

## COURSE INFORMATION

Moral Philosophy for Professionals Seminar 2017  
Course Description

### COURSE GOALS AND CONTENT:

This is a course in “applied professional ethics.” The guiding principle of applied ethics is that moral concepts are employed to resolve concrete problems. We shall examine issues in moral philosophy as they arise in factual contexts, specifically in situations that lawyers and other professionals may encounter in practice. Professionals in varied fields increasingly work together, so exposure to ethical challenges across the professions is helpful preparation. Most of the problems we shall discuss are based on real cases in all of their richness and complexity. A major purpose of the course is to equip you to recognize and analyze ethical issues in your own professional lives. To maximize the seminar experience as one of personal discovery, I encourage you to select research projects on topics of personal significance. These can come from your experience, from issues in the news, or be related to your career direction. The course does not cover regulatory ethics comprehensively, but at times regulatory constraints will be relevant to the ethical analysis. The course emphasizes underlying moral issues and literature.

Broad substantive topics will include the following: responsibilities in professional relationships, moral development, morality and gender, sources of moral obligation, individual moral judgment or “conscience” in conflict with professional duties, professional confidentiality, corporate moral responsibility, “whistle-blowing” and obedience to authority, paternalism and individual autonomy, cultural differences in practice, and truth as a professional value.

### COURSE METHODOLOGY AND REQUIREMENTS:

Usually a week ahead of each seminar session, students will receive a hypothetical “Problem for Discussion” that will be the basis of class discussion. Individual students or small groups will be assigned primary responsibility for leading the discussion of some problems and readings. Your active participation in class is crucial. Some readings are challenging and require time for careful thought. I will ask students to take a leadership role for selected readings announced a week ahead. This will involve a concise oral synopsis of the reading in class and a question the student poses to initiate discussion. Terminology in the readings may be unfamiliar, but we shall grapple with the ideas on a common sense level. You should not worry if you do not absorb all technical details of the readings, but you are expected to approach all readings with careful attention and effort. You need not have prior background in philosophy.

**CREDITS:** Students may take the seminar for two or three credits. **The default enrollment is two credits so you must let me and the registrar know if you decide to add a third credit by the end of the add-drop period.** All students will write a paper, but **students taking the seminar for three credits will write a more extensive paper in two drafts with teacher conferences following feedback.** **Students enrolled for 3 credits will be expected to lead more discussions of readings for class and will be assigned the role of group leader for**

**outside group assignments.** Approximate page guidelines are as follows (excluding the bibliography): two credits, 15-20 pages; three credits, 20-25 pages; AWR, 30-35 pages.

AWR: If you plan to satisfy the **Advanced Writing Requirement** through this seminar, you will complete a paper of approximately **30 pages in three drafts with conferences following feedback**. I recommend that AWR students enroll for three credits although this is not required. (If you enroll for 3 credits you must meet the extra requirements described above besides the AWR requirement.) Those planning to do the AWR should meet with me for approval of your topic within the first two weeks of the semester.

#### **DUE DATES:**

PROPOSALS (all students): **Wed. Oct. 4 in class** (TWEN instructions TBA)

FIRST DRAFTS (3 credit and AWR): **Wed., Nov. 1, 2017 (electronic submission in Word)**.

SECOND DRAFTS (AWR only): **Tues., Nov. 21, 2017 (electronic submission in Word)**.

FINAL PAPERS EXCEPT AWRs: **Wed. Dec. 6 (in last class, hard copy and electronic copy in Word)**

AWR FINAL PAPERS: **Wed. Dec. 13, 2017 (1<sup>st</sup> day of exam period, hard copy to my mailbox, 3<sup>rd</sup> floor Debevoise Hall, and electronic copy in Word)**

I encourage students to submit drafts earlier than the deadlines to receive faster feedback.

#### ORAL PRESENTATIONS:

All students will orally present their work-in-progress toward the end of the seminar. Each individual will have approximately one-half hour allocated to the in-class presentation. I encourage you to work in pairs or teams for your in-class presentations, with one-half hour allocated to each student. Students also will be expected to assign reading or other tasks to the class one week ahead of their presentations. You will receive more detailed instructions.

Students will receive a final semester grade based on the following: class participation (25%), oral presentation of the student's seminar paper during the last weeks of the course (25%), and the seminar paper (50%). All written and oral work will be evaluated for quality of reasoning, clarity, organization and writing, understanding and application of readings, and originality.

I use TWEN actively so please register as soon as possible. You are responsible for keeping up with TWEN postings and email messages.

I hope our reflections will add meaning to your professional lives. I look forward to your curiosity and our many interesting discussions ahead!

