

# Contemporary Moral Problems

By Paul Maverick Ward

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Contemporary Moral Problems by James E. White (7<sup>th</sup> Edition)

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Quote: "All that can be said is that genuine egoists are rare, and that it is a fundamental fact of human psychology that humans care about others and not just about themselves."

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Learning Expectations:

I expect to learn more about egoism and how James Rachels explain the different views it has and the way it affects the world. I also expect to learn what the main difference is between Psychological Egoism and Ethical Egoism.

Review:

On the first sub-chapter of Chapter 1 on the book Contemporary Moral Problems, James Rachels gave insights on Egoism and Moral Scepticism. Who is James Rachels you might ask, He is a university professor of Philosophy at the University of Alabama at Birmingham. He is the author of multiple books and has been successful with it. He has a lot of things to say about the human ego and the scepticism that others impart to people they usually don't like.

According to James Rachels, there are two (2) popular views used to attack conventional morality and these are Psychological Egoism and Ethical Egoism. Let's first talk about Psychological Egoism; this is a morality where people's actions are self-interested. It means that it is natural for a human being to perform an action without thinking of other things. They would care less about other kinds of things away from something that they cherish or wants. They would do such things because of the greed and selfishness that they possess within themselves. While the Ethical Egoism on the other hand, is a morality where all actions are ought to be self-interested. It means that it is up to the person to see things if it is ethical or not. He wouldn't care less about what others think of as long as the person is right for himself and satisfies the person's self-interest. These human morality or human egos are something that people sometimes take a hold of and put their lives solely into it. They put their principles and carry it with their egos which might bring them to highs or lows.

Let's focus first about Psychological Egoism; this is a type of mentality where people act due to normal human nature. This is sometimes an act of selfishness because given a situation where a person would choose between two (2) decisions, either of the decisions chosen by the person; the person would choose something that weighs heavier for him/her. Whatever might the outcome be, the outcome would be mostly beneficial to the person because it is something that he/she wanted more compared to the other decision. Well for me, this is sometimes the root of some problems or difficulties. Why? You might ask. It is because given a certain situation, if a man would choose between women he loves with his whole life, or a woman that satisfies his desires, whatever the decision or outcome may be, there would be certainly someone to be heartbroken. It is up to the morality or motives of the man to what will be the outcome of his life.

On the other hand, the Ethical Egoism is the type of morality where people perform an action based on what they truly want or what is their sole self-interest. Given a specific situation, where a man wanted to shoot an animal just for the sake of knowing what power his weapon truly possesses. This man wouldn't care less about that bird because for him, all he wanted to know is how strong his weapon is. He doesn't care about what will happen to the animal because it is not part of his conscience or motive. As long as he knows how powerful his weapon is, it is ok for him to shoot around some animals. The man would also determine his actions on what is the limit of what he can do. A person with an ethical egoism is someone who thinks about the situation first

before actually doing it. This kind of morality is something that shows that a person wants something to accomplish for his/her own sake. A person would practice a sport for the sake of that certain person to be much better compared to the others. Another is if a person would focus a hundred percent (100%) on his/her job for him/her to gain money. The money that would be gained would solely be for his/her own sake and happiness. For me, these kinds of people are those who are very competitive and aggressive to other people.

Overall, every people have his/her own morality or ethical views in life. This variety should be respected by all people all over the world. But in some occasions, there are actions to be carried out to correct a person's morality and views in life.

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#### Lessons Learned:

I have learned more about egoism and its different kinds of views and some insights of James Rachels. I have also learned about the difference between Psychological Egoism and Ethical Egoism. The way these morality and ethical views impact the world is truly remarkable in its own ways.

#### ***Integrative Questions:***

1. What are the two popular views used to attack conventional morality?
2. How does Psychological Egoism help people with their lives?
3. How does Ethical Egoism help people with their lives?
4. Who is James Rachels?
5. What is being attacked with the use of the two popular views?

#### ***Review Questions:***

- 1. Explain the legend of Gyges. What questions about morality are raised by the story?**
  - *He is a shepherd who was said to have found a magic ring in a fissure opened by an earthquake. The ring would make its wearer invisible and thus would enable him to go anywhere and do anything undetected. Gyges used the power of the ring to gain entry to the Royal Palace where he seduced the Queen, murdered the King, and subsequently seized the throne.*
  - *The question about morality about the story is that even though there are two kinds of person who obtains a ring, a rogue and a virtuous man, both will still do the same thing. There will be no difference because both can do anything they want without fear of reprisal.*
- 2. Distinguish between psychological and ethical egoism.**
  - *Psychological Egoism holds that all human actions are self-interested, whereas Ethical Egoism says that all actions ought to be self-interested.*
- 3. Rachels discusses two arguments for psychological egoism. What are these arguments, and how does he reply to them?**
  - *The first argument goes as follows, if we describe one person's action as selfish, and another person's action as unselfish. We are overlooking the crucial fact that in both cases, assuming that the action is done voluntarily, the agent is merely doing what he most wants to do.*
  - *The second argument is that the so-called unselfish actions always produce a sense of self-satisfaction in the agent, and since this sense of satisfaction is a pleasant*

*state of consciousness, it follows that the point of the action is really to achieve a pleasant state of consciousness, rather than to bring about any good for others.*

**4. What three commonplace confusions does Rachels detect in the thesis of psychological egoism?**

- *The first is the confusion of selfishness with self-interest.*
- *The second confusion is the assumption that every action is done either from self-interest or from other-regarding motives.*
- *The third confusion is the common but false assumption that a concern for one's own welfare is incompatible with any genuine concern for the welfare of others.*

**5. State the argument for saying that ethical egoism is inconsistent. Why doesn't Rachels accept this argument?**

- *There is no way to maintain the doctrine of ethical egoism as a consistent view about how we ought to act. We will fall into inconsistency whenever we try.*
- *He doesn't accept the argument because ethical egoists are predictable in a way that they would want to maximize their self-interest.*

**6. According to Rachels, why shouldn't we hurt others, and why should we help others?**

**How can the egoist reply?**

- *The egoist can reply by not accepting the reasons because all an egoist cares for is their self-interest.*

**Discussion Questions:**

**1. Has Rachels answered the question raised by Glaucon, namely, "Why be moral?" If so, what exactly is his answer?**

- *Yes, his answer is to satisfy our own self-interest while looking out for those of others too.*

**2. Are genuine egoists rare? As Rachels claims? Is it fact that most people care about others, even people they don't know?**

- *Yes, it is true that majority of people will do something to help out other people.*

**3. Suppose we define ethical altruism as the view that one should always act for the benefit of others and never in one's own self-interest. Is such a view immoral or not?**

- *It is somehow not immoral because for a Christian point of view, it is better to give than to receive.*

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Quote: "We foreknow how others will act, and the foreknowledge is the beginning of judgment passed on action."

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Learning Expectations:

I expect to learn what John Arthur thinks about religion, morality, and conscience and the relationship between the three (3). I also expect to learn the main difference and connection between religion and morality.

Review:

On the second sub-chapter of Chapter 1 on the book Contemporary Moral Problems authored by James E. White, John Arthur, a professor of philosophy and director of the Program in Philosophy, Politics, and Law at Binghamton University, imparts to the readers the connection between religion and morality. He also shares knowledge about the conscience that people use to live their lives in accordance to their will.

The information given by John Arthur makes other people think about morality and religion alike. The connection between the two is somehow true for me because my personal ethical views are influenced greatly by my religion. Being a Christian and growing up learning the ways of Christianity, I developed the ethical views or morality that I have nowadays. Personally, my grandmother was the one who introduced me to the world of Christianity. She was the one who bounded together our family to church every Sunday when I was a young lad. I think that God used her as an instrument for us to be united as a family and be centered with faith. The lessons that I learned was also fortified through the years of my studying in a Christian school. It was in Philippine Christian University (PCU) where my faith is further strengthened and reinforced with weekly mass, and faith and values subjects throughout the years.

As I got into college, it didn't affect my faith at all even though on my college life, Catholic is the main religion in the school. Actually, it helped me in a way that in the Benildean Core Values, it was said that "Appreciative of one's worth". This message got into me and helped me respect those people who are in difficult times and to those who are less-fortunate than others. I also get to respect those who are having tough times in their lives. All in all, the ethics that I am following as of now is due to the ones I grew up with. I also got in my head to respect others whatever their beliefs may be, even if it contradicts to mine, as long as they keep it to themselves and not to threaten my own beliefs and faith.

There are those people agrees with the saying that "Morality is Social". Those are the people who neglect their religion and want to have freedom in all aspects of their lives. I'm not saying that these people are bad or something. Heck, they are free to do whatever they want. It's their life and they can do whatever they want to do. Unfortunately, there are times when these kinds of people cause some harm to others due to their mindset. They sometimes neglect those things that people who have religion sacredly follows and obeys. With the way they are thinking, they believe that whatever they do is right.

In a society, there are rules and regulations to be followed by those people who live within it. These restrictions are the things that keep the society in order and in balance. Without it, the society would be in chaos and disorder. An individual in a society can hinder the balance with different kinds of things from weapons to morality. This just shows that even one single person can destroy the balance with what that person believes in. If this single grain of a person in a society doesn't obey or even respect a rule or regulation in the society, the balance in the society will certainly be obliterated. Imagine a group of people having the same beliefs that is directed to

causing havoc to a society. This is surely a problem to the society but for them, they are doing what is right.

Personally, I believe that religion is here to guide us on doing what is right. God's divine command is present for peace and prosperity between all of mankind. Without it, those mentioned in the 10 Commandments would be done by many people all over the world such as killing one another, stealing every item that people possess, and the like. That is why for me, religion is here for a reason. Everything has its own reason and it is all directed to God's plan for us. Our Kronos would be nothing compared to God's Kairos for us.

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#### Lessons Learned:

I have learned what John Arthur thinks about religion, morality, and conscience and what the difference the three (3) have. I have also learned that through religion, morality would be polished and filtered to produce an outcome that would benefit a lot of people.

#### **Integrative Questions:**

1. Who is James E. White?
2. Who is John Arthur?
3. What is the insight that John Arthur wanted to impart to the readers?
4. What is the difference between religion and morality?
5. How does religion affect the morality of a person?

#### **Review Questions:**

- 1. According to Arthur, how are morality and religion different?**
  - *Morality focuses more on how people interact with others while religion focuses on the faith that people have to the one they worship.*
- 2. Why isn't religion necessary for moral motivation?**
  - *It is because each person has their own instinct and whatever might the religion of the person be, the actions that they do will be based on their instincts.*
- 3. Why isn't religion necessary as a source of moral knowledge?**
  - *As far as I know, religion gave me the moral knowledge I have as of now. It differs from one person to another.*
- 4. What is the divine command theory? Why does Arthur reject this theory?**
  - *The divine command theory is the one who says that God is the only one who truly knows what's right or wrong.*
  - *He rejects this theory because he implies that what if an action is not mentioned by God, it doesn't mean it is wrong.*
- 5. According to Arthur, how are morality and religion connected?**
  - *Morality and Religion are connected by which both of these are used by people to interact with each other in a way that is acceptable by all.*
- 6. Dewey says that morality is social. What does this mean, according to Arthur?**
  - *It means that morality is passed on around through interaction by means of sharing to other people.*

#### **Discussion Questions:**

- 1. Has Arthur refuted the divine command theory? If not, how can it be defended?**
  - *Yes, he is questioning the authority of the divine command theory as a way to disagree with it.*

2. **If morality is social, as Dewey says, then how can we have any obligations to nonhuman animals? (Arthur mentions this problem and some possible solutions to it in footnote 6)**
  - *Surely enough, no one in his right mind would socialize with animals to show morality. That is why there is religion which told people to have obligations over animals.*
3. **What does Dewey mean by moral education? Does a college ethics class count as moral education?**
  - *In a way, yes, it can be counted as one because college ethics classes helps students understand more about morality.*



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Quote: "Let us acknowledge unprejudiced how every higher civilization hitherto has originated."

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Learning Expectations:

I expect to learn more information about Master and Slave Morality that ever since has been very popular with a lot of people. This morality has been something that is the main core of some movies out there. I also expect to learn how Friedrich Nietzsche developed his insights about master morality and slave morality and what the difference it has between the two.

Review:

On the sub-chapter of Chapter 1 in the book Contemporary Moral Problems by James E. White, it talks about master and slave morality and what Friedrich Nietzsche, a German philosopher and poet, thinks about the two.

