

*“Educating the mind without educating the heart is no education at all.”  
- Aristotle*

## • Philosophy 240 – Ethics

Semester: **Fall 2023, Full-Term Course**  
Course Format: **Online Asynchronous (See course outline details below and in introductory lecture/video posted under Week 1 in D2L Modules)**  
Credit Hours: 3

### • Two Important Resources:

- 1) CDE Online Student Handbook link: <https://www.usd.edu/Academics/USD-Online/Online-Student-Resources>
- 2) **D2L Course Website:** <https://d2l.sdbor.edu/>

### • Instructor Info

**Instructor: J. P. Carboni**

E-mail: [joshua.carboni@usd.edu](mailto:joshua.carboni@usd.edu) (See email section below for details)

Mailbox: N/A – Email documents as needed

Office Hours: **Live Office Hours:** ZOOM conversations and/or phone conversations by appointment  
Only

As this is an online course, meetings with students will be done via videoconferencing software by appointment only. Zoom will be the default choice. Should you wish to speak with me directly instead of via email, you may email me at [Joshua.Carboni@usd.edu](mailto:Joshua.Carboni@usd.edu) to begin setting up a Zoom conversation.

*Department/Division Details:*

<https://www.usd.edu/Academics/Undergraduate-Programs/Philosophy>

*Major/Minor in Philosophy Details:*

[https://catalog.usd.edu/preview\\_program.php?catoid=35&pooid=7411](https://catalog.usd.edu/preview_program.php?catoid=35&pooid=7411)

### • Important Dates

- Courses Begin: 8/21
- Last Day to Add/Drop Full Term course with Full Refund: 8/31
- Early Registration begins for Fall and Summer 2024 for Current Students: 10/23 – 11/9
- Last Day to Drop Full Term course with “WD” grade: 11/3
- Last Day of Fall Term Classes: 12/5
- Final Exams Begin (Our Exam Dates Below): 12/7
- Semester Ends: 12/13
- Final Grades Due: 12/18 by 11:59 PM

### • No Classes Held

- Labor Day Holiday (no classes): 9/4
- Thanksgiving Recess Begins (no classes): 11/22
- Thanksgiving Recess Ends, Classes Resume: 11/27
- No Classes: 12/6

## • Course Description

*From the Course Catalog:* PHIL 220 - Introduction to Ethics (C) [SGR #4, HSDC]

Examines the major currents and components of ethical theory from classical times to the present, investigating problems arising from specific theories, as well as critically analyzing the validity of these theories for current ethical concerns.

This course meets System General Education Requirement: [SGR #4](#)

This course qualifies for High School Dual Credit: [HSDC](#)

[Specific Course Breakdown:](#) Ethics is the study of right and wrong. However, it is more than what this overly simplistic statement says. **Ethics, and the study of ethics, concerns looking at how we act, why we act the way we do, and how we can and do justify the way we act.** In this course we will discuss various traditional/historical ethical theories that have had an impact on the way in which we answer the questions above. However, while traditionally the philosopher has been stereotyped as being the “arm chair quarterback” or “backseat driver” of the moral realm, usually alongside a large wing-backed armchair and a pipe of some type, **ethical understanding is about doing.** Thus, in addition to the above discussions/lectures, we will be engaging in ethical analysis of contemporary practical and social issues like abortion, personhood and human rights, environmentalism, equality, as well as other relevant topics. We will also read and discuss theories of the self, freedom, the relationship between religion and morality, justice as it relates to the state, ethical relativism, the nature and importance/relevance of our opinions, etc. and review how our understanding of these concepts/issues has an impact on our moral lives. This is a *first course* in moral philosophy and presumes no prior experience with the subject.

## • Required Textbook

There are no textbooks for this course as I will be providing all of your necessary reading material on D2L in the module titled, “Course Readings.”

Please Note: All course readings posted to D2L will appear in the order listed in the weekly breakdown and will be listed by the specific Article Title provided in the weekly breakdown. The weekly breakdown is the final section of this course syllabus.

## • Technology Access

- **You must have daily access to a computer and to the internet.** If your home computer or laptop is not working or you don't have access to one for a few days, visit your local public library or use a friend's computer. If you are in the Vermillion area, go to one of the many computer labs on the USD campus.
- **You must be able to view PDF documents.** Some course material will be distributed in this format. Some course content may be distributed in audio or video form, but audio/visual content will be supplemental in nature. You can download Adobe Acrobat free of charge at <http://get.adobe.com/reader>. Mac users can use Preview, which is installed on all Macs.
- **You must be able to submit written work to Desire2Learn Dropboxes.** These Dropboxes will be the medium through which I evaluate your written work. D2L Dropboxes will accept numerous file formats, such as Microsoft Word (.doc, .docx), Adobe PDF (.pdf), OpenDocument format (.odt) and plain text. Please note: **D2L dropboxes do not accept documents in Apple iWork format (e.g., files created in Pages, Numbers, and Keynote)**, so if you are an iWork user, you must export your document in a format that D2L can read. Also note that you do not need to have purchased Microsoft Office to take this course. Numerous other free writing programs are available to you, including:

- Google Drive (free through USD and from Google; <http://docs.google.com>)
- Microsoft OneDrive (free through Microsoft; <http://onedrive.live.com>)
- LibreOffice (free and open-source; <http://www.libreoffice.org>)

- **You must have an active USD e-mail account and a username and password for USD's Desire2Learn LMS.** You should be familiar with using your USD e-mail account and basic functions in Desire2Learn (such as sending e-mails to one or more users, viewing your grades in the D2L gradebook, and posting or uploading files) or familiarize yourself with them as soon as possible.

