

Miyazaki International College
Course Syllabus
Fall 2018

Course Title (Credits)	PHI 310: Topics in Applied Ethics (3 Credits)
Course Designation for TC	N/A
Instructor	Christopher Johnson
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Office/Ext	1-332 / Ext. 3766
Office hours	Monday & Wednesday: 14.30-16.00
Course Description	
In this course, we consider the application of ethical theories to different areas of social concerns, concentrating on the analysis of case studies and critical discussion of moral principles and ethical codes. Each specific topic focuses on different areas of application, such as business, the environment, medicine and law.	
Course Goals/Objectives	
<i>Content Objectives</i> Upon completion of this course, students should have a strong understanding of central issues concerning the history and theory of human rights, and should be able to discuss their application to such topics as capital punishment and medical tourism. They should also be able to discuss what rights or obligations states have to intervene in the affairs of other sovereign states in protection of human rights violations. <i>Critical Thinking Objectives</i> Upon completion of this course, students will have developed their critical thinking abilities. They will have improved their ability to do the following:: • Read texts analytically and understand different lines of argument; • Interpret responses to identified philosophical questions; • Analyze and assess the consistency and plausibility of ideas; • Compare, contrast and evaluate diverse philosophical positions.	
Teaching Methodology	
Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:	
<u>Active Learning Teaching Strategy</u> 1. Interactive Lectures 2. Facilitated group and class discussions 3. Close reading 4. Case Studies 5. Essays and Research Papers	<u>Course Schedule</u> <i>Most classes</i> <i>Most classes</i> <i>Expected for each reading</i> <i>Most classes</i> <i>For each unit of study and</i> <i>the final exam</i>
Required Materials	
Readings will come from a variety of sources and will be available in the library and on the course Moodle page.	
Class Preparation and Review	
For every hour of class time, students are expected to spend a minimum of two hours in preparation and review. There will be a new reading each class meeting. Students must complete the reading and be prepared to discuss its contents at the class meeting. In order not to lose sight of the whole picture of the course, students are encouraged to review previous readings and notes in order to make stronger connections to the new readings.	

Tentative Course Schedule (subject to change with notice)			
Day	Topic	Content	Reading
1 Oct 1	Introduction	Film Viewing: “Hard to Believe”	No reading
2 Oct 3		Film Discussion: “Hard to Believe”	Syllabus
3 Oct 10	Unit 1: Thinking About Morality	The Nature of Moral Questions	Regan, “How Not to Answer Moral Questions”, <i>Exploring Ethics</i> , pp. 45-49.
4 Oct 15		Morality and the Law	The Ethics Centre, “Ethics, Morality, Law – What’s the Difference”
5 Oct 17		Cultural Relativism (1)	Rachels, “The Challenge of Cultural Relativism”, <i>The Elements of Moral Philosophy</i> , pp. 54-61.
6 Oct 24		Cultural Relativism (2) <i>Writing Assignment: Nature of Morality</i>	Rachels, “The Challenge of Cultural Relativism”, <i>The Elements of Moral Philosophy</i> , pp. 54-61.
7 Oct 29	Review Day: Discussion of Unit 1		
8 Oct 31	Unit 2: The Idea of Human Rights	Universal Human Rights	Tan, <i>What Is This Thing Called Global Justice?</i> , pp. 60-61.
		The Development of Rights	Widdows, <i>Global Ethics</i> , pp. 104-107
9 Nov 5		The History of Rights	Widdows, <i>Global Ethics</i> , pp. 109-113
10 Nov 7		The Grounds of the Universality of Human Rights: The Moral Approach	Tan, <i>What Is This Thing Called Global Justice?</i> , pp. 61-63.
11 Nov 12		The Grounds of the Universality of Human Rights: The Common Core Approach	Tan, <i>What Is This Thing Called Global Justice?</i> , pp. 63-64.
12 Nov 14		The Asian Values Objection	Tan, <i>What Is This Thing Called Global Justice?</i> , pp. 76-79.
13 Nov 19		Discussion of Human Rights <i>Writing Assignment: Human Rights</i>	No Reading
14 Nov 21	Review Day: Discussion of Unit 2 and discussion of connections between Unit 1 & Unit 2		
15 Nov 26	Unit 3: Topic: Capital Punishment	The Japanese Law on Capital Punishment	Cornell Death Penalty Database – Japan Entry (pp. 1-7; 20-23; 25-26)
16 Nov 28		A Defense of Capital Punishment	Berns, “The Morality of Capital Punishment”, <i>Exploring Ethics</i> , pp. 311-315.

