

INTRODUCTION TO ETHICS AND SOCIETY

SPRING 2013 PHIL 1020-001 #30146

M/W 930 - 10:45 A.M. NORTH CLASSROOM 1314

DR. DAVID HILDEBRAND (DAVID.HILDEBRAND@UCDENVER.EDU)

Course Description: All who live in this world must choose what to do. Yet to live in the world we must live with people. When we make choices involving people we are engaged in ethical activity. Ethical debates arise from those situations where there is disagreement about: 1) how we should treat others and 2) the reasons (or arguments) for treating them in one-way rather than another. This course will examine specific ethical theories as well as more concrete issues such as abortion, drug use, sexual morality, consumerism, and the moral standing of animals. Our goal will be to gain a better understanding by reading, thinking, and talking carefully and critically.

Course Objectives:

Familiarization. Gain a good sense of what is at stake in issues of course.

Comprehension. Be able to comprehend the arguments offered by various philosophers.

Critical analysis. Be able to criticize those arguments by pointing out where they lack evidence, make an unreasonable leap, hold a false assumption, etc.

Demonstration of the above through exams, verbal responses, and writing.

Verbalization. Be able to summarize a philosophical position, without notes, using your own words. Be able to criticize a position this way.

Conversation and Debate. Be able to discuss issues in a focused and informed way with others in the class. This will involve listening closely to their points, then responding in a way that moves the discussion ahead.

Required Texts: All required readings are posted on Blackboard <http://blackboard.cuonline.edu/> (BLACKBOARD)

YOU MUST PRINT OUT ANY REQUIRED ONLINE READING AND BRING IT TO CLASS.

Blackboard/Website: There are two online sites related to this course. **Familiarize yourself with them right away.** Both will offer you access to information about the course such as study questions, announcements, grades, extra credit assignments.

1. The first and most important one is our course Blackboard site: <http://blackboard.cuonline.edu>. On this page are LOGIN INSTRUCTIONS. Please make sure you enroll right at the beginning of the class.
2. The second site is my home page at <http://www.davidhildebrand.org>. Here there are a variety of general study tips and resources in philosophy.

Time Management and Expectations about Reading/Understanding Material

Time Per Week: Many of us have responsibilities that compete with this class. Though I am sympathetic, these will not excuse poor attendance or late work. **Expect to spend approximately 5 hours per week on this course, out of class.** If short term, non-emergency illnesses or other contingencies create problems with attending class or completing assignments in a timely manner, students must notify me before class time by leaving a message on my office telephone. I will discuss the matter with students during the next class meeting or schedule an appointment at that time if needed. I will only consider an extension if I receive notification prior to the class or deadline except in cases of documented emergency.

Readings: It is expected that you have done the readings before we discuss them. As you read, copy out important points and questions you have onto a separate sheet of paper. (These will help you with your short reflection papers.) You may also want to note problem passages (e.g., with a "?" or "Q.") in your text as you read. These are good points for class discussion. You should come to each class able to discuss the main issues of the reading and you could be asked during class to present the main points to the class. Your well-prepared participation is crucial for a successful class. Please see the *Tips for Understanding Philosophy* and for *Writing Philosophy Papers* on my home page. See also this page for tips on participating and reading.

Very important: please set aside about 10 minutes shortly before class to look back over (skim-review) the readings and whatever you have written for that day.

Philosophy needs to be re-read. Unlike some fiction, philosophy needs to be read slowly and deliberately. Don't rush through it -- think about issues as they are raised, going back and forth if necessary. And if you're burning out, take a break. You will find that a text can seem quite different the second time through. Thomas Kuhn, a noted philosopher, wrote

When reading the works of an important thinker, look first for the apparent absurdities in the text and ask yourself how a sensible person could have written them. When you find an answer, ...when these passages make sense, then you may find that more central passages, ones you previously thought you understood, have changed their meaning. (from *The Essential Tension*, p. xii.)