## • Learning Outcomes

This course satisfies **SGR Goal 4, Humanities/Fine Arts (SGR #4)**: *Students will understand the diversity and complexity of the human experience through study of the arts and humanities. As a result of taking courses meeting this goal, students will:*

- **SLO 1: Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.** SLO 1 is addressed by the diversity of ethical theories and individual moral perspectives raised by readings and course discussion.
  - *Assessment(s):* Exams, essays, and course participation.
- **SLO 2: Identify and explain basic concepts of the selected disciplines within the arts and humanities.** SLO 2 is addressed by questions on various assignments that test students on their knowledge of concepts, theories, implications thereof, etc.
  - *Assessment(s):* Exams, essays, and course participation.
- **SLO 3: Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities.** SLO 3 is addressed by reading, discussing, and completing assignments about classic and contemporary philosophical theories and concepts from diverse cultures.
  - *Assessment(s):* Exams, essays, and course participation.
- **SLO 4: Demonstrate creative and aesthetic understanding.** SLO 4 is addressed by successful completion of course unit on how to write philosophically.
  - *Assessment(s):* Essays.
- **SLO 5: Explain and interpret formal and stylistic elements of the literary or fine arts.** SLO 5 is addressed by successful completion of course unit on how to write philosophically.
  - *Assessment(s):* Essays.

## • University Policies and Student Standards of Conduct

### (USD Policy 1.017)

**SDBOR policy 2:33** Student Academic Misconduct. Faculty suspecting academic misconduct shall begin the resolution process under this policy. Allegations of academic misconduct, both when disposition is achieved and not achieved under **SDBOR policy 2:33**, will then move to **SDBOR policy 3:4** Student Code of Conduct. Students can expect communication from the Director who leads Student Rights & Responsibilities regarding the final disposition of allegations of academic misconduct; referring faculty and when appropriate, the academic dean will be notified of disposition as well. The **Academic Misconduct Disposition Form** is accessible on the **student rights and responsibility homepage** found under student life. For any questions, please contact Student Rights & Responsibilities by email at [srr@usd.edu](mailto:srr@usd.edu) or by phone at 605-658-3561.

Students are expected to adhere to the Student Code of Conduct as outlined:

[https://catalog.usd.edu/content.php?catoid=35&navoid=2379#student\\_code\\_of\\_conduct](https://catalog.usd.edu/content.php?catoid=35&navoid=2379#student_code_of_conduct)

**SDBOR policy 3:4** Student Code of Conduct. Policy obliging students and student organizations to minimum standards of behavior within which prohibited conduct, process regarding allegations of misconduct, possible outcomes, and appeal rights are treated. Students may be called upon to respond to

allegations of misconduct in the form of notification from the Director who leads Student Rights & Responsibilities (or another designee). Students, too, may initiate a conduct complaint against another student, students, or student group under this policy.

To add/fill-in the above, I expect all students to uphold standard Academic Integrity guidelines according to the following: “Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any violation of academic integrity. Without regard to purpose, the following violations are prohibited:”

- Cheating
- Plagiarism
- False Citations
- Submitting the Same Work for Multiple Assignments
- Submitting False Data
- Falsifying Academic Documentation
- Abuse of Library Privileges
- Abuse of Shared Electronic Media

All violations of the above Academic Integrity Policies will result in an automatic failing grade on any assignment associated with the violation and the violation will be reported to the Philosophy Department Chair, the Division Dean, and the college’s Disciplinary Officer.

#### [\(To Further Clarify\) Academic Integrity](#)

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. The governing Board of Regents policies can be found in [BOR Policy 2:33](#) and [BOR Policy 3:4](#).

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Students who have engaged in academic dishonesty may be referred to the USD Office of Rights and Responsibilities for violation of the Student Code of Conduct.

Let me take a moment to be very clear on my discretion as an instructor of an **ETHICS** course:

**I WILL NOT TOLERATE ANY FORM OF PLAGIARISM OR CHEATING. I WILL NOT TOLERATE ANY FORM OF PLAGIARISM OR CHEATING. I WILL NOT TOLERATE ANY FORM OF PLAGIARISM OR CHEATING ... AGAIN?**

FYI, “Plagiarism means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.”

If you are in doubt as to whether what you are doing is cheating, **DO NOT DO IT or SPEAK TO ME.**

- [Freedom in Learning](#)

Under Board of Regents and Regental Institutions policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Discussion and debate are critical to education and professional development. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. While the exploration of controversial topics may be an important component of meeting the student learning outcomes in a course, no student will be compelled or directed to personally affirm, adopt, or adhere to any divisive concepts (as defined in SDCL 13-1-67). Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact their home institution to initiate a review of the evaluation.

