeville, and Nietzsche?

A Book Review Question Format

Download the form from http://philosophy.lander.edu/ethics/review.html and fill out in a text editor (such as Microsoft Office). Copy and Paste to the mwforum Ethics Papers Message Board.

A.1 Bibliographical Data (include title and author)

A.2 Background Information

1. Who is the author? (What are his nationality and origin? When did the author write? Check standard reference books.)

2. What other work has the author done?

3. What is the author’s reputation?

4. Are there any important or enlightening circumstances connected with the composition of this work?
A.3 Subject Matter of the Book

1. What kind of book is it? (Is it fiction, history, popular psychology, textbook, technical?)

2. What is the subject of the book?

3. What material does it treat?

4. What is the tenor of the book—the author’s basic interpretation of the material?

A.4 Method of Organization

1. Summarize in your own words the table of contents.

2. What are the tone and style of the book? (What kind of audience is being addressed? Does the author give interesting facts or analyses?)

3. State four to ten main ideas of the book.

4. Select and quote one short passage as an example of the author’s insight.

B Selected Bibliography

B.1 Recommended Reference Books

The following works are recommended for finding research sources for your philosophy paper. Most are available in the stacks of the Larry A. Jackson Library.


B.2 Periodicals in Philosophy


Good online sources for this course are updated on a regular basis on the Philosophy Web Site: http://philosophy.lander.edu/ethics/links.html. General philosophical links can be found at http://philosophy.lander.edu/gen_phil_links.html.

B.2 Periodicals in Philosophy

If you find time during the semester to browse in the Larry A. Jackson Library, there are a few journals which show some of the technical applications of philosophy. These include the following publications.

*The American Philosophical Quarterly*

*The British Journal for the Philosophy of Science*

*Ethics*

*International Philosophical Quarterly cancelled*

*Mind cancelled*
C Class Assignments

Daily Schedule Version 1.0

Note: The following assignment schedule is subject to revision and is intended to be a general guide to the assignments this semester. The assignment written on the blackboard at the beginning of each class takes precedence over this schedule. As the semester progresses, for the most recent version of our class schedule, check

http://philosophy.lander.edu/ethics/assignment.html.

If an update is available, the version number will be a number higher than Version 1.0. In the “Date” column, the number after “M,” “W,” or “F” is the number of the class, counting from the beginning of the semester. In the Class Topic column, the subjects covered by that day’s class are listed, together with important due dates for assignments. The Assignment column lists the day an assignment is assigned, not the day the assignment is due.

The underlined assignments refer to abbreviated URLs or the Internet addresses of an online reading. To find, for example, the Webpage central.html, type into the address bar of your Web browser

http://philosophy.lander.edu/ethics/central.html

Page numbers for reading assignments in the textbook refer to the PDF version of the text online (also available in hardcopy at the Reserve Desk of the Larry A. Jackson Library). You may also access the readings in HTML form by navigating to