Nietzsche wrote,

In the midst of an age of 'work', that is to say, of hurry, of indecent and perspiring haste, which wants to 'get everything done' at once, including every old or new book: -this art [philosophy] does not so easily get anything done, it teaches to read well, that is to say, to read slowly, deeply, looking cautiously before and aft, with reservations, with doors left open, with delicate eyes and fingers. (*Dawn*, Preface)

Course Requirements/Evaluation: 1000 total points can be accumulated for this course:

- Participation 100 points (including visit with Dr. Hildebrand (by end of third week of class))
- Short writing (6) 150 points (25 each; 3 due by Feb. 27; rest due by May 6)
- Exam 1 200 points (covering material *up to* first exam)
- Exam 2 250 points (covering material *after* first exam)
- Exam 3 300 points (covering *entire semester*)

Student Effort: Time Management and Expectations about Reading/Understanding Material

Many of us have responsibilities that compete with this class. Though I am sympathetic, these will not excuse poor attendance or late work. If short term, non-emergency illnesses or other contingencies create problems with attending class or completing assignments in a timely manner, students must notify me before class time by leaving a message on my office telephone. I will discuss the matter with students during the next class meeting or schedule an appointment at that time if needed. I will only consider an extension if I receive notification prior to the class or deadline except in cases of documented emergency.

Attendance: Attendance is required. Two *unexcused* absences over the course of the semester are permitted without penalty. An *excusable* absence is a medical illness or emergency that is completely unavoidable. It is the student's responsibility to talk to me about excusable absences ASAP after the absence. Each additional absence will lower your final course grade, approximately 30 points per absence. (E.g., having a total three unexcused absences would lower a cumulative 900 point course average by 30 points to 870—effectively a reduction from an A- to a B+—and so forth.)

Participation (100 points): Active participation is part of the class grade. This means making oral contributions to the collective learning experience of the class as a whole: asking pertinent questions, answering questions correctly or, at least, provocatively, making insightful observations, presentation of your short papers in class, and your participation in any group work. **Seminar days** will be devoted to discussion, so there will be lots of opportunities on that day to participate. Shyness is not an excuse—oral participation is part of your evaluation. You can also demonstrate “active” participation in other ways: informed dialogue, presentation of your short papers in class, and your participation in any group work.

Visit with Dr. Hildebrand: must be done by end of third week of class. This will be an informal 10-15 minute “hello” visit. We will share interests, background, and hopes for the class. It’s a chance for you to tell me what you think may be your greatest challenges or areas of interest in the class so we can figure out, together, how to make the class a success for you.

Short Writings (6 total; 3 by February 27, rest by May 6)

150 points

The purpose of these assignments is to help you clarify your understanding of the readings and to help you think critically about the issues. You will be expected to present them in class. Follow these instructions carefully, please.

What to write on short/critical reaction papers:

- Short papers should be: one-page, typewritten reactions or questions about some specific issue which you find compelling in the readings. Your paper must not simply sum up the reading or repeat points made there. (I.e., no book reports, please.) Rather, you must try to raise a question or discuss some original insight. You may use these papers to demonstrate your application of a concept/idea in the readings to an experience you have making or experiencing art, but the connection to the reading must be significant (and not a mere "jumping off" point. *See my davidhildebrand.org website link called: "Writing short, critical papers" for further hints about how to write a good paper.*)
 - The first paragraph should state in 1-2 sentences a summary of what the paper is about.
 - Only papers written on a reading or topic that will be discussed in the class immediately coming up are acceptable.

When to write short papers:

- You must do 5 critical papers total and you may not hand in more than one paper on the same date. THREE papers must be done by the course midpoint, September 27th. Students who have not done 3 papers by this point will only be permitted to do 2 more papers and will get 0 for the one's not done.
- You must come to class for a paper to be accepted.

Grading on short papers

- Grade: This will be a "graded" assignment only in a loose sense; in other words it will be either S-satisfactory (full credit or 20 points) or U-unsatisfactory (half credit or 10 points). A zero (0) will be awarded if nothing (or next to nothing) is turned in on time.
- TWO MAKE-UPS: If you get a Unsatisfactory on up to two papers, you may revise and resubmit them. The old grade will be dropped in favor of the revised paper's grade.