- [ADA Statement](#)

The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible.

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the institution you are enrolled at for a course (host institution), then you should contact your home institution's Office of Disability services. The disability services at the home and host institution will work together to ensure your request is evaluated and responded.

Disability Services, The Commons Room 116

(605) 658-3745

Web Site: <https://www.usd.edu/About/Departments-Offices-and-Resources/Disability-Services>

Email: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)

- [Acceptable Use of Technology](#)

Acceptable Use of Information Technology Resources: While Regental Institutions strive to provide access to computer labs and other technology, it is the student's responsibility to ensure adequate access to the technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty and staff should observe all relevant laws, regulations, [BOR Policy 7.1](#), and any institutional procedural requirements.

- [Emergency Alert Communication](#)

In the event of an emergency arising on campus under [BOR Policy 7:3](#), USD will notify the campus community via the Everbridge emergency alert system. It is the responsibility of the student to ensure that their information is updated in the emergency alert system. The student's cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

- [Grade Appeal Policy](#)

Under Board of Regents ([Student Appeals for Academic Affairs Policy 2:9](#)) and University policy ([Student Academic Appeals](#)), students have the right to appeal such matters as course grades and dismissal from a program. Students wishing to appeal an academic decision must use the appropriate [appeal form](#). The form should be used only if informal discussion with the academic decision-maker does not produce a satisfactory

resolution and the student wishes to pursue the matter further. Appeals must be initiated by the student through discussion with the individual responsible for the decision (i.e., the academic decision-maker/instructor) to question the decision and explain the basis for doing so. The student must have this discussion within 30 calendar days of being notified of the decision that is being appealed. If notification occurs within 15 calendar days before the end of a term, the discussion must occur at the latest within 15 calendar days of the start of the next term. If a student wishes to pursue the appeal following the discussion with the academic decision-maker, they should complete Step 2 of the [appeal form](#) and submit within 5 working days of the discussion a signed copy to the mediator designated on the form.

- **Statement on Recording of Lectures by Students**

Lectures, presentations, and other course materials are protected intellectual property under South Dakota Board of Regents Policy. Accordingly, recording and disseminating lectures, presentations or course materials is strictly prohibited without the express permission of the faculty member or as the result of an approved disability accommodation through Disability Services. Violation of this prohibition may result in the student being subject to Student Conduct proceedings under [SDBOR Policy 3:4](#).

- **Student Success Services and Supports**

The USD Opportunity Center (<https://www.usd.edu/About/Departments-Offices-and-Resources/Opportunity-Center>) offers a central connection point for campus resources that are designed specifically for student success. The Opportunity Center staff is located in MUC 204 and can work with USD students in any location or online to guide you to any of the many student support services you need to navigate life at USD. To find resources on your own, Coyote One Stop (<https://www.usd.edu/About/Departments-Offices-and-Resources/Coyote-One-Stop>) lets you ask questions and browse a comprehensive service catalog for your informational and support needs.

- **Concern/Complaint Resolution Process**

To resolve any concerns, complaints, or questions regarding a course experience, the student should initially attempt addressing issues of concern directly to the instructor or the appropriate decision maker as defined by the chart appended to the university's [academic appeal form](#). Together the student and the instructor should establish a timetable for resolving the issues of concern. If a student feels the conflict has not been resolved, the student should communicate this concern to the chair of the department offering the course. If questions or concerns remain, or if the instructor is the department chair, the student may contact the dean's office for the college or school in which the course is offered.

Contact information for questions or concerns:

Department Chair: Dr. David Burrow

Dean or Associate Dean: Dr. [John Dudley](#)

- **Zoom Usage and Classroom Attendance**

Classroom participation and in-person interaction are integral components of the education process for face-to-face and hybrid courses, and the university expects students enrolled in those courses to be physically present for scheduled in-person class sessions. The use of video delivery technology (Zoom) to supplement classroom instruction is at the discretion of the instructor, but students should not assume that it is universally available. Students should also not assume that participation via Zoom meets attendance requirements. For this course, Zoom access and attendance will be handled as follows:

- See "Course Structure" Section Below

Students with a disability who wish to request an accommodation related to the classroom attendance requirement(s) must contact Disability Services to engage in the accommodation process.

- **Information for Veterans**

If you are a student veteran of, or on active duty with, the United States Army, Navy, Air Force, Marine Corps, Coast Guard, Reserves, or National Guard, and are seeking assistance on how to succeed in a

philosophy class, please examine this [document](#). It may answer your questions or connect you to people and resources at the University of South Dakota that will be able to answer your questions.

#### • **Assessment Disclaimer**

Any written work submitted for this course may be used for purposes of program review and/or faculty development.

#### • **Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD's diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](#).

#### • **Course Standards of Conduct**

**In addition to the above university wide requirements and regulations (and in some cases expanding on such requirements and regulations) there are several requirements *specific to this course* that all students will be required to adhere to:**

- ***In-Class Participation:*** Purposely "obstructing" the view point of another student in the classroom or online during classroom/online discussions is prohibited. This class will involve many lectures/discussions/assignments concerning the material assigned for homework and the material presented during the classroom lectures. This being an ethics course, many of these discussions will challenge certain beliefs that you hold. Open dialog and proper methods of argumentation (which will be addressed in class during the course of the lectures) are not only expected but required for this class.

