Ethical Thoughts and Political Issues
(Ethics and Politics--2010-01)
Fall 2017

Conducted by: Rev. Richard Quirk, Ph.D
Class Time: Monday, Wednesday, Friday
9:00 AM-9:50 AM
Location: McGannon Hall 121
Office Hours: By Appointment
E-mail: quirkjr@slu.edu

Course Required texts

Ethics Theory and Contemporary Issues by: Barbara MacKinnon, Andrew Fiala


Leading Lives that Matter by: Mark Schwehn and Dorothy Bass (2006) (LLM)

Course Description

The course will provide an overview of contemporary policy politics and ethics. This is to be understood as the study of making “moral” judgments and political actions and political agents. This course is not primarily about the 'corrections' of public policy. It is about the ethical “impute side of the process. Hence, focus will be placed on becoming familiar with philosophical writings: (ancient, medieval, modern), and their present-day influences on our civic life.

Ethical/Moral judgments have consequences for ourselves and others in society. Our judgments stem from each individual’s socialization process. Analyzing a variety of life-experiences civic and or none civic will enhance the class’s appreciation for a more conscious effort at engaging the ethical/political spheres.

August 28, 2017
Politics and Ethics Objectives.

To intellectually recognize that political action and ethical behaviors emanate from the mind and the heart of each person. To begin to think about how to collaborate with others for the “common good” all of creation’s diversities.

COURSE-SUBJECT

Ethical terms, decision making process, how to research and write an ethical paper; religion; renovation; egoism; social contract; utilization; democratic ethics; nature’s law; human rights; virtue theories; feminism equality; discrimination; social and economic justice; environmental ethics; animal ethics; bioethics; war; ethical leadership; models ethical thought in Catholic social teaching.

COURSE-METHODS

- ☑. Lectures (interactive with question and answer class input).
- ☑. Voluntary oral presentations.
- ☑. Recommended reading in addition to required reading (political/ethical Journal magazine articles, newspaper, case studies).
- ☑. Guest speakers.
- ☑. Internet links.

Learning Outcomes

Social Science Core Requirement.
Student Outcomes: students for choir conceptual tools in methodology to analyzing and understanding their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior in the community. They will become aware of various methodological approach is using social science.
Each student should be able to intellectually can ethically morally engage in the following:

- Explain the ethical framework of proposed art and act legislation, rules or policies articulate the principles in moral assumptions that are reflected in American civic institutions.
- Increase the student self-awareness of his/her ethical priority in their impact on his/her self, family, friends, and community.
- Be able to reference classical and contemporary ethical philosophers.

Become aware of basic concepts found in Scripture (Bible), the Qur’an, religious right, judgmentalism, in the principles of Catholic social teachings.

NOTE: This course that fills in college of arts and science a quarter requirement for cultural diversity in the United States in the Catholic studies program.

Diversities in the US this class for fill the cord ever see in the US requirement the culture of the verse in the in the United States requirement is designed to help students gain a better understanding of the cultural groups in the United States and their interactions. Students to complete a cultural diversity course in this category will gain substantial subset of the following skills:

1. Analyze and evaluate how various underrepresented social groups confront inequality and claim a just place in society.
2. Examine how conflict and Quapah ration between social group shapes US society and culture.
3. Identify how individual and institutional forms of discrimination impact leaders, communities and community buildings through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capabilities, and sexual orientation.
4. Evaluate how their personal life experience and choices fit within the larger mosaic of the US society by confronting and critically analyzing their own values and assumptions about individuals and groups from different cultures contacts.
5. Understand have questions of diversity intersect with moral and political questions of justice and equality.
Final Grade Percentage

All students are expected to complete the reading and other assignments and be ready to actively participate in class. (30% Overall grade)
Mid Term Exam - in class test for primarily focused on vocabulary, definition and concepts from the readings and lectures. (30% of overall grade)
Final Exam - A paper of 7–8 pages will be required. Following the midterm break guidelines for the paper will be distributed. (40%)
A (93-100)
A- (90-92)
B+ (87-89)
B (83-86)
B- (80-82)
C+ (77-79)
C (73-76)
C- (70-72)
D (60-70)
F (below 60)

Required Reading Assignments

Note: Reading should be prepared for the week. (Example week one before the week begins). Check required reading list for correct abbreviation-- ET, MFP, LLM

Week 1: August 28, 30th, September 1
Introductions
Review of Syllabus
Handout: Ethical/Political Issues: Summer 2017
Week 2: September 4 (No Classes), 6 & 8
Chapter 1 - ET - Ethics and Reasoning
ET- Glossary -349
Chapter & MFP Democracy
LLM- Charles Taylor Pg-49

