

PHILOSOPHY 1100 – INTRODUCTION TO ETHICS

Section 006
TTh 12:30-1:45
ECON 205

Professor Michael Tooley
Office Hours: TTh 11:00-12:00
Hellems 277

Course Readings

I have become very dissatisfied with ethics textbooks, which seem to me generally very overpriced – something that may be due in part to the fact that publishers are constantly coming out with new editions. As a result, the readings that we shall use will be on a University of Colorado Desire2Learn site for the course. (I would very much appreciate your feedback, as the semester progresses, on how you find this alternative to the use of a textbook.)

I-Clickers

If you do not already have one, you will need to get a University-supported i-clicker for this course, and you should bring your i-clicker to all of the lectures, as no spare i-clickers will be available.

Preparation for Classes

Once we get over the introductory, background material on philosophy and ethics, and the critical thinking material, our classes will be a combination of lectures and discussion. It is very important that people come to class prepared to take part in those discussions. This means that you should **do the readings in advance**, and then **think about the issues**, so that when an opportunity arises in a lecture to set out your opinion on the issue in question, you are prepared to offer a **thoughtful view**, along with **your reasons for thinking that your view is correct**.

Classes will sometimes incorporate a **mini critical thinking session**, in which we discuss some controversial issue. When this is the case, the topic to be discussed will be announced in the preceding lecture, and you should come to class prepared to advance a view on the issue, and a reason for your view.

Lectures and I-Clickers

One of the **enormous** advantages of the use of i-clickers is that it enables people to express opinions on topics where they might very well be hesitant to do so if the result would be that everyone in the class would then know what their views were on that topic, since many of the topics that we will be discussing are quite controversial ones on which people have strong feelings. The use of i-clickers eliminates concerns that might otherwise arise from that fact.

It should be noted, however, that the i-clicker program, as it is presently set up, records all the answers that are given, so that there will be a record of all of the answers on my laptop. But if you do **not register** your i-clicker, that record will not be connected in any way with your name. Consequently, my recommendation is this:

Do NOT register your i-clicker, unless you are forced to do so because of another class that you are currently taking. (Otherwise, if you have already registered your i-clicker, just de-register it.)

Finally, even if you are forced to register **your i-clicker** because of another class that you are taking where i-clickers are used in such a way that they need to be registered – for example, for administering tests – I will still not have any knowledge of who gave what answer, since I will not be downloading the file that correlates names with i-clickers that have been registered. But if you would prefer to remove absolutely any possibility of your answers being known by anyone in the case of some of the more controversial questions and issues that we will be discussing, **simply refrain from answering those questions.**

Course Work

Your grade in this course will be based upon seven critical thinking exercises, a two-part essay-writing exercise, and a final examination.

It is not a rare occurrence, however, to wind up with a grade that is just very slightly below the next higher grade. My policy in such cases is, other things being equal, to bump up to the next higher grade students who were present in class virtually all of the time, and who made contributions to class discussions, while not doing so in the case of students who were absent from class fairly often, or who made virtually no contributions to class discussions.

Instructions Regarding Assignments

Please note the following very important points:

- (1) All assignments are to be downloaded from the Philosophy 1100 website, which is <http://spot.Colorado.EDU/~tooley/Philosophy1100Current.html>.
- (2) You should download Exercise 1, read through it carefully, and bring it to class on Thursday, August 29, so that we can talk about that first assignment, and discuss any questions that you have.
- (3) All assignments are to be handed in **at the beginning** of class on the due dates listed below.
- (4) The policy concerning late assignments is set out below.
- (5) Whenever you hand in an assignment, you should bring **a downloaded copy of the next assignment** to that class, since that is when that assignment will be explained and discussed.

Web Sites for Philosophy 1100

My home page is <http://spot.Colorado.EDU/~tooley/>

Course materials can be accessed either from my home page, by clicking on the link “Current Courses”, or, more directly, by going to the following, Philosophy 1100 web site:

<http://spot.Colorado.EDU/~tooley/Philosophy1100Current.html>

Those course materials include the following: (1) the exercises, and the two-part essay-writing assignment and instructions; (2) a course syllabus; (3) a course overview; (4) lecture material relevant to the exercises; (5) some lectures on a few other topics; (6) a final examination handout; and (7) some additional readings for the course.

Contacting Me Concerning Any Matters, and Especially Urgent Ones

People tend to rely far too heavily on e-mail. This is not a good idea in my case, since I sometimes get absorbed in my research, and then I do not always check my email on a regular basis. In addition, almost all matters that come up can be dealt with **much more quickly and effectively**

by a conversation. So, if you are unable to make it to my office hours, **you should always contact me by telephone**, rather than by email.