and scroll to the bottom of the page for hyperlinks to the appropriate article. (No page number are given for HTML pages.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.22</td>
<td>Welcome to the Course</td>
<td>Review Syllabus</td>
</tr>
<tr>
<td></td>
<td>Purpose of the Course</td>
<td>Locate Textbook</td>
</tr>
<tr>
<td></td>
<td>Class Requirements</td>
<td>Checkout Ethics Web</td>
</tr>
<tr>
<td></td>
<td><a href="http://philosophy.lander.edu/study-topics.html">http://philosophy.lander.edu/study-topics.html</a></td>
<td>Read How to Study</td>
</tr>
<tr>
<td>08.24</td>
<td>Introduction to Ethics</td>
<td>Study Syllabus</td>
</tr>
<tr>
<td></td>
<td>Central Questions of Ethics, I</td>
<td>central.html</td>
</tr>
<tr>
<td></td>
<td>Survey for Reference Groups</td>
<td></td>
</tr>
<tr>
<td>08.26</td>
<td>The Central Questions of Ethics, II</td>
<td>central.html</td>
</tr>
<tr>
<td></td>
<td>Navigating philosophy.lander.edu/faq.html</td>
<td></td>
</tr>
<tr>
<td>08.29</td>
<td>The Scope of Ethics</td>
<td>scope.html</td>
</tr>
<tr>
<td></td>
<td>Online Textbooks</td>
<td>Look for Book to Review</td>
</tr>
<tr>
<td>08.30</td>
<td>Necessary and Sufficient Conditions</td>
<td>necessary_quiz.html</td>
</tr>
<tr>
<td></td>
<td>Examples of Books to Review</td>
<td>bookreviews.html</td>
</tr>
<tr>
<td></td>
<td>Sign up for Book to Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>email instructor</td>
<td></td>
</tr>
<tr>
<td>09.02</td>
<td>Morals, Ethics and Metaethics</td>
<td>types.html</td>
</tr>
<tr>
<td></td>
<td>Ethical Terms</td>
<td>amoral.html</td>
</tr>
<tr>
<td>09.05</td>
<td>What is a Moral Issue?</td>
<td>issue.html</td>
</tr>
<tr>
<td></td>
<td></td>
<td>moral_quiz.html</td>
</tr>
<tr>
<td>09.07</td>
<td>Work on Book Review</td>
<td>bibliography.html</td>
</tr>
<tr>
<td></td>
<td>Class does not meet</td>
<td>See Syllabus “Book Review Question Format”</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.09</td>
<td>Work on Book Review</td>
<td>See online reviews on mwforum Discussion Board</td>
</tr>
<tr>
<td>F 9</td>
<td><em>Class does not meet</em></td>
<td>Chat 7:00-8:00 PM 09.09 F</td>
</tr>
<tr>
<td>09.12</td>
<td>Work on Book Review</td>
<td>See bookreviews.html</td>
</tr>
<tr>
<td>M 10</td>
<td><em>Class does not meet</em></td>
<td>Check mwforum message board for announcement about 09.14 W class</td>
</tr>
<tr>
<td>09.14</td>
<td>Discussion of Reviews</td>
<td>Winslow, 1-9</td>
</tr>
<tr>
<td>W 11</td>
<td>“Conscience Determines What is Right”</td>
<td>W 11</td>
</tr>
<tr>
<td>09.16</td>
<td>Why Be Moral?</td>
<td>why-moral.html</td>
</tr>
<tr>
<td>F 12</td>
<td><em>Book Review Due on Web</em></td>
<td>Bain, 9-16</td>
</tr>
<tr>
<td></td>
<td>“Conscience is Learned”</td>
<td>notes-bain.html</td>
</tr>
<tr>
<td>09.19</td>
<td>Reasons for Adopting Moral Rules</td>
<td>truth.html</td>
</tr>
<tr>
<td>M 13</td>
<td>“It Doesn’t Pay to Be Religious”</td>
<td>Foote, 7-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>notes-foote.html</td>
</tr>
<tr>
<td></td>
<td></td>
<td>truth_quiz.html</td>
</tr>
<tr>
<td>09.21</td>
<td>Ethical Relativism</td>
<td>relativism.html</td>
</tr>
<tr>
<td>W 14</td>
<td>“Ethics are Culturally Relative”</td>
<td>Ellwood, 25-36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>notes-ellwood.html</td>
</tr>
<tr>
<td>09.23</td>
<td>Case Study: Internal Moral Standards</td>
<td>W 14</td>
</tr>
<tr>
<td>F 15</td>
<td>“Ethics are Relative”</td>