- ***Attendance/Participation:*** As this is an online, asynchronous course, there will be no specific class sessions that students will be required to attend *in-person*. However, students are expected to complete all the necessary work and to complete/watch all posted lectures within the timeframe to be outlined below. In addition, students are expected to have completed the readings and to participate in all required discussions (see more below).

- ***Email Correspondence:*** Monday through Friday I check my email account a *minimum* of once a day (evening/night). **To ensure a prompt reply**, all emails should be structured according to the following guidelines:

(A) ANY and ALL emails must include (**each time you send an email**) each of the following:

- 1) Your name
- 2) Your class
- 3) Your issue, the problem, or the question in a succinct claim/statement.

(B) Please be specific, brief, and direct in all communication. Brevity is a good thing! Also note, if a response requires more than a few sentences, you may be asked to schedule a Zoom office hours session.

- **Some Additional E-mail Etiquette.** When writing an e-mail to the instructor or fellow students, please follow these rules of basic courtesy:
  - Always include a subject line that relates to the question or concern that you have.
  - Always include a salutation, such as: "Dear group members," "Greetings, fellow course participants," "Hello, Instructor," etc.
  - Some salutations are impolite and inappropriate. For example, opening an e-mail to the instructor with "Hey Carboni," "You there!" or "Sup Professor," is rude. Remember that our online course is a professional environment. Think of it as training grounds for relationships

with your future employer. You wouldn't greet your future employer in an e-mail with the phrase "Yo, dawg!", would you? It's not appropriate in this class either.

- Always sign your e-mail, for instance with closing phrases such as "Thanks," "Best wishes," "Sincerely," "Kind regards," etc.
  - To minimize chances of being misunderstood, write in full sentences and avoid colloquialisms or language you would use when texting a friend or participating in an online chat.
  - Read over your e-mail draft or use spellcheck before sending it off. Also, check to make sure that you have actually attached the file you meant to send.
  - Since errors in e-mail usage do occur (e.g. you accidentally send an e-mail intended for one specific person to a whole group of people), never send anything confidential, personal, or in some way controversial in an e-mail if you are not prepared to accept the consequences of the message reaching people other than the intended addressee.
  - In line with this last concern, I will neither divulge, nor discuss any student's grade through email. Quite frankly, I do not know who (roommates, family, friends, ex-friends, etc.) is actually on the other side of the email conversation and, therefore, while I am willing to gesture at your grades, I will not provide any actual numbers (percentages, points, etc.) through email.
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### • Course Structure (Important)

As listed in the weekly breakdown below, while this is an Asynchronous Online course, I follow the normal weekly structure set by USD and break down the Semester into a standard 15-week course structure. By end of day each Friday during the semester I will make available the following items in D2L:

- 1) All the lectures that you must complete for the following week.
  - These can be either a recorded lecture where I discuss the subject matter addressed in the readings due that week or a link to an external video file that I ask you to watch.
- 2) Any and all quizzes due for the week in question (see quizzes section below for all dates).
- 3) Any and all discussion posts that you are required to complete for the week (see section on Discussion Posts below for more detail).
- 4) Any and all PowerPoints that I use during the course of my lectures for the week.
- 5) Any and all handouts that I may provide for a given subject/topic.

As an example- as this may be confusing – on Friday 8/25 (end of Week 1) I will post all content for Week 2 (8/28 – 9/1).

- This will include (1) Two lectures that you must complete/watch and (2) Reading Quiz 1 and Reading Quiz 2 (see details on reading quizzes below). Once posted, all materials will be available to complete until 12/1, BUT I strongly recommend that you complete all quizzes on a weekly basis according to the standard weekly schedule as outlined by USD.

**PLEASE NOTE:** I will not make available the entire course at once.

- You will be required to complete the work at your own pace and on your own time frame Each Week. I recommend that you follow along according to a standard weekly schedule. Once materials have been posted, they will be available until 12/1\*. Once a week has been made available, I will send an announcement to the class. Be sure that you regularly check your USD email, as all communications from me will filter through that email platform.



\* The 12/1 date DOES NOT APPLY to each of the following:

- 1) Essay Assignments
- 2) Examinations

- Each of these assignments MUST be completed/turned in according to the details outlined on the Essay Prompts and/or Study Guides.