17 Nov 29		An Argument Against Capital Punishment	Nathanson, “The Death Penalty as a Symbolic Issue”, <i>Exploring Ethics</i> , pp. 316-323.
18 Dec 3		Discussion of the Ethics of Capital Punishment <i>Writing Assignment: Capital Punishment</i>	No reading
19 Dec 5	Unit 4: Topic: Medical Tourism	Buying and Selling Body Parts	Widdows, <i>Global Ethics</i> , 19-23
20 Dec 10		Medical Tourism: Central Ideas (1)	Widdows, <i>Global Ethics</i> , pp. 208-210
21 Dec 12		Medical Tourism: Central Ideas (2)	Widdows, <i>Global Ethics</i> , pp. 210-211
22 Dec 17		Buying and Selling Organs: Critique	Sandel, “If I Ruled the World” Annas, “Life, Liberty, and the Pursuit of Organ Sales”
23 Dec 19		Discussion of Medical Tourism <i>Writing Assignment: Medical Tourism</i>	No reading
24 Jan 7		Review Day: Discussion of connections between Units 2 & 3 & 4	
25 Jan 9	Unit 5: Topic: The Falun Gong	Film Re-View: “Hard to Believe”	Hard to Believe, “Screening & Discussion Guide” (pp. 12-17)
26 Jan 16		Film Discussion: “Hard to Believe”	Ryall, “Why Organ Transplant is So Difficult to Carry Out in Japan”
27 Jan 21		Film Discussion: “Hard to Believe”	McNeill & Coonan, “Japanese Flock to China for Organ Transplants”
28 Jan 23		Japanese Legislation on Overseas Organ Transplantation	Wu, “Japanese Lawmakers Push for Legislation to Ban Medical Tourism to China for Organ Transplants”
29 Jan 28	Unit 6: Final Assignment	Final Assignment Discussion <i>Final Assignment Distributed</i>	No reading
30 Jan 30		Final Assignment Discussion	No reading
Week 16: Final Exam			
useful online resources		UN Universal Declaration of Human Rights http://www.un.org/en/universal-declaration-human-rights/ Declaration of Istanbul on Organ Trafficking and Transplant Tourism https://www.declarationofistanbul.org/ Hard to Believe Film Website http://www.hardtobelievmovie.com/ Japan Innocence & Death Penalty Information Centre http://www.jiadep.org/	

