



PH105 Course Syllabus (Fall 2023, 3 Credits)

Ethics

School of Humanities, Arts and Design

[Chaminade University Honolulu](https://www.chaminade.edu)

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Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Course Catalog Description:

The study of the concepts of good and bad, right and wrong, has a long history. This course will study the origins and legitimacy of our standards of conduct and character and will discuss modern studies which consider the compelling and unconditional overtones of ethical demands. The course will also discuss the ways in which we talk to children and young people about what is right and wrong. This course fulfills Critical Thinking General Education requirement

Course Overview:

Unlike the way other animals generally live, human society is characterized by complex set of rules of all sorts. These rules have an authority in the sense that our society is so constructed that violations of these rules will usually result in punishments of the offender. Here the legal order and the moral order of society is differentiated. Legal regulations are those part of morality that are usually regarded as necessary for society. But moral rules never disappear from society. They continue with the legal system. This course is about ethics or the moral rules. Where do they come from, how you can persuade people to follow them or obey them, and what ultimately are the foundations of them?

Marianist Values:

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

While all five characteristics are present in this course, we will pay particular attention to “education for service, justice, and peace” This course will ask you to consider such questions as “What do ideas of duty, justice, and rights mean and how do they develop in society?” and “What are the differences in the ideas of duty and virtue?” Through these questions, students will think critically about service, justice, and peace and will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.

CUS Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

1. Define the rules of ethics.
2. Explain ethics as metaethics, the universal rules that armlock everyone in society without distinctions of sex, gender, nationality, or class.
3. Present a strong argument for freedom, rights, civility and decency.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3
Marianist Values	4	4	4
CUS Core Competencies	1, 4	1, 4	1, 4

Required Texts:

- *Ethics: A very short introduction* by Simon Blackburn (ISBN: 9780198868101)

Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

Technical Assistance for Canvas Users:

- [How do I get help with Canvas as a student?](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- [Watch this video to get you started](#)
- [Online tutorials:](#) click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services:

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment:

Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class; late assignments will negatively impact your grade in the course.

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Grades are calculated from the total points earned from course assignments. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A (100-90%)	B (89-80%)	C (79-70%)	D (69-60%)	F (59-0%)
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Late Work Policy:

All assignments should be turned in by the due date. I am willing to accept late work; however, late assignments may receive a lower grade.

Grade of Incomplete:

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of "incomplete". This will provide the student with 30 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of "incomplete" must be discussed with the instructor before the end of the term. If a student does not contact the

instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

University Policies

Disability Access:

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance:

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy:

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55).

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated

absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy:

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy:

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Activities Schedule

Week 1 –

- Read: Threat of the death of God.
- Understand: Why does human society require complex rules? It was thought that God gave these rules, therefore it was thought that if there is no God, then there is no morality.
- Discussion: Does obedience bring triumph or everlasting life as the Christian tradition claims?
- Essay: What is the relationship between God and Morals? Does something become morally right, if God approves it, or does God only approve those things are morally right?

Week 2 –

- Read: The threat of relativism.
- Understand: Why is relativism both attractive and regards as a threat to moral philosophy or ethics?
- Discussion: What the author says about Herodotus and Sophocles' Antigone and say what you think of them
- Essay: Examine the author's claim that "there is no living without standards if living"

Week 3 –

- Read: The threat of Egoism.
- Understand: Thorstein Veblen's and what he says about the people's need for wasteful display.
- Discussion: Try to connect Veblen, Smith, and Butler in your discussion.
- Essay: What is the general fallacy of egoism?

Week 4 –

- Read: The threat from Evolutionary theory.
- Understand: The point of evolution, what it really says.
- Discuss: Are we programmed by our cells?
- Essay: Why is ideology mistaken? Why is it more probable that we like cooperation and coordination instead of the old-fashioned ideas of competition?

Week 5 –

- Read: The threat of determinism and futility.
- Understand: The relation between desire and rules.
- Discussion: Is there a paradox between Genetic rules and Human behavior?
- Essay: Why our ability to understand how we act is no threat to free will.

Week 6 –

- Read: The threat of unreasonable demands.
- Understand: Why a very simple moral rule like 'You shall not murder' is hard to live by. What more complicated rule do we need?
- Discuss: What the author says, "The center of ethics must be occupied by things we can reasonably demand of each other."
- Essay: Are moral theories universal and impartial?