Let's first give a preview of what the two really is. First of all, the Master Morality is a kind of morality of which a superior person follows and emphasizes power, strength, egoism, and freedom. These people are those who lead a group of people and instill fear and power over the others. There are advantages and disadvantages to this kind of morality. The advantages are great leadership, firm grip over all the people under, strict implementation of rules, regulations, and restrictions, and most of all, all of the special things such as money, weapons, and the like are organized and well kept. The disadvantages on the other hand is that these kinds of morality gives birth to disrespect for others especially to those under, corruption of all things inside the society or community, and one of the most creepy of them all is that the leader gains an idea that with all of this power, he becomes as powerful as God himself. He gets the notion that he can do anything he wants as long as he is happy and satisfied.

Finally, there is the Slave Morality, this of which is the kind of morality that gives respect to others. It calls for weakness, submission, sympathy, and love towards other people. A lot is against this kind of morality because for them, it shows weakness and thinks that people who undergo with this morality is pathetic or frail. Likewise with the Master Morality, Slave Morality has its own advantages and disadvantages. The advantage of Slave Morality is that it shows sympathy and respect to others. The kinds of people that practice this morality are those who are down to earth and very considerate to others. People who are into this morality are those who gain more friends and respect from other people. They don't boast anything of what they have to others to prevent conflicts to arise. The disadvantage in the other hand is that it gives other people an idea that people who practice Slave Morality are weak and easy to overcome with. There are also times that due to overwhelming pity over others, they themselves get pitied by others because of their actions.

Between the two, there is some form of extent on which the actions being done is right or wrong. Many things that are fueled by Master Morality ends up with wars, fights, brawls, and other kinds of conflicts between two or more people. Many conflicts that have and will happen in this world are or will be fueled by Master Morality. There are those people who will set aside their respect for others just to be superior and powerful than others. The life they want to live would be something that steps over others who are weak and submissive. On the other hand, people who are into Slave Morality will always stand up and somehow fight those people who are not showing respect to others. It's like a game of cat and mouse between these two moralities, the cat being the Master Mentality and the mouse being the Slave Mentality. There is the notion on which the cat will always take advantage over the weak to satisfy its wants and needs. The mouse on the other hand will always make a way to run and avoid the problems and difficulties that the cat will rain down on him. There is always the idea of the strong taking over or taking advantage to the weak and frail.

Another good example for this is Adolf Hitler and his Nazi Regime. Due to his Master Morality, he got the idea to conquer other countries and eradicate people who he doesn't like at all. Mass murders and destruction was the cause of his actions throughout the world. He didn't have the notion of balance between strength and weakness. For him, killing and conquering is the key to success and overall strength.

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Lessons Learned:

I have learned a lot more information between Master and Slave Morality and how these two impacts the way the world goes around. I also learned about what Friedrich Nietzsche thinks about master morality and slave morality of which he agrees with Master Morality.

***Integrative Questions:***

6. Who is Friedrich Nietzsche?
7. What is his nationality?
8. What is the difference between Master and Slave Morality?
9. How does Master Morality impact the lives of people?
10. How does Slave Morality impact the lives of people?

***Review Questions:***

- 7. How does Nietzsche characterize a good and healthy society?**
  - *A healthy society for Nietzsche is a one that should allow superior individuals to exercise their "will to power", their drive toward domination and exploitation of the inferior.*
- 8. What is Nietzsche's view of injury, violence, and exploitation?**
  - *For him, it is a sign of superiority over others. It's of which competition and dominance over others is practiced.*
- 9. Distinguish between master-morality and slave-morality.**
  - *Master morality emphasizes power, strength, egoism, and freedom while Slave-morality calls for weakness, submission, sympathy, and love.*
- 10. Explain the Will to Power.**
  - *The Will to Power is the manifestation of dominance, superiority, power, supremacy, and advantage towards people who are inferior or weak.*

***Discussion Questions:***

- 4. Some people view Nietzsche's writings as harmful and even dangerous. For example, some have charged Nietzsche with inspiring Nazism. Are these charges justified or not? Why or why not?**
  - *I think it is harmful in a way that it somehow pushes other people to be dominant and superior over other people. It can be a cause for something that will ignite chaos.*
- 5. What does it mean to be "a creator of values"?**
  - *A creator of values is of which a man can distinguish his self-created values to be used over other people who are much weaker and frail.*

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Quote: "Those who recommend this hold that the world is sharply divided into separate societies, sealed units, each with its own system of thought."

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Learning Expectations:

I expect to learn how Mary Midgley attacks the Moral Isolationism and how she made up the insights that she have about it. I also expect to learn how Moral Isolationism impacts the world that we live in.

Review:

The fourth (4) sub-chapter of the 1<sup>st</sup> Chapter in the book Contemporary Moral Problems written by James E. White, it is mentioned there that Mary Midgley attacks the Moral Isolationism. Who is she anyway you might ask, well she is a philosophy teacher at the University of Newcastle-upon-Tyne in England for twenty (20) years but is retired now. As mentioned in the book, she is disagreeing with moral isolationism because it just forbids any moral reasoning to come up and be shared by other people.

First of all, what is moral isolationism? It is a morality of which people immorally isolates themselves to something that they desire or want to say. This in time would create even more immoral people who judges a lot of things based on what they know and what they want. There are groups of people that are into immorality because of what they have in their thoughts. An example for this is the Germans in the World War II, there are some who says that the Germans under Adolf Hitler are immoral on the things that they are doing. They didn't think about others first before committing to what they want to do. They disregarded other people's ethical views in life and pushed through with theirs. They didn't care what others would think of them as long as they are fulfilling things that they want to accomplish.

Immoral judgment is something that a lot of people are doing each and every day. These are judgments or claims that doesn't require them to think morally first. They disregard reasoning for the sake of what they want. There are also some accounts where they immorally judge something just for the cause of satisfying their wants and needs.

What was mentioned on the book is that people shouldn't judge others due to their appearance and actions. It was also mentioned that people who hadn't experience about something before doesn't have the right to judge. It is in fact true for me because to judge something, you should first acquire experience from it to know personally the feeling on that topic. A great example for this is if a person got badly injured from playing a sport, another person judges the injured one due to the fact that he is injured. The critic shouldn't judge the injured one because he/she doesn't know what it feels like to be badly injured. It is highly immoral for people to criticize others based on what they see. They should first experience and feel it first before judging or criticizing. This kind of morality is influenced greatly by moral isolationism because the people who are judging and criticizing the others would based their assumptions from the things that they are seeing, hearing, or even smelling. They should firstly feel or experience that first before arriving on a firm decision or clear criticism.

Another mentioned in the book is about culture. Many people have their own culture and respect it with their own reasons. Others in the other hand, doesn't know anything about that culture. All they know is from what they have seen or something. An example for this is the culture I watched on National Geographic. A clan in Africa has the culture of which they lacerate and cut the skin of their teenagers and let the wound heal up to form something that resembles the skin of crocodile. It is the right of passage into adulthood that pushes this traditional and cultural people from doing it yearly. For them, it is a sign that gives them authority and power as an adult in their society. At first, many people would surely say "what the heck would they do such

painful things for?" What other people doesn't know is that these African clan or tribe is doing this because it is their culture and tradition. Without it, they are different kind of people, a kind of which they are not from what they are previously. It is sacred for them to perform these actions for them to be who they truly are. Many people would really say negative things about this culture. Well, for me, I don't care on what they do to themselves. That is their culture and people should respect it. They aren't being forced to do those things anyway. What they should do is to respect and just be amazed on what people can do based on their culture and traditions. Those who criticize these traditional and culturally bound people should first experience the culture themselves for them to even have the formidable right to judge or criticize this unique group of people.

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#### Lessons Learned:

I have learned how Mary Midgley showed her insights about Moral Isolationism and the way she attacked it. I also learned how Moral Isolationism affected the world we live in.

#### **Integrative Questions:**

11. Who is Mary Midgley?
12. What is Moral isolationism?
13. How does moral isolationism affect the way people live?
14. How does she attack Moral isolationism?
15. What did the Nazi Germans did that has relation with moral isolationism?

#### **Review Questions:**

**11. What is "Moral Isolationism"?**

- *It is the view of anthropologists and others that we cannot criticize cultures that we do not understand.*

**12. Explain the Japanese custom of *tsujigiri*. What questions does Midgley ask about this custom?**

- *Tsujigiri is a way for samurais to try out their new samurai sword on a chance wayfarer.*
- *"Does the isolating barriers work both ways?" & "Are people in other cultures equally unable to criticize us?"*

**13. What is wrong with moral isolationism, according to Midgley?**

- *It assumes that cultures are separate and unmixed which is false.*

**14. What does Midgley think is the basis for criticizing other cultures?**

- *We should be a part of the culture first before we can have the right to criticize it.*

#### **Discussion Questions:**

**6. Midgley says that Nietzsche is an immoralist. Is that an accurate and fair assessment of Nietzsche? Why or why not?**

- *No, because both of them have different insights in life.*

**7. Do you agree with Midgley's claim that the idea of separate and unmixed cultures is unreal? Explain your answer.**

- *I agree in a way because he was not there when all cultures started in the world. How can he know the beginning or birth of a culture if he himself is not present in those days?*

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Quote: "By happiness is intended pleasure, and the absence of pain; by unhappiness, pain, and the privation of pleasure."

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Learning Expectations:

I expect to learn more about John Stuart Mill and his insights about Utilitarianism and how it affected the world nowadays. I also expect to learn why Utilitarianism formed a lot of controversies ever since it was implemented back in the past.

Review:

On the 5<sup>th</sup> sub-chapter within the 1<sup>st</sup> Chapter of the book Contemporary Moral Problems, it discusses about John Stuart Mill and his thoughts about Utilitarianism.

Utilitarianism is a kind of morality that works if a decision is accepted as a group or majority. The saying that best describe this morality is "Majority Wins". The more people agreeing on a situation, the more the decision gains authority. Whatever might the decision may be, if it may be a bad one or a good one, as long as there are more people agreeing on a certain situation, the decided task would be chosen. The authority of the decision created from a Utilitarian Morality is something that grows much stronger as it gains more followers or supporters. As it grows much powerful, it becomes something that is very difficult to defeat or overcome. An example for this is what Adolf Hitler together with his Nazi buddies did to the Jews. They came to a decision where Jews are much lower than rats. They are spreading the word to other people that killing an animal is much degrading than killing a Jew. For them, it is alright to do this because majority of them came to a decision and supported their cause as a whole. This made the Nazis a difficult barrier to break and overcome. The mass of their supporters grew as the time goes by making them a threat to all nations.

There is also the image of Utilitarianism on which as long as a decision promotes happiness and that happiness is intended for pleasure, it is ok for them to do the task or decision. As long as pain or hurt is absent for the person that will perform the action, all the things that the person do is agreeable for that person. If a person has the choice between two (2) decisions, that person would choose something that will give that person more pleasure compared to the other one. The pleasure that people get from something is sometimes the base of their decision whatever the consequences may be. There are times when a person knows that the consequences would be fatal or bad for him/her but still insists on doing the task or still goes on with the decision because the thing that would be done gives a lot of pleasure for that person. The pleasure that would be acquired from the decision weighs much heavier than the ethical views of other people. Well, it is somehow sort of selfishness because that person chooses something that would benefit himself only. That person wouldn't care less to those people around him/her as long as he/she gets what he/she desires to have or obtain.

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Lessons Learned:

I have learned more about John Stuart Mill and his insights about Utilitarianism and how it affects the world. An example about Nazi Germans is a clear example for this morality. I also learned about why Utilitarianism formed a lot of controversies.

**Integrative Questions:**

1. Who is John Stuart Mill?
2. What is the Principle of Utility?
3. What is Utilitarianism?
4. How does Utilitarianism affect the way people live?
5. What is the connection of Utilitarianism and Majority?

**Review Questions:**

1. **State and explain the Principle of Utility. Show how it could be used to justify actions that are conventionally viewed as wrong, such as lying and stealing.**
  - *It says that as long as an action promotes happiness and content to a person, it is acceptable.*
2. **How does Mill reply to the objection that Epicureanism is a doctrine worthy only of swine?**
  - *He just wants to point out that whatever gives a person happiness, people should respect it.*
3. **How does Mill distinguish between higher and lower pleasures?**
  - *Higher pleasures can be acquired with more effort compared to lower pleasures.*
4. **According to Mill, whose happiness must be considered?**
  - *Personal happiness must be considered for whom it may be.*
5. **Carefully reconstruct Mill's proof of the Principle of Utility.**
  - *Happiness can be extracted from the desires of people.*

**Discussion Questions:**

1. **Is happiness nothing more than pleasure, and the absence of pain? What do you think?**
  - *Somehow, yes.*
2. **Does Mill convince you that the so called higher pleasures are better than the lower ones? What about the person of experience who prefers the lower pleasures over the higher ones?**
  - *It really depends on the preference of the person.*
3. **Mill says, "In the golden rule of Jesus of Nazareth, we read the complete spirit of the ethics of utility." Is this true or not?**
  - *Nope.*
4. **Many commentators have thought that Mill's proof of the Principle of Utility is defective. Do you agree? If so, then what mistake or mistakes does he make? Is there any way to reformulate the proof so that it is not defective?**
  - *Nope, I don't agree.*

Paul Maverick B. Ward

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Library Reference: none

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Quote: "The utilitarian doctrine is that happiness is desirable, and the only thing desirable, as an end, all other things being desirable as means to that end."

