



**SOCIAL ETHICS(HU) FALL 2024**

PHIL 1120-003

**Course Description:** This course explores classic & post-modern moral philosophies; problems, concepts, and values of ethical theory in its philosophical background, with a focus on in-depth exploration of “architectonics” of competing moral-philosophical worldviews. Special attention is paid to principles and arguments regarding moral dilemmas of the post-modern American society such as abortion, euthanasia, capital punishment, war, animal rights, oppression, etc. Ethical “dimension” of the “living world” of students is of special interest.

**Course LEARNING OUTCOMES:** Explore and analyze traditional ethical standpoints (utilitarianism, deontology, and right-based theories), and identify and accurately summarize their approaches to analyzing and resolving contemporary and classical moral issues; critically analyze the basic ethical values of post-modernity; identify and define major moral problems and their relationships with real life solutions; apply the methods of categorical and methodological analysis; elaborate polemical and rhetorical skills, both individually and in discussions with classmates; develop, orally and in writing, normative aspects of an ethical worldview, embedded in the ideals of democracy, pluralism, and humanism.

**Texts: AN INTRODUCTION TO MORAL PHILOSOPHY, 2<sup>nd</sup> Edition, by Jonathan Wolff. W. W. Norton, 2021**

**READINGS IN MORAL PHILOSOPHY, by Jonathan Wolff. W. W. Norton, 2018**

***In the context of individual creative projects, each student will receive a list of recommended readings from classical and modern philosophical literature, as well as related interdisciplinary literature.***

**Course Evaluation:** Grades will be determined as the result of two quizzes, one final assignment, diverse forms of in-class and at-home academic assignments (Individual Creative Research Projects, research papers, in-class tests, at-home reflective papers, post-discussion analytic conceptual arguments' reconstruction; academic Team Projects). Special attention will be paid to Case Studies, and class participation (attendance). A ten-point grading scale will be used. The relative weights of each component are as follows:

Quizzes-40%; Final Assignment-25%; Individual Work-15%; Participation-10%; ATTENDANCE: 10 %.

**Quizzes:** will consist of short essay questions on the material covered in class and the reading assigned. Quiz # 1 will be dedicated to the theoretical moral philosophy, studied in the class, and will be focused on the critical exploration & argumentative assessment of this moral philosophy. The expectation is that a student will provide, in a free style form, an analysis of the conceptual and methodological structure of a selected moral philosophy, its comparison with other moral philosophy, and a critical assessment of the theoretical strengths and weaknesses of this moral philosophy. Quiz# 2 will consist in an in-depth philosophical and interdisciplinary analysis of one of the two Case Studies, studied in the class, with an emphasis of the conceptual/methodological, as well as empirical foundation of this Case Study.

**Final Assignment:** will consist of one conceptual and some short answer essay questions, focused on the last two Case Studies of the class. The expectation is that a student will explore in the free style elaboration of this question his/her knowledge of the theoretical philosophical structure of the subject, as well as its interdisciplinary empirical data. Special attention will be focused on the critical assessment of the moral philosophical argumentation regarding this selected Case Study in classical and modern philosophical literature.

**Individual Work:** Students are invited to conduct their own research into a particular Case Study. For every Case Study in the class, a Moral Philosophical Team of students will be created, and a Student Manager of the Team will be appointed. In a systematic, academically collegiate way, every Team will be preparing a set of individual reports dedicated to its Moral Philosophical Case. Every student report will be orally presented to the class, with the following Q/A Session, and general discussion. One of the student's reports in the class, upon the student's choice, will be posted on the student's ePortfolio.

#### RECOMMENDATIONS

##### STUDENT MANAGERS OF PHIL 1120 ETHICS & MORAL PROBLEMS COURSE CASE STUDY TEAMS

The academic goal of Student Manager consists of coordinating the Case Study Team members' academic activity in the preparation and implementation of Case Study Presentation, providing advice, recommendation, and leadership to the Team members.

The following steps of the Case Study Team's preparation for Presentation are recommended:

1. In cooperation with other Case Study Managers, the creation of the "intellectual map" of the assigned academic subject (i.e., basic concepts, ideas, intellectual trends,

- historical developments, philosophical arguments, connected with the subject of discussion);
2. In a close cooperation with the members of the Team, & in a respectful intellectual adjustment to the academic interests of every Team's member, distribution of the reports to the Team's members;
  3. Organization of the meetings & online discussions, regarding all aspects of the Team's preparation for the Presentation;
  4. Coordination of this academic preparation activity with the Professor;
  5. Organizational leadership during the Presentation process in the class: taking a decision about the sequence of the reports, coordination of the Q/A Session and General Discussion, implementation of changes (if needed) in the work of the Team, related to personal academic circumstances of Team's members.

Points will be added to quiz scores and attendance grade for each monograph and newspaper, magazine, or journal article relevant to the issues discussed in class.

**PARTICIPATION:** It is a strong expectation that it is a student's responsibility to actively participate in in-class discussions, Q/A Sessions, Presentations, critical assessment of the material from the lectures, case studies, readings, and textbook's articles. Students who miss more than 30% of the class time will not pass this class.

## GENERAL EDUCATION ePORTFOLIO

Each student in General Education Courses at SLCC will maintain a general Education ePortfolio. Instructors in every Gen Ed Course will ask you to put at least one assignment from the Course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflection you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post a resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience.

For detailed information visit <http://www.slcc.edu/gened/eportfolio>.

After you have picked an ePortfolio platform, go to the corresponding help site to watch the tutorials and look at the examples so you can get started on your own.

