Rutgers University, New Brunswick, Spring 2017
Philosophy 107: Introduction to Ethics (01:730:107:90)
Online Course via ***Sakai***
Prof. Steven Kang Ethics.Kang@gmail.com / st7kang@rutgers.edu / virtual office via *AC*

Introduction to Ethics

1. Course Description / Objectives

This course aims at helping students to think about the moral dimensions of human existence by exposing them to (1) theoretical and (2) practical issues in ethics. Some of the questions we will ask are: how should we conduct our lives?; how can we be morally righteous and virtuous?; what kinds of ethical theories are there to help us make right decisions?; what if there are conflicting moral recommendations from different theories?; how are we to resolve differences of moral opinions?; what is the distinctive nature of moral judgment?; why should I be moral in the first place?; to what degree does religion play a role in ethical decisions?; how is ethics related to the diverse areas such as law, health care, or politics as practiced in today's society?, and so forth. (There is no prerequisite to this course, except a curious and rigorous mind.)



This course has been certified as a *Core Curriculum course*:
SAS Core Code: Philosophical or Theoretical Issues (***AHo***)

"*Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production*."

http://sasundergrad.rutgers.edu/academics/requirements/core?layout=blog

2. Reading Materials

- Most of the readings will be from:

  Louis P. Pojman & James Fieser,
  Ethics: Discovering Right and Wrong
  (Pub. Cengage Learning; Ed. 7th.)

- Additional reading materials will be made available in PDF.

3. Grade Determinants

3.1. 50% … on Pass/Fail basis

- (40%) *Individual Reports* (***IR***) … as weekly or bi-weekly assignment:

  On a weekly basis, a set of new modules opens up with *Themes* of questions, to which students will be asked to reply after absorbing the instructional contents contained therein.

- (10%) *Team Report* (***TR***) … one-time as a leader in a team:

  Each student will take turn in performing the role of leading a discussion within a 3-member team; and will be asked to submit a written report.

3.2. 50% … to be graded

- (40%) ***In-class*** *Final Exam* (***FE***):

  "In-person" exam in class on New Brunswick campus
  during the common hour exam period (Time & Location: TBA)

- (10%) *Essay* (***EY***):

  7–10 pages; to be argumentative on an issue discussed in class;
  Abstract & Bibliography (***AB***) required for approval prior to writing.

4. Course Website (at *Sakai*)

Logon to ***Sakai*** with your Rutgers NetID and password at:

https://sakai.rutgers.edu/portal

Select your section of the course:

17S Ethics B90 (R)

NB: (R) refers to this particular section of the course.

5. Course Composition: 8 Parts

The whole course is comprised of the following 8 parts:

1. Ethical Theories: Applications
2. Ethical Theories: Foundations
3. Ethical Theories: Classic & Modern Writings
4. Reasoning for Ethics
5. Ethics and Human Condition: A Case of Extremity
6. Ethical Inquiry into Social Justice
7. Ethical Inquiry into Abortion
8. Issues in Meta-Ethics

These 8 parts are listed on the left column of the 1st web page on the course website, each with a click-able linkage on it, respectively leading to its component modules. Each part, in turn, contains about 8 to 10 individual modules, thereby adding up to actually more than 70 modules, which are numbered *sequentially* (e.g., ***E01*** through ***E70***).

6. Course Structure: *Modus Operandi*

- In the 2nd half of the course (after studying Parts **1**, **2**, **3**, & **4**), everyone will be assigned to a 3-member discussion team according to the alphabetical order of your last names.

- Each team will discuss the next three Parts, **5**, **6**, & **7**, by utilizing an interactive multimedia platform called *Adobe Connect* at Sakai course website. in due time, every one will have opportunities to familiarize oneself with them.

- Each of the three members in a team will take turn in performing the role of a leader by assuming the following 2 responsibilities:

  (a) leading the discussion (by posing the questions; gathering and sorting answers; & trying to formulate a consensus through exchanging persuasive argumentations; & also sharing differences, if inconclusive)

  (b) submitting a report on what the team thereby discussed in terms of agreements and disagreements on various aspects of the issue being discussed (this will meet the requirement of ***TR***).

- The *Individual Report* (***IR***) will be assigned on new modules of instructional contents made available on a weekly basis. ***IR*** is primarily for you to get initially knowledgeable about each issue on a self-paced basis by absorbing introductory

lectures delivered in streaming video, doing the assigned readings, and replying to the *Themes* of questions posed and explained in each of the modules. It will culminate in the two ending phases, (1) *Summing Up* (where your instructor shall deliver a comprehensive lecture in video on the issue) and (2) *Team Discussion* (where students will discuss among them within a team). Students shall have ample opportunities to get familiar with the process.