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Learning Expectations:

I expect to learn about the connection of happiness and consequences in performing a Utilitarian decision compared to others. I also expect to learn why other people prefer happiness over consequences.

Review:

There are a lot of things for a person to go for a Utilitarian decision or morality. One of which is how much happiness that person would acquire from doing so. The happiness that would be gained will determine the weight of the decision whether or not it is good or bad. The decision which is solely based on happiness differs from one person to another. Each person has his/her own wants and needs as well as principles in life.

Whatever the decision may be, it is up to the ethical views of the person on whether or not the decision would be positive or negative. People would base their decision whether or not they would gain happiness at the start or at the end of the decision. Happiness sometimes poisons the mind of other people which contradicts to others. As mentioned earlier, every person has his/her own principles in life and ethical views. The happiness that a certain person would get from a decision would be dependent on his/her life experiences.

On the other hand, there are the consequences for the actions or decision selected. The consequences would also determine on whether or not a person would push through with a decision. A person can also determine how much happiness he/she would get from the consequences of the action. There are times where a person would enter a decision on which that person would obtain some happiness at the end of the decision or situation. Whether or not the decision is beneficial to others or for him only, it would be up to the ethics of that person.

Overall, people who undergo Utilitarianism would first think about these two. Happiness and Consequences would be the gauge on which the person would continue with the decision. Will that person get a lot more happiness with the decision or with the consequences that that person would obtain.

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Lessons Learned:

I have learned what the connection between happiness and consequences in performing a Utilitarian decision is. It is bounded together of which a person could use to make a firm decision. I also learned why other people would choose to be happy rather than being fearful about the consequences.

### **Integrative Questions:**

6. Who is James Rachels?
7. What does he think about Utilitarianism?
8. What is the difference between happiness and consequences?
9. What is the relationship between the two?
10. How does Utilitarianism affect the way people live?

### **Review Questions:**

6. **Rachels says that classical utilitarianism can be summed up in three propositions. What are they?**
  - *First, actions are to be judged right or wrong solely in virtue of their consequences.*
  - *Second, in assessing consequences, the only thing that matters is the amount of happiness or unhappiness that is caused.*
  - *Third, in calculating the happiness or unhappiness that will be caused, no one's happiness is to be counted as more important than anyone else's.*
7. **Explain the problem with hedonism. How do defenders of utilitarianism respond to this problem?**
  - *It is a perennially popular theory that goes back at least as far as the ancient Greeks. It is simple and expresses the intuitively plausible notion that things are good or bad only on account of the way they make us feel.*
8. **What are the objections about justice, rights, and promises?**
  - *It shows happiness in way that people use it to take over others.*
9. **Distinguish between rule- and act-utilitarianism. How does rule-utilitarianism reply to the objections?**
  - *Rule-utilitarianism are actions which refutes some rules that will lead to happiness while act-utilitarianism gives happiness to a person which is accounted with the right action done.*
10. **What is the third line of defense?**
  - *Act-Utilitarianism.*

### **Discussion Questions:**

5. **Smart's defense of utilitarianism is to reject common moral beliefs when they conflict with utilitarianism. Is this acceptable to you or not? Explain your answer.**
  - *No because we all have our own preferences and beliefs in life.*
6. **A utilitarian is supposed to give moral consideration to all concerned. Who must be considered? What about nonhuman animals? How about lakes and streams?**
  - *As far as I know, everything in this world should be respected and be given consideration within a certain situation.*
7. **Rachels claims that merit should be given moral consideration independent of utility. Do you agree?**
  - *Yup.*



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Quote: "Our moral duty can be formulated in one supreme rule, the categorical imperative, from which all our duties can be derived."

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Learning Expectations:

I expect to learn how important is Categorical Imperative is to other people especially to those who are very religious. I also expect to learn why many people make it a sacred thing to obey categorical imperative.

Review:

On the seventh (7) sub-chapters in the 1<sup>st</sup> chapter of the book Contemporary Moral Problems, Immanuel Kant discusses about Categorical Imperative to the readers.

Categorical Imperative is a kind of morality wherein people believe that they have a certain duty to perform for their lives. Good will also performs a role in Categorical Imperative especially to those people who are religious in nature. An example for this is the Buddhist Monks that practice this kind of morality everyday of their lives. They would deprive themselves from earthly pleasures such as entertainment devices, buffet like servings of food, and even women. They would rid themselves of these things just to do the sole purpose their religion is offering them. They would offer good will to others to show that they are true to their duty. They would also be true to their duty and would not do anything to disobey it and make it bad. These actions are with motives which in fact make them even more dedicated to accomplish their sole duty.

Categorical Imperative also lets the person practicing it to think of the situation first before arriving in a decision. People who undergo this morality would first think of the possibilities and would then be firm to their decision. It is also a decision where others are thought of first. This is somehow not a selfish act to perform because the decision would be based on the welfare of others. The situation would be dealt first then the person can look at some options that he can choose on which the decision would be right or wrong for other people. This kind of morality also stands close to the laws being implemented on the specific place or location.

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Lessons Learned:

I have learned how Categorical imperative change the lives of other people especially those who have strong religious ties. I have also learned that this kind of morality is for the benefit of the many and abides strictly to the laws.

### ***Integrative Questions:***

11. Who is Immanuel Kant?
12. What is Categorical Imperative?
13. What is hypothetical imperative?
14. What is the difference between the two?
15. How does categorical imperative affect the way people live?

### ***Review Questions:***

- 11. Explain Kant's account of the good will.**
  - *It is impossible to conceive anything at all in the world, or even out of it, which can be taken as good without qualification, except good will.*
- 12. Distinguish between hypothetical and categorical imperatives.**
  - *Hypothetical imperative is to not know beforehand what will contain until its condition is given while categorical imperative is to know once what it contains.*
- 13. State the first formulation of the categorical imperative (using the notion of a universal law), and explain how Kant uses this rule to derive some specific duties toward self and others.**
  - *Act only on that maxim through which you can at the same time will that it should become a universal law.*
- 14. State the second version of the categorical imperative (using the language of means and end) and explain it.**
  - *The end justifies the mean. Whatever you do makes the outcome.*

### ***Discussion Questions:***

- 8. Are the two versions of the categorical imperative just different expressions of one basic rule, or are they two different rules? Defend your view.**
  - *No because both of them has its own views.*
- 9. Kant claims that an action that is not done from the motive of duty has no moral worth. Do you agree or not? If not, give some counterexamples.**
  - *I agree.*
- 10. Some commentators think that the categorical imperative (particularly the first formulation) can be used to justify nonmoral or immoral actions. Is this a good criticism?**
  - *No, I don't think so.*

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Quote: "All human beings seek happiness, and that happiness is not pleasure, honor, or wealth, but an activity of the soul in accordance with virtue."

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Learning Expectations:

I expect to learn how Happiness and Virtue can be used to fuel a person's life in the world we are living in. I also expect how these two (2) can be applied to other people who are having confusions, problems, and difficulties with their lives.

Review:

Happiness and Virtue are things that can be merged together to form something that can help a lot of people in our current world. Happiness is something that helps a person to do anything he/she likes to accomplish or desires. Through happiness many people can help others and other people in a society. Unfortunately, there are times when personal happiness becomes something that destroys not create. There are some people who gain happiness from hurting others or doing bad things in the society. These people might be delusional or even have brain damage but still they have their principles in life.

That is why there is the one they call Virtue to accompany happiness to form something that would almost benefit all. Virtue is something that can be learned by a person ever since they were young lads. It can be taught by elders or friends and be something that will be used as they grow up. Virtue is also connected to morality of which morality is based on the virtues learned by a person. Virtues can be something that gauges how moral a person can be. A person would be helpful and kind to others if a person grew up helping others and being taught of virtues by the person's elders or friends.

For me, I grew up with virtues that of which are practiced by Christians worldwide. These virtues are respecting others, obeying the elders, and the like. As a result, presently I am still practicing these virtues and helped me put up an ethical view that gives respect to others and at the same time, respect for myself. I have also learned to help other people when they are in need and respect those people who are having a difficult time in their lives.

All in all, Happiness and Virtue goes well together to form something that would benefit the society and at the same time, the person himself.

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Lessons Learned:

I have learned how Happiness and Virtue can be used to fuel a person's life and at the same time be someone who can help other people in the society. I have also learned how people are applying happiness and virtue to their lives for the great benefit for others and oneself.

***Integrative Questions:***

1. Who is Aristotle?
2. What is happiness?
3. What is virtue?
4. What is the difference between the two?
5. How does happiness and virtue affect the way people live?

### **Review Questions:**

**1. What is happiness, according to Aristotle? How is it related to virtue? How is it related to pleasure?**

- *According to Aristotle, Happiness is not pleasure, honor, or wealth, but an activity of the soul in accordance with virtue. It is related to virtue because applying virtue in one's life helps them accumulate and gain happiness to the things they are doing. Being at their prime or much better version of themselves gives them happiness that surpasses anything. Happiness is related to pleasure because through the virtues being practiced in one's life, the happiness it achieves can be used to acquire pleasure.*

**2. How does Aristotle explain moral virtue? Give some examples.**

- *According to the teaching of Aristotle, Moral Virtue comes from training and habit, and generally is a state of character that is a mean between the vices of excess and deficiency. An example of a Moral Virtue is the virtues that people get when they are growing up. They can get this moral virtue from their family members, friends, and other people.*

**3. Is it possible for everyone in our society to be happy, as Aristotle explains it? If not, who cannot be happy?**

- *Yes, they can be happy as long as they put both their mind and body into it. A great example for this is the typical Filipino. Even though majority of Filipinos are having heavy difficulties in their lives, they still have the courage to smile and be happy. Those who cannot be happy are those who would let go of their virtues in life and grasp something that would be the center of their lives such as revenge, anger, and failure.*

### **Discussion Questions:**

**1. Aristotle characterizes a life of pleasure as suitable for beasts. But what, if anything, is wrong with a life of pleasure?**

- *I think that the so called Life of Pleasure becomes wrong whenever a person focuses on it and solely for it. For example is if a person does everything for the sake of earning money, obtaining sexual desires, or enacting a revenge to satisfy their life. This kind of lifestyle is something that is very suitable for a beast.*

**2. Aristotle claims that the philosopher will be happier than anyone else. Why is this? Do you agree or not?**

- *Well I think that philosophers would be happier because of the knowledge and wisdom they possess about the world they are living in. They know different kinds of things other people don't even have the capacity to know. But all in all, I disagree with it. Why you might ask? It is because every person existing in this world is unique in its own. Not all people are interested in knowledge and wisdom; some of them are just fine with what they have. They are focused on what they are interested in.*

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Quote: "Having rights, or course, makes claiming possible; but it is claiming that gives rights their special moral significance."

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Learning Expectations:

I expect to learn how the nature and value of rights be used by people for their own lives and be effective to the society or community. I also expect to learn how important rights are for a society that lives close together and one another.

Review:

In a group of people or in a society, people should have something that would keep themselves in peace with each other, something that would prevent them from creating a havoc or mayhem due to some actions of certain people. That is why having rights is very important for oneself and for a society, community, or location. The society would be in order and has something to follow in case some anomalies occur within them. Rights give power to people and give them the authority to defend themselves if ever something bad happens to them. An action done by someone that makes others feel bad is something that rights can fix. A person who has rights can defend himself from threats coming from other people. Without these rights, people can freely do bad things all over the world and get away with it. Stealing, killing, raping, and other malicious acts would be normal for a day if ever rights haven't been invented. It would be a playground for malicious minds to roam freely without it. Police and other law enforcement wouldn't exist if there are no rights.

With the rights at hand, people get to defend themselves and be safe against others who are thinking maliciously. People with rights on the other hand can claim things which can also be the cause of some anomaly. Claiming things sometimes are the cause of some problems and difficulties between people. Though claiming is something both helpful and destructive, it is somehow a way for people to defend themselves. People can claim their rights if ever a person act maliciously to another. People can use this claim of right whenever they also feel that their dignity is being stepped on or something.