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### • Evaluation/Homework Assignments

- **Quizzes:** As outlined on the weekly course breakdown below, there will be two types of quizzes in this class: Reading Quizzes and Lecture Quizzes.
  - (1) **Reading Quizzes:** **These quizzes must be completed in D2L.** All reading quizzes will be based on a specific reading that has been assigned and those specific readings are outlined in the weekly breakdown below. **NOTE: No make-ups will be given for failing to complete a quiz.** These quizzes will be multiple choice and/or true and false. **Each quiz will be worth 10 points.** Once you begin a quiz, you will have 20 minutes to complete it. **Once you answer a question, you WILL NOT be able to go back and change your answer. You are only allowed one attempt for each quiz (unless otherwise noted during the class).** **Once posted (each Friday for the following week), Reading Quizzes will be available until 12/1.**
  - (2) **Lecture Quizzes:** At the end of each *week*, students will be required to complete a short quiz on the lecture materials provided that week. **These quizzes will be made available each Friday, and, once posted, they will remain available until 12/1.** These quizzes will be multiple choice and/or true and false. **Each quiz will be worth 10 points.** Once you begin a quiz, you will have 20 minutes to complete it. **Once you answer a question, you WILL NOT be able to go back and change your answer. You are only allowed one attempt for each quiz.**

### Additional IMPORTANT Quiz Notes:

- 1) There will be no make-up quizzes if you fail to complete a quiz before 12/1 (any type). **Please do not ask! There are lots of them, so doing poorly on one or two will have little impact on your final grade (just don't make it a habit...).** **There will be no general announcement about the quizzes posted each week. Therefore, it is your responsibility to check the weekly schedule (see below) and to complete work in a timely fashion.**
  - 2) To do well on these quizzes and thus to do well in the class, you should make sure to complete the assigned readings and to watch/take notes on all the required content provided each week.
  - 3) The quiz breakdown can be a little confusing at first. **Thus, if you are confused in any way about the detailed quiz schedule, it is your responsibility to come and speak to me during my office hours**
  - 4) If you have any issues during the quiz (like, for example, a system freeze) please email me and I will resolve the issue.
  - 5) **LASTLY: At the end of the term, I will drop the lowest score on each type of quiz**
- **Discussion Posts:** Each week, unless otherwise noted in the weekly schedule, you will be required to complete two short discussion post assignments (all the more reason to keep up with the weekly schedule I set up). These will become available each Friday and will be due by 11:59 PM the following Friday.
    - **(1) The first will be to answer a question that I ask in the assignment link. Your answers to these questions should be one or two sentences.**
    - **(2) The second will be to respond to the answer given by one of your fellow classmates.**

Note: Your answers and your responses should be written keeping in mind that others will be reading them – meaning – keep them clean and fair! These are not Redditt Posts. Be nice to one another. I will be reviewing each of your posts as well throughout the semester.

**These will be graded as a complete/incomplete and can be answered in 1 or 2 complete sentences. Each Discussion Post assignment will be worth 5 total points.**

- **Writing Assignments:** There will be two, short writing assignments in this class. For each assignment, you will be provided with assignment topics, structural details, and a grading rubric. Assignments must be submitted to D2L **no later than the date provided on the prompt**. All submission instructions will be detailed on the prompt. **Late essays will be docked 5 points for every day that they are late.**

### Prompt Provided

Essay #1: 9/15  
Essay #2: 11/10

### Essay Due

Essay #1: 9/29  
Essay #2: 11/24

- **Examinations:** There will be two examinations in this class (a midterm and a final exam). Both exams will be taken in D2L and once assigned, you will have **two hours** to complete the examination. All exams will include multiple choice, true or false, fill in the blank and, potentially, short answer type questions. There will be no make-ups on exams except with “extraordinary” circumstances, so schedule outside activities accordingly. **Note:** Extraordinary circumstances do not include *personal* athletic activities, vacations, car not starting, not feeling like it, etc. **A doctor’s note (or something similar) will be required to schedule a make-up exam.** Students will be required to complete the exams as scheduled below:

- **Midterm Exam:** **Week 8 (You will be given a three-day window to complete the Exam from Wednesday 8:00 AM until Friday 11:59 PM)**
- **Final Exam:** **Week 16 (You will be given a three-day window to complete the exam from Wednesday 8:00 AM until Friday 11:59 PM)**

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### • Grading Scale

All essays will be graded based upon an 80-point scale according to the following breakdown:

A Outstanding (75 - 80 pts)	A- Very Good (72 - 74 pts)
B+ Above Satisfactory (68.5 - 71 pts)	B Satisfactory (67 - 68 pts)
B- Below Satisfactory (64 - 67 pts)	C+ Above Average (61 - 63 pts)
C Average (58 - 60 pts)	C- Below Average (56 - 57 pts)
D+ Poor High (53 - 55.5 pts)	D Poor Low (48 - 52 pts)
F Unacceptable (47 and lower pts)	

All exams will be graded based upon a 100-point scale according to the following breakdown:

A Outstanding (92 - 100 pts)	A- Very Good (90 - 92 pts)
B+ Above Satisfactory (86 - 99 pts)	B Satisfactory (83 - 85 pts)
B- Below Satisfactory (80 - 82 pts)	C+ Above Average (76 - 79 pts)
C Average (73 - 75 pts)	C- Below Average (69 - 72 pts)
D+ Poor High (65 - 68 pts)	D Poor Low (60 - 64 pts)
F Unacceptable (59 and lower pts)	

### • Total Points Breakdown

- **Quizzes:**
  - 1) Reading (19 x 10) 190 Points (180 after dropped quiz)
  - 2) Lecture (12 x 10) 120 Points (110 after dropped quiz)
- **Essay #1: 80 possible pts**
- **Essay #2: 80 possible pts**
- **Examinations: 200 possible pts**
- **Discussion Posts 65 (13 x 5 pts)**

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**Total Points Possible: 735 Total Points Possible** (Note that this number may change based on the number of in-class assignments given. However, it will NOT exceed 735 total points.)

