



## Course Syllabus

- **COURSE NUMBER:** PHIL 227L-D1 (CRN 14158)

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- **COURSE TITLE/MODALITY:** Ethical Issues, Tuesdays, 1–3:45 pm, Turner 202

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- **CREDIT HOURS:** 3

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- **SEMESTER:** Fall 2023

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- **FACULTY NAME:** Dr. John Chandler

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- **E-MAIL ADDRESS:** jchandler@ccsnh.edu

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- **OFFICE LOCATION:** Turner 221/Bennett Library

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- **OFFICE HOURS:** Tuesdays, 4–5 pm

Sometimes additional time or one-on-one assistance is needed. The instructor is normally available during the conference hours listed above, or you may make an appointment with the instructor for other times.

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- **PRE-REQUISITES:** None

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- **COURSE DESCRIPTION:** This course examines standards of professional conduct, values identification, moral development, and the process of making moral decisions. Major contemporary ethical issues are examined. The emphasis is on acquiring the skills necessary to be able to guide oneself and others in the process of ethical decision-making.

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**TEXT/INSTRUCTIONAL MATERIALS AND EQUIPMENT REQUIRED:** All materials for this course will be provided in class or through Canvas

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- **GRADING:** Students will be assessed in a variety of ways. You will write two short papers, take midterm and final exams, and be graded on your participation. Descriptions of each assignment will be made available through Canvas and in class.

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### Assignments

Paper 1	10%
Midterm	25%
Paper 2	15%
Final	25%
Participation	25%

### LRCC Grading Scale

A	93–100	C	73–76
A-	90–92	C-	70–72
B+	87–89	D+	67–69
B	83–86	D	63–66
B-	80–82	D-	60–62
C+	77–79	F	0–59

- **COURSE OUTCOMES/COMPETENCIES:**

1. To define and identify traditional moral theories.
2. To analyze our personal code of ethics.
3. To apply ethical principles to personal and professional codes of conduct.
4. To recognize and define terms commonly used in ethics.
5. To apply ethical principles to case studies discussed in class.
6. To find applications of ethical principles in professional and personal conduct, and in the realm of public policy.

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**Diversity, Equity, and Inclusion Statement**

The content of this course is designed to challenge your viewpoints and perspective as part of your learning experience. It is my intent that students from all backgrounds and perspectives are well-served by this course. Students' learning needs will be addressed both in and out of class, and the diversity of students will benefit the class and will be considered a resource and strength. Materials and activities presented in class will respect diversity including gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

- Discuss privately with me if you feel your success in the class is being impacted by experiences outside of class. I am always open to listening to students' experiences and want to find acceptable ways to process and address the issue.
- If you feel that something offensive occurred regarding DEI topics in class (by anyone) that made you feel uncomfortable, please let me know.
- Please make me aware if you have a name and/or set of pronouns that are different from those appearing on your official records.
- I encourage you to seek out other resources, such as an academic advisor or another trusted faculty member, if you feel more comfortable addressing issues with these individuals. Anonymous feedback can be submitted here.

It is my hope that this course meets your every expectation as a challenging, engaging, and respectful learning experience. If you find this not to be the case, I would welcome the opportunity to address your concerns. This is not only a courtesy; it is a matter of process and procedure. Should we fail to arrive at a mutually satisfactory understanding, you should take the matter to my immediate supervisor, Steve Freeborn, at [sfreeborn@ccsnh.edu](mailto:sfreeborn@ccsnh.edu).

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- **ADDITIONAL INFORMATION**

**Academic Integrity/Student Conduct**

For our class to be successful there will need to be a certain level of trust established through discussion. It is not only an expectation but also a requirement of the course to engage with your classmates constructively but positively. Offensive language and disruptive behavior will not be tolerated. You must be polite, especially when you disagree with what your peer has said. I welcome difference of opinion and observation; I will not tolerate a mean spirit or outright insult. All beliefs, opinions, and viewpoints, no matter how conservative, liberal, politically correct or incorrect are welcome if they are expressed in a civil manner that acknowledges and respects the rights of others to hold differing views. We will discuss some sensitive topics, and I want everyone to feel comfortable in the class. If, at any time, you need to step out of a discussion, make sure you follow up by talking with me after class or sending me a brief note.