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Lessons Learned:

I have learned how the nature and value of rights are used by people for their lives and how they use it in a community or society. They claim their rights over others who steps on their dignity. I have also learned how important rights are for all people.

**Integrative Questions:**

16. Who is Joel Feinberg?
17. What is nature of rights?
18. What is value of rights?
19. What is the difference between the two?
20. How does Nature and Value of rights affect the way people live?

**Review Questions:**

1. **Describe Nowheresville. How is this world different from our world?**
  - *In this world, there are no rights.*
2. **Explain the doctrine of the logical correlativity of right and duties. What is Feinberg's position on this doctrine?**
  - *All duties entail other people's rights and all rights entail other people's duties.*
3. **How does Feinberg explain the concept of personal desert? How would personal desert work in Nowheresville?**
  - *When a person is deserving something, that person deserves it.*
4. **Explain the notion of a sovereign right-monopoly. How would this work in Nowheresville according to Feinberg?**
  - *Sovereign right-monopoly is different from other rights present.*
5. **What are claim-rights? Why does Feinberg think they are morally important?**
  - *Claim-rights are morally important because it keeps balance in the world. Fairness and equality will not be an issue with rights.*

**Discussion Questions:**

1. **Does Feinberg make a convincing case for the importance of rights? Why or why not?**
  - *Yes because he made it clear that rights are important for balance with morality in the world.*
2. **Can you give a noncircular definition of claim-right?**
  - *Of course not.*

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Quote: "If people have the right to do something, then it is wrong to interfere with them."

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Learning Expectations:

I expect to learn more about rights and how to take it seriously for others to take it also in a way with respect. I also expect to learn how people can use their rights to let other people respect them or in some way.

Review:

On the 10<sup>th</sup> sub-chapter of the 1<sup>st</sup> Chapter in the book Contemporary Moral Problems authored and written by James E. White, Ronald Dworkin, a university professor of Jurisprudence, Oxford University and professor of law in New York University, imparts that if people have a right to do something, then it is wrong to interfere with them. With this statement, there are lots of controversies or insights that can arise. One of which is that, if a person has the right to do anything he wants (Right of Freedom), then the man has the right to break the law.

Other people wouldn't have the right to interfere with him because the right should be respected and obeyed. Another example is the freedom of speech of the citizens on a certain country or land. If these people have the right to say whatever they want, the government shouldn't do anything to disperse these people. It just comes to an extent of which the actions of these people get bad for the government. Through these rights, the citizens will develop self-pride and would fight the government whenever or wherever they want. This in time can cause problems and difficulties for the government creating even more problems. When a problem arises from this situation, another right would come in place for the government.

All in all, if people would take seriously the rights that they have, they are also taking seriously the laws that are implemented in the area they are living in. These two are connected and intertwined with each other making it very important and vital for a society to have.

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Lessons Learned:

I have learned more information about rights and how people take it very seriously for total respect towards the area they are living in. With respect and taking the rights seriously, people also takes seriously the laws being implemented. On the other hand, people who doesn't take other people's right seriously simply means that the particular person doesn't take the law seriously.

**Integrative Questions:**

21. Who is Ronald Dworkin?
22. What does he think about rights?
23. What does respect has to do with rights?
24. What does law has to do with seriousness?
25. How does seriousness affect the way people live?

**Review Questions:**

1. **What does Dworkin mean by right in the strong sense? What rights in this sense are protected by the U.S. Constitution?**
  - *He means that if a person has rights, that person has also the right to break the law.*
  - *The right of which as long as you don't do anything bad to the other, you don't have the right to remain silent.*
2. **Distinguish between legal and moral right. Give some example of legal rights that are not moral right, and moral right that are not legal rights.**
  - *Legal rights are rights that is protected with laws while moral right are those of which obliges a person to do for the balance of equality.*
3. **What are the two models of how a government might define the rights of its citizens? Which does Dworkin find more attractive?**
  - *Individual rights and Constitutional rights*
  - *Constitutional rights*
4. **According to Dworkin, what two important ideas are behind the institution or rights?**
  - *The rationalization of rights*

**Discussion Questions:**

1. **Does a person have a right to break the law? Why or why not?**
  - *Yes because every person has the right to freedom giving that person the right to do anything he pleases.*
2. **Are rights in the strong sense compatible with Mill's utilitarianism?**
  - *Yes*
3. **Do you think that Kant would accept right in the strong sense or not?**
  - *No.*



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Quote: "The rights and liberties referred to by these principles are those which are defined by the public rules of the basic structure."

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Learning Expectations:

I expect to learn how the Theory of Justice is used by all people all over the world to gain equality and fairness between each other. I also expect to learn how justice keeps people at bay and lets them know that fairness and equality is mandatory.

Review:

John Rawls, a professor of philosophy at Harvard University, states that there are two principles of justice. The first principle involves equality in basic liberties. The second principle involves the arrangement of social and economic inequalities. These principles are those of which people are accepting all over the world. It is widely accepted by a lot of people because of which it is beneficial to all. That is the goal of justice, to make all people equal in their own rights. Equality and fairness is what all people want for them to be able to have peace with other people. The balance that people wants is sometimes very difficult to obtain because there are some people who is selfish and is against equality. All they want is for them to be much up ahead compared to others. There is some situations where people who are having difficulties in life gets the notion that if they would take something from people who are fortunate than them, it is ok for them to take it. It is ok for them because they think that it is a way for them to be equal to those who are not less fortunate. This notion is the cause of imbalance in a place where equality and fairness is of the most sacred rule.

With justice, there are those people who enforce the law. These people are given the authority to apprehend someone who disobeys the law. Law breakers are those people who are the cause of imbalance in a perfectly balanced area or place. Breaking the law calls for justice which helps for the apprehension to the law breaker.

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Lessons Learned:

I have learned how the Theory of Justice is used by people worldwide to enforce equality and fairness towards each other. I have also learned how justice use law enforcement to take a firm grip with people who breaks what is right.

**Integrative Questions:**

26. Who is John Rawls?
27. What are the two principles of justice?
28. What is justice?
29. What is the difference between the two principles?
30. How do these principles affect the way people live?

**Review Questions:**

- 1. Carefully explain Rawls's conception of the original position.**
  - *Rawls' conception of the original position is to have complete equality and fairness towards all people.*
- 2. State and explain Rawls's first principle of justice.**
  - *Rawls' first principle of justice is that each person must have an equal right to the most extensive basic liberty compatible with a similar liberty for other people.*
- 3. State and explain the second principle. Which principle has priority such that it cannot be sacrificed?**
  - *Rawls' second principle of justice is that social and economic inequalities are needed to be organized to avoid any difficulties.*

**Discussion Questions:**

- 1. On the first principle, each person has an equal right to the most extensive basic liberty as long as this does not interfere with a similar liberty for others. What does this allow people to do? Does it mean, for example, that people have right to engage in homosexual activities as long as they don't interfere with others? Can people produce and view pornography if it does not restrict anyone's freedom? Are people allowed to take drugs in the privacy of their homes?**
  - *Yes, people can do anything they want as long as they aren't interfering with others.*
- 2. Is it possible for free and rational persons in the original position to agree upon different principles than give by Rawls? For example, why wouldn't they agree to an equal distribution of wealth and income rather than an unequal distribution? That is, why wouldn't they adopt socialism rather than capitalism? Isn't socialism just as rational as capitalism?**
  - *It depends on the preference and beliefs of a person.*

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Quote: "Let me say quite clearly at this early point that there is little disagreement that justice is a social value of very great importance, and injustice an evil."

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Learning Expectations:

I expect to learn how care should be a factor in offering justice to other people in a society. I also expect to learn how Annette Baier made use of care to show that there is need for more than justice alone.

Review:

Annette Baier, a teacher of philosophy at the University of Pittsburgh, followed Carol Gilligan's work to distinguish things between the justice perspective of philosophers such as Kant and Rawls and the care perspective of Gilligan found in her studies of the moral development of women. What she wants to impart to us is that justice and care should be harmonized with each other. Harmonization between the two would form something that will take care of people even when they do something to other people. The harmonization of justice and care is the same as the harmonization of man and woman. The cooperation of the two will form something that will be beneficial for the both parties. The bonding of both characteristics would produce a chance where manly ethics and knowledge can be shared to womanly ethics and knowledge which in time will produce an outcome that will benefit a lot of people.

For me, what I think of this is that it is just justice with a mother's touch to it. Care is something that is normal for all women and man alike. Care accompanies something that helps people with what they feel about a person or situation. If care is implemented, love will surely follow it in no time. Caring for others is something that comes from virtue or morality in life. People who grew up with someone who cares for them tends to gain this characteristic and shares it to others.

Care with justice is just saying that even though a person committed something that is unacceptable for the society, it doesn't mean that the person who committed the act should be treated like trash or waste. Proper care should still be present because that person who committed the act still has the right to be human.

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Lessons Learned:

I have learned how share changes the justice for other people in a society. Care and Justice should be harmonized with each other for both male and female characteristics to be something unique and helpful to others. I have also learned how Annette Baier used care to show that there is a need for more than justice alone.

**Integrative Questions:**

31. Who is Annette Baier?
32. Whose work did she follow?
33. What are the things she wanted to harmonize together?
34. What does care have to do with Annette Baier?
35. How does care affect the way people live?

**Review Questions:**

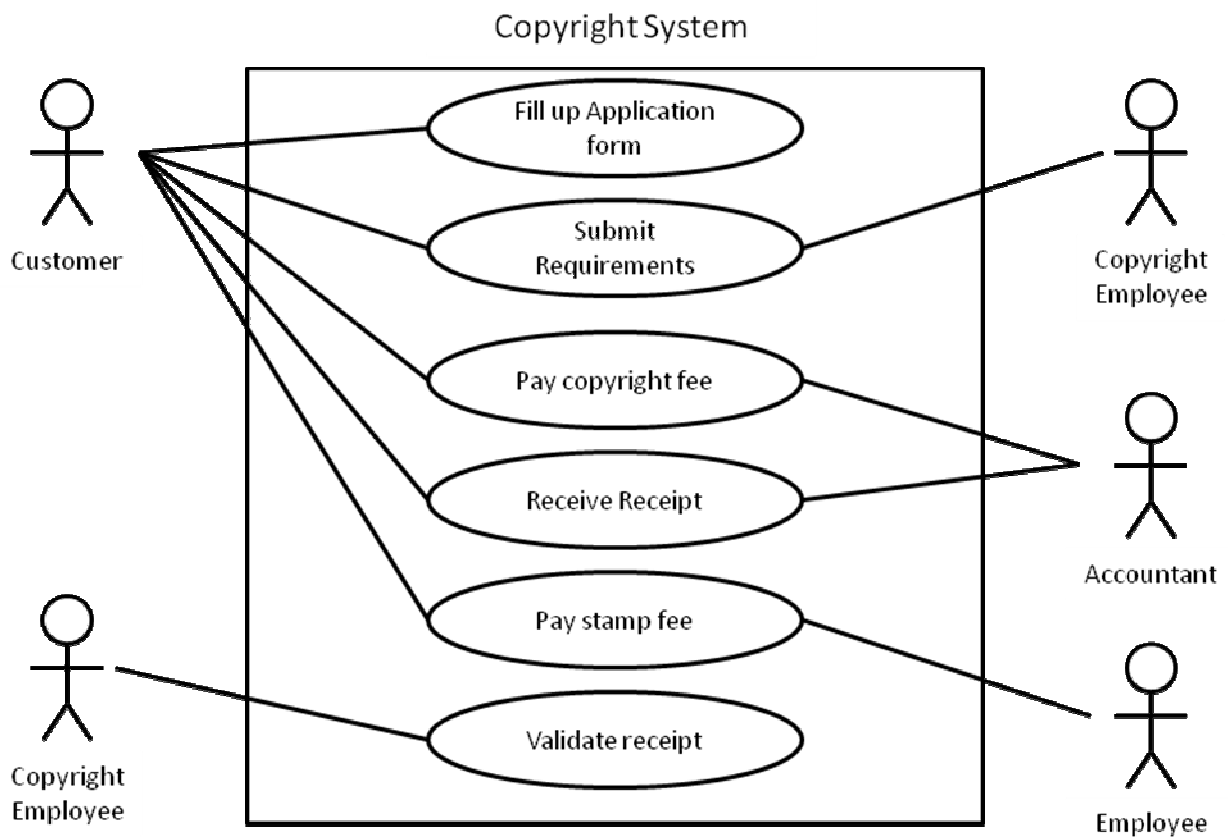
1. **Distinguish between the justice and care perspectives. According to Gilligan, how do these perspectives develop?**
  - *The morality it imparts to the people helps it to develop and the harmonization of justice and care also helps.*
2. **Explain Kohlberg's theory of moral development. What criticisms do Gilligan and Baier make of this theory?**
  - *It is seen to matter is pleasing or not offending parental authority-figures, through a conventional level in which the child tries to fit in with a group, such as a school community, had conform to its standards and rules, to a post-conventional critical level.*
3. **Baier says there are three important differences between Kantian liberals and their critics. What are these differences?**
  - *Relationships between equals or those who are deemed equal in some important sense*
  - *Relationships between those who are clearly unequal in power, such as parents and children.*
  - *Relationships between unequal and of the morality of our dealings with the more and the less powerful.*
4. **Why does Baier attack the Kantian view that the reason should control unruly passions?**
  - *She is disagreeing with that view.*

**Discussion Questions:**

1. **What does Baier mean when she speaks of the need "to transvalue the values of our patriarchal past"? Do new values replace the old ones? If so, then do we abandon the old values of justice, freedom, and right?**
  - *Yes, I think so.*
2. **What is wrong with the Kantian view that extends equal rights to all rational beings, including women and minorities? What would Baier say? What do you think?**
  - *I think she will agree to it.*
3. **Baier seems to reject the Kantian emphasis on freedom of choice. Granted, we do not choose our parent, but still don't we have freedom of choice about many things, and isn't this very important?**
  - *Yes it is important.*

# Existing System

## Use Case Diagram



## Use Case Narrative

### **Identification summary**

**Title:** Fill up Application form

**Summary:** This lets the customer input information about them for them to be able to be valid for the copyright application.