• **Detailed Weekly Reading/Assignment Schedule:** Topics to be covered and assignments due for each class period are listed as *Lecture 1* and *Lecture 2* for each week.

#### **Further Notes About Quizzes:**

- (1) All **Reading Quizzes** will be posted to D2L and must be completed before December 12/1 (I strongly recommend that you complete all quizzes on a weekly basis once posted)
- (2) All **Lecture Quizzes** will be posted to D2L and must be completed before 12/1 (I strongly recommend that you complete all quizzes on a weekly basis once posted)

# WEEKLY BREAKDOWN BELOW

## Weekly Breakdown:

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### PART I: What is Ethics and is Absolutism, Absolutely Wrong?

#### Week 1: (8/21 – 8/25) – Materials Available on 8/19

Topics: *Course Breakdown and How We Should Feel About Our Opinions*

**Lecture 1:** Course breakdown and Introduction to the Study of Philosophy

- **Readings/Videos to Complete:**
  - (1) **Lecture Video #1: Course Introduction Lecture**
  - (2) **Crash Course Philosophy: What is Philosophy (Video)**
  - (3) **What is Moral Philosophy (Video)**
  - (4) **Crash Course Philosophy: How to Argue (Video)**

**Lecture 2:** We All Have Opinions

- **Readings/Videos to Complete:**
  - (1) *Do You Have an Opinion about Opinions?*
- **PLEASE COMPLETE Before Watching Lecture: Discussion Post #1 Due Reading Quiz #1 - NOTE: This Quiz CAN Be Taken After the Lecture Has Been Viewed. All Future Reading Quizzes Must Be Completed Prior To The Lecture**
- **Lecture Video #2: Do We Have A Right To Our Opinions? (Watch and then take Reading Quiz #1)**

• **Lecture Quiz Available 8/25: Lecture Quiz #1**

• **Discussion Post #1 Due by 11:59 PM on 8/25 (see above)**

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#### Week 2: (8/28 – 9/1)

Topic: *Who Are We to Say Who is Right and Who is Wrong, Right?*

**Lecture 1:** *Problem with Ethics #1*

- **Readings/Videos to Complete:**
    - (1) *The Challenge of Cultural Relativism* by James Rachels
    - (2) *The Maze of Moral Relativism* by Paul Boghossian
    - (3) *Herodotus: The Histories - Only Book III, Section 38 (Only One Paragraph)*
- DUE: Reading Quiz #2 – Must complete before watching lecture**
- **Lecture Video #3: What is relativism, why is it so powerful, and is it wrong?**

**Lecture 2:** *Problem with Ethics #2 - Stealing from David Hume*

- **Reading to Complete:**
    - (1) *The Nature of Ethical Disagreement* by Charles L. Stevenson
- DUE: Reading Quiz #3 – Must complete before watching lecture**
- **Lecture Video #4: Ethical Subjectivism and Emotivism**

- **Lecture Quiz Available 9/1: Lecture Quiz #2**
  - **Discussion Post #2 Due by 11:59 PM on 9/1**
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**Week 3: (9/4 – 9/8)**

Topics: *A Response to the Naturalistic Fallacy and Said Almost Everyone Always, “Look after yourself ... first and foremost!”*

**Lecture 1:** A Response to Hume and Stevenson

- **Reading to Complete:**
  - (1) *Can Science Tell Us What’s Right and Wrong?* by Dewitt**DUE: Reading Quiz #4 – Must complete before watching lecture**
- **Lecture Video #5: Science and Right and Wrong – One Possible Answer to Stevenson**

**Lecture 2:** *Problem with Ethics #3 - Do We Have Any Natural Rights?*

- **Reading to Complete**
  - (1) *The Social Contract* by Thomas Hobbes**DUE: Reading Quiz #5 – Must complete before watching lecture**
- **Lecture Video #6: Psychological Egoism**

- **Lecture Quiz Available 9/8: Lecture Quiz #3**
  - **Discussion Post #3 Due by 11:59 PM on 9/8**
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**Week 4: (9/11 – 9/15)**

Topic: *Why Thinking About Others is Ignorant and Why Thinking About Others is Rational?*

**Lecture 1:** An Objectivist Ethics

- Reading to Complete
  - (1) *A Defense of Ethical Egoism* by Ayn Rand**DUE: Reading Quiz #6 & 7 (one quiz) – Must complete before watching lecture**
- **Lecture Video #7: Ethical Egoism**

**Lecture 2:** *Why Ayn Rand is Wrong – Rand and the Prisoner’s Dilemma*

- **No New Reading Due**
- **Lecture Video #8: The Prisoner’s Dilemma Revisited**

- **Lecture Quiz Available 9/15: Lecture Quiz #4**
  - **Essay Prompt #1 Available 9/15**
  - **Discussion Post #4 Due by 11:59 PM on 9/15**
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**PART II - Normative Ethics: The Big Three ... Well, Really Four**

## Week 5: (9/18 – 9/22)

Topic: One of Three – Can Utilitarianism Can Tell Us What To Do?