<td>notes-westermarck.html</td>
</tr>
<tr>
<td></td>
<td></td>
<td>internal.html</td>
</tr>
<tr>
<td>09.26</td>
<td>Ethical Absolutism</td>
<td>Moore,48-59</td>
</tr>
<tr>
<td>M 16</td>
<td>“The Objectivity of Moral Judgments”</td>
<td>M 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>moralprogress_quiz.html</td>
</tr>
<tr>
<td>Date</td>
<td>Class Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>09.28</td>
<td>Review of Main Arguments</td>
<td>Review of Text and Notes&lt;br&gt;Chat 8-9 PM 09.29</td>
</tr>
<tr>
<td>W 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.30</td>
<td>Test I: Problems of Ethics</td>
<td>Study Syllabus: Position Paper Information&lt;br&gt;Look for Paper Topic</td>
</tr>
<tr>
<td>F 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.30</td>
<td>Fall Break</td>
<td>Research Position Paper Topic</td>
</tr>
<tr>
<td>M 19</td>
<td>Class does not meet</td>
<td></td>
</tr>
<tr>
<td>10.03</td>
<td>Varieties of Determinism</td>
<td>Determinism 60-66&lt;br&gt;notes-determinism.html&lt;br&gt;quiz-determinism.html</td>
</tr>
<tr>
<td>W 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.07</td>
<td>The Scientific Background</td>
<td>Comte, 67-72&lt;br&gt;Engels, 73-82&lt;br&gt;notes-comte.html&lt;br&gt;notes-Engels.html</td>
</tr>
<tr>
<td>F 21</td>
<td>“Positive Philosophy”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Science of Natural Processes”</td>
<td></td>
</tr>
<tr>
<td>10.05</td>
<td>Chanck, Luck, and Statistics</td>
<td>Mill 83-90&lt;br&gt;Venn 91-104</td>
</tr>
<tr>
<td>W 20</td>
<td>“A Science of Human Nature”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Statistics as Applied to Human Action”</td>
<td></td>
</tr>
<tr>
<td>10.10</td>
<td>Free Will and Determinism</td>
<td>James, 105-130&lt;br&gt;Pascal, 131-136&lt;br&gt;notes-james.html&lt;br&gt;notes-pascal.html</td>
</tr>
<tr>
<td>M 22</td>
<td>“The Will to Believe”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“The Wager”</td>
<td></td>
</tr>
<tr>
<td>10.12</td>
<td>Duty Ethics</td>
<td>Kant, 157-167&lt;br&gt;Ohiyesa, 137-150&lt;br&gt;kant.html</td>
</tr>
<tr>
<td>W 23</td>
<td>“The Soul of an Indian”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.14</td>
<td>Existential Ethics</td>
<td>Kierkegaard,168-184&lt;br&gt;[online notes forthcoming]</td>
</tr>
<tr>
<td>F</td>
<td>“Truth Is Faith”</td>
<td></td>
</tr>
<tr>
<td>10.17</td>
<td>Stages on Life’s Way; Teleological Suspension of</td>
<td></td>
</tr>
<tr>
<td>M 24</td>
<td>the Ethical</td>
<td>[online notes forthcoming]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Class Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>10.19</td>
<td>Review of Main Arguments</td>
<td>Review of Text and Notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chat 8-9 PM 11.20</td>
</tr>
<tr>
<td>W 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.21</td>
<td><em>Test II: Determinism; Religious and Duty Ethics</em></td>
<td>Choose Position Paper Topic</td>
</tr>
<tr>
<td>F 26</td>
<td></td>
<td>Post Intended Topic for Approval on <em>mwforum</em> Discussion Board</td>
</tr>
<tr>
<td>10.24</td>
<td>Socratic Ethics</td>
<td><a href="#">socrates.html</a></td>
</tr>
<tr>
<td>M 27</td>
<td>“The Socratic Paradox”</td>
<td>Plato, 187-211 <a href="#">paradox_quiz.html</a></td>
</tr>
<tr>
<td>10.26</td>
<td>Epicureanism</td>
<td><a href="#">epicurus.html</a></td>
</tr>
<tr>
<td>W 29</td>
<td>“Pleasure Is the Good”</td>
