

MORAVIAN COLLEGE
COURSE SYLLABUS
Fall 2012

LINC 101 D The Ethics of Life and Death

TRF (10:20-11:30 AM)

Classroom: PPHAC 113

Instructor: Dr. Bernie Cantens Teacher Assistant: Michael Weinert

Office: Comenius Hall 107

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Web Page: <http://berniephilosophy.com/>

Office Hours:

Text

Life and Death: A Reader in Moral Problems (LD) (Second Edition) Edited by Louis Pojman.
Wadsworth Publishing Company, 2000. ISBN- 978-0-534-50825-8

The Academic Writer: A Brief Guide. (AW) Lisa Ede ISBN # 978-0-312-45192-9

*** Make sure you bring the text to every class!**

Course Description

Society is deeply divided on moral issues concerning life and death. This course explores the value of life and the meaning of death, and it investigates contemporary moral dilemmas involving abortion, suicide, euthanasia, human cloning, the death penalty, animal rights, and war and world hunger. This course also introduces writing as a process that is central to college learning and to life. The course will focus on college-level reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. Students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

Learning Outcomes

By the end of this course, students will:

- A. Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- B. Use writing as a way to discover new information and insights, in short, to learn.
- C. Demonstrate a process approach to writing.
- D. Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- E. Demonstrate an ability to write effectively for a variety of audiences.
- F. Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.

- G. Read critically and comprehensively to integrate others' ideas with their own.
- H. Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- I. Collaborate with faculty and student advisors to engage with the college community.

The Writing Center

The Writing Center, on the second floor of Zinzendorf Hall, is there to support the efforts of all writers at Moravian College. The tutors there are students who are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how you might improve that draft. You could also drop by to pick up some of the free handouts on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

Guidelines for Honesty

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic

conventions of your department or instructor. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism. When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each FYS class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an "outside source" is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton).

Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due).

At Moravian, if an instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First Year Seminar, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a

grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

First, to the First Year Seminar course instructor.

Next, in the case of a First Year Seminar, to the Chair, First Year Seminar

Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Grading and Assignments

Study Questions and Participation 10%

Assignments 1&2 20% (5% process and 15% final paper)

Assignments 3&4 20% (5% process and 15% final paper)

Assignments 5-8 25% (5% process and 20% final paper)

Assignments 9-12 25% (5% process and 20% final paper)

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WRITING PROJECT 1

Assignment 1

First Draft of the first **perspective** of a **comparative perspective project**.

Directions: Examine carefully one of the articles of the assigned readings on the ethics of abortion. Write a 5-7-page, double-spaced paper that clearly explains the author's position (thesis) and his/her arguments in defense of the thesis. The purpose of this paper is not for you to take a position or introduce you own refutations of the author's view or arguments; instead it elaborate the author's position and to identify the premises that support this view. (You should adopt the author's perspective)

Peer Review: Bring 2 copies of your assignments with only the title and no name on it. Two other students will edit your paper during class. At the end of the class the paper will be returned to the author.

Assignment 2

Second draft of first perspective of comparative perspective project.

*Instructor Graded

**The second draft must be turned in with the two edited versions.

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WRITING PROJECT 2

Assignment 3

First draft of the second **perspective** of a **comparative perspective project**.

Directions: Examine carefully one of the articles of the assigned readings on the ethics of abortion *that takes a contrary position* to article previously examined. Write a 5-7-page, double-spaced paper that clearly explains the author's position (thesis) and his /her arguments in defense of the thesis. The purpose of this paper is not for you to take a position or introduce your own refutations of the author's view or arguments; instead it is to elaborate the author's position and arguments. (You should adopt the author's perspective)

Peer Review: Bring 2 copies of your assignments with only the title and no name on it. Two other students will edit your paper during class. At the end of the class the paper will be returned to the author.

Assignment 4

Second draft of second perspective of the comparative perspective project.

*Instructor Graded

**The second draft must be turned in with the two edited versions.

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WRITING PROJECT 3

Assignments 5- 8

Write a position paper (top-down, thesis governed essay) on the ethics of abortion.

Direction: Write a 10-12 page double-spaced position paper. The purpose of this paper is to defend a thesis on the ethics of abortion. In the introduction students should clearly state their thesis and present an overview of the whole essay. The body of the paper should support the thesis with appropriate and relevant arguments and evidence. The students should incorporate the two perspective papers completed in weeks 5 and 7 as part of the arguments.

