

Course Description: This course includes two main components: (1) *Ethical theories*, both historical and contemporary, along with the arguments for and against them; and (2) *Applied Ethics*, both in general and utilizing case studies within a specific field. Throughout the semester, you will examine a range of philosophical views concerning what makes our actions right or wrong and our characters good or bad. You will also develop your own moral voice, decision-making abilities, and appreciation for the place of reasoned argument in the treatment of ethical problems.

Course Objectives (*and Shared Learning Outcomes*): This course should help enable you to:

1. Read and understand a variety of writings in moral philosophy. (*Communication*)
2. Participate in discussions of these writings by listening critically to oral arguments and asking thoughtful questions. (*Communication*)
3. Understand a variety of ethical theories and the main arguments associated with major issues within a field of applied ethics; integrate these theories and arguments into a moral framework that is related to the Coast Guard's Core Values and lends itself to continued expansion. (*Acquire, Integrate & Expand Knowledge*)
4. Recognize conflicts in and between various ethical theories and moral views, and use reasoned arguments to support the resolution of these conflicts. (*Critical Thinking*)
5. Write clear, concise, persuasive and grammatically correct papers on a variety of ethical issues and theories (*Communication*)
6. Access information regarding an ethical and moral issue; locate and evaluate articles on ethical and moral subjects reliably. (*Acquire, Integrate & Expand Knowledge*)
7. Develop your own moral views and relate them to the Coast Guard's Core Values through honest, realistic, and constructive self-evaluation; articulate and support your moral views both orally and in writing. (*Leadership, Personal & Professional Qualities*)
8. Use reasoned argument, critical analysis, and problem-solving skills to evaluate moral views, clarify moral problems, and minimize moral disagreements. (*Critical Thinking*)
9. Understand the complexity of moral life, appreciate the diversity of moral views which results from this complexity, comprehend that there may be no simple answer to an ethical problem, and respect the diversity of values held by reasonable people. (*Leadership*)

Texts: We will read selections from the following texts:

Rachels, *Elements of Moral Philosophy* (6th edition) (EMP)
Wingrove-Haugland, ed., *Morals and Ethics* (2nd edition) (ME)

Note: I will copy and distribute other class materials (study guides, handouts, etc.) *or* I will post them on Blackboard for you to print.

Grading Criteria:

Class Performance	15%
Quizzes	25%
Plato Paper	10%
Exam 1	10%
Exam 2	10%
Term Paper	30%

Note: Late assignments are penalized 1/2 a letter grade each day they are late. Late assignments will **not** be accepted after 1600hrs on the last day of class. Missing assignments (i.e. work never submitted) receive a grade of -4.0, which is twice as low as an F. Failure to submit the term paper will result in your failing the class.

Class Performance: Participation in class discussions is *required*, and counts for 10% of your grade. The key to effective class participation is reading the text *carefully* and *critically*. Consider preparing questions, objections, or comments in advance of class. Remember that *effective class participation transcends merely providing "right"*

answers; you should also constructively respond to or ask questions about the readings and/or comments of other students.

You are encouraged to express your own views, and to disagree with those of your classmates; however, when doing so, please keep the core value of respect in mind. Attack the view, rather than the person who holds it.

Exams: Two 50-minute exams will be administered: one prior to mid-term and a second exam before the end of the semester. Each exam will be administered in-class. Exams may consist of short-answer, short-essay, and/or quote-identification questions.

If, for any reason, you anticipate being absent on an exam day, inform me via email and in-person so that we may schedule an appropriate time for you to take the exam. Take special care to identify questions you may want answered early enough so that we can meet and clear up concerns prior to your taking the exam.

Quizzes: Quizzes typically cover the reading for that day and usually will not be announced in advance. They are designed to determine whether you have done the reading, and if so, how carefully. Quizzes often will be administered at the beginning of the class period and should take about 5 minutes to complete. Although you will not be allowed to refer to the assignments while taking quizzes, you may refer to your study guide or to notes you have written yourself.

There are three kinds of quizzes:

Multiple-choice: Whenever the study guide has many unnumbered questions, there may be a multiple-choice quiz of about 10 questions with 4 answer options each. All questions are drawn directly from the study guide and all answers are drawn directly from the reading.

Short-paragraph: Whenever the study guide has a numbered list of 3 to 9 questions, there may be a short-paragraph quiz. I will select one of the numbered questions or sets of questions for you to answer in a short paragraph.

Quote identification: You will be given a quote from the reading for the day about which you must write a short paragraph explaining the meaning of the quote and how the quote fits into the author's overall view.

2-Page Paper: I will pass out a list of questions to which you must respond in your paper. This will not be a research paper. Rather, you must reflect upon the appropriate primary document(s) from your reading assignments. **Note that this paper will be due at the beginning of the third week of the course!** Plan accordingly.