For additional help, go to <http://libweb.slcc.edu/refilt/forms/eportfolio>

### **Grading Scale (total points = 100)**

A= 94-100; A-= 88-93; B+= 84-87; B= 80-83; B-= 76-79; C+= 72-75; C= 68-71;  
 C-= 64-67; D+= 60-63; D= 55-59; D-= 50-54; E= below 50.

### **Schedule of Readings and Assignments**

#### **Date      Topic and Reading**

<b>08/20/24</b>	Moral Theory: The Moral Philosophy of Rights. An Introduction: Ch.2
<b>08/22</b>	Cultural Relativism; Ch.8 Utilitarianism; Ch. 9 Challenges to
<b>08/27</b>	Utilitarianism. Readings: David Hume (pp. 61-62), John Stuart Mill (pp. 75-77, 184-186)
<b>08/29</b>	Moral Theory: The Moral Philosophy of Rights. An Introduction: Ch. 3
<b>09/03</b>	Nihilism and Subjectivism; Ch. 6 Egoism. Readings: Friedrich Nietzsche
<b>09/05</b>	(pp. 56-62), Ayn Rand (pp. 144-145)
<b>09/10</b>	<b>Moral Theory: Ethics of Virtue. An Introduction: Ch. 12 Virtue</b>
<b>09/12</b>	<b>Ethics: Aristotle; Ch. 7 The Social Contract; Readings: Aristotle (pp. 269-289); John Rawls (pp. 160-162)</b>
<b>09/17</b>	Moral Theory: The Morality of Duty. An Introduction: Ch.11 Challenges of
	Kantian Ethics; Readings: Kant (pp. 224-245)
<b>09/19</b>	Quiz #1
<b>09/24</b>	Abortion and Reproductive Issues
<b>09/26</b>	Readings: ABORTION (pp. 328-370)
<b>10/01</b>	
<b>10/03</b>	The Death Penalty
<b>10/08</b>	Readings: THE DEATH PENALTY (pp. 388-406)
<b>10/10</b>	
<b>10/15</b>	<b>Quiz # 2.</b>
<b>10/22</b>	Sexual Morality
<b>10/24</b>	Readings: SEXUAL MORALITY (pp. 291-328)
<b>10/29</b>	
<b>10/31</b>	
<b>11/05</b>	Hate Speech and Its Limits
<b>11/07</b>	Readings: FREE SPEECH AND ITS LIMITS (pp. 252-290)
<b>11/12</b>	
<b>11/14</b>	
<b>11/19</b>	
<b>11/21</b>	<b>Final Review</b>

11/26	
12/03	
12/05	
12/09	<b>Final Examination</b>

### ***ADA Statement***

Students with medical, psychological, learning or other disabilities desiring accommodations or services under APA, should contact the Disabilities Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the College. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 S. Redwood Rd., 84123. Phone (801)-957-4659, TTY: (801)-957-4646, Fax: (801)-957-4947 or by [drc@slcc.edu](mailto:drc@slcc.edu)

### GENERAL EDUCATION STATEMENT

This Course fulfills the Interdisciplinary requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broadening a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

### STUDENT CODE OF CONDUCT

It is expected that every student in the class will exercise a sense of moral integrity, common sense dress code, and appropriate behavior. For more detailed guidelines for the Student Code of Conduct, here is a link:

[http://www.slcc.edu/policies/docs/Student\\_Code\\_of\\_Conduct](http://www.slcc.edu/policies/docs/Student_Code_of_Conduct)

### ***Evacuation Procedures***

In case of an emergency, please walk to the nearest exit and meet outside.

### **Title IX Information:**

#### **20 U.S.C.A. Section 1681 (a): TITLE IX**

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefit of, or be subjected to discrimination under any education program or activity receiving federal funds."

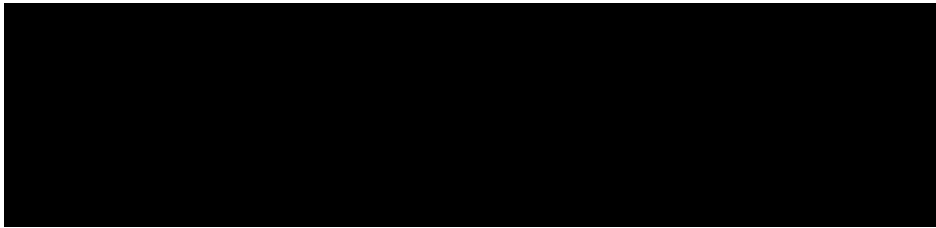
**Examples of violations (but not limited to):**

- ▶ Sexual advances, requests for sexual favors and sexually motivated physical conduct
- ▶ Overt or subtle pressure for sexual activity
- ▶ Sexually offensive verbalization including remarks, “teasing”, slurs, and innuendo
- ▶ Repeated inappropriate jokes or comments about sex or gender specific traits
- ▶ Conduct that is demeaning or derisive and occurs substantially because of one’s gender
- ▶ Sexual assault
- ▶ Sexual Violence
- ▶ Gender based disparate treatment

**Violations can occur in any college environment, such as (but not limited to):**

- ▶ Field Trips
- ▶ Student Clubs
- ▶ Transportation
- ▶ Classrooms
- ▶ Athletics
- ▶ On Campus Events

If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:



**Salt Lake Community College has a strong prohibition against RETALIATION!** The college does not tolerate acts of retaliation against anyone for engaging in filing a complaint or participating in an investigation.