

**MORAVIAN COLLEGE
COURSE SYLLABUS**

**Fall 2012
W 1:10-3:45**

PHI 293 Moral Argument Analysis and Debate

Instructor: Dr. Bernie J. Cantens
Classroom: Memorial 303

Instructor: Dr. Bernie Cantens
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Office Hours: T 2:30-3:00; R 2:30-4:00; F 11:30-12:30 (class days only)

Text

Taking Sides: Clashing Views on Moral Issues, 13th edition. Stephen A. Satris. McGraw Hill, 2012.

Course description:

A study of the fundamental elements of ethical theory and their application to contemporary issues, through argumentative analysis and debate.

Course Outcomes:

Students who complete this course should be able to do the following:

1. Identify and explain the objective and goal of ethics and moral philosophy.
2. Describe ethical relativism and its consequences.
3. Recognize the major role that culture plays in the study of ethics.
4. Identify and explain the differences among religious norms, laws, and ethics.
5. Recognize and explain the nature of morality and the various ethical theories (e.g. ethical egoism, utilitarianism, rule-utilitarianism, and deontology).
6. Perform written and oral analysis of contemporary moral issues.
7. Discern and distinguish morally relevant and irrelevant issues.
8. Develop well-thought-out ethical positions, while identifying the various perspectives of a moral question.
9. Construct sound or strong, cogent arguments in defense of a moral position based on strong ethical and moral reasoning.

Learning Methods: Lectures, presentations, discussion, written case analysis, oral case analysis, and debate

Learning Strategies

After spending a substantial portion of the semester studying ethical theories, students will be given complex ethical cases to analyze. First, students will perform an analysis of

the case, summarizing the facts of the case, identifying all the relevant moral issues. Second, students will take an ethical position on an ethical issue and defend it. Third, students will construct ethical arguments, using the ethical theories learned in class, to defend their ethical position. Part of the process of defending their position will entail considering objections to their arguments and position, and providing replies to these objections. This last step will force students to consider the various alternative perspectives, making them aware of the complexity of moral issues and how different perspectives can skew our moral understanding of situations. In the process, students will become aware that there are fundamental values upon which one justifies moral arguments and ethical positions. Making students grapple with these values is an essential part of developing their arguments. Finally, these assignments will substantially hone students' ability to deal with moral issues in a more intelligible manner, improving their capacity to defend and justify moral judgments.

Disability

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.

Attendance Policy

Attendance is mandatory. Students will lose 1 point for every unexcused absence up to a possible 5 points.

Academic Dishonesty Policy (See Student Handbook pp. 32–38)

Student Behavior (See Student Handbook pp. 38 – 40)

Grading/Measures of evaluations

- | | |
|---------------------------------------------|------|
| 1) Midterm | 20% |
| 2) Written Presentations | 20% |
| 3) Oral Presentations | 20%. |
| 4) Final Exam or Ethics
Bowl Competition | 20% |
| 5) Debate Strategy Report | 20% |

Written Presentation 25%

Students will prepare and turn in a written preparation of their assigned cases (3 to 5 cases).

FORMAT

Case #

1. ISSUE
2. POSITION
3. FACTS
- 4 STATE YOUR POSITION AGAIN

5. ARGUMENTS (at least 5 to 8)
6. OBJECTIONS
7. REPLIES
8. SUMMARY
 - Position
 - Arguments
 - Conclusion

Oral Presentation 25%

Read case and prepare a presentation according to the written format. You may **NOT** read your presentation but you can bring a blank sheet of paper and pencil. You will be given 2 minutes to write down your ideas and arguments before you begin your presentation. The presentation should be 10 minutes.

Extra Credit

Students will have the opportunity to earn a total of 3 extra points to the final grade by attending a minimum of 3 philosophy club meetings.

A=100-95; A- =94-90; B+=89-87; B=86-84; B- = 83-80; C+=79-77; C = 76-70; D=69-60; F= <59

Topics:

Part I: Logic

Part II: Theory

Part III: Applied Ethics

Part IV: Cases

Part V: Debate Strategies

ROGRAM AND READING ASSIGNMENTS

List of Readings, Assignments, Exams and Dates:

WEEK	CONTENT & READING	ASSIGNMENTS
WEEK 1	LOGIC AND FALLACIES	
August 29	Case 1: Must sex involve commitment	
WEEK 2	LOGIC AND FALLACIES	
Sept. 5	Case 2: Is Abortion Immoral?	
WEEK 3	ETHICAL THEORIES	

Sept. 12	Case 3: Is it wrong to prohibit same-sex marriage?	
WEEK 4	ETHICAL THEORIES	
Sept. 19	Case 4: Is cloning pets ethically justified? MIDTERM	
WEEK 5	EHIC BOWL CASES	
Sept. 26	Case 1	Oral presentation Written Assignment Due 1st draft
WEEK 6	EHIC BOWL CASES	
Oct. 3	Case 2	Oral presentation Written Assignment Due 1st draft
WEEK 7	EHIC BOWL CASES	
Oct. 10	Case 3	Oral presentation Written Assignment Due 1st draft
WEEK 8	EHIC BOWL CASES	
Oct. 17	Case 1	Oral presentation Written Assignment Due 2nd draft
WEEK 9	EHIC BOWL CASES	
Oct. 24	Case 2	Oral presentation Written Assignment Due 2nd draft
WEEK 10	EHIC BOWL CASES	

Oct. 31	Case 3	Oral presentation Written Assignment Due 2nd draft
WEEK 11	EHIC BOWL CASES	
Nov. 7	PRACTICE DEBATE	
November 10	Sacred Heart University in Fairfield, CT 2012 NEREB Saturday, November 10 8am-6pm	
WEEK 12	EHIC BOWL REFLECTION	
Nov. 14	Ethic Bowl Reflection	
WEEK 13	DEBATE STRATEGIES	
Nov. 21	Developing Debate Strategies	
Nov. 22	Thanksgiving Day	
WEEK 14	DEBATE STRATEGIES	
Nov. 28	Developing Debate Strategies	
WEEK 15	DEBATE STRATEGIES	
Dec. 5	Developing Debate Strategies	Debate Strategy Report