Assignment 5: Thesis statement

Assignment 6: Introduction and Outline

Thesis, Introduction and Outline

Peer Review: Bring 2 copies of your assignments with only the title and no name on it. Two students will edit your paper during class. At the end of the class the paper will be returned to the author.

Assignment 7: First Draft

First draft of a position paper (top-down, thesis governed essay) on the ethics of abortion.

*Instructor Graded

Assignment 8: Second Draft

First draft of a position paper (top-down, thesis governed essay) on the ethics of abortion.

****Make sure to turn in all edited material.**

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WRITING PROJECT 4

Assignments 9-12

Write a position paper (top-down, thesis governed essay) on the ethics of World Hunger.

Direction: Write a 10-12 page double-spaced position paper. The purpose of this paper is to defend a thesis on the ethics of world hunger. In the introduction students should clearly state their thesis and present an overview of the whole essay. The body of the paper should support the thesis with appropriate and relevant arguments and evidence. The students should incorporate various perspectives other than their own.

Assignment 9 Thesis statement

Thesis

Peer Review: Bring 2 copies of your assignments with only the title and no name on it. Two other students will edit your thesis during class. At the end of the class the paper will be returned to the author.

Assignment 10 Introduction and Outline

Introduction and Outline

Peer Review: Bring 2 copies of your assignments with only the title and no name on it. Two other students will edit your assignment during class. At the end of the class the paper will be returned to the author.

Assignment 11: First Draft

First draft of a position paper (top-down, thesis governed essay) on the ethics of world hunger.

Assignment 12 Second Draft

Final Exam Date: Second draft of a position paper (top-down, thesis governed essay) on the ethics of world hunger.

****Make sure to turn in all edited material.**

Extra Credit

Students can earn 3 extra points by attending 3 Philosophy Club meetings or other philosophy department related event.

Class Participation

Attendance is mandatory. Students **must** bring their text to every class! Attendance will be taken every class period and students will be marked down for unexcused absences. Students will lose 1 point for every unexcused absence up to a possible 5 points.

Learning Methods

Multimedia This course will combine traditional classroom lecturing with multimedia presentations. Every lecture will be supplemented with power point presentations and internet information. All course materials, such as syllabus, review questions, term paper information, etc., are posted on my website: <http://berniephilosophy.com> . This will give the students direct access to most of the materials for this class at their convenience.

Class Dynamic Class participation is expected of all students enrolled in this course. Questions and class discussions are encouraged as an effective vehicle to motivate students' interest in the subject matter. *If there are few questions and little discussion taking place in the classroom, the professor reserves the right to choose individual students to answer questions or give their view and the arguments on a particular issue.* Therefore, careful daily reading of the text and handouts is essential for success in this course.

Academic Dishonesty Policy

See Student Handbook pp. 32 – 38.

Student Behavior:

See Student Handbook pp. 38 – 40.

Course Requirements

Reading of assignments before class is essential to succeed in this course. Students are expected to be ready for class and to write intelligibly in their journals every class period. This means that he or she should read the assigned chapters before the professor introduces them. Class participation, note taking, and discussion are highly encouraged. The study of philosophy does not only consist of memorization; students must also read analytically and reflect critically on the texts and reading assignments. When studying difficult material, it is often necessary to read it several times before a proper understanding is achieved. Do not be disappointed if you do not understand a philosophical reading assignment on your first try.

A=100-94; A- =93-90; B+=89-87; B=86-84; B- = 83-80; C+=79-77; C = 76-70; D=69-60;
F=<59

PROGRAM AND READING ASSIGNMENTS

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WEEK	CONTENT	READING & ASSIGNMENTS
WEEK 1	ETHICAL THEORIES	
August 28	Ethical Theories: Introduction	John Stuart Mill
August 30	Ethical Theories: Utilitarianism	SQ: (any 2)
August 31	<p style="text-align: center;">Student Affairs</p> <p>Session 1</p> <ul style="list-style-type: none"> · Title: “Who am I? How can I lead? What is my responsibility to the world?” · Presenters: Tom Dubreuil, Dean of Students and George Boksan, Chief of Police · No pre-assignment 	
WEEK 2	ETHICAL THEORIES	
Sept. 4	Pojman, A Defense of Ethical Objectivism	
Sept. 6	John Noonan, <i>Abortion is Morally Wrong</i> , 235	SQ: (Any 2)
Friday, Sept. 7	<p style="text-align: center;">Student Affairs</p> <p>Session 2</p> <ul style="list-style-type: none"> · Title: Do you have to have “issues” to go to the Counseling Center? Do you have to be sick to go to the Health Center? · Presenters: Dr. Ron Kline & Dr. Michelle Santiago (Counseling Center), Stella Gordon R.N. (Health Center) · No pre-assignment 	
WEEK 3	ABORTION	