**Actors:** Customer

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

### **Flow of events**

#### **Preconditions:**

- 1.) The customer should ask for an application form for them to be able to submit information about themselves for the copyright completion.

#### **Main success scenario:**

- 1.) The customer successfully inputs the accurate or right information about themselves for the application.
- 2.) The application form is successfully filled up with valid information about the customer.

#### **Alternative sequence:**

- 1.) The customer doesn't have any ball pen to write the information about himself.

#### **Error sequence:**

- 1.) The customer fills up wrong information about himself in the application form.

#### **Post-conditions:**

- 1.) The customer fills up accurate information about himself in the application form for copyright.

## **Identification summary**

**Title:** Submit Requirements

**Summary:** This lets the customer submit the requirements for the application for copyright. All required fields should be done to able to be valid for the application.

**Actors:** Customer, Copyright Employee

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

## **Flow of events**

### **Preconditions:**

- 1.) The customer should first fill out valid information about himself on the application form.
- 2.) The copyright employee should be present to receive the requirements.
- 3.) There should be a book to be copyrighted in the first place.

### **Main success scenario:**

- 1.) The customer successfully submits the requirements to the copyright employee.
- 2.) The application form is successfully submitted to the copyright employee with accurate and valid information about themselves.

### **Alternative sequence:**

- 1.) The customer forgot where to submit the application form.
- 2.) The customer was late to submit the requirements.
- 3.) The customer forgot to bring the book to be copyrighted.

### **Error sequence:**

- 1.) The customer was not able to submit the requirements on time to the copyright employee.
- 2.) The customer was not able to input valid information in the application form causing rejection.

### **Post-conditions:**

- 1.) The customer submitted the application form to the copyright employee.
- 2.) The customer would be on the way to the next step for the completion of copyright.
- 3.) The customer has the processed form to be sent to the accountant for the payment.

**Identification summary**

**Title:** Pay copyright fee

**Summary:** This lets the customer pay for the copyright fee and be able to go on to the next process for the application.

**Actors:** Customer, Accountant

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

**Flow of events****Preconditions:**

- 1.) The customer should have the processed form for the payment of the copyright fee.
- 2.) The accountant should be present to receive the payment.

**Main success scenario:**

- 1.) The customer successfully pays for the copyright fee for the application of copyright.
- 2.) The accountant has received the payment for the copyright fee.

**Alternative sequence:**

- 1.) The customer doesn't have money to pay for the copyright fee.
- 2.) The customer lost the processed form to be submitted for the payment.

**Error sequence:**

- 1.) The customer was not able to pay for the copyright fee.
- 2.) The customer was not able to submit the processed form to the accountant.

**Post-conditions:**

- 1.) The customer paid the copyright fee successfully.
- 2.) The payment for the copyright fee is received by the accountant.



**Identification summary**

**Title:** Receive receipt

**Summary:** This lets the customer to receive the receipt for the payment of the copyright fee.

**Actors:** Customer, Accountant

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

**Flow of events****Preconditions:**

- 1.) The customer should have paid the amount first before receiving the receipt.
- 2.) The accountant should be present to give the receipt to the customer.

**Main success scenario:**

- 1.) The customer successfully receives the receipt for the payment of the copyright fee.
- 2.) The accountant has given the receipt for the copyright fee.

**Alternative sequence:**

- 1.) The customer forgot to receive the receipt from the accountant.

**Error sequence:**

- 1.) The customer was not able receive the receipt from the accountant.
- 2.) The accountant was not able to give the receipt to the customer.

**Post-conditions:**

- 1.) The customer received the receipt from the accountant.
- 2.) The receipt for the payment was given by the accountant successfully.

**Identification summary**

**Title:** Pay stamp fee

**Summary:** This lets the customer pay for the stamp fee and receive the stamp to be able to go on to the next process for the application.

**Actors:** Customer, Employee

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

**Flow of events****Preconditions:**

- 1.) The customer should have the receipt from the accountant.
- 2.) The employee should be present to give the stamp and receive the payment for the stamp fee.

**Main success scenario:**

- 1.) The customer successfully pays for the stamp fee.
- 2.) The customer successfully receives the stamp for the application form.

**Alternative sequence:**

- 1.) The customer doesn't have money to pay for the stamp fee.
- 2.) The customer lost the receipt to be submitted for the payment of the stamp fee.

**Error sequence:**

- 1.) The customer was not able to pay for the stamp fee.
- 2.) The customer was not able to submit the receipt to the employee.

**Post-conditions:**

- 1.) The customer paid the stamp fee successfully.
- 2.) The payment for the stamp fee is received by the employee.

**Identification summary**

**Title:** Validate receipt

**Summary:** This lets the customer receive the validated receipt for the completion of the copyright application process.

**Actors:** Customer, Copyright Employee

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

**Flow of events****Preconditions:**

- 1.) The customer should have the stamp for the validation of the receipt.
- 2.) The copyright employee should be present to validate the receipt.

**Main success scenario:**

- 1.) The customer successfully submitted the stamp for the validation of the receipt.
- 2.) The copyright employee has received the stamp for the validation of the receipt.

**Alternative sequence:**

- 1.) The customer lost the stamp to be submitted for the validation of the receipt.
- 2.) The copyright employee forgot to validate the receipt.

**Error sequence:**

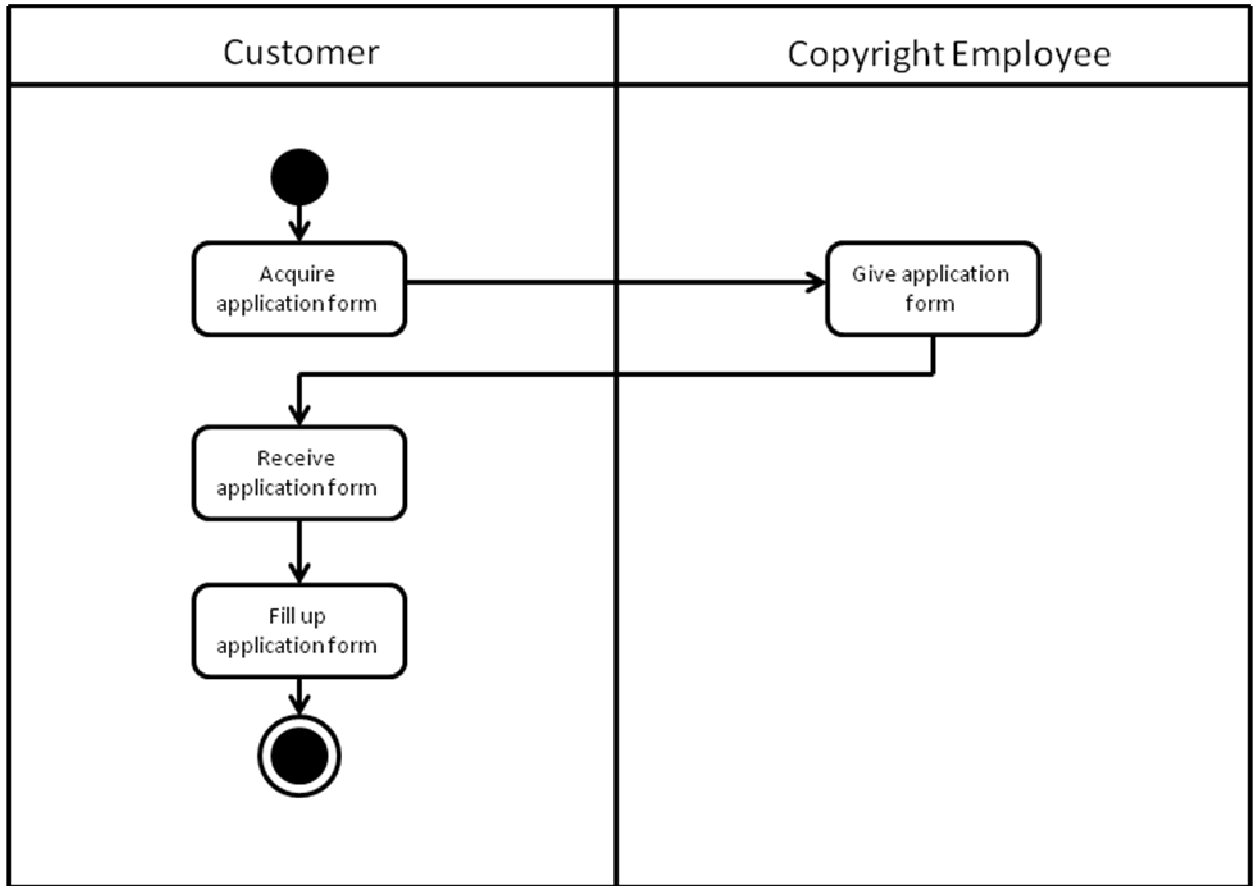
- 1.) The customer was not able to submit the stamp to the copyright employee.
- 2.) The copyright employee was not able to validate the receipt of the customer.

**Post-conditions:**

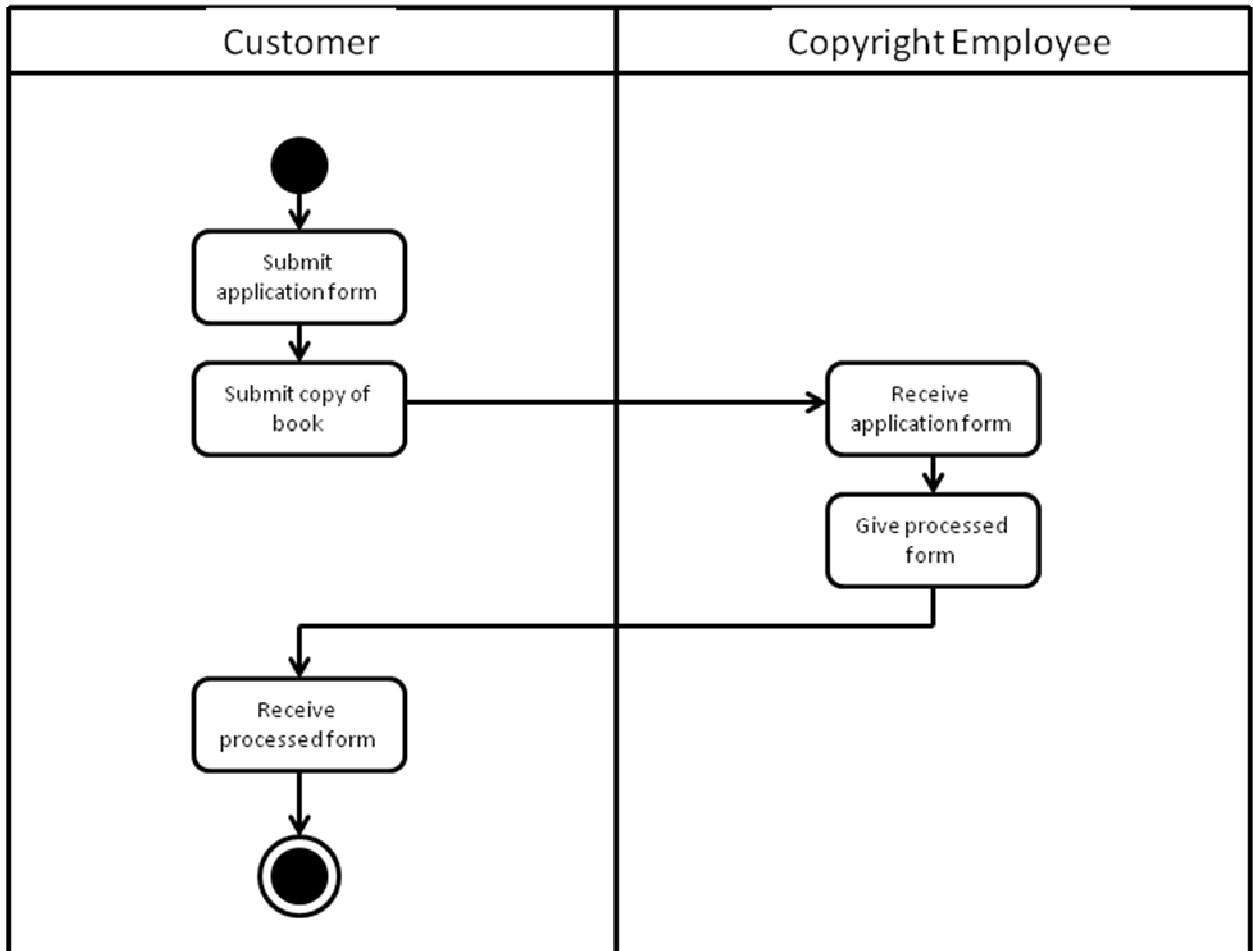
- 1.) The customer submitted the stamp to the copyright employee.
- 2.) The copyright employee validated the receipt of the customer.