### Lecture 1: Utilitarianism

- Reading to Complete
  - (1) *Utilitarianism* by John Stuart Mill (Chapter 14)  
**DUE: Reading Quiz #8 – Must complete before watching lecture**
- **Lecture Video #9: Utilitarianism Explained**

### Lecture 2: We Most Certainly Like Part of It ... But What If It's Wrong?

- Reading to Complete:
  - Strengths and Weaknesses of Utilitarianism by Louis P. Pojman  
**DUE: Reading Quiz #9 – Must complete before watching lecture**
- **Lecture Video #10: Is Utilitarianism Flawed?**

• **Lecture Quiz Available 9/22: Lecture Quiz #5**

• **Discussion Post #5 Due by 11:59 PM on 9/22**

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## Week 6: (9/25 - 9/29)

Topic: Two and Three of Three: Believe it or not, Immanuel Kant was a Stand-Up Comedian But Aristotle Never Got a Laugh

### Lecture 1: It's Not Actually You ... Reading Kant is Just Hard (or ... the Nature of Deontic Ethics)

- Reading to Complete:
  - *The Categorical Imperative* by Immanuel Kant  
**DUE: Reading Quiz #10 – Must complete before watching lecture**
- **Lecture Video #11: Deontic Ethics**

### Lecture 2: Okay, Fine, Aristotle Not Much Easier (or ... It's All About Virtue and Vice)

- Reading to Complete:
  - (1) The Nature of Virtue by Aristotle
  - (2) *Confucian Virtue Ethics (Read Sections I and II)*:  
<https://plato.stanford.edu/entries/ethics-chinese/>
  - (3) Martha Nussbaum: *What Appeals to Her About Virtue Ethics* (Short Video) <https://www.youtube.com/watch?v=DF3IxxqYZALM>  
**DUE: Reading Quiz #11 – Must complete before watching lecture**
- **Lecture Video #12: Aristotle's Virtue Ethics**

• **Lecture Quiz Available 9/29: Lecture Quiz #7**

• **Due 9/29: Essay #1 (Please follow all submission instructions on the prompt)**

• **Midterm Exam Prompt Provided (See Examinations Module in D2L)**

• **Discussion Post #6 Due by 11:59 PM on 9/29**

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## Week 7: (10/2 - 10/6)

Topic: Three of Three Continued and Four of, Well, Four of Three? Maybe We Need a Whole New Way To Think About Ethics ...! & What about God?

### Lecture 1: A Feminist Approach

- Reading to Complete:
  - (1) *The Ethics of Care* by Virginia Held  
**DUE: Reading Quiz #12 – Must complete before watching lecture**
- **Lecture Video #13: Care Ethics**

### Lecture 2: Wait, One More Problem with Ethics ... Can We Have a Secular Ethics?

- Readings to Complete:
  - (1) *The Euthyphro*: Please read <http://classics.mit.edu/Plato/euthyphro.html>
  - (2) *God and Morality* by Steven M. Cahn  
**DUE: Reading Quiz #13 – Must complete before watching lecture**
- **Lecture Video #14: The Euthyphro Problem**

• **Lecture Quiz Available 10/6: Lecture Quiz #8**

• **Discussion Post #7 Due by 11:59 PM on 10/6**

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## Week 8: (10/9 - 10/13)

Topic: Is all this just absurd?

### Lecture 1: Albert Camus once said, “The only important philosophical question is why we don’t all kill ourselves” ... but he smoked a lot of cigarettes! → A Small Ethical /Philosophical Interlude

- Reading to Complete:
  - *Why Life is Absurd* by Rivka Weinberg  
**DUE: Reading Quiz #14 – Must complete before watching lecture**
- **Lecture Video #15: Albert Camus and the Absurd**

### Lecture 2: Okay ... A Runaway Trolley Car and a Track Worker Walk into a Bar ... Facing Moral Decision Making! A Philosophical Interlude

- Reading to Complete:
  - *The Trolley Problem* by Judith Jarvis Thomson
  - **No Reading Quiz Due**
- **Lecture Video/Recording/Podcast #16: The Trolley Problem and Ethical Decision Making**

• **Lecture Quiz Available: No Lecture Quiz Posted Week 8**

• **Discussion Post #8 Due by 11:59 PM on 10/13**

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## Week 9: (10/16 - 10/20) – Midterm Week

**Lecture 1: Midterm Review Period (See Midterm Study Guide for Class Details)**

**Day 2:** Midterm Exam (Complete as Instructed on the Midterm Study Guide – No Lecture 2 Week 9)

**No Reading Quizzes Posted Week 9**  
**No Lecture Quiz Posted Week 9**  
**No Discussion Post Posted Week 9**

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**Part III: Applied Ethics – Can We Apply All the Above to Our Actual, Daily Existence or is it All Just Theoretical?**

**Week 10: (10/23 - 10/27)**

Topic: Starting with An Uncontroversial Topic ... Oh, Wait ... What is Justice?