<td>Epicurus, 212-216 <a href="#">paradox_quiz.html</a></td>
</tr>
<tr>
<td>10.28</td>
<td>Cynicism</td>
<td><a href="#">stoicism.html</a></td>
</tr>
<tr>
<td>F 30</td>
<td></td>
<td><a href="#">stoicism2.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="#">stoic_quiz.html</a></td>
</tr>
<tr>
<td>10.31</td>
<td>Stoicism</td>
<td><a href="#">stoicism2.html</a></td>
</tr>
<tr>
<td>M 31</td>
<td>“We Should Value What’s in Our Control”</td>
<td>Epictetus,227-236 <a href="#">aristotle1.html</a></td>
</tr>
<tr>
<td>11.02</td>
<td>Aristotelian Ethics</td>
<td><a href="#">aristotle1_2.html</a></td>
</tr>
<tr>
<td>W 32</td>
<td>“What Is the Life of Excellence?”</td>
<td><a href="#">notes-aristotle.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="#">aristotle_quiz.html</a></td>
</tr>
<tr>
<td>11.04</td>
<td>Egoism and Hedonism</td>
<td><a href="#">egoism.html</a></td>
</tr>
<tr>
<td>F 33</td>
<td></td>
<td><a href="#">ethical_ego.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="#">hedonism.html</a></td>
</tr>
<tr>
<td>11.07</td>
<td>Naturalistic Ethics</td>
<td><a href="#">naturalism.html</a></td>
</tr>
<tr>
<td>M 34</td>
<td>Applications of Jungian Psychology</td>
<td><a href="#">jung.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="#">jung_quiz.html</a></td>
</tr>
<tr>
<td>11.09</td>
<td>The Ethics of Self-Realization</td>
<td><a href="#">self_real.html</a></td>
</tr>
<tr>
<td>W 35</td>
<td>Applications of Humanistic Psychology</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Class Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>11.11</td>
<td>The Ethics of Selfishness “The Ring of Gyges”</td>
<td>notes-gyges.html</td>
</tr>
<tr>
<td>F 36</td>
<td>Applications of Freudian Psychology</td>
<td>Plato, 266-275</td>
</tr>
<tr>
<td></td>
<td></td>
<td>self-interest_quiz.html</td>
</tr>
<tr>
<td></td>
<td></td>
<td>egoism_quiz.html</td>
</tr>
<tr>
<td>M 37</td>
<td></td>
<td>Hume, 237-247</td>
</tr>
<tr>
<td></td>
<td></td>
<td>notes-hume.html</td>
</tr>
<tr>
<td>11.16</td>
<td>Refutation of Psychological Egoism “Human Beings Are Always Selfish”</td>
<td>Mandeville, 276-290</td>
</tr>
<tr>
<td>W 38</td>
<td>Optional Reading: <a href="http://philosophy.lander.edu">http://philosophy.lander.edu</a></td>
<td>notes-mandeville.html</td>
</tr>
<tr>
<td></td>
<td></td>
<td>intro/rachels.html</td>
</tr>
<tr>
<td>11.18</td>
<td>Ethics of Utility “Happiness Is the Greatest Good”</td>
<td>calculus.html</td>
</tr>
<tr>
<td>F 39</td>
<td></td>
<td>Bentham, 291-305</td>
</tr>
<tr>
<td></td>
<td></td>
<td>notes_bentham.html</td>
</tr>
<tr>
<td>11.21</td>
<td>Decision Theory</td>
<td>[online notes forthcoming]</td>
</tr>
<tr>
<td>M 40</td>
<td></td>
<td>Post Paper on mwforum Discussion Board</td>
</tr>
<tr>
<td>11.23</td>
<td>Thanksgiving</td>
<td>Post Comments to Papers on mwforum Discussion Board</td>
</tr>
<tr>
<td>W 41</td>
<td>Class does not meet</td>
<td></td>
</tr>
<tr>
<td>11.25</td>
<td>Thanksgiving</td>
<td>Post Comments to Papers on mwforum Discussion Board</td>
</tr>
<tr>
<td>F 42</td>
<td>Class does not meet</td>
<td></td>
</tr>
<tr>
<td>11.28</td>
<td>The Ethics of Power “Slave and Master Morality”</td>
<td>Nietzsche, 306-317</td>
</tr>
<tr>
<td>M 43</td>
<td>Due: Comments to Papers on mwforum Discussion Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>notes-nietzsche.html</td>
</tr>
</tbody>
</table>
D  HOW TO CALCULATE YOUR SEMESTER GRADE