Week 7 –

- Read: The threat of false consciousness.
- Understand: If what motivates us is often unconscious to us or not?
- Discuss: Can ethics be used to repress the minorities? Why do some think that it is?
- Essay: Is promise keeping a fetish of the middle class or is it a fundamental necessity to us? Why?

Week 8 –

- Read: Two species of reason
- Understand: The different ways we reason when we are trying to transact rules from the way we reason when we try to understand the way the world appears to us through our sense organs, or facts.
- Discuss: The difference between a description and a prescription.
- Essay: Write your essay on the difference between Locke and Hume in moral matters.

Week 9 –

- Read: The party of mankind.
- Understand: The foundations of morals in Adam Smith and David Hume.
- Discuss: The sentiments that Hume says humans have which become the foundations of his moral system.
- Essay: Write on the idea of consilience or identity of sentiments. What is this idea and how does it play a significant role, in his theory of morality?

Week 10 –

- Read: Doing good and living well.
- Understand: What we mean by society, and how important it is for us to live with other people.
- Discuss: The difference between life governed by sentiments and life governed by reason.

- Essay: What are virtues and what is living a virtuous life?

Week 11 –

- Read: The categorical Imperative.
- Understand: Kant's indispensable basis of ethics.
- Discuss: Discuss the differences in the ideas of duty and virtue.
- Essay: What according to Kant is the core of Morality?

Week 12 –

- Read: The state of nature.
- Understand: What is a prisoner's dilemma?
- Discuss: What is it that we can learn from the prisoner's dilemma?
- Essay: Write on what the assurance game is and what we can learn from it.

Week 13 –

- Read: The emergence of norms.
- Understand: How social norms develop.
- Discuss: The ideas of norm, rule, and principle.
- Essay: What do ideas of duty, Justice and rights mean and how do they develop in society?

Week 14 –

- Read: Desire and meaning, paternalism and the greatest happiness principle.
- Understand: How abstraction perplexes the mind and eventually begins to control it, and in its wake, make all of us, blind to our own freedom of doing what is right for us and the rest of humanity.
- Discuss: How meaning is produced?
- Essay: On abortion and the utilitarian ideal of happiness. The argument against abstraction and the greatest happiness of the greatest number may be related to each other.

Week 15 –

- Read: Rights and natural rights, birth and death, and decency, civility and trust.
- Understand: How we conceive of rights. Is it in some sense guaranteed by the things are or by civil governments enacting the laws in favor of it?
- Discuss: The difference between what we allow to happen and what we cause to happen. Is this distinction a true distinction?
- Essay: What is confirmation bias and how does it overrule reason in many cases?

Grading Rubrics

Discussion Post Rubric - 10 Points				
	3 - Distinguished	2 - Proficient	1 - Basic	0 - Unsatisfactory
Post Length	Each post is a minimum of 100 words	Each post is a minimum of 75 words		Posts are shorter than 75 words
Engagement with Assigned Texts	Demonstrates serious contemplation of the readings and clear connection to the Marianist Values	Indicates reading was completed with somewhat clear connections to the Marianist Values	Suggests reading was scanned but not carefully analyzed, with weak connections to Marianist Values	Provides little indication that the reading was completed and/or no connections to the Marianist Values
Responses	Responds to at least two classmates with substantive replies		Responds to at least one classmate with substantive replies	
Spelling, Punctuation, and Grammar			Post is clear and articulate; grammar and spelling are correct	Post contains multiple errors in grammar and/or spelling that impact clarity

Essay Rubric - 10 Points				
	3 - Distinguished	2 - Proficient	1 - Basic	0 - Unsatisfactory
Length	Minimum of 300 words	Minimum of 200 words	Minimum of 100 words	Shorter than 100 words
Engagement with Assigned Texts	Demonstrates serious contemplation of the readings and clear connection to the Marianist Values	Indicates reading was completed with somewhat clear connections to the Marianist Values	Suggests reading was scanned but not carefully analyzed, with weak connections to Marianist Values	Provides little indication that the reading was completed and/or no connections to the Marianist Values
Application and Analysis of New Ideas	Clear application and analysis of the new ideas presented in the chapter and discussion	Somewhat clear application and analysis of the new ideas presented in the chapter and discussion	Minimal application and analysis of the new ideas presented in the chapter and discussion	No application and analysis of the new ideas presented in the chapter and discussion
Spelling, Punctuation, and Grammar			Post is clear and articulate; grammar and spelling are correct	Post contains multiple errors in grammar and/or spelling that impact clarity