My home phone is (303) 541-0933, and you will almost always be able to reach me between the hours of 10 a.m. and 10 p.m. Mondays, Wednesdays, and Fridays, and generally on weekends, while on Tuesdays and Thursdays, when I am teaching, you can reach me in the evenings. If you happen to call at a time when no one is in, just leave a message on our answering machine, so that I can get back to you.

The following is a list of the required work for the course, the dates when each piece of work is due, and a specification of the percentage that each contributes to your final grade.

Exercises

Exercise 1: The Infallibility of the Bible. (7%)

Due date: Thursday, September 5

Exercise 2: Morality and the Bible. (7%)

Due date: Thursday, September 12

Exercise 3: Jesus and Christianity. (7%)

Due date: Thursday, September 19

Exercise 4: Validity. (7%)

Due date: Thursday, September 26

Exercise 5: Inference-Indicators and the Logical Structure of Arguments. (7%)

Due date: Thursday, October 3

Exercise 6: Analyzing a More Complex Argument. (8%)

Due date: Thursday, October 10

Exercise 7: The Technique of Counterexamples. (7%)

Due date: Thursday, October 17

The Two Part Essay-Writing Exercise

The writing of a 1200-1500 word essay on a topic chosen from a list of topics. Full instructions, including a list of topics, can be found on our class website at <http://spot.colorado.edu/~tooley/EssayExercise.html> (25%) (25%)

Sub-assignments:

(a) Your basic thesis, your central supporting argument, and one important objection that you will address. (7%)

Due date: Thursday, October 31

(b) The completed essay. (18%)

Due date: Thursday, December 5

Final Examination

There will be a two and one-half hour, closed book examination on Wednesday, December 18th, 7:30 p.m. –10:00 p.m. in ECON 205. (25%)

Policy on Late Assignments

- (1) If you are not going to be able to hand in an assignment by the due date, you need to contact me about this, either in person, or by telephone, or by e-mail, so that I can determine whether there is **an adequate reason** for late submission.
- (2) This should be done **no later** than the time at which the assignment is due.
- (3) If there is an adequate reason for late submission, **supporting documentation** – such as a medical note – will generally be needed, and it should be provided as soon as possible.
- (4) If there is no adequate reason why you were unable to complete the assignment by class on the due date, the assignment may be handed in later, but it will receive only **three-quarters credit**.

The Desire2Learn Website

The main readings for this course will be available on the University of Colorado's Desire2Learn website. To get electronic copies from that site, proceed as follows:

- (1) Go to the University of Colorado's Desire2Learn website: <https://learn.colorado.edu>
- (2) Login using your CU Login Name and Identkey Password.
- (3) From the list of your courses, select the PHIL 1100 course.
- (4) Navigate to the list of readings for the course.

Topics and Required Readings

The topics to be covered in this course, **if time permits**, along with the required readings, are given below. You should attempt to complete **a significant part** of the readings assigned for a given topic **before** the first class in which that topic is covered. (It's not possible to specify dates in advance for a course like this, so I'll let you know when we are close to moving on to the next topic.)

I. Introductory Material: Critical Thinking, Meta-Ethics, Philosophy, and Religion

Tom Regan, section 1 of chapter 1 - "Introduction" - of *Matters of Life and Death*, pages 1-2.

Tom Regan, "Meta-Ethics" - sections 2 through 6 of chapter 1 of *Matters of Life and Death*, pages 3-12.

II. Classical Theories in Normative Ethics

Tom Regan, "Normative Ethics" - sections 7 through 20 of chapter 1 of *Matters of Life and Death*, pages 12-29.

John Stuart Mill, Chapters 1 and 2 of *Utilitarianism*.

John Rawls, Sections 1 to 5 of Chapter 1, "Justice as Fairness", of *A Theory of Justice* (Cambridge, MA: Harvard University Press, 1971), pages 3-27.

Aristotle, selections from Books 1 and 2 of his *Nicomachean Ethics*.

Immanuel Kant, selections from Chapters 1 and 2 of the *Foundations of the Metaphysics of Morals*.

III. Sexual Morality

Readings from the Bible: *Exodus*, chapters 20-23; *Leviticus*, chapters 18-20, *Deuteronomy*, chapters 21-22; 1 Samuel, chapter 15; *Matthew*, chapter 5, verses 27-32; chapter 15, verses 19-20; chapter 19, verses 3-12; *Mark*, chapter 10, verses 2-12; *Ephesians*, chapter 5, verses 21-33; *Romans*, chapter 1, verses 18-32.

