INTRODUCTION TO ETHICS

Philosophy 1300 (TR 11:15 AM – 12:35 PM) Instructor: Glenn Hartz Autumn 2019, Room: Ov 025 219 Ovalwood, 419 755-4354

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Office hours: TR 12:35 – 1:30 PM (subject to some cancellation) and by appointment.

Please try to make an appointment in all cases.

Text: Customized anthology of readings, “Introduction to Ethics,” in the Mansfield Campus Bookstore (419 747 5401; or [http://www.bkstr.com/Home/10001-10647-1?demoKey=d),](http://www.bkstr.com/Home/10001-10647-1?demoKey=d))

$47.95.

OR

You can order an online “pdf” copy. You can use this to do the readings and should have it ready in a separate window or another device as you listen to lectures. Link to Zip publishing services in Columbus ($33.95): https://zippublishing.com/ZipBookstore/index.php?main\_page=product\_info&cPath=129 &products\_id=40&zenid=av1k0k1297penocje5pmbpkc71

Objectives and Content:

The objective of this introductory course in ethics is to put you in a position to handle ethical decisions with a degree of sophistication made possible only by a clear grasp of the main alternative ethical theories. In terms of the GE guidelines below, these theories have been among the most powerful influences on “the norms which guide human behavior.” Whether one is a painter, a police person, or a lawyer, one faces moral dilemmas each day and can profit from studying a variety of approaches to such situations. Students are encouraged to become active participants in the art of philosophizing and in interpreting some of the major theories in the field of ethics.

The readings for the course help maintain a practical emphasis, since on the whole the authors pay close attention to concrete cases of moral decision-making which arise every day in our culture. Of course, a more lofty goal, presupposed in every philosophy course, is that you may be drawn into an appreciation of the intrinsic value of theoretical inquiry--to see the value of sound thinking and good writing as applied to ethical matters as well as to a wide range of other topics. Indeed, philosophy's greatest contribution is its ability to see individual topics in light of the whole of inquiry, and to find rich connections between these various subject areas. Thus, in lecture I will draw on the sciences, literature, religion, and non-ethical philosophical topics in order to show you how ethical issues are intertwined with a wide range of theoretical and practical problems. Hopefully, you too will be able to make such connections along the way.

The first part of the course will be devoted to a rigorous survey of traditional ethical theory. Kant's "deontological" ethics will be compared with utilitarianism, or a "consequentialist" ethics, so that you will become familiar with two main alternative answers to the question,

On what grounds do we make substantive moral decisions? Kant urges us to make this a matter purely of motive, or of the condition of the "will" which stands behind the decision and subsequent action. Utilitarians, by contrast, claim that the only satisfactory ground for justification is an appeal to the consequences of a decision or act--for example, a net gain in pleasure for the largest number of people.

After studying these two alternative approaches, we will look at a completely different tradition which accounts for certain aspects of morality which, it claims, deontological and consequentialist theories fail adequately to address. This is the "Ethics of Virtue" tradition, which sees cruelty and malice as inherently morally offensive, and courage, gratitude, and generosity as inherently worthy of praise. These attitudes and emotions are said to have moral status regardless of how they are related to duties to perform actions or to consequences of actions. Virtue theorists also recommend that one pay close attention to one's ability to tell right from wrong based on such natural feelings or sentiments as compassion and revulsion. Next on the agenda is a treatment of the question, Are ethical standards completely relative to the culture out of which they arise? Ethical relativism holds that this must be answered affirmatively, but there are many arguments which seem to show that there must be something objective and universal about at least some very general ethical claims. We will finish our survey of ethical theory by discussing the issue of moral motivation. In particular, we shall ask whether all actions must be construed as proceeding from egoism or whether one can sometimes act out of a genuinely altruistic motive.

GE Information: This course fulfills the goals and expected learning outcomes for GE Cultures and Ideas

#### Goals

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

#### Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course will introduce you to many of the most influential writers and thinkers who have sought to explain human values and the norms that should govern our lives. Your ability to analyze and explain their theories will be gauged by your performance on the exams and quizzes.

Requirements:

Exam 1: 30%

Exam 2: 30%

Exam 3: 30%

Quizzes (jointly): 10%

Exams

There will be three of them. They cover only the sections they follow; the final is not cumulative. Each exam consists of 20 multiple choice questions, worth 4 points each, and an essay question (20 points maximum).

What I'm looking for on the “essay” part of the exam is a well-organized, well thought out explanation of some problem or question. The best answers will

1. show a mastery of the details of those assigned readings and lecture materials which are relevant to the question asked;
2. bring in concrete examples to illustrate the theoretical points made;
3. show independence of thought and balanced judgment in putting together a rationale for one's own position on the issue (when this is asked for);
4. be clearly written (writing skills will be relevant to the grade); and
5. make reference, when appropriate, to AT LEAST TWO objections discussed in the course of covering a given theory or argument.