Sept. 11	Baruch Brody, <i>Against an Absolute Right to Abortion</i> , 252	
Sept. 13	Convocation	
Sept. 14	<p>Session 3</p> <ul style="list-style-type: none"> · Title: College 101: Advice from the Academic Support Center · Presenters: Laurie Roth, Director of Academic & Disability Support and Dr. Jim Skalnik, Assistant Dean for Academic Advising · Pre-assignment - Complete the Learning Styles Inventory (LSI) on the Academic Support Center website prior to the presentation and bring your results with you on the day of the session. 	
WEEK 4	WRITING PROJECT 1	
Sept. 18	<p>Writing Seminar</p> <p>Chapter 4: Questioning a Text</p>	
Sept. 20	Judith Jarvis Thompson, <i>A Defense of Abortion</i> , 240	
Friday Sept. 21	Peer Review	Assignment 1
WEEK 5		
Sept. 25	Mary Anne Warren, <i>The Personhood Argument in Favor of Abortion</i> , 261	
Sept. 27	Henry J. Gensler, <i>The Golden Rule Argument</i>	Assignment 2

	<i>Against Abortion</i> , 261.	
Sept. 28	<p style="text-align: center;">Student Affairs</p> <p>Session 4</p> <ul style="list-style-type: none"> · Title: Building Community · Presenters: Hopeton Clennon, Katie Dantsin, Holly Nonnemacher, Nicole Nugent, Liz Yates · No pre-assignment 	
WEEK 6	WRITING PROJECT 2	
Oct. 2	Don Marquis <i>Why Abortion is Immoral</i> , 293	
Oct. 4	Gerald H. Paske, <i>Abortion and the Neo-Natural Right to Life: A Critique of Marquis's Futurist Argument</i> , 279.	
Oct. 5	Peer Review	Assignment 3
WEEK 7		
Oct. 9	Recess	
Oct. 11	<p style="text-align: center;">Writing Workshop</p> <p>Chapter 6: Incorporating Reading and Writing</p>	Assignment 4
Oct. 12	<p style="text-align: center;">Student Affairs</p> <p>Session 5</p> <ul style="list-style-type: none"> · Title: Cultural Competency and Living in a Globally Connected World · Presenters: Kerry Sethi, Director of International Studies & Sharon Brown, Director of Institutional Diversity 	

	· No pre-assignment	
WEEK 8	WRITING PROJECT 3	
Oct. 16	The Logic of Argumentation	
Oct. 18	Writing Center	
Oct. 19	Group Discussions	Assignment 5
WEEK 9		
Oct. 23	Writing Seminar Building MLA Citation	
Oct. 25	Peer Review	Assignment 6
Oct. 26	Session 6 · Title: Experience Your Future: How Hands-On Learning Will Impact Your College Experience · Presenter: Amy Saul, Director of Career Development · No pre-assignment	
WEEK 10		
Oct. 30	Peer Review	Assignment 7
Nov. 1	One to one Conference	
Friday Nov. 2	One to one Conference	

WEEK 11	WRITING PROJECT 4 WORLD HUNGER	
Nov. 6	Library	Assignment 8
Nov. 8	Garrett Hardin, <i>Lifeboat Ethics: The Case Against Helping the Poor</i> , 526	
Nov. 9	Discussion	
WEEK 12		
Nov. 13	Peter Singer, <i>Famine, Affluence, and Morality</i> , 543	
Nov. 15	Richard Watson, <i>Reason and Morality in a World of Limited Food</i> , 543	
Nov. 16	Peer Review and Discussion	Assignment 9
WEEK 13		
Nov. 20	Library Research Session and Post-Test	Assignment 10
Nov. 22	Thanksgiving Day	
Nov. 23	Thanksgiving Break	
WEEK 14		

Nov. 27	William Murdoch and Allen Oaten, <i>Population and Food: Metaphors and the Reality</i> , 536	
Nov.29	John Arthur, <i>Famine Relief and the Ideal Moral Code</i> , 559	
Nov. 30	Discussion	Assignment 11
WEEK 15		
Dec. 4	One to one Conference	
Dec. 6	One to one Conference	
FRIDAY Dec. 14	Final Exam: December 14, 2012, FRIDAY 1:30 PM	Assignment 12