EXAMS (750 points): Likely a mixture of short answers, multiple choice, and essay. Material on exams can include required readings and anything (lecture, film, assignment) done in class. **NO MAKE-UP EXAMS WILL BE GIVEN WITHOUT EXTENUATING CIRCUMSTANCES AND ARRANGEMENTS MADE PRIOR TO THE EXAM. A ZERO WILL BE GIVEN FOR ANY MISSED EXAM NOT ARRANGED FOR IN ADVANCE.** "Extenuating circumstances" include severe medical problems; talk to me about which other circumstances would count as "excusable."

GRADES: I use the plus/minus system. There are 1000 possible points for this class. An "A" will be a body of work achieving at or above 930 points; an "A-" will be 900-929 points; a "B+" is 870-899 points, etc. Values for those letters, as well as the policies regarding other grades such as *Incomplete*, are available in the CU Academic Policies and Regulations section of the handbook. I have set out my standards of what a grade means on my FAQ section of my website.

Course Policies

Plagiarism/ Academic Dishonesty Plagiarism is a form of stealing. It occurs when an author uses the words or ideas of others as if they were the author's own original thought. (It may include word-for-word copying, interspersing one's own words with another's, paraphrasing, inventing or counterfeiting sources, submitting another's work as one's own, neglecting quotation marks on material that is otherwise acknowledged.) Plagiarism is often unintentional. It can be avoided by always acknowledging one's debt to others by citing the exact source of a quotation or paraphrase. Since plagiarism is such a serious violation of academic honesty, the PENALTY for it will be an AUTOMATIC "F" FOR THIS COURSE.

Academic dishonesty is the intentional disregard of course or university rules. This may include (but is not limited to) collaborating with others when rules forbid (such as on exams) or using sources/experts not permitted by an assignment. The CU handbook has a more complete description of plagiarism and academic dishonesty. Anyone caught violating the rules of an exam or an assignment can expect a failing grade for the assignment and possibly the course as well.

Access, Disability, Communication: The University of Colorado at Denver and Health Sciences Center is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, 303-556-3450, TTY 303-556-4766, FAX 303-556-2074. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter. [DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with

DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.]

Students called for military duty: If you are a student in the military with the potential of being called to military service and /or training during the course of the semester, you are encouraged to contact your school/college Associate Dean or Advising Office immediately.

Course Communication: In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I'll do through individual and group email messages. **One of the requirements for this course is that you maintain an email address, check it regularly for messages, be sure it is working, and let me know if you change your email address.** You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during office hours or calling me.

Civility and Technology: Laptops are not permitted. Turn off beepers and cell phones during class. Text messaging, web surfing, and other electronic distractions may result in **expulsion** from class and will be counted as an "unexcused absence" from class. Students who are speaking deserve your attention and respect as much as I do. Listen to one another. Adherence to the Student Conduct Code is expected.

Contact Information and Office Hours

Phone : 303-556-8558

E-mail: david.hildebrand@ucdenver.edu **Website:** <http://davidhildebrand.org>

Office and Hours: Plaza M108 **Hours** MW 145-245 p.m. or by appointment.

Purpose: I *strongly* encourage you to participate by dropping by during office hours. We can talk about the class readings and lectures, exams and papers, your progress, or just philosophy in general. Note: If you are a student with a disability, I will make myself available to discuss appropriate academic accommodations. Before accommodations will be made, you may be required to provide documentation. **Students with disabilities** will be accommodated. Students with disabilities are required to register disabilities with the UCD Disability Services Office, and are responsible for requesting reasonable accommodations at the beginning of the term.

PLEASE NOTE: ALL COURSE REQUIREMENTS ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR.

Remember, course help is available at my web address: <http://DavidHildebrand.org>

Spring 2013 CLAS Academic Policies

The following policies pertain to all degree students in the College of Liberal Arts and Sciences (CLAS).