MORAL PHILOSOPHY SEMINAR  
COURSE OUTLINE 2017

NOTE: This is a projected outline of course topics. (Topics may consume more than one class so the syllabus does not contain precise timing information.) Readings may be modified by announcement in class or on TWEN.

PART I OF SEMINAR: MORAL ANALYSIS OF PROFESSIONS

I. Introduction to Course; Professionalism and the Morality of Role

Clancy et al: pp. xi-2  
Bayles, pp. 9-12  
Lewis, pp. 19-27

TWEN: Course Information and Outline  
Loder:  
Orwell, pp. 1-5  
Martin, pp. 6-18

II. The Professional Relationship

Problem One: The Holland Case (medical/legal ethics)

Clancy et al: pp. 96-98  
Bayles, pp. 97-105  
Loder:  
Gilligan, pp. 19-24  
Martin, pp. 25-33  
Noddings, pp. 34-45

Assigned groups meet prior to class, instructions TBA

III. Confidentiality

Problem Two: The Holland Case (Continued)

Clancy: pp. 52-54; 226-227  
Bok, pp. 243-252  
Mill, pp. 82-86  
Williams, pp. 94-95  
Kant, pp. 69-76  
Loder:  
Frankena, pp. 46-51  
Landesman, pp. 52-65

#### IV. Loyalty and Whistle-Blowing

Problem Two: Albinex (CCH video); Discussions will encompass two classes.

##### Class one: Workplace Ethics

Clancy et al: pp. 283-284;  
Bok, pp. 284-288  
Royce, pp. 316-318  
Dresser, pp. 414-416

Loder:  
Camps, pp. 89-96  
Hilfiker, pp. 97-105

##### Class Two: Corporate Morality

TWEN (to be posted):

French  
Danley  
*Citizens United* excerpts on TWEN

Clancy et al:

Solomon, pp. 87-92  
McCoy, pp. 343-347  
Rickel, p. 327

Loder:

Sabini and Silver, pp. 66-88

#### V. Allocation of Decision-Making Authority in the Professional Relationship: Paternalism

Problems Three, Four, and Five (Discussions probably will exceed one class.):

Gary Gilmore (decision of convicted murderer to die, in Loder)  
Elizabeth Devoe (decisions of mentally ill person)  
Steven Bell (financial gift to spiritual group)

Loder:

Mailer, p. 106

Mill, pp. 107-113  
Dworkin, pp. 114-128  
Shaffer, pp. 129-150

TWEN:  
Gary Gilmore information  
Bi-polar information

## VI. Deception

### A. Paternalistic Deception

Problem Six: “Chicago Hope” T.V. Episode

Clancy: pp. 161-162  
Bok, pp. 181-192  
Ellin, pp. 166-175  
Collins, pp. 192-198  
Stein, pp. 198-202

TWEN:  
Kant

### B. Deception: Political and Journalistic

Problem Seven: Sunville School Board (political deception)

Problem Eight: Food Lion (journalistic deception)

Clancy:  
Solomon, pp. 162-165  
Solomon & Flores, pp. 234-237  
Williams, pp. 318-325  
Newshour, pp. 273-276  
Sanders, pp. 407-411  
Hess, p. 222

## VII. Foundations of Ethics

Problem Nine: Cultural Differences and Truth as a Moral Value (social work problem)

Loder:  
Bloom, pp. 186-187  
Hinman, pp. 188-215  
Additional Reading TBA

## VIII. Rules and Ideals / Distributive Justice (if time allows)

Problem Eight: Pro Bono Service

- Clancy: pp. 342-343
- Rawls, pp. 347-349
- Singer, pp. 349-351
- Dalai Lama, pp. 365-367

PART II OF SEMINAR: STUDENT PRESENTATIONS

Student Presentations: Remaining Weeks

COURSE MATERIALS

- I. Required Materials
  - A. Clancy Martin, Wayne Vaught, & Robert C. Solomon, Eds. *ETHICS ACROSS THE PROFESSIONS: A READER FOR PROFESSIONAL ETHICS* (Oxford Univ. Press, 2010)
  - B. Reed Loder, *MORAL PHILOSOPHY FOR PROFESSIONALS SEMINAR Course Materials*, 2017
  - C. TWEN postings, Handouts, Problems for Discussion
  - D. Audio-Visual Materials and Problems
- II. Recommended Books
  - A. Lawrence M. Hinman, *ETHICS: A PLURALISTIC APPROACH TO MORAL THEORY*, 2nd Ed. (Harcourt Brace, 1998)
  - B. Mike W. Martin, *MEANINGFUL WORK: RETHINKING PROFESSIONAL ETHICS* (Oxford Univ. Press, 2000)