8-Page Term Paper:

Topic Proposal: I will provide you with a form to complete concerning your term paper topic. As a part of the form, you will have to list titles (and authors' names) of books or journals (and articles) you intend to read during your research. Your research paper must include at least two outside sources (other than those found in our textbooks or handouts). You may not use internet sites (e.g. web pages, internet encyclopedias) as significant sources of information for your research paper. You may, however, use the internet to *locate* and *obtain professional/academic journal articles* on your topic. See me with questions.

I will comment on and return your topic; I reserve the right to reject topics or to require modifications in your topic. If you wish to change your topic after I have approved it, you must submit another term paper topic proposal.

Outline: On the date listed in the course schedule, provide an outline of your paper. I do not plan to make formal comments on this outline; the purpose of this submission requirement is to encourage progress on the paper. I may, however, address concerns about particular outlines on a case by case basis (outside of class). Understand that you are not bound by the outline you submit: you do not, ultimately, have to make the rough draft or final paper "fit" your initial outline. If, through your research, you discover that your initial premises or thoughts have shifted, adjust your paper accordingly.

Rough Draft: On the date listed in the course schedule, you will submit (in-class, to your peer reviewer) a rough draft of your paper. *This rough draft should be not less than 5 pages in length.* Highlight your thesis statement by placing it in italics. Your thesis statement should be between one and four sentences long. It should consist of the tentative conclusion you have reached as a result of your initial research. This thesis statement will be the main

claim that you will support and defend in your paper (you may, of course, change your thesis up to the time when you turn in your final draft). Additionally, append the paper with additional bibliographic resources you intend to include in subsequent revisions of your paper (i.e. the final paper). Provide brief (1 to 3 sentence) descriptions of each additional source and how you will use it in your paper.

Writing Center Visits: Each student is required to have at least one session with a writing tutor at the Cadet Writing and Reading Center. Bring whatever you have done on your research paper to the writing center for your session. You will need to sign up for an appointment with a writing tutor and to document your writing center visit (*have them sign your draft copy*). Do not wait until the last moment to go to the writing center. Failure to have a writing tutor review your paper will lower your grade on the Term Paper by 1/3 of a grade. Lack of available tutors will not be an acceptable excuse. I recommend that you visit the writing center during the day, when trained writing tutors are available. Also, you should email your tutor a copy of your paper in advance of your meeting.

Final Draft: On the date indicated, you will turn in your: topic proposal (with my comments), outline, (writing center tutor signed) rough draft, and final draft. Submit your paper *both* electronically (via Blackboard) and in-class (paper copy). I expect you to make the maximum amount of revisions to improve your paper based on all feedback received. If there is a legitimate problem with your paper (e.g. "no clear thesis statement") which your writing tutor identified but you did not correct, that problem will significantly reduce your grade.

Plagiarism and Citations: You are required to follow the guidelines regarding plagiarism and citations as outlined in *A Navigation Guide to Academic Success* (8th ed.). Failure to follow these procedures, or those given on #10 of the "Things to Remember When Writing Papers" handout, will substantially reduce your grade and may be grounds for assigning a failing grade or reporting a suspected Honor Concept violation.

Collaboration: Except as specifically outlined here, *all written collaboration is forbidden*. You may not look at anything that any other cadets have written, nor show them anything that you have written (except for your in-class notes), nor may you copy word-for-word the oral statements of any other cadet.

When preparing for quizzes and exams, you may discuss answers to the questions on the study guides with each other, but you may not look at anything that other cadets have written down or show anything that you have written down to other cadets. You may not prepare for quizzes or exams by speaking with cadets who have taken this course in the past or by reviewing quizzes and/or exams they may have in their possession (or in a study bank).

You may not inform cadets who have Morals and Ethics classes that meet later in the day as to whether there was or was not a quiz or paragraph, nor give them any information regarding the questions they may or may not be asked to answer.

On papers, you may look at each other's rough drafts in order to provide or receive comments and suggestions from other cadets. However, all of the writing must be your own and you may not make use of anything that you read in another cadet's rough draft. Acknowledge the assistance of your peers by crediting them as having read your paper and provided feedback. Doing so is simple: at the end of your paper, include a sentence along the lines of, "2/c So-in-so provided feedback on this paper," or, "I would like to thank 3/c So-in-so for reading my paper and making helpful suggestions." Any similar statement will do.

You may talk with each other in preparing for the exams, but you may not look at anything other cadets have written down or show other cadets anything you have written down (again, except for in-class notes).

If you ever have any questions about my plagiarism/citations and/or collaboration policies, seek me out immediately. Please call, stop by, email, or raise your concern in-class. Be forewarned: if you have a question about one of these policies the night before a paper is due, you will not be able to lean on that if your paper is late as a result. Please do seek me out as early as possible.

Note: You are responsible for all of the information given in this syllabus. Ignorance is neither bliss nor an acceptable excuse!