**Lecture 1:** A Basic Theory of Justice

- Reading to Complete:
  - *A Theory of Justice* by John Rawls  
**DUE: Reading Quiz #15 – Must complete before watching lecture**
- **Lecture Video #17: The Veil of Ignorance**

**Lecture 2:** The Other Side

- Reading to Complete:
  - Entitlement Theory by Robert Nozick  
**No Reading Quiz to Complete**
- **Lecture Video #18: Entitlement Theory**

• **Lecture Quiz Available 10/27: Lecture Quiz #9**

• **Discussion Post #9 Due by 11:59 PM on 10/27**

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**Week 11: (10/30 – 11/3)**

Topic: *Yet Another Uncontroversial Subject* → Abortion

**Lecture 1:** Let's Start with Defining the Importance of Personhood First

- Reading to Complete:
  - (1) *A Defense of Abortion* by Judith Thomson
  - (2) *On the Moral and Legal Status of Abortion* by Mary Anne Warren  
**No Reading Quiz to Complete**
- **Lecture Video #19: Personhood and Abortion**

**Lecture 2:** Does X Being a Person Now Even Matter?

- Reading to Complete:
  - (1) *Why Abortion is Immoral* by Don Marquis  
**DUE: Reading Quiz #16 – Must complete before watching lecture**
- **Lecture Video #20: Why Personhood Not the Point**

• **Lecture Quiz Available 11/3: Lecture Quiz #10**

• **Discussion Post #10 Due by 11:59 PM on 11/3**



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**Week 12: (11/6 – 11/10)**

Topic: Revisiting Ayn Randian Ethics – What Is Our Moral Responsibility to the Other?

**Lecture 1:** What if people on the other side of the world are starving? & Can Singer *Talk the Talk and Walk the Walk – Does that Actually Matter?*

- Reading to Complete:
  - (1) *Famine, Affluence, and Morality* by Peter Singer
  - (2) *A Reply to Singer* by Travis Timmerman***DUE: Reading Quiz #17 – Must complete before watching lecture***
- **Lecture Video #21: Our Moral Obligation to Help the Other**

**Lecture 2:** Are We Killing Ourselves and How Do We Stop

- Reading to Complete:
  - (1) *Should This be the Last Generation* by Peter Singer
  - (2) *The Ethics of Climate Change* by John Broome***No Reading Quiz Due***
- **Lecture Video #22: Rethinking the Environmental Debate – The Economic Model**

• **Lecture Quiz Available 11/10: Lecture Quiz #11**

• **Essay #2 Prompt Available 11/10**

• **Discussion Post #11 Due by 11:59 PM on 11/10**

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**Week 13: (11/13 – 11/17)**

Topic: Does Any Of This Relate to Gender and Racial Equality?

**Lecture 1:** What's *Hermeneutical Injustice*

- Listen to the following:  
<https://www.prindleinstitute.org/podcast/philosophy-and-metoo/>
- ***DUE: Reading Quiz #18 – Must complete before watching lecture***
- **Lecture Video #23: Hermeneutical Injustice**

**Lecture 2:** Race Matters – Lecture by Cornell West

- ***No Reading Quiz Due***
- **Lecture Video #24: Watch Video Lecture by Cornell West**

• **Lecture Quiz Available 11/17: Lecture Quiz #12**

• **Discussion Post #12 Due by 11:59 PM on 11/17**

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**Week 14: (11/20 – 11/24)**

Topic: Should Immigration Be Restricted?

**Lecture 1:** *Immigration*

- Readings to Complete:
  - (1) *Immigration: The Case for Limits* by David Miller

- (2) *Is There a Right to Immigrate?* by Michael Huemer  
***DUE: Reading Quiz #19 – Must complete before watching lecture***
- ***Lecture Video #25: The Immigration Debate – Two Views***

**NOTE: Thanksgiving Break: Thursday, November 23<sup>rd</sup> – Sunday, November 26<sup>th</sup> – No Second Lecture Posted This Week**

- ***Lecture Quiz Available: No Lecture Quiz Posted Week 14***
  - ***Due 11/24: Essay #2 (Please follow all submission instructions on the prompt)***
  - ***Provided 11/24: Final Exam Study Guide***
  - ***Discussion Post: No Discussion Post Week 14***
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**Week 15: (11/27 – 12/1)**

Topic: The Meaning of Life?

***Lecture 2: How Can We Live Meaningful Lives?***

- ***Reading to Complete:***
  - (1) *The Meaning of Life* by Richard Taylor  
***No Reading Quiz Due***
- ***Lecture Video #26: The Meaning of Life?***

***Lecture 2: Final Exam Review (See “Final Exam Study Guide for Class Details)***

- ***Lecture Quiz: No Lecture Quiz Given This Week***
  - ***Discussion Post #13 Due by 11:59 PM on 12/1***
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**Week 16: (12/4 – 12/8)**

***Final Examination Week – See Final Exam Study Guide and Final Exam Review lecture for all exam details***

- ***No Reading Quizzes Week 16***
- ***No Lecture Quizzes Week 16***
- ***No Discussion Post Week 16***

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**Note: Minor changes may be made to the syllabus as the semester progresses. Instructor will inform you if changes to the syllabus are made.**

**Welcome to Phil 310!**

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