- The *Team Report* (***TR***) will serve as a platform in which students get to realize that it is a vitally important intellectual virtue to actively engage in a dialogue with others by being able to express one's own view and also by being able to listen to others, not just passively watch others argue with one another.

- These two reports, ***IR*** and ***TR***, are designed to give you the basic (practically on pass/fail basis) credits (up to 50%) in following the basic paths of the course. Therefore, you should not assume that, just by virtue of doing the routine reports, you get to know all there is to know for final exam since there will be substantive lectures on which the final exam will be based.

- Everyone should keep track of the accumulated credit points from ***IR*** and ***TR***, not to mention the instructional contents studied in each module, as they will be the basis for the final exam.

7. On IT-preparedness, Email Communications, Netiquette, etc.

- Your instructor intends to utilize the best of what IT can offer for e-Learning to convey the richness of Ethics as a discipline that this course represents. Beyond basic computing experiences (e.g., web browsing, word processing, emailing, etc.), everyone shall have a chance to familiarize oneself with a state-of-the-art multimedia platform (called *Adobe Connect*), which will be instrumental to conduct the role of discussion leader in a team that one will be assigned to. (It is highly recommended that one's computing environment is equipped with a webcam; otherwise, the *Chat Room* will be implemented as the alternative platform.)

- We will get to utilize multimedia (a.k.a. *Edutainment*), which will prove to be an indispensable part of the course along with readings as the *Themes* (questions) in the ***IR*** assignments.

- Everyone is required to send the following information to instructor's email ("not to be left out of email database"):

  (1) Last Name & First Name
  (2) 2 Email Addresses (one *primary* + another for *backup*)
  (3) Major & Year (e.g., Chemistry, Junior)
  (4) brief description of reasons for taking the course
  (5) whether you have taken online course before or not

- In order for your email to be properly identified in your instructor's sea of emails, you should put the following line in the subject heading of your email:

  (***R***) Your Last Name, "Contents"
  where (***R***) signifies this course and section, 01:730:107:90

- Use the following email addresses of your instructor:

  Ethics.Kang@gmail.com (primary)
  st7kang@rutgers.edu (backup; only when needed)

- Everyone is expected to observe "Netiquette," i.e., network etiquette, as basic courtesy to one another. Your instructor shall hold anyone responsible for any misconducts which will be subject to academic discipline according to the university rules.

8. Note on IT aspect of e-Learning

The adoption of video-streaming (in 'mp4' files) for making course contents available asynchronously has been a careful choice by your instructor to utilize one of the most updated multimedia compression technologies. I have had quite satisfactory experiences with it, which I wouldn't expect anything less this time as well.

There will be always room for improvement in terms of catching up ever-changing IT; and also we have to grant that especially in terms of interactivity on the spot between instructor and students, online instructions should not be compared to in-class instructions. But from the past experiences, your instructor is totally convinced that students can learn course materials online as effectively as in-class (quite often even better than in-class). It is a *huge* advantage that course materials can be accessed from any place and time convenient for students, and as many times as necessary.

9. University Policies & Services

9.1 *On* **Academic Integrity:**

All the evaluations in this course work (online for-credit exercises & the final in-class exam) shall be conducted in *full* compliance with the Univ. policy on Academic Integrity.

For more info, visit:

http://academicintegrity.rutgers.edu/academic-integrity-policy/

9.2 *On* **Disability Services:**

(848) 445-6800
Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

https://ods.rutgers.edu/

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources. Students with disabilities requesting accommodations must follow the procedures outlined at:

http://disabilityservices.rutgers.edu/request.html

9.3 *On* **Student-Wellness Services:**

Just In Case Web App at http://codu.co/cee05e

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smart phone or tablet and easily contact CAPS or RUPD.

9.4 *On* **Counseling, ADAP & Psychiatric Services (CAPS):**

(848) 932-7884
17 Senior Street, New Brunswick, NJ 08901
www.rhscaps.rutgers.edu

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

9.5 *On* **Violence Prevention & Victim Assistance (VPVA):**

(848) 932-1181
3 Bartlett Street, New Brunswick, NJ 08901
www.vpva.rutgers.edu

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

9.6 *On* **Scarlet Listeners:**

(732) 247-5555
http://www.scarletlisteners.com/
Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.