The Revised Standard Version of the Bible is available at

<http://quod.lib.umich.edu/r/rsv/browse.html>

The King James Version of the Bible is available at

<http://quod.lib.umich.edu/k/kjv/browse.html>

"The Vatican Declaration on Sexual Ethics" (1975)

The copy on Desire2Learn contains section headings that I have added to make it easier to locate quickly passages dealing with specific topics. A copy without the added headings is available online at

http://www.vatican.va/roman_curia/congregations/cfaith/documents/rc_con_cfaith_doc_19751229_persona-humana_en.html

Roger Scruton, "Sexual Morality", a selection from *Sexual Desire* (1986)

The second page of this selection contains the table of contents of Scruton's book, so that you will have an idea of the content of the book as a whole. This is followed by the first two pages from chapter 11—pages 322 and 323—which I have included to give you an overview of that chapter as a whole. I have then omitted pages 324 through 335, and the material that we will be discussing starts with the second paragraph on page 337 ("We must now attempt . . .").

Alan H. Goldman, "Plain Sex", *Philosophy & Public Affairs* 6/3 (1977): 267-87.

IV. Homosexuality

Michael Levin, "Why Homosexuality is Abnormal", *The Monist* 67 (1984): 251-283.

Timothy F. Murphy, "Homosexuality and Nature: Happiness and the Law at Stake", *Journal of Applied Philosophy*, 4/2 (1987): 195-204.

"Homosexual behavior in animals" *Wikipedia* article.

"List of animals displaying homosexual behavior", *Wikipedia* article.

Updated versions of the preceding two *Wikipedia* articles may be available at

http://en.wikipedia.org/wiki/Homosexual_behavior_in_animals

http://en.wikipedia.org/wiki/List_of_animals_displaying_homosexual_behavior

V. Pornography

Pornography – Introduction and Overview, from Jeffrey Olen and Vincent Barry (eds.), *Applying Ethics*, 4th ed., (Belmont, California: Wadsworth Publishing Company, 1992), pages 119-29

Walter Berns, "Beyond the (Garbage) Pale, or Democracy, Censorship and the Arts", in *Applying Ethics*, 4th ed., pages 129-132.

Ann Garry, "Pornography and Respect for Women", in *Applying Ethics*, 4th ed., pages 132-140.

Judge Jerome Frank, "Dissenting Opinion in *United States v. Roth*", in *Applying Ethics*, 4th ed., pages 141-150.

David A. J. Richards, "The Moral Theory of Free Speech and Obscenity Law", in *Applying Ethics*, 4th ed., pages 150-160.

VI. Prostitution

Lars O. Ericsson, "Charges Against Prostitution: An Attempt at a Philosophical Assessment", *Ethics*, 90/3 (1980): 335-366.

Carole Pateman, "Defending Prostitution: Charges Against Ericsson", *Ethics*, 93/3 (1983): 561-65.

VII. Suicide and Euthanasia

A. Suicide

Tom Beauchamp, "Suicide" - chapter 3 of *Matters of Life and Death*, pages 69-120.

David Hume, "Of Suicide." (Translated into contemporary English by Jonathan Bennett, *Early Modern Texts*)

Michael Cholbi, "Suicide," *Stanford Encyclopedia of Philosophy*.

A revised version may be available at <http://plato.stanford.edu/entries/suicide/>

B. Euthanasia

Paula Span, "The Right to Choose a Fatal Fast," *New York Times*, August 30, 2011, pages 5 and 7.

J. Gay-Williams, "The Wrongfulness of Euthanasia", *Intervention and Reflection: Basic Issues in Medical Ethics*, 5th ed., Ronald Munson (ed.) (Wadsworth, 1996), pp. 168-171.

Richard Brandt, "A Moral Principle about Killing", in Marvin Kohl (ed.) *Beneficent Euthanasia* (Buffalo, NY: Prometheus Books, 1975).

James Rachels, "Active and Passive Euthanasia", *The New England Journal of Medicine* 292/2 (1975): 78-80.

James Rachels, "Euthanasia, Killing, and Letting Die", in John Ladd (ed.) *Ethical Issues Relating to Life and Death*, New York: Oxford University Press, 1979), pp. 146-163.

Philippa Foot, "Euthanasia", *Philosophy & Public Affairs* 6/2 (1977): 85-112.

James Rachels, "Euthanasia" - chapter 2 of *Matters of Life and Death*, pages 30-68.

Michael Tooley, "Decisions to Terminate Life and the Concept of a Person", in John Ladd (ed.) *Ethical Issues Relating to Life and Death*, New York: Oxford University Press, 1979), pp. 62-93.

VIII. The Moral Status of Animals

Peter Singer, "All Animals Are Equal," a selection from "Animal Liberation" (New York: *New York Review*, 1975): 1-23.

Alastair Norcross, "Puppies, Pigs, and People: Eating Meat and Marginal Cases," *Philosophical Perspectives*, 18, 2004: 229-44.

A Catholic Dictionary, "Animal Have No Rights", in Tom Regan and Peter Singer (ed.) *Animal Rights and Human Obligations*, (Englewood Cliffs, NJ: Prentice Hall, 1976): 132-3.