# Activity Diagram

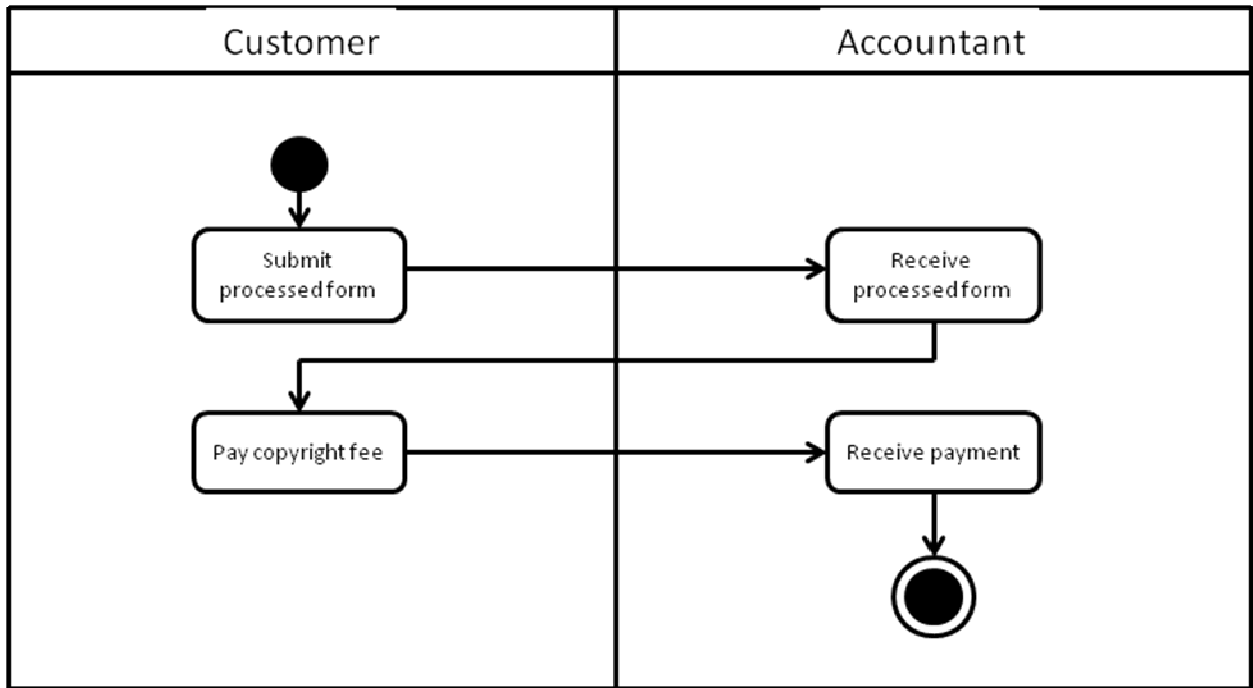
Fill up Application form



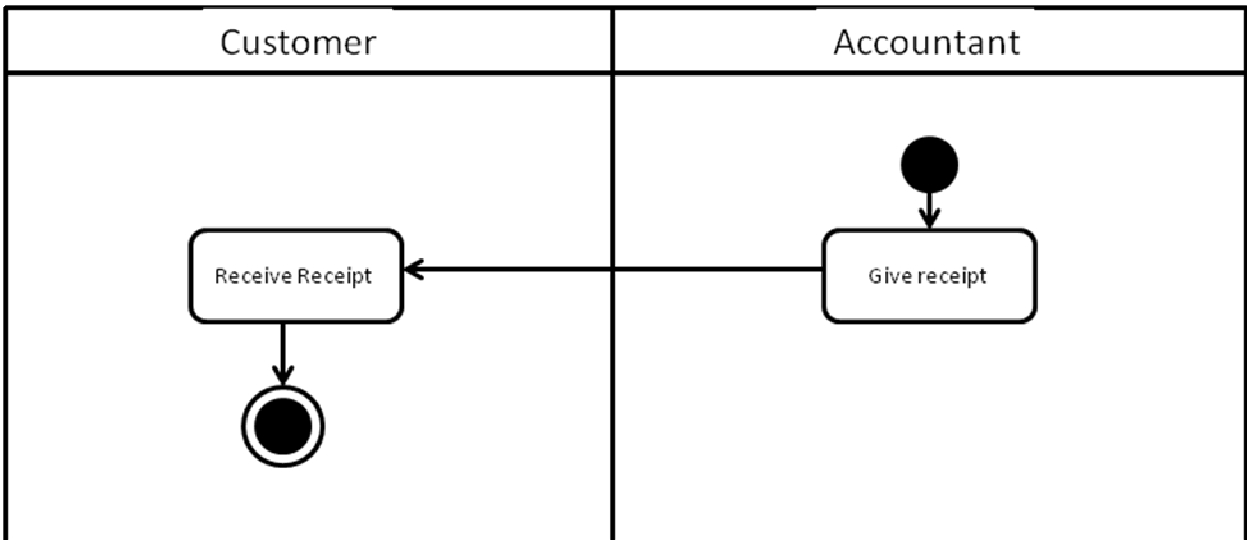
Submit Requirements



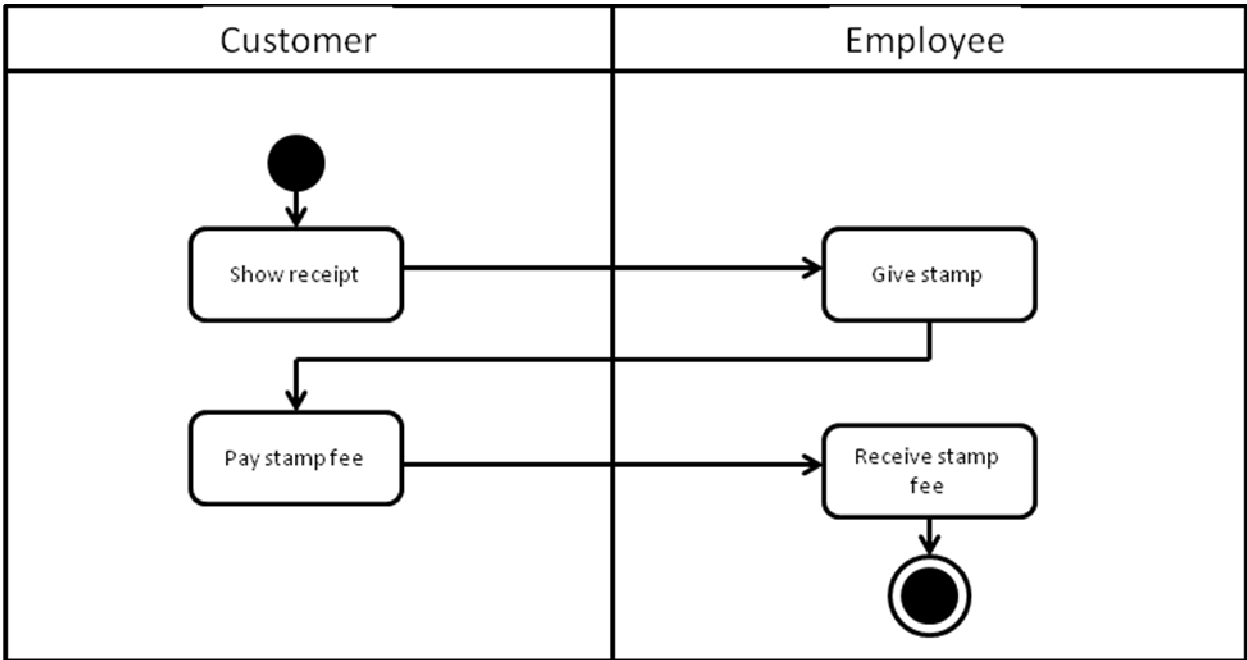
Pay copyright fee



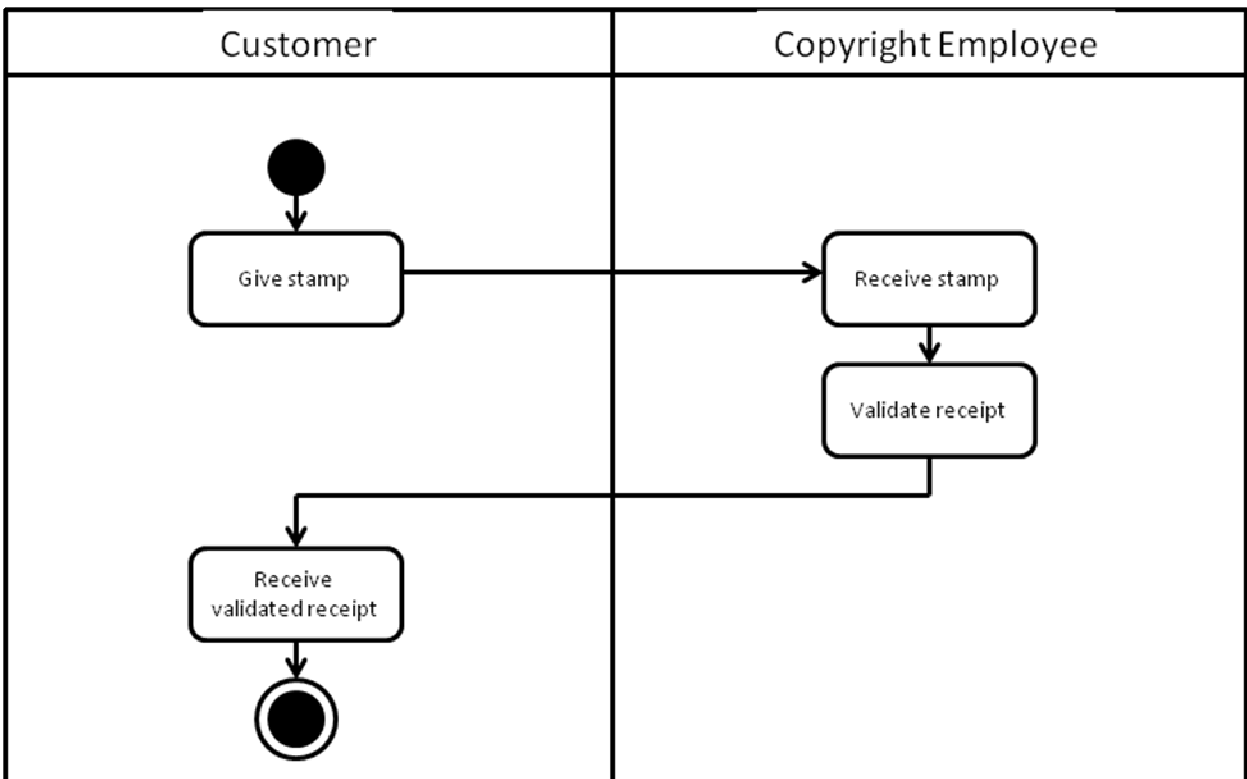
Receive Receipt



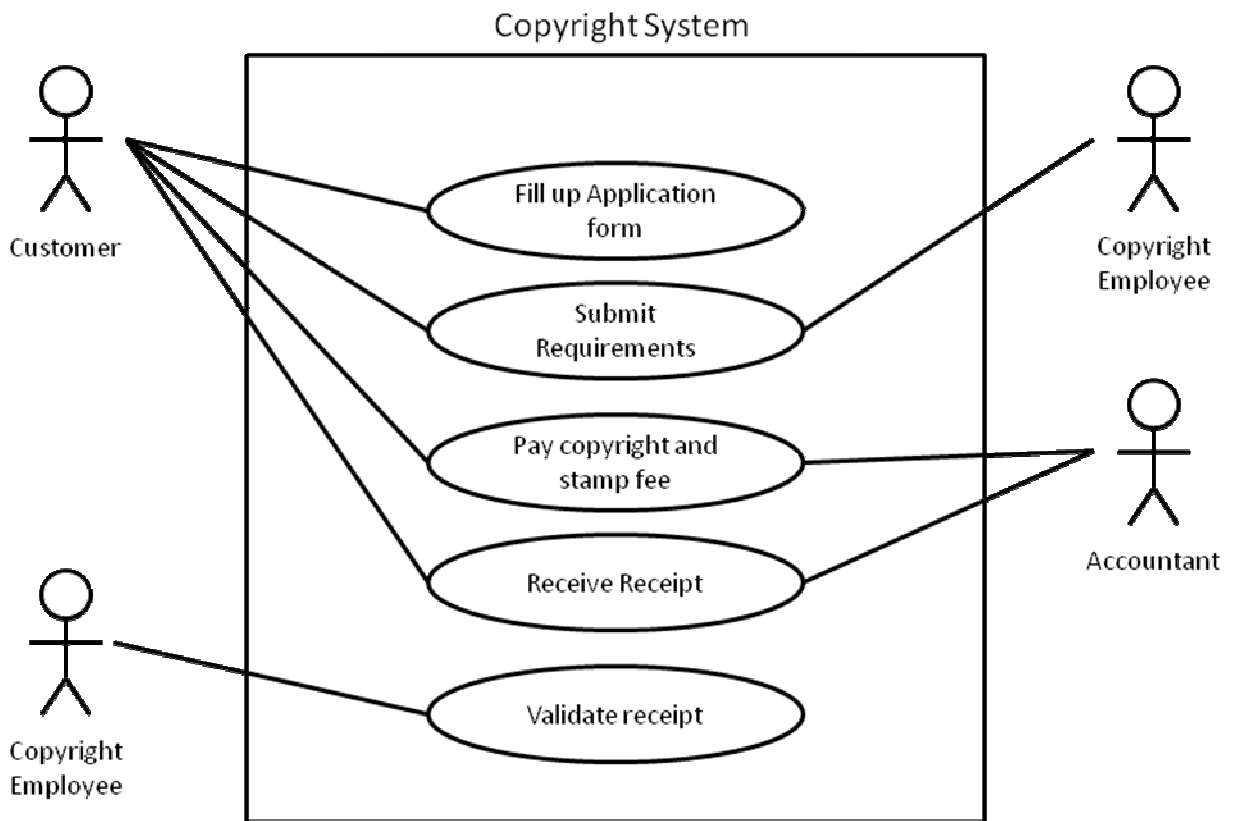
Pay stamp fee



Validate receipt



# Use Case Diagram





## Use Case Narrative

### **Identification summary**

**Title:** Fill up Application form

**Summary:** This lets the customer input information about them for them to be able to be valid for the copyright application.

**Actors:** Customer

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

### **Flow of events**

#### **Preconditions:**

- 1.) The customer should ask for an application form for them to be able to submit information about themselves for the copyright completion.

#### **Main success scenario:**

- 1.) The customer successfully inputs the accurate or right information about themselves for the application.
- 2.) The application form is successfully filled up with valid information about the customer.

#### **Alternative sequence:**

- 1.) The customer doesn't have any ball pen to write the information about him.

#### **Error sequence:**

- 1.) The customer fills up wrong information about himself in the application form.

#### **Post-conditions:**

- 1.) The customer fills up accurate information about himself in the application form for copyright.

## Identification summary

**Title:** Submit Requirements

**Summary:** This lets the customer submit the requirements for the application for copyright. All required fields should be done to able to be valid for the application.

**Actors:** Customer, Copyright Employee

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

## Flow of events

### Preconditions:

- 1.) The customer should first fill out valid information about himself on the application form.
- 2.) The copyright employee should be present to receive the requirements.
- 3.) There should be a book to be copyrighted in the first place.

### Main success scenario:

- 1.) The customer successfully submits the requirements to the copyright employee.
- 2.) The application form is successfully submitted to the copyright employee with accurate and valid information about themselves.

### Alternative sequence:

- 1.) The customer forgot where to submit the application form.
- 2.) The customer was late to submit the requirements.
- 3.) The customer forgot to bring the book to be copyrighted.

### Error sequence:

- 1.) The customer was not able to submit the requirements on time to the copyright employee.
- 2.) The customer was not able to input valid information in the application form causing rejection.

### Post-conditions:

- 1.) The customer submitted the application form to the copyright employee.
- 2.) The customer would be on the way to the next step for the completion of copyright.
- 3.) The customer has the processed form to be sent to the accountant for the payment.

### **Identification summary**

**Title:** Pay copyright and stamp fee

**Summary:** This lets the customer pay for the copyright fee and the stamp fee to be able to go on to the next process for the application.

**Actors:** Customer, Accountant

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