The worksheet below is designed to clarify the manner in which your grade in this course is calculated.

### Course Grade Worksheet

<table>
<thead>
<tr>
<th>Class</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Test 1 x 0.25</td>
</tr>
<tr>
<td>B</td>
<td>Test 2 x 0.25</td>
</tr>
<tr>
<td>C</td>
<td>Test 3 x 0.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review x 0.1</td>
</tr>
<tr>
<td>2. Paper x 0.1</td>
</tr>
<tr>
<td>3. Comments x 0.05</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D  Writing Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–D</td>
</tr>
</tbody>
</table>

**Legend for Worksheet**
Class Tests are given during the regular semester.

- Test 1 is “The Problems of Ethics.”
- Test 2 is “Determinism, Religion, Duty.”
- Test 3 is “Self-Interest and Society.”

Final Exam Period If you have provided a written excused absence for a missed in-Class Test, you may be offered a “Make-Up” Test at the time of the Final Examination Period. The grade obtained for the Make-Up test or tests is used in the calculation for the Semester Grade Average.

Paper is the grade determined by your Position Paper which was posted to the mwforum Philosophy Papers Message Board, as described in the Appendix.

Comments on the mwforum Message Board is the grade established by comments you have posted to the papers uploaded by other students in the class.

Semester Average is determined by adding the Class Tests or Test Averages and the Quiz Average (i.e., add A-D, above). Your grade for the course is based upon this score in accordance with the corresponding letter grade in the table given above under the heading of “Grades” in “Class Policies” in this Syllabus.
Index

mwforum, 1, 11, 13
  lost password, 12
  papers, 13
  posting, 13
  Profile, 14
ethicshelp registering, 11
mwforum
  changing password, 14
absences, 21, 22
academic dishonesty, 21
appointments, 1
assignments, 29
  missed, 22
attendance policy, 22
bibliography, 27
Book Review form, 26
book reviews, 15
chat, 1, 16
  how to, 16
  office hours, 16
class
  absences, 22
  schedule, 29
comments, 8
copy and paste
  how to, 14
course, 7
  assignments, 29
  catalog description, 2
description, 2, 5
evaluation, 7, 17
general education requirements, 2
grades, 8, 35
objectives, 3
policies, 21
procedures, 4
purpose, 2
requirements, 7
skills, 4
teaching methods, 7
disability, 22
  learning, 22
  physical, 22
e-mail, 1, 9
  accounts, 9
  instructor, 1
  protocol, 1
text messages, 10
FAQ, 1
general education, 2
grades, 7, 8, 17
  calculation of, 35
  confidentiality, 20
  online, 1, 18
help, 1, 11, 20
ICQ, 1
instructor, 1
late papers, 21
library, 27
Logic Lab, 1
make-ups, 21
message board, 1, 11
  comment, 8
  discussion, 8
lost password, 12
paper, 8
papers, 13
posting, 13  
Profile, 14  
register, 12  
registering, 12  
where to send, 11  
messages  
where to send, 1  
methods of teaching, 7  
office hours, 1  
chat, 16  
paper, 8, 15, 36  
  sources, 27  
  translation, 15  
  types of, 15  
papers  
late, 21  
password  
lost grades, 20  
  replacement \textit{mwforum}, 12  
  replacement grades, 20  
password grades, 18  
periodicals, 28  
plagiarism, 21  
posts  
where to send, 1, 11  
reference  
  readings, 27  
schedule  
  class, 29  
study, 17  
  how to, 8, 20  
tests, 7, 8, 36  
  dates, 29  
  make-up, 21, 36  
  online, 8  
  Test 1, 23  

Test 2, 24  
Test 3, 25  
text-only email, 9  
textbook, 2  
translation  
  paper, 15  
Web  
  chat, 1  
  discussion list, 1  
  Homepage, 1  
  message boards, 1  
  philosophy, 1  
  URLs, 1  
worksheets  
  grades, how to calculate, 35  
Writing, 8