

COURSE OUTLINE

Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

1. Instructor Information

- (a) Instructor: Karen Shirley
- (b) Office hours: Monday: 9:30 – 11:20, Tuesday: 4:30 – 5:20; and Friday: 11:30 – 12:20
- (c) Location: Ewing 240
- (d) Phone: 370 3132 Home: 3838164

2. Intended Learning Outcomes

- i) Students will be able to describe and evaluate classic and modern moral theories
- ii) Students will be able to describe the resolutions to moral dilemmas that are implied by classic and modern moral theories
- iii) Students will be able to assess various arguments for differing positions on contemporary moral issues
- iv) Students will be able to reason in more sophisticated ways

3. Required Materials

- (a) Texts

Handout called *Philosophy 202*

If your grammar needs work, you may wish to purchase a small style guide with a section on common errors in grammar and usage.

4. Basis of Student Assessment (Weighting)

Mid-term Exam (Closed-book).....	25%
Final (Final exam period - closed-book).....	25%
Paper (Due one week before you do your debate)	20%
Debate.....	20%
Four verbal comments made on debates (Worth 2.5% each).....	10%

Note: Double-space. Illegible or *hard-to read* exams/papers will have marks deducted. Capitalise traditionally or lose marks. Keep *all* marked assignments in case there is a discrepancy between your record of your marks and my record of your marks.

5. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

6. Course Content and Schedule

Formatting Assignments and Exams

1. Put the following information on each assignment:
 - a) your student number and your seminar letter ("A" or "B");
2. Write on both sides of the page, where more than one page is required, and double-space.

Exams

You should always bring a dictionary and, if you need one, a style guide. You should also familiarize yourself with the last page of this course outline for guidance on some errors in English usage that may cost you marks.

Mid-term and Final Exams: These are two hours long, closed-book and each is worth 25% of your course mark. You may bring this course outline, a dictionary and a style guide. You will be asked to answer multiple choice and short-answer questions based on the lectures and the readings in the text and the handout

Paper: The paper is worth 20% of your final grade. Argue for or against the topic statement that you have been assigned to debate. You don't need to take the same side that you take on the debate. Papers must be typed. You may print out your paper on the blank side of used paper. No title pages. The paper should be between 1000 and 1500 words long and, since conciseness is a virtue, do not feel obliged to aim at 1500 words. Grammar and spelling count and 5% per day will be deducted from late papers which don't have a doctor's note attached.

You may rewrite your paper if you do not like the grade you get on it. In order to get a rewrite marked, you must submit both the original paper and the rewrite within a week of getting the mark for the original. If you radically change your paper in the process of rewriting it, some of my comments on the original paper may become redundant. Nevertheless, you must hand in the original paper with the rewrite.

Participation after Debates: Each instance of participation is worth up to 2.5%. Only four instances count and the first four will be the ones that I count (unless you let me know before making the comment that you don't want it to count.) You may provide constructive criticism or praise, suggest alternative arguments, comment on the quality of the contributions and so on. Questions will not usually be sufficient for a participation mark, as they do not usually require much thought.

Debates: You are required to participate in a debate which is worth 20% of your final grade.

During the first class, students will be divided into groups of two to four people. One or two people in each group will take either the pro or con position on a chosen topic. Each group will be given a topic and a date on which to debate.

You will be graded on the strength of your arguments, the knowledge you show on the topic and your ability to present your arguments in a way that helps other students understand the relevant issues.

Do not read out your presentation or any other part of the debate. If you do read, you will automatically lose 5 of the 20 marks. You may *occasionally* refer to notes.

Handouts are forbidden.

If you are at a loss as to what arguments have been made on the topic, see the *Encyclopaedia of Philosophy* (a reference book in the library) for a start. See me, if you need to do so, well in advance, for additional advice. Some of the topics require knowledge of factual information. Ensure that you know this information. Once you have an idea of what issues are at stake and of some of the arguments that have been presented on the topic, you should spend time *thinking for yourself* on the topic. What do *you* think the truth of the matter is? Why?

Structure of Debates

Be concise: You don't have time to verbally meander around.

First,

- a) Pro side: *one strong* argument in favour of the claim. (Speak for up to two minutes.)
- b) Con side: objection to the above argument. (Speak for up to thirty seconds.)
- c) Pro side: response to the above objection. (Speak for up to thirty seconds.)
- d) Con side: objection to above response or a second objection to the pro side's original argument. (Speak for up to thirty seconds.)
- e) Pro side: response to the second objection. (Speak for up to thirty seconds.)

Second,

Repeat steps one through five above, beginning with the con side this time.

Third,

Pro and con sides now address points put to them by the class.

SCHEDULE

You are expected to have done the readings *before* the class in which they are covered.

1) Jan. 7

- administration
- general outline of the relationship between the classic meta-ethical and ethical theories
- exercise to find out what sorts of things your *moral intuition* tells you are moral patients

2) Jan 14

Theory: Ultimate Principles and Ethical Egoism

Issue: Active and Passive Euthanasia

Debate/Paper topic: It is morally acceptable to assist in the suicide of any adult who has an enduring wish to die.