### **Flow of events**

#### **Preconditions:**

- 1.) The customer should have the processed form for the payment of the copyright fee and stamp fee.
- 2.) The accountant should be present to receive the payment.

#### **Main success scenario:**

- 1.) The customer successfully pays for the copyright fee and stamp fee for the application of copyright.
- 2.) The accountant has received the payment for the copyright fee and stamp fee.

#### **Alternative sequence:**

- 1.) The customer doesn't have money to pay for the copyright fee and stamp fee
- 2.) The customer lost the processed form to be submitted for the payment.

#### **Error sequence:**

- 1.) The customer was not able to pay for the copyright fee and stamp fee.
- 2.) The customer was not able to submit the processed form to the accountant.

#### **Post-conditions:**

- 1.) The customer paid the copyright fee and stamp fee successfully.
- 2.) The payment for the copyright fee and stamp fee is received by the accountant.

**Identification summary**

**Title:** Receive receipt

**Summary:** This lets the customer to receive the receipt for the payment of the copyright fee.

**Actors:** Customer, Accountant

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

**Flow of events****Preconditions:**

- 3.) The customer should have paid the amount first before receiving the receipt.
- 4.) The accountant should be present to give the receipt to the customer.

**Main success scenario:**

- 3.) The customer successfully receives the receipt for the payment of the copyright fee.
- 4.) The accountant has given the receipt for the copyright fee.

**Alternative sequence:**

- 2.) The customer forgot to receive the receipt from the accountant.

**Error sequence:**

- 3.) The customer was not able receive the receipt from the accountant.
- 4.) The accountant was not able to give the receipt to the customer.

**Post-conditions:**

- 3.) The customer received the receipt from the accountant.
- 4.) The receipt for the payment was given by the accountant successfully.

**Identification summary**

**Title:** Validate receipt

**Summary:** This lets the customer receive the validated receipt for the completion of the copyright application process.

**Actors:** Customer, Copyright Employee

**Creation date:** February 27, 2009

**Version:** 1.0

**Person In charge:** Paul Maverick B. Ward

**Flow of events****Preconditions:**

- 1.) The customer should have the stamp for the validation of the receipt.
- 2.) The copyright employee should be present to validate the receipt.

**Main success scenario:**

- 1.) The customer successfully submitted the stamp for the validation of the receipt.
- 2.) The copyright employee has received the stamp for the validation of the receipt.

**Alternative sequence:**

- 1.) The customer lost the stamp to be submitted for the validation of the receipt.
- 2.) The copyright employee forgot to validate the receipt.

**Error sequence:**

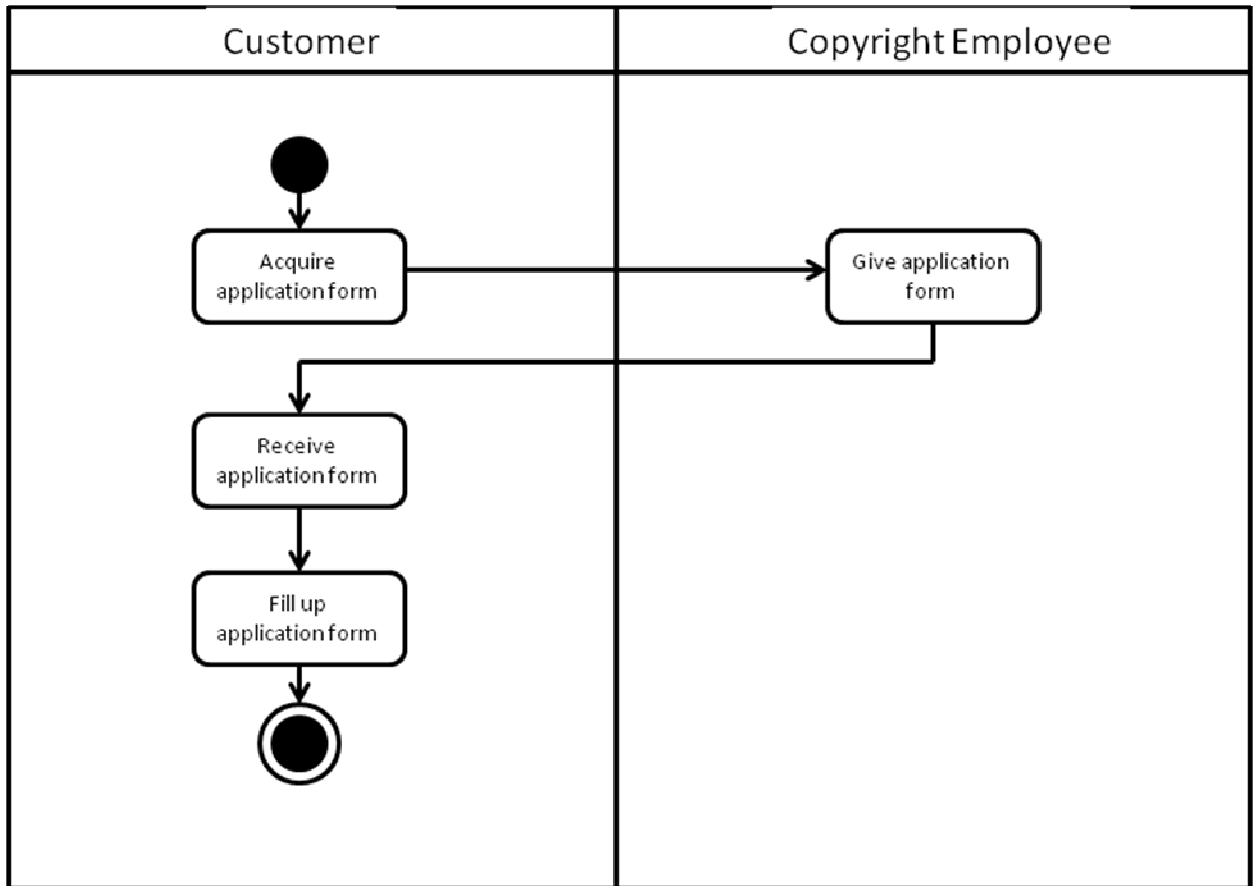
- 1.) The customer was not able to submit the stamp to the copyright employee.
- 2.) The copyright employee was not able to validate the receipt of the customer.