- **Schedule verification:** It is each student's responsibility to verify online that his/her official registration is correct: verify before classes begin and prior to the drop/add deadline. Failure to verify schedule accuracy is not sufficient reason to justify a late add or drop.
- **E-mail:** Students must activate and regularly check their official student e-mail account for CU Denver business: <http://www.ucdenver.edu/student-services/Pages/WebMail.aspx>. Those who forward email must check CU Denver e-mail regularly for messages not automatically forwarded.
- **Waitlists:**
 - Students are not automatically notified if they are added to a class from a waitlist.
 - Students are not automatically dropped from a class if they never attended, stopped attending, or do not make tuition payments.
 - Waitlists are purged after the 1st week of classes, after which a paper Schedule Adjustment Form (SAF or drop/add form) is required. It is the student's responsibility to get the form (online or at the Advising Office, NC 4002), have it signed, deliver it to the Registrar (Annex 100) or the Student Services Center (NC 1003), and verify her/his schedule online.
- **Late adds** (after 6 February) will be approved only when circumstances surrounding the late add are beyond the student's control. This will require a written petition and verifiable documentation. Petition forms are available in NC 4002. The signature of a faculty member on a SAF does not guarantee that a late add petition will be approved.
- **Late drops/withdrawals** (after 15 April) will be approved only when circumstances surrounding the late drop have arisen after the published drop deadline and are beyond the student's control. This will require a written petition and verifiable documentation. The signature of a faculty member does not guarantee that a late drop/withdrawal petition will be approved.
- **Tuition:** Students are responsible for completing arrangements with financial aid, family, scholarships, etc. to pay their tuition prior to Census Date (6 February). Students who drop after that date are (1) financially responsible for tuition and fees, (2) academically responsible and will receive a "W" grade, and (3) are ineligible for a refund of COF hours or tuition.
- **Graduation:**
 - Undergraduate students wishing to graduate in spring 2013 must (1) first meet with their CLAS advisor; (2) then meet with their major and minor advisor(s), who will complete the electronic form required to verify eligibility to graduate; and (3), only then, apply for graduation online through UCDAccess. These steps must be completed by Census Date (6 February), which is an absolute deadline without exceptions.
 - Graduate students wishing to graduate in spring semester 2013 must complete the online Intent to Graduate form and have a Request for Admissions to Candidacy on file with the CU Denver Graduate School (LSC 1251) no later than 5 PM, February 6, 2013.

Important Dates and Deadlines

- **January 21, 2013:** Martin Luther King Holiday. Last day to withdraw from all classes via UCDAccess and receive a refund of the \$200 advance payment and all tuition.
- **January 22, 2013:** First day of classes.
- **January 27, 2013:** Last day to add or waitlist classes using UCDAccess. After this date, a Schedule Adjustment Form (SAF) is required to change, add, or drop.
- **January 28, 2013:** Last day to drop without a \$100 drop charge. No adds permitted on this day.
- **January 29 - February 6, 2013:**
 - UCDAccess registration is closed; registration now requires a SAF with faculty signature.
 - Verify your registration via UCDAccess. You are not registered for a course unless your name appears on the official roster; conversely, your name may have been added automatically from the waitlist without notification, which means that you will be held responsible.
- **February 6, 2013: Census date.**
 - **2/6/13, 5 PM:** Last day to add structured courses without a written petition for a late add. This is an absolute deadline and is treated as such. This does not apply to independent studies, internships, project hours, thesis hours, dissertation hours, and modular courses.
 - **2/6/13, 5 PM:** Last day to drop a course or completely withdraw from spring 2013 using a SAF and still receive tuition refund, minus the drop fee. After this date, tuition is forfeited and a "W" will appear on the transcript. This includes section changes. This is an absolute deadline.
 - **2/6/13, 5 PM:** Last day to request Pass/Fail or No-Credit option for a course.
 - **2/6/13, 5 PM:** Last day for a graduate student to register for a Candidate for Degree and last day for a Ph.D. student to petition for a reduction in hours.
 - **2/6/13, 5 PM:** Last day to apply for spring 2013 graduation. If an undergraduate, you must make an appointment and see your academic advisor to apply. If a graduate student, you must complete the Intent to Graduate and Candidate for Degree forms.
- **February 18-27 (estimated), 2013:** Faculty can use the Early Alert system.
- **March 25-31, 2013:** Spring Break.
- **April 1, 2013, 5 PM:** Last day for non-CLAS students to drop or withdraw without a petition and special approval from the academic dean. After this date, a dean's signature is required.
- **April 15, 2013, 5 PM:** Last day for CLAS students to drop or withdraw with signatures from the faculty and dean but without a full petition. After this date, all schedule changes require a full petition. Petitions are available in NC 4002 for undergraduates and in the CU Denver Graduate School offices for graduate students.
- **May 13-18, 2013:** Finals Week. No schedule changes will be granted once finals week has started--there are no exceptions to this policy. Commencement is May 18.
- **May 22, 2013 (tentative):** Due date for faculty submission of grades.
- **May 27, 2013 (tentative):** Spring final grades available on UCD Access.