Tom Regan, "The Case for Animal Rights", in Tom Regan and Peter Singer (ed.) *Animal Rights and Human Obligations*, (Englewood Cliffs, NJ: Prentice Hall, 1976): 105-14

R. G. Frey, "The Case against Animal Rights", in Tom Regan and Peter Singer (ed.) *Animal Rights and Human Obligations*, (Englewood Cliffs, NJ: Prentice Hall, 1976): 115-18.

Alan White, "Why Animal Cannot Have Rights", in Tom Regan and Peter Singer (ed.) *Animal Rights and Human Obligations*, (Englewood Cliffs, NJ: Prentice Hall, 1976): 119-21.

James Rachels, "Why Animals Have a Right to Liberty", in Tom Regan and Peter Singer (ed.) *Animal Rights and Human Obligations*, (Englewood Cliffs, NJ: Prentice Hall, 1976): 122-31.

IX. Human Cloning

Leon R. Kass, "The Wisdom of Repugnance." *New Republic* 216/22 (June 2, 1997).

Michael Tooley, "The Moral Status of the Cloning of Humans," in *Biomedical Ethics Reviews: Human Cloning*, edited by James Humber and Robert Almeder, Humana Press, Totowa, New Jersey, 1998, 65-101.

Paul Lauritzen, "Stem Cells, Biotechnology, and Human Rights: Implications for a Posthuman Future", *The Hastings Center Report*, Vol. 35, No. 2 (Mar. - Apr., 2005), pp. 25-33.

X. Abortion

Toby Ord, Toby, "The Scourge: The Moral Implications of Natural Embryo Loss," *The American Journal of Bioethics* 8/7, 2008, 12-19.

Toby Ord, Toby, "Response to Open Peer Commentaries on 'The Scourge: Moral Implications of Natural Embryo Loss'", *The American Journal of Bioethics* 8/7 W1-W3, 2008.

Don Marquis, "Why Abortion Is Immoral," *The Journal of Philosophy* 86/4 (1989): 183-202.

Michael Tooley, "Abortion," 1-16. (Forthcoming in Steven Luper (ed.), *The Philosophy of Life and Death* (Cambridge: Cambridge University Press, 2014).

Mary Anne Warren, "On the Moral and Legal Status of Abortion", *The Monist* 57 (1973): 43-61.

Judith Jarvis Thomson, "A Defense of Abortion", *Philosophy & Public Affairs* 1/1 (1971): 47-66.

Michael Tooley, "Abortion: A Liberal View", from James Sterba (ed.), *Abortion: Three Perspectives* (Oxford: Oxford University Press, 2009), pages 3-64.

Course Concerns and Plagiarism Policy

1. Concerns Regarding this Course

If at any point during the semester you have any concerns about the exercises, lectures, discussions, or anything else in this course, please talk to me about those matters.

If you still have concerns after talking with me, or if you feel that the matter is one that you need to discuss with a third party, you should contact either Professor Wes Morrison, who is the Director of Undergraduate Studies in the Philosophy Department (Wes.Morrison@Colorado.edu,

303-492-8297), or Professor Graeme Forbes, who is the Head of the Philosophy Department (Graeme.Forbes@Colorado.edu, 303-492-7120).

2. Course Plagiarism Policy

Each student is expected to submit his or her own original work for each exercise, essay, and final exam. So one should not, for example, discuss answers to questions in an exercise with other people in the class before handing in the exercise.

The use of essays and other material downloaded from the Internet is obviously a serious case of plagiarism. But, in general, any substantial use of material from any source must be clearly acknowledged, and any ideas should be expressed in one's own words.

A first violation of this plagiarism policy, or the University Honor Code, or the Honor Code pledge shown below will result in a grade of zero for the relevant piece of work, and, in accordance with University requirements, will have to be reported. In addition, if that first violation is especially serious – such as the copying of a whole document – the result will be a failing grade for the course as a whole.

A second violation will result in a failing grade for the course as a whole.

Honor Code Pledge

“On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this work.”

Syllabus Statements Recommended by the Office of Academic Affairs

1. The Boulder Provost’s Disability Task Force Recommended Syllabus Statement

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor.

2. Statement Concerning Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if you have a religious observance that conflicts with a class or with the final exam, please contact me at the beginning of the semester so that alternative arrangements can be made. See full details at

http://www.colorado.edu/policies/fac_relig.html

3. Statement Concerning Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are

provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at

<http://www.colorado.edu/policies/classbehavior.html> and at

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

4. Recommended Statement from the Office of Discrimination and Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

5. Recommended Statement on Academic Honesty and Integrity

The Boulder campus has a student Honor Code and individual faculty members are expected to familiarize themselves with its tenets and follow the approved procedures should violations be perceived. The campus has been working diligently to make this process work better and to provide guidance on 'gray areas' to be helpful to both faculty and students at the Honor website. The Honor Council recommended syllabus statement:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at

<http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>