At the end of each section of handouts, you have a list of questions which will serve as a study guide for the essay part of the exam. ONE OF THOSE QUESTIONS, CHOSEN BY ME, WILL BE THE ESSAY QUESTION (the final 20 points) ON THE EXAM.

Make-up exams may be arranged only by consent of instructor when emergency situations (e.g., illness, death of close relative) arise. You must schedule any non-emergency special exam times at least two weeks in advance, and not all requests for this will be granted. You may be asked to produce a written explanation of your absence.

Sample answers to the short essay questions may be written up and sent by email (preferably to hartz.1000@gmail.com) for the short essay questions prior to each exam.

* 1. Very Important: just type the answers into an email or prepare them in your favorite program and cut and paste them into the body of an email rather than attaching them in a separate file. This makes it much easier to reply to it.
  2. Answers which arrive within 24 hours of the exam cannot be evaluated.
  3. I will look at as many sample answers as I can, with the understanding that I might not be able to get to yours. Of course if you submit yours well in advance and don’t hear anything for a few days, try prompting me through another email address. Thus some places block all email sent to OSU, and some students sent things and assuming I was ignoring them, whereas actually the messages were intercepted by the remote server. (Everyone should have 2 email accounts, just in case: gmail, yahoo, etc.)
  4. I can read only ONE draft of each answer. Please do not send revisions!
  5. Any student unwise enough to try to cobble together snippets from web pages (confirmed by a simple Google search) and present them as their own work will be disqualified from any feedback on that answer or any other during the course. Also the 7% “quiz grade” will become zero for this class. Such behavior represents an abuse of the system, is a breach of

trust, and in this class is counted as plagiarism (defined below). (I really didn’t want to write this, but 2 recent cases forced my hand. It feels too much like writing the warning on the Sears lawnmower not to use it as a hedge clipper. It should go without saying that if you’re submitting drafts of answers, they’re yours.)

Quizzes

Quizzes are jointly worth 10%. There will be 10 quizzes each worth 1% of the final grade. The first five quizzes will be administered on “Carmen” (the OSU online program you’ll be allowed into when you register) consisting of 4 questions over material covered in past lectures, with particular emphasis on the immediately preceding lecture. The remaining quizzes will be determined by attendance at randomly selected classes, when a sign-in sheet is passed around.

All Carmen-administered quizzes are “open reading” and “open note” – as long as they’re your notes! (Well, unless you had some good reason to miss class and got someone else’s.) All five of these 4-question quizzes will be administered and graded automatically online through Carmen. A time frame will open during which you can take the quiz.

Plagiarism (passing off the ideas or words of another as one’s own without crediting the source) and Academic Misconduct: The university does not permit you to use someone else's work, without acknowledgment, or to use "crib notes" as a basis for writing an exam or quiz or to copy off a neighbor's paper during an exam or quiz. Please note also that you can get in trouble for "lending" your course materials to someone else if that person uses them and gets caught. As mandated by the university, all cases of suspected cheating/plagiarism will be dealt with by the Committee on Academic Misconduct, which gets to decide which of several nasty treatments should be administered to you. (These can be serious consequences.) This applies to everything turned in for class, whether it is “for credit” or not. Do not cut and paste web pages and turn them in as your own work. This is counterproductive (you’re here to see what you can do) and academically illegal (as mentioned before). It’s also not smart because a simple Google search of 4 words matches it to the source and you’re sure to lose the case when it comes up.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee via the Associate Dean’s Office at the Mansfield campus. For additional information, see the Code of Student Conduct (http://studentconduct.osu.edu).

Student Assistance with Difficulties

Any student who has difficulty affording books, academic needs, groceries, accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Michelle McGregor, Student Support Services, 419-755-4304, for support and information on emergency grant funding. Furthermore, please also notify the professor if you are comfortable doing so. The BLIC and Conard Learning Center often have copies of books available for student use or check-out.

Disability Service Statement

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss

options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: mcgregor.40@osu.edu; 419 755-4304; 279 Ovalwood Hall.

Drop/Withdrawal Statement

It is the student’s responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found

at registrar.osu.edu/registration (click on the current term under “Important Dates” and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

Retention

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact Darla Myers at 419-755-4036, Ovalwood 283; or your academic advisor for specific referral resources.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University at Mansfield offers services to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the New Directions Student Assistance Program (SAP) by visiting newdirectionsforlife.com or calling 419-529-9941 (no cost to students). They see students on campus in Ovalwood Hall. Local crisis services are available by calling 419-522-4357. Ohio State also has an afterhours service available by calling 614-292- 5766 and choosing option 2 after hours, which includes weekends and holidays.

Student Conduct

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral related concerns, contact Student Life at 419-755-4317 and ask for an appointment with Dr. Donna L. Hight, Assistant Dean, Student Life & Success. As a responsible community member, do not allow others to act inappropriately and impact the community.