True learning can exist only in an environment of intellectual honesty. As future professionals, students have a responsibility to themselves and society to conduct their academic studies with integrity. The LRCC community must refuse to allow plagiarism and cheating; all of us must work to create an environment where intellectual curiosity and honesty are valued. Plagiarism is defined as using or knowingly representing the words or ideas of another as one's own in any academic exercise, without proper reference citations. Cheating is defined as using or attempting to use unauthorized materials,

information, or student aids in any academic exercise or activity. Please note that this absolutely includes using AI to prepare work on your behalf. Students should learn how to cite sources in composition, and a summary review is available on Canvas. If you consistently choose not to use this knowledge to cite your sources OR you knowingly claim another author's work as your own, you will have plagiarized and will not pass the course.

Current AI programs have a lot of limitations when it comes to writing: despite drawing from a wide range of texts from the internet, they often use problematic or false sources, make up information (lie), and offer limited or biased perspectives. I also consider AI to be a violation of academic integrity, since you will present work you did not produce yourself. This is a new frontier, so we'll talk about using AI during class; I will also talk with you individually if you like.

If you have any questions, talk to me! It is easy to avoid plagiarism, and I will be happy to work with you. I can discuss plagiarism and citation at any time; I will also review your work if it is shared with sufficient time for review and revision.

### **Teaching Philosophy and Methods of Instruction**

This course is focused on introducing central ideas for ethics and to apply them to modern life. As your expert guide, I have background and insights to share with you. However, beyond the content (texts) and context (background), you will have your own thoughts, and I am interested in your responses. To that end, I will regularly ask you to share your ideas, ask questions, and generally engage with not only the readings and dilemmas but also your peers' responses to them each week.

I am personally fond of the Socratic method; that is, I ask lots of questions. I quite often take an oppositional position in the moment, but please do not take this as a personal attack. This course is fundamentally about applying different approaches to ethical dilemmas and making good decisions, and we all need to be open to problems with and challenges to the ideas and solutions we offer. Please note that I recognize and respect all of you as students and individuals, and while I will almost certainly question your claims, this will never be a personal attack, but an attempt to encourage you to think through your position more fully and adjust your stance or your statements.

While I have formal office hours, I am also available for meetings through Zoom and I make an effort to reply to email promptly. When you feel overwhelmed by the class, please speak to me; while the course is carefully structured, I want to help you succeed, and will try to be flexible. The best thing you can do in this course is stay in touch with me (especially if you are struggling). I have lots to cover, but I also want you to enjoy the course.

### **A Word on Language**

Words really matter in philosophy. It is important to be clear and precise when discussing ideas, especially when they are contentious or easily misunderstood. Please choose your words carefully and don't abuse pronouns — for example, make sure your reader knows what "it" is. As you do the readings, make sure you have easy access to a dictionary (online is fine) and that you use it when there are words you don't recognize or that don't quite make sense in context.

Words also matter when identifying ourselves. I'm fine when identified as "he" & "him." I am also excited by the fast evolution of language I see, and will happily use the pronouns you choose for yourself. Please let me know your preference. I also have a longer view of language than many, and am perfectly comfortable with singular "they" instead of the wordy "he or she" or neuter "he." For example, "a student may choose their pronouns" sounds better to me than "a student may choose his or her pronouns." Geoffrey Chaucer and William Shakespeare both used "they" for a single, unspecified subject, so I think we're in good company when we do, too.

- **COURSE SCHEDULE**

*Please do the readings before class. Readings are available in Canvas, under Modules.*

Week 1 (24 Sept)	Introductions & Administrivia; what is “Ethics”?
Week 2 (1 Oct)	Major Ethical Systems
Week 3 (8 Oct)	Consequentialist Ethics
Week 4 (15 Oct)	Non-Consequentialist Ethics
Week 5 (22 Oct)	Virtue Ethics; Subjectivism and Relativism
	<b>Paper 1 due</b>
Week 6 (29 Oct)	<b>Midterm Exam</b>
Week 7 (5 Nov)	Free Speech
Week 8 (12 Nov)	Capital Punishment
Week 9 (19 Nov)	Animal Rights & Environmental Ethics
Week 10 (26 Nov)	Artificial Intelligence
Week 11 (3 Dec)	Athletics
	<b>Paper 2 due</b>
Week 12 (10 Dec)	<b>Final Exam</b>