Course Schedule: Readings and Assignments

Readings are on Blackboard. Note: *This is a rough schedule.* Subject to revision. I will let you know in each class what is coming up.

| Date | Topic/Chapter | Readings/ Assignments | Big Picture/Question |
|---------------------|---|---|---|
| JANUARY | | | |
| W 23 | Introduction to Course: Ethical situations, the role of theories in practice | No readings Class Keynote by DH | Syllabus—careful review What is philosophy? What is ethics? How are ethical theory and practice connected? |
| One-on-one meetings | | | |
| M 28 | Abortion Biological facts, Legal Issues; | (a) textbook's abortion introduction; (b) Blackmun (Roe v. Wade), | Abortion and the law; situations and possible stakes involved in abortion decision. QUESTION: Why is abortion legal? |
| One-on-one meetings | | | |
| W 30 | Abortion | Pope JP II | The Catholic position on abortion. QUESTION: why is the fetus a person from conception? |
| One-on-one meetings | | | |
| FEBRUARY | | | |
| M 4 | Abortion | Warren | A pro-choice position raising a deep metaphysical issue: when does a "life" become a "person"? Q: Do we need to decide this issue to judge what to do about abortion? |
| One-on-one meetings | | | |
| W 6 | SEMINAR DAY: How does the concept of a "person" in the Pope's and Warren's arguments function to show that abortion is (a) immoral or (b) moral? Q: Would society be better or worse if abortion was generally restricted or illegal? | | |
| One-on-one meetings | | | |
| M 11 | Abortion | Marquis | An anti-choice position that argues that whatever a fetus is, if it's a person to be, it cannot be killed. Q: How does Marquis's "future-like-ours" criterion help him make his case? |
| W 13 | Abortion | Margaret Olivia Little, <i>The Morality of Abortion</i> | Stepping aside from the "personhood" question to ask, Q: How do the particular situations of women affect how the fetus is valued? Should situations and relationships be able to determine the value of a fetus? |
| M 18 | SEMINAR DAY Marquis and Little both try to make their arguments against and for the permissibility of abortion based without making the "person" concept central. Q. How do their different strategies work? What are the important pivot points of their argument? Whether you agree, overall, with their arguments, what is worth taking away? | | |
| W 20 | Exam Review 30 minutes; Exam 1 in class (45 minutes) | Review the readings and bring questions to class. The exam will take place after the review, during the last 45 minutes of class. | |