**Post-conditions:**

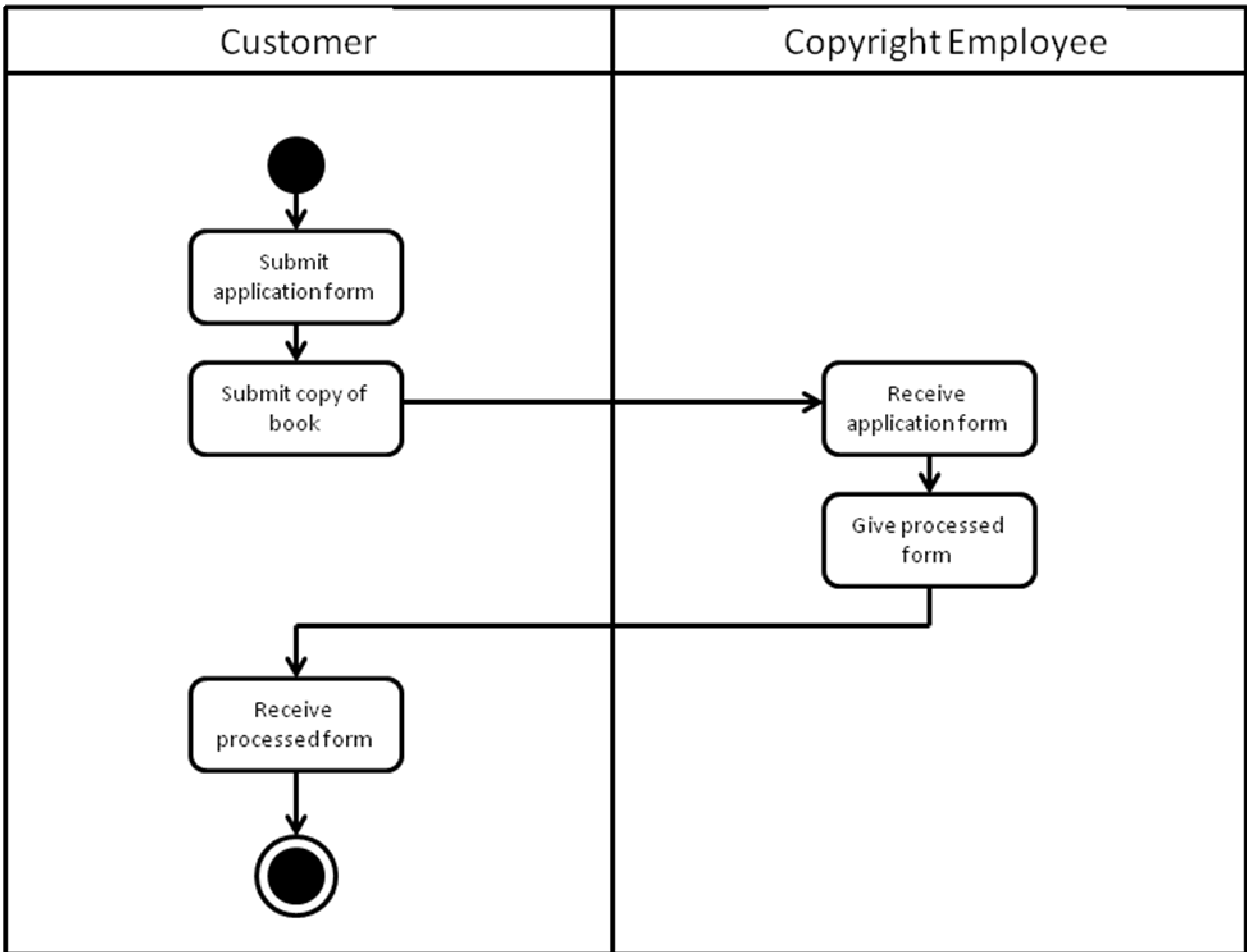
- 1.) The customer submitted the stamp to the copyright employee.
- 2.) The copyright employee validated the receipt of the customer.

# Activity Diagram

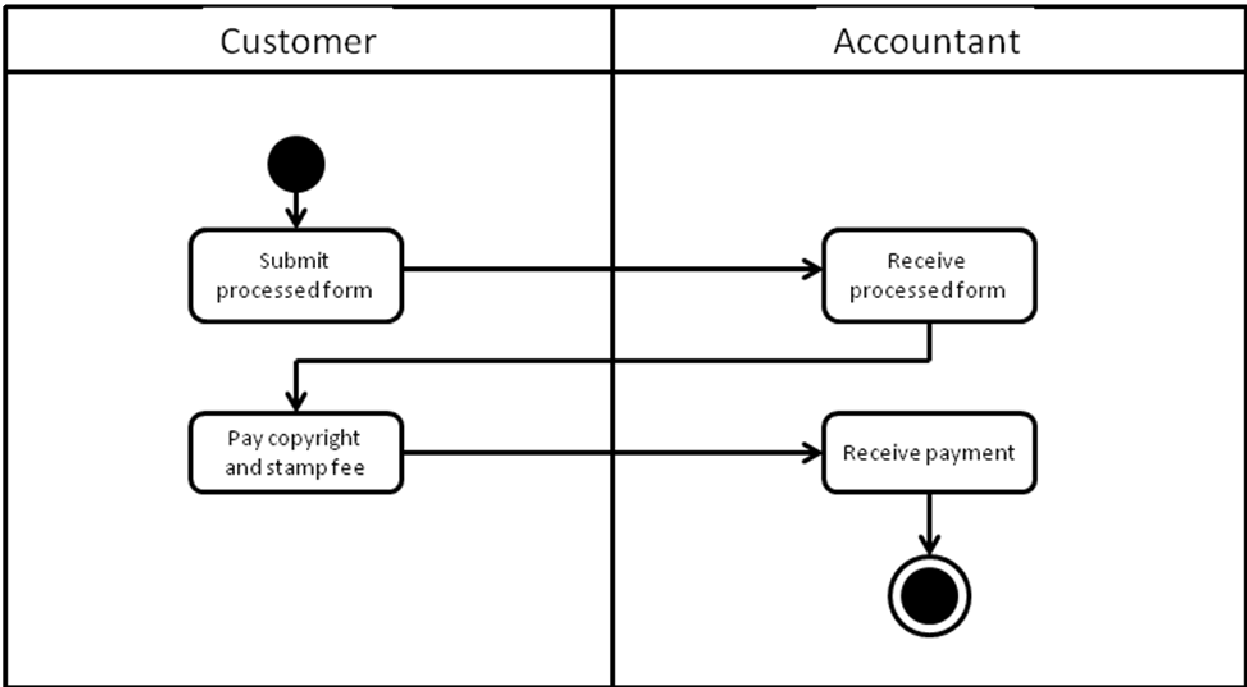
Fill up Application form



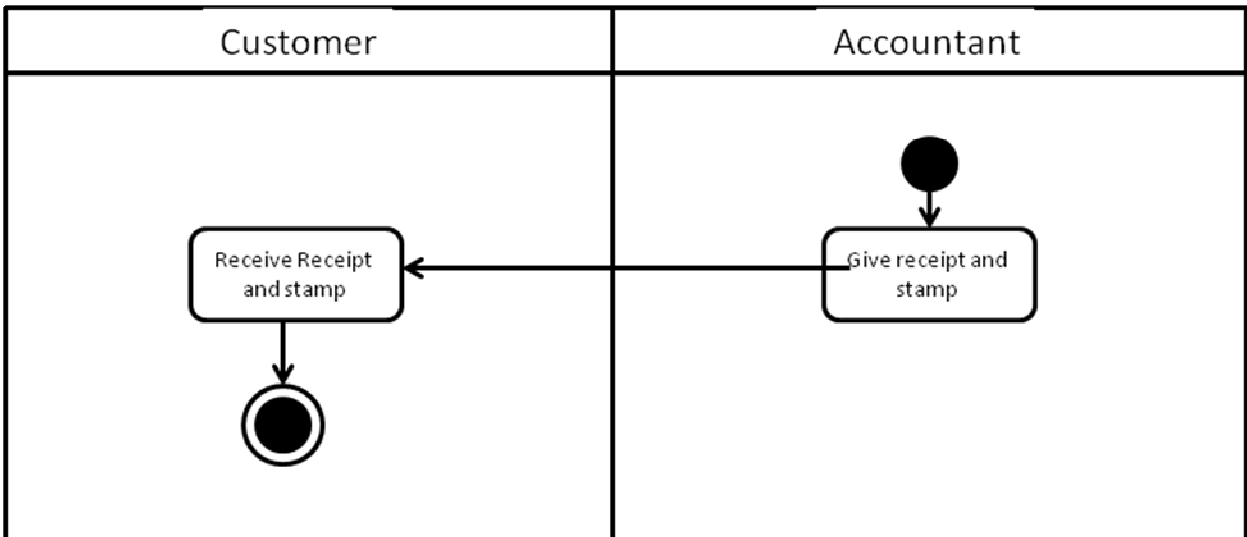
Submit requirements



Pay copyright and stamp fee

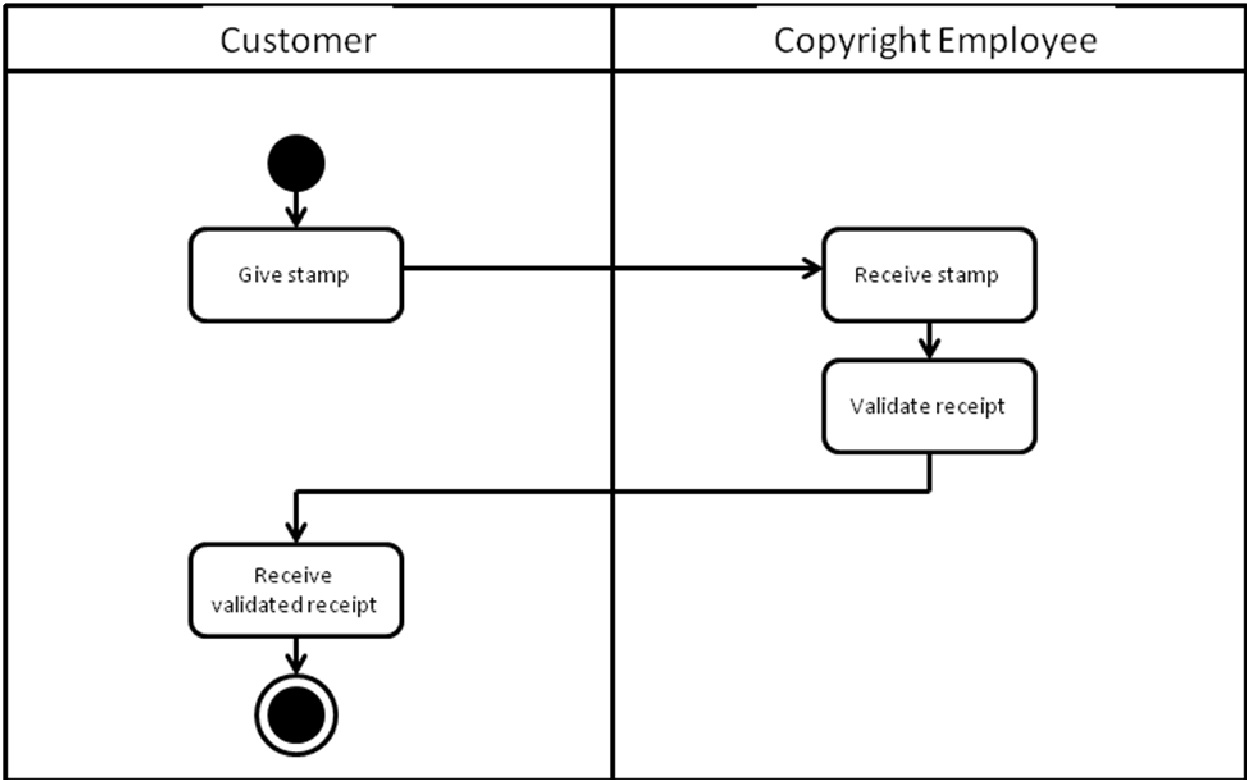


Receive Receipt





Validate receipt



COPYRIGHT OFFICE  
 THE NATIONAL LIBRARY  
 T.M. Kalaw Avenue, Manila  
 Tel. No. 524-19-70



2-25-09

Date

**CLAIM SLIP**

Copyright Applicant/s: Paul Maverick B. Ward  
 Class of work: \_\_\_\_\_  
 No. of applications filed: 0  
**CLAIM DATE:** 2-25-09  
 Comment: afmb  
 Received by: M. FBV

ACCOUNTABLE FORM No. 51-C (ORIGINAL)  
 REVISED JANUARY, 1992

		<b>Official Receipt          of the          Republic of the Philippines</b>	
		<b>Nº 8582878 O</b>	
Date		101	
February 25, 2009			
Agency Paul Maverick B. Ward		Fund	
Payor			
Nature of Collection	Account Code	Amount	
1 Copyright (O)	628	₱ 200.00	
TOTAL		₱ 200.00	
Amount in Words			
Two Hundred And 00/100 Pesos			
Type of Payment:	Drawee Bank	Number	Date
<input type="checkbox"/> Cash	CASH		
<input type="checkbox"/> Check			
<input type="checkbox"/> Money Order			
Received the amount stated above.			
 <b>NORMA C. BUMANLAG</b> Collecting Officer			
NOTE: Write the number and date of this receipt on the back of check or money order received.			