Grades and Grading Standards
• Engagement: 10% • Writing Assignments: 60% (4 x 15% each) • Final Assignment / Exam: 30% Engagement: The engagement grade is based upon a number of factors. It includes but is not limited to: participation in class discussions; improvement of papers through drafts or through speaking with the instructor (i.e., taking revision seriously); incorporating ideas from readings into written work and class discussions; discussion of course content and related ideas during office hours; general preparation for class. Writing Assignments: Writing assignments will be due at the end of each module of study. These assignments are designed to assess student's understanding of theoretical material and to prepare their thinking for the final assignment. Assignment questions and other details will be provided in class. Final Assignment / Exam: The final assignment will be submitted as the final exam and will cover all of the material studied in the course.
Methods of Feedback:
In principle, work will be evaluated and returned within one week of submission. Feedback will be provided in the form of: • Written comments on reflection papers; • Oral feedback both in class and during office hours.
Course Policies (Attendance, Missed Tests, Late Penalties, Plagiarism, Course Etiquette)
Attendance: Regular class attendance and participation are essential to success in this class. Students are expected to come to each class session on time and prepared to engage in discussion and activities on the course topics. Students will be tested on material discussed in class as well as on material from readings. If students miss a class they are expected to get notes from another student, and only then discuss them with the instructor. They should not expect the instructor to deliver a second lecture should they not attend class. Late Penalties: Papers will be considered late if they are submitted after the end of class on their due dates unless specific arrangements have been made beforehand. Late work will be penalized 5% per day. Weekends count as two days. No paper may be submitted more than 2 weeks late. No paper will be accepted after the start of the final exam. Papers submitted late may receive fewer comments as feedback. Plagiarism: Student work that is found to be plagiarized will not be accepted, and the Dean and Office of Academic Affairs will be notified of any transgression. Consult the student bulletin for more information regarding Academic Honesty at MIC. Students who are unsure as to what constitutes plagiarism should consult with the instructor prior to submission deadlines. Digital Devices: Electronic devices are to be turned off during lectures, apart from those used for the purposes of taking notes or accessing class materials. Audio or video recording of lectures and discussions is allowed only with the prior consent. Any recorded material permitted is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor. Course Etiquette: Students are expected to be respectful of each other in class. Respecting others in a philosophy class means listen to their ideas but also to challenging them and critiquing them. If students are late or have to leave early they should be as quiet as possible in entering or exiting the room. If you arrive late, you should speak with me afterwards to explain the disruption. If you have to leave early, please tell me before class begins.

Diploma Policy Standards Satisfied by Course Objectives:
Diploma Policy Objectives (School of International Liberal Arts) 1. Advanced critical thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) 2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations 3. The ability to identify and solve problems 4. Advanced communicative proficiency in both Japanese and English
Disclaimer The information in this Course Outline is subject to change. Any changes will be announced in class.

Grading Rubric for Writing Assignments

(Adapted from University at Buffalo Department of Philosophy)

	Fails Completely	Unsatisfactory	Needs Improvement	Competent	Exemplary
Thesis	No identifiable thesis or thesis shows lack of effort or comprehension of assignment.	Difficult to identify, inconsistently maintained, or provides little to structure paper.	Unclear, buried, poorly articulated, lacking in insight and originality.	Promising, but may be unclear or lacking insight or originality.	Easily identifiable, interesting, plausible, novel, sophisticated, insightful, clear.
Structure and style	No evident structure or organization. No transitions between major points.	Unclear, unfocused, disorganized, lacking in unity, transitions abrupt or confusing, context unclear.	Generally unclear, unfocused, often wanders or jumps around. Few or weak transitions. Does not provide sufficient information, explanation, and context for readers.	Generally clear and appropriate, though may wander occasionally. May have some unclear transitions or lack of coherence. Does not fully appreciate reader's need for information, explanation, and context.	Evident, understandable, appropriate for thesis. Essay is focused and unified. Words chosen effectively. Excellent transitions between points. Anticipates reader's need for information, explanation, and context.
Use of sources (when applicable)	No attempt made to incorporate information from primary and secondary sources.	Very little information from sources. Poor handling of sources.	Moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations.	Draws upon sources to support most points. Some evidence may not support thesis or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly.	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Sources cited correctly.
Logic and argumentation	No effort made to construct a logical argument. Failure to support thesis.	Little support for key claims, and evidence not related to thesis. Little effort to address alternative views.	Poor quality arguments. Weak or undeveloped reasons to support key claims. Counter-arguments mentioned without rebuttal.	Argument is clear and makes sense. Some counter-arguments acknowledged, though perhaps not addressed fully.	Arguments are identifiable, reasonable, and sound. Clear reasons support key claims. Author anticipates and successfully grapples with counter-arguments.
Mechanics	Difficult to understand because of significant problems with sentence structure, grammar, punctuation, and spelling.	Several problems with sentence structure, grammar, punctuation, and spelling.	Some problems with sentence structure, grammar, punctuation, and spelling.	Sentence structure, grammar, punctuation, and spelling strong despite occasional lapses.	Correct sentence structure, grammar, punctuation, and spelling.