Week 3: September 11, 13, 15
Chapter 2- ET Religion & Global Ethics
LLM- Page 65
Handout - From Virtue and the Moral Life Pg. 155

Week 4: September 18, 20, 22
Chapter 3-ET- Ethical Relativism

Handouts from Models of Christian Ethics

Week 5: September 25, 27, 29
Chapter 4 -- ET - Egoism, Altruism, and Social Contract
Chapter 5 -- MFP - The Social Contract

Week 6: October 2, 4, 6
Chapter 5--ET - Utilitarianism and John Stuart Mill
Chapter 2 -- MFP - Classical Utilitarianism

Week 7: October 9, 11, 13
Chapter 6-- ET- Deontological Ethics and Immanuel Kant

Week 8: October 16, 18, 20
Review and MidTerm
MidTerm Exam - October 18th
No class - October 20th

**Week 9: October 23, 25, 27**

October 23 - No Classes

Chapter 7 -- ET - Natural Law and Human Rights

Handout: From Models of Christian Ethics - page 31

**Week 10: October 30, November 1, 3**

Chapter 8 -- ET Virtue Ethics

LLM - Kant Page 320

Handout: From Virtue and the Moral Life pg 3

**Week 11: November 6, 8, 10 (No Class on 10th)**

Chapter 9 -- ET -- Feminist Thoughts and Ethics of care

Handout: From Models of Christian Ethics pg. 91

**Week 12: November 13, 15, 17**

Chapter 14 -- ET - Economic Justice

Chapter 4 -- MFP - Marxism

**Week 13: November 20, 22, 24 (No Class on 24th)**

LLM -- Dorothy Day pg. 153-165, Robert Frost pg. 196-198,

Week 14: November 27, 29, December 1

Appendix ET Page 566 - How to write an Ethics Paper

Chapter 16--ET - Environmental Ethics

Week 15: December 4, 6, 8

Chapters 19, 20-- ET Violence and War, Global Justice and Globalization

Week 16: December 11 (Last Class Day)

Review and Open Discussion

Final Exam Scheduled for Monday December 18th at 8:00 am

A 7-8 Page paper will take the place of the Final Exam. It needs to be in my
Mailbox in McGannon Hall By 1:00 PM on December 18.

University Syllabus General Information

Fall 2017

I will attempt to respond to your e-mails generally within 24 hours.

Title IX Statement
Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity-sexual-misconduct-policy and www.slu.edu/here4you.

**Student Success Center Statement**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic
and career related services, is in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

Disability Services Academic Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor’s course roster.
Statement on Academic Integrity:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:


Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.
The University is a community of learning; whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of 0 for that assignment and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the academic Honesty Committee may impose a larger
sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and/or dismissal from the University.

Students should refer to the SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: http://www.slu.edu/college-of-arts-and-sciences-home/undergraduate-education/academic-honesty.

**Attendance Policy**

Class attendance is highly recommended. When you register for this class, you make a commitment to put forth your best effort. Attending class is a significant step towards achieving this goal. Although a syllabus and textbook are provided, reading the textbook is not an adequate substitute for attending class. The textbook is meant to supplement what happens in class, not replace it. Additionally, lectures will often include material either not covered in the textbook or covered from a different perspective than the material in the textbook. If you try to learn the material on your own, you will waste a lot of time and miss out on the opportunity to ask questions as the material is discussed. Absences will be understood but repeated absences will be noted and will negatively affect your grade.

Of course, you may need to miss a class a couple of times during the semester, but it is to your benefit to keep the number of absences as low as possible. If
unavoidable circumstances necessitate an extended absence, please plan with me as soon as possible, preferably in advance.

**University Writing Services**

I encourage you to take advantage of the University Writing Services; getting feedback benefits all writers. Trained writing consultants can help with any writing, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so please make an appointment. Also, bring your assignment description, and a few goals, to the consultation. For more information, or to make an appointment, visit www.slu.edu/writingservices.xml or call 977-3484.

**Cell Phones**

Please turn off cell phones before class. There is no cell phone use or text messaging allowed during class. Also, no use of a PDA, Blackberry, Bluetooth, iPod, iPhone/iTouch, or any 3G or 4G network devices. Not appropriate for class. Laptops use of laptop computers for any purpose other than note taking is not allowed.
Weather Policy

In cases of extreme weather, call 314. 977.SNOW (314.977.7669) for more information.

Evaluation

Toward the end of the semester you will be encouraged to evaluate the class online or in the classroom. Please do so! It is an important element of the classroom experience.

NOTE: I reserve the right to modify the syllabus and provide you with notice. All of these items and other concerns are subject to the discretion of the instructor. My sincere hope is that class will be an enjoyable learning experience for all.

August, 22 2017