Discrimination

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other students. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Life & Success or Human Resources at 419-755-4047 and ask for an appointment with the Chief Human Resources Officer, who will connect you with the appropriate Columbus Offices.

Ohio State Mansfield Diversity Statement

The Ohio State University at Mansfield is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University at Mansfield prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. In addition to birth and/or other self- defined characteristics, we honor and value the lived experiences of all students as they add to constructive conversations about diversity, equity, and inclusion in the classroom. Faculty, staff, and students are encouraged to contact Dr. Donna L. Hight, Assistant Dean, Student Life & Success, 419-755-4317, regarding issues, concerns, or questions related to equity and diversity or report via Bias Assessment and Response Team: https://studentlife.osu.edu/bias/.

Ohio State Mansfield Identity Affirmation Statement

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

Title IX and Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find more information and the appropriate resources at titleix.osu.edu/.

HOW TO REPORT

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.

Assistant Dean, Student Life & Success 419-755-4317

[hight.6@osu.edu](mailto:hight.6@osu.edu)

Sgt. Jeff Hoffer Campus Police 419-755-4210

[hoffer.30@osu.edu](mailto:hoffer.30@osu.edu)

Campus Sexual Assault Advocate 419-565-2489

Notice of an incident to the officials listed above, other than the Campus Sexual Assault Advocate, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures.

Information will be shared only as necessary with investigators, witnesses, and the accused individual. The Campus Sexual Assault Advocate and the New Directions Student Assistance

Program (SAP) staff are considered confidential reporting resources. Every other faculty or staff member must notify the University of reports made.

Bringing the kids to class: Sometimes this is unavoidable for parents, but it needs to be an emergency and not a routine practice. If you bring your child please sit in the back so you have easy access to the hallway and can minimize the noise for the rest of the class.

Outline (Readings due on the date assigned):

Aug. 20: Introduction to Ethics

22: I. Traditional Normative Ethical Theory

A. Kantianism (Deontological Ethics)

* + 1. Theory: Kant, “Good Will...” (1st reading in anthology)

27: 2. Critical discussion of Kantianism

* + - 1. Rachels: “Kant and the Categorical Imperative”
      2. Taylor: “A Critique of Kantianism”

29: B. Utilitarianism (Consequentialist Ethics)

1. Theory

a. Bentham (“The Principle of Utility”) and Mill (“Utilitarianism”)

Sept. 3: b. J. J. C. Smart (“Utilitarianism”) 5: 2. Critical discussion

a. Williams (“A Critique of Utilitarianism”)

10: Remaining issues on utilitarianism; Review for Exam 1 12: EXAM 1 (over I.)

17: II. The Virtue Tradition:

1. Introduction
2. Critique of Kantianism and Utilitarianism, Mayo (“Virtue or Duty?”) 19: C. Aristotle (“The Moral Virtues” and “Habit and Virtue”)

24: (continued)

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|  | 26: | D. Virtues: |
|  | 1. Following God: Augustine (“Of the Morals of Cath. Church”) |
| Oct. | 1:  4: | 1. Generosity: Wallace (“Generosity”) 2. Pride: Taylor (“The Virtue of Pride”) |
|  | 8: | 4. Euthanasia (no reading) |

10: Autumn Break: Holiday

15: E. Vice

* 1. Enjoying Sin: Augustine (“The Depths of Vice”) and Matthews ("It is no longer I that do it")

17: 2. Lying: Fried (“The Evil of Lying,”) and Bok ("Lying to Children") 22: 3. Revenge (students asked to do research on this and bring ideas to

class; for Quiz 7 credit)

24: III. The Role of Feelings in Moral Judgment

1. Feelings:
   1. Hallie (“From Cruelty to Goodness”)
   2. Bennett (“The Conscience of Huckleberry Finn”)

29: c. Hallie's reply to Bennett (“The Evil that Men Think—and Do”) 31: EXAM 2 (OVER II.)

Nov. 5: IV. Ethical Relativism

A. Arguments for relativism: Herodotus (“Morality as Custom”) and Benedict

7: B. Absolutism (“United Nations Charter”) 12: C. Criticism

1. Stace (“A Critique of Ethical Relativism”)
2. Williams (“Vulgar Relativism”)

14: V. Egoism and Altruism

A. The case for egoism

1. Psychological egoism: Hobbes (“Of the State of Men without Society”) 19: B. The case against egoism

21: C. Varieties of altruism

26: VI. Select Issues in Ethics

A. Divorce (reading, West “Divorce”) 28: OSU Holiday: no class

Dec. 3: Final day of class: Review for Final Exam

Dec. 10 (Tuesday): FINAL EXAM in this room. 10:30 AM – 12:15 PM (according to initial schedule)