

| COURSE OUTLINE | | |
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| TERM: Spring 2020 | COURSE NO: PHIL 101 | |
| INSTRUCTOR: Michel-Antoine Xhignesse | COURSE TITLE: Introduction to Philosophy: Ethics | |
| OFFICE: FIR 444 LOCAL: 1-604-986-1911 ext. 3691 E-MAIL: michelxhignesse@capilanou.ca | SECTION NO(S): 05 | CREDITS: 3.0 |
| OFFICE HOURS: Monday 15h00-16h00, Wednesday 14h00-16h00 | | |
| COURSE WEBSITE: See Moodle | | |

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE PREREQUISITES/CO-REQUISITES

None

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

CALENDAR DESCRIPTION

An introduction to both ethical theory and applied ethics. The emphasis of the course varies among instructors, with all focusing to some extent on improving moral reasoning. The course covers the following issues: (a) What makes right actions right and wrong actions wrong? Utilitarianism, Kantianism, and virtue ethics are usually considered. (b) Why should I be moral, rather than merely self-interested? (c) In what sense, if any, are moral values objective? (d) If any of the following are wrong, what makes them wrong: private wealth, deception, capital punishment, euthanasia, assisted- suicide, meat-eating, abortion, cloning, polygamy, etc? (e) What are our moral obligations to children, the frail and elderly, future generations, and other species?

COURSE NOTE

PHIL 101 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

All readings will be posted to Moodle.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Explain issues and arguments central to the study of ethics such as relativism, objectivism, and theories of right and wrong, as well as issues and arguments related to practical matters such as animal rights, genetic engineering, medical aid in dying, abortion, terrorism, the environment, and workplace ethics.
- Assess arguments for and against various positions on the above topics.

- Explain the moral point of view as distinct from the prudential, aesthetic, legal, scientific, and political points of view, and identify cases in which the moral point of view is, or is not, called for.
- Defend their own conclusions clearly and rationally.

Students who complete this Self & Society course will be able to do the following:

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
- Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

Topics and required readings are listed below.

Week 1, January 6, 8

Introduction: Ethical Frameworks I

Some useful ways of thinking about ethics: consequentialism and deontology.

- Walter Sinnott-Armstrong – [SEP Entry: Consequentialism](#)
- Larry Alexander & Michael Moore – [SEP Entry: Deontological Ethics](#)

Week 2, January 13, 15

Ethical Frameworks II

Some useful ways of thinking about ethics: virtue ethics and the ethics of care.

- Rosalind Hursthouse & Glenn Pettigrove – [SEP Entry: Virtue Ethics](#)
- Virginia Held – *The Ethics of Care as Moral Theory*

Week 3, January 20, 22

Animal Rights I

What is the moral status of non-human animals? How should we treat non-human animals?

- Peter Singer – *All animals are equal*
- R. G. Frey – *Moral standing, the value of lives, and speciesism*

Week 4, January 27, 29

Animal Rights II

What is the moral status of non-human animals? How should we treat non-human animals?

- Cora Diamond – *Eating Meat and Eating People*
- Read Sally Sample's paper & Steven Sample's paper (on Moodle)

Week 5, February 3, 5

Environmental Ethics

For what are we responsible, in this climate crisis?

- Stephen Gardiner – *A Perfect Moral Storm - Climate Change, Intergenerational Ethics, and the Problem of Corruption*
- Avram Hiller – *Climate Change and Individual Responsibility*

Week 6, February 10, 12

Indigenous Rights and the Environment

What rights do indigenous people have to their land?

- Laura Westra – *Environmental Racism and the First Nations of Canada: Terrorism at Oka*
- Wesley Cragg and Michael Schwartz – *Sustainability and Historical Injustice: Lessons from the Moose River Basin*

Week 7, February 17, 19

READING WEEK

No classes

Week 8, February 24, 26

Minority Rights I

Feminist and indigenous critiques of the multicultural ideal

- Will Kymlicka – *Justice and minority rights*
- Library Skills Workshop (Feb. 26)

Week 9, March 2, 4

Minority Rights II

Feminist and indigenous critiques of the multicultural ideal

- Susan Moller Okin – *Feminism and multiculturalism: some tensions*
- Dale Antony Turner – *Liberalism's Last Stand: Aboriginal Sovereignty and Minority Rights*

Week 10, March 9, 11

Cultural Appropriation I

What is it?

- Loretta Todd – *Notes on Appropriation*
- Kwame Anthony Appiah – *Whose Culture Is It?*

Week 11, March 16, 18

Cultural Appropriation II

Is it always bad?

- James O. Young – *Profound Offense and Cultural Appropriation*
- Good Paper, Bad Paper Scavenger Hunt

Week 12, March 23, 25

Torture I

What is torture? Is it ever ethical to use it?

- Richard Matthews – *Understanding Torture*
- Janice T. Gibson and Mika Haritos-Fatouros – *The Education of a Torturer*

Week 13, March 30, April 1

Torture II

What about ticking bomb scenarios?

- Marcia Baron – *The Ticking Bomb Hypothetical*
- Alan Dershowitz – *Should the Ticking Bomb Terrorist Be Tortured?*

Week 14, April 6, 8

Crime

Why do people commit crimes, and are plea bargains ethical?

- John H. Langbein – *Torture and Plea Bargaining*
- Donald Black – *Crime as Social Control*

EVALUATION PROFILE

Quizzes (online): 55%

- January 19: 11%
- February 2: 11%
- March 8: 11%
- March 22: 11%
- April 12: 11%

Essay Writing: 35%

- Final Essay (due by April 8): 35%

Participation: 10%

- .5% per day, starting Week 2

TOTAL: 100%

GRADING PROFILE

| | | | |
|-------------|------------|------------|-----------|
| A+ = 90-100 | B+ = 77-79 | C+ = 67-69 | D = 50-59 |
| A = 85-89 | B = 73-76 | C = 63-66 | F = 0-49 |
| A- = 80-84 | B- = 70-72 | C- = 60-62 | |

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Not accepted except at the instructor’s discretion, under extenuating circumstances.

Essay Rewrites

Your final essay is due April 8 (in class). It may be submitted at any time, and rewritten any number of times **until the last day of class**. The following conditions apply:

- (1) your initial submission was a complete paper,
- (2) your rewrite must conform to the style guidelines (if it doesn’t, it will not be accepted),
- (3) rewrites are due one week after the previous version has been handed back,
- (4) your rewrite must include the previous draft, along with my comments,
- (5) rewrites must also include a summary of the changes you’ve made to your paper, and
- (6) late penalties will carry over to rewrites.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Participation

The participation grade is based entirely on attendance (1% per day, up to 10%). Students are expected to attend and participate in all classroom activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking only.

Online Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its

original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including the [B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure](#).

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.