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| M 25 | Drugs. Balancing Interests: Individual and Society (theory) | (a) Mill, "On Liberty"; (b) "Drug Control-Chapter Introduction" | Defining the limits of government intervention in private matters. Q: What is Mill's "Harm Principle" and how is it supposed to guide a society's conduct? |
| W 27 | Drugs | Drug Control and Addiction; Thomas S. Szasz, <i>The Ethics of Addiction</i> | How addiction affects personal conduct and well-being. Q: Is it ethical to be addicted to something? How can we tell? |
| 3 short papers must be done by now. | | | |
| MARCH | | | |
| M 4 | Drugs/Consumerism | Robert E. Goodin, <i>Permissible Paternalism: Saving Smokers from Themselves</i> | Restraining individual's behavior "for their own good." Q: Is paternalism ever justified? |
| W 6 | SEMINAR DAY QUESTION: When is intervention in individual behavior justified? Is there really any such thing as purely "self-regarding" conduct? | | |
| M 11 | Consumerism. Balancing Interests: Individual and Society (advertising and autonomy) | Lippke, "Advertising and the Social Conditions of Autonomy" | Autonomy as the basis for moral agency. Q: To what degree is our autonomy constrained by advertising? Why is autonomy important? |
| W 13 | Consumerism (especially gender fairness, and advertising) | Film: " <i>Killing Us Softly4</i> " by Jean Kilbourne Readings: (a) Study guide for film; (b) Ciriello, "The Commodification of Women: Morning, Noon, and Night" | Q: Are women/girls under economic, social, or economic pressure that affects their work, identity, and position in society? How does advertising shape self image and how does that feed back into the economy in the form of sexualized labor? |
| M 18 | Consumerism (especially gender fairness, and advertising) | Continued discussion of Kilbourne film and Ciriello article. Review Ciriello article | The construction of our pictures of happiness and moral action. Q: How is a portrait of happiness constructed by advertising? What is that portrait? |
| W 20 | Consumerism (advertising and happiness) | Film: Part I <i>Advertising and the End of the World</i> Read: Hildebrand Lecture about media and advertising (ONLINE) | The construction of our pictures of happiness and moral action. Q: How is a portrait of happiness constructed by advertising? What is that portrait? |
| M 25/27 | SPRING BREAK | | |

| APRIL | | | |
|--|--|---|---|
| M 1 | Consumerism. (Advertising and happiness) | Film: <i>Advertising and the End of the World</i> ; Review: Hildebrand Lecture about media and advertising | How do the stories told by advertising set the parameters for ethical action? How does advertising shape our identities as members of society? As collective problem solvers? |
| W 3 | Sexual Morality | Vincent C. Punzo, <i>Morality and Human Sexuality</i> | Casual sex and the construction of human identity. Q: Why is casual sex dangerous according to Punzo? |
| M 8 | Sexual Morality | Thomas A. Mappes, <i>Sexual Morality and the Concept of Using Another Person</i> | Sexual behavior is neither moral nor immoral—harm is separate consideration, altogether. Q: Why does Mappes believe sexual acts, in themselves, cannot harm? |
| W 10 | SEMINAR DAY Q. Is sex special, morally? What are the implications of sexual conduct on self-identity? Is there more to the moral implications of sex than harm, as defined by the liberal view? | | |
| M 15 | Exam Review 30 minutes; Exam 2 in class (45 min.) | Review the readings and bring questions to class. The exam will take place after the review, during the last 45 minutes of class. | |
| W 17 | Ethics and non-humans | Film, <i>Food Inc. (part 1)</i> SUGGESTED: Michael Pollan “Unhappy Meals” | Q: What are the moral, social, and economic implications of our dietary patterns? |
| M 22 | Ethics and non-humans | Continuation of film and film-discussion; READ: Introduction to Animals | Q: What are the moral, social, and economic implications of our dietary patterns? |
| W 24 | Ethics and non-humans | Peter Singer, “All Animals are Equal” | Discussion of film, and Singer. Q: What do we owe to animals, ethically, and why? |
| M 29 | Ethics and non-humans | Tom Regan, <i>The Case for Animal Rights</i> | Animals as bearers of moral rights. Q: Why does Regan think animals have rights? To what treatment do these rights entitle animals? Why? |
| MAY | | | |
| W 1 | SEMINAR DAY How do Singer and Regan’s approaches to defending the welfare of animals differ? Do you agree with either of them? Both? What would your position be regarding the rights of animals and why? | | |
| M 6 last day to turn in a short paper. | Ethics and non-humans | Rollin “Environmental Ethics” | What is Rollin’s “sentientist” approach? What must something have to have value for Rollin? |
| W 8 | Review and TAKE HOME EXAM OUT | | |
| M 13 | FINAL EXAM due May 13th by 12 noon in Philosophy Dept. office, my mailbox. | | |