3) Jan 21

Theory: The Supremacy of Moral Reasons

Issue: Famine, Affluence and Morality

Debate/Paper topic: Canadians who live above the poverty line, have a duty to give at least 20% of their excess income to feed starving people in other parts of the world. (Take 'excess' to mean 'income that puts a person over the poverty line'.)

4) Jan. 28

Theory: Moral Relativism Defended

Issue: Understanding Terrorism

Debate/Paper topic: Some acts of terrorism are morally acceptable.

5) Feb. 4

Theory: After Virtue

Issue: 2 readings: "Punishment" and "Do Murderers Deserve to Die?"

Debate/Paper topic: People have free will.

6) Feb. 11

Theory: After Virtue

Issue: In Defense of Abortion and Infanticide

Debate/Paper topic: One's skin colour or cultural background should not be taken into consideration when one is being assessed as a possible adopting parent of a newborn.

Feb. 18 MID-TERM EXAM

7) Feb 25:

Theory: Good Will, Duty and the Categorical Imperative

Issue: Philosophical Problems for Environmentalism

Debate/Paper topic: We have a moral duty to try to prevent the Vancouver Island marmot from going extinct.

8) Mar. 4

Theory: Kant's Ethical Theory: Exposition and Critique

Issue: 2 readings: "The Genetic Engineering of Human Beings." and "For Both Positive and Negative Engineering"

Debate/Paper topic: Positive genetic engineering is morally acceptable.

9) Mar. 11

Theory: Issues for Utilitarians

Issue: Plain Sex.

Debate/Paper topic: Sexual desire is desire for contact with another person's body and for the pleasure which such contact produces.

10) Mar. 18:

Theory: Desert Island Promises

Issue: Of the Liberty of Thought and Discussion

Debate/Paper topic: Students have a moral right to express their racist, sexist or homophobic views in classrooms.

11) Mar. 25

Theory: The Structure of Ethics and Morals

Issue: Pornography and Fantasy

Debate/Paper topic: Failing to resist having certain fantasies is immoral.

12) Ap. 1

Theory: Prima Facie Duty

Issue: 2 readings: "The Definition of Sexual Harassment" and "Camosun Harassment Policy"

Debate/Paper topic: A college instructor who offers to raise a student's final grade from a B to an A in exchange for sex is sexually harassing the student. (Assume that the instructor promises not to reduce the student's grade, should the student refuse the offer.)

13) Ap. 8

Theory: Why Contractarianism?

Issue: A Defense of Programs of Preferential Treatment.

Debate/Paper topic: Affirmative action is unjust. (Note: claims about what is just presuppose a deontological framework.)

Note that failing to follow the following rules may cost you marks.

1. Do not use the first or second person on your exams. Here are two examples of the first person: “**We** cannot pass students who cannot use the English language adequately,” and “**I** cannot pass students who cannot use the English language adequately.” Here is an example of the second person: “**You** don’t realise that it is not our fault that we were not taught how to write in high school.” The following are examples of sentences written in the third person. “**People** cannot pass the buck forever.” “**One** will find that a style guide is essential in university.”
2. Do not ask rhetorical questions.
3. Do not use a pronoun which disagrees with the noun it refers to. You should try to use gender neutral language in this course, although failure to do so will not result in a lower grade. At first, this effort may result in a number of cases of pronoun disagreement. In many cases, pronoun disagreement can be avoided through the use of plural nouns. Here is an example of a sentence in which the pronoun disagrees with the noun: “**A philosopher** should not be so picky about English; **they** are not English teachers.” Here is the corrected version: “**Philosophers** should not be so picky about English; **they** are not English teachers.”
4. Do not confuse “its” with “it’s.” Since you are not allowed to use contractions, you should never use “it’s.”
5. Do not confuse “their” with “there.”
6. Do not add “ly” to “first,” “second” and so on.
7. Do not forget possessive apostrophes and do not put them in the wrong place.
8. Do not use abbreviations or a contractions.
9. Do not use “e. g.”; use “for example.”
10. Do not use “etc.”; use “and so on.”
11. Do not use “i.e.”; use “that is.” Better yet, say it clearly the first time.
12. Do not use the upper-case where the lower case is standard. 5% will be deducted from a student’s exam if he or she makes this mistake.

MARKING NOTATION

ambig: ambiguous; there is more than one way to reasonably interpret what you are saying here

awk: your choice of words or your sentence structure make it unnecessarily difficult for the reader to get your point.

cl: you haven't made your point clearly enough.

dm: dangling modifier

frag: sentence fragment

gr: grammar; this is a general term indicating that something is wrong with the grammar.

illeg: illegible handwriting

no: what you've said here is false

parallelism: lack of parallel structure

pd: pronoun disagreement

punct: error in punctuation

ro: run on sentence

sp: spelling error

tense: wrong tense

trite: you have used a phrase or expressed an opinion that writers have worn out by constant repetition

weak: the argument is weak

wordy: the sentence is cluttered with unnecessary words or is overly complex or you are choosing 10 words where 10¢ ones would be just as effective.

ww: wrong word

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html