

Submit original with signatures to Registrar's Office  
Send electronic copy to the Governance Office

**COURSE COMPRESSION FORMAT CHANGE**

\* Any course compressed to less than six weeks must be approved by the college or school curriculum council. Furthermore, any core course compressed to less than 6 weeks must be approved by the Core Review Committee. *Must go to Core Review.*

Any new course proposal must indicate those course compression formats in which the course will be taught. Only those formats approved will be allowed for scheduling.

**\*\*NOTE: A COURSE SYLLABUS FOR EACH COURSE FORMAT MUST BE SUBMITTED WITH THIS REQUEST\*\***

**SUBMITTED BY:**

Department	Philosophy	College/School	CLA
Prepared by	Alicia Hall	Phone	474-5841
Email Contact	ahall25@alaska.edu	Faculty Contact	Alicia Hall

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**1. COURSE IDENTIFICATION:**

Dept  Course #  No. of Credits  *Core Course*

**COURSE TITLE**

**2. COURSE COMPRESSION FORMAT** (Indicate all that apply)

**COURSE FORMAT:** (check one)  1  2  3  4  5  6 weeks to full semester

**OTHER FORMAT (specify)**

**Mode of delivery (specify lecture, field trips, labs, etc)**

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

**3. IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO	NO	If Yes, DEPT		NUMBER	
STACKED?	NO	If Yes, DEPT		NUMBER	

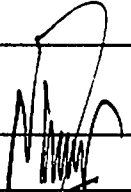
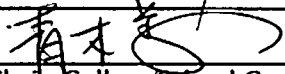
(Requires written notification of each department and dean involved. Attach a copy of written notification.)

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

This course covers the same topics and readings as my regular PHIL F322 course. I always include numerous group projects and other classroom activities, so that the class time will be broken up into different activities. In this way, the MAYmester course will cover the same content as the regular version of this course.

**APPROVALS:**

	EDUARDO WILNER	Date	9/23/10
Signature, Chair, Program/Department of:		Philosophy & Humanities	
	Miho Aoki	Date	10/08/2010
Signature, Chair, College/School Curriculum Council for:		CLA	



**College of Liberal Arts**


404 Gruening Building, University of Alaska Fairbanks, P.O. Box 756280, Fairbanks, Alaska 99775-6280

Dean's Office  
907 474-7231  
FAX 907 474-5817  
fycla@uaf.edu  
www.uaf.edu/cla

**MEMORANDUM**

TO: Dr. Alicia Hall

CC: Faculty Senate Core Review Committee

FROM: Miho Aoki, Acting Chair, CLA Curriculum Council 

DATE: 10/06/2010

RE: PHIL 322X Ethics Compression Proposal

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Thank you for submitting a course compression proposal for PHIL 322X and your response to our earlier comments. The CLA Curriculum Council has reviewed your PHIL 322X proposal this week and has approved it. However, we would like to recommend considering the following points:

- change final paper due date from May 30th (Memorial Day) to May 31st Tuesday
- clarify on activities on May 20th (midterm exam day) and 27th (finals day) on the syllabus
- assign the position paper as homework if it requires substantial time to write
- utilize time before the first day (instructors can require students to buy and read textbook before the first day)

If you have any questions regarding this proposal, please do not hesitate to contact me at [maoki3@alaska.edu](mailto:maoki3@alaska.edu).

10-days compressed

F322X

## PHIL F322: Ethics

**Instructor:** Dr. Alicia Hall

**Email:** [ahall25@alaska.edu](mailto:ahall25@alaska.edu)

**Office:** Gruening 703b

**Office hours:**

**Office phone:**

**Class Location:**

**Time:**

### Required Texts:

- (1) Steven M. Cahn, *Exploring Ethics: An Introductory Anthology*. Oxford University Press, 2009. (This will be referred to as 'EE' in Class Schedule.)
  - a. This text was chosen because it contains a survey of important topics within moral philosophy and some of the most influential moral arguments from within Western moral philosophy. We will use this text regularly within class.
- (2) Other required readings to be posted on Blackboard or distributed during class.

### Course Description

In this course we will examine the major ethical theories in philosophy as well as some of the main ethical issues facing today's society.

In the first section of the course, we will look at how to argue, with a brief introduction to logic and deductive argument structure; discuss how to critically read philosophy and assess arguments; consider some of the problems facing ethics (including moral relativism); survey the three of the main normative ethical theories within Western philosophy: deontology, utilitarianism, and virtue ethics; and finally consider two theories of justice. Next, we will explore issues in applied ethics, including euthanasia, animal rights, and world hunger. Throughout the semester we will continue to study what makes a good argument and practice argumentation skills in reading, writing, and discussion.

### Catalog Course Description

"Ethic,"--from the Greek "ethos" meaning character, custom, usage--is the study of value distinctions. Examination of the nature of value judgments--their historical origins and philosophical assumptions--and exploration of the application of value distinctions to contemporary social, religious and scientific/technical issues.

### Course Goals

My main goals as an instructor for this course are three-fold: first, I want students to gain a knowledge base in ethical theory and applied ethics through reading and discussing the assigned readings. Second, the course is designed to help students develop critical thinking skills by reading, evaluating, and applying arguments from the readings, as well as developing their own arguments in both written assignments and group discussion. And finally, the course aims to help students gain self-assessment skills through discussions of what makes a good argument and a well-written philosophy paper.

## **Intended Learning Outcomes**

Students will:

1. Be able to describe the primary ethical theories in philosophy.
2. Be familiar with some of the basic landscape of current debates in applied ethics.
3. Sharpen reading and analytic skills for evaluating arguments.
4. Develop skills in argument construction.
5. Recognize and apply specific ethical theories to discussions of current ethical issues.
6. Engage with others in constructive, rigorous, and respectful conversation about ethical issues.
7. Recognize, present, and assess the ethical issues raised by different aspects of society.
8. Work to clearly express their positions on ethical issues in writing and conversation with others.
9. Develop self-assessment skills to be able to evaluate and revise their own writing.
10. Reflect critically and systematically on questions concerning beliefs, values, and the nature of existence.

## **Course Format**

Class sessions can involve a mix of lectures, large and small group discussions, in-class writing assignments, debates, collaborative work in preparing for exams, writing, revising, and other in-class activities. Students will regularly work in small groups to work on certain assignments, interpret and evaluate the readings, and explore their positions on specific topics. In a class such as this, class participation and discussion is extremely important. Accordingly, I expect you all to come to class having read (ideally more than once) and reflected upon the week's readings, and to come prepared to participate in class discussions.

## **Blackboard**

There will be a Blackboard website for this course. Announcements, assignment information, some readings, and other course materials will be posted to Blackboard. Students are responsible for checking the course website regularly for any updates and announcements.

## **Attendance**

Because of the condensed nature of this course, attendance will be **mandatory**. You will not be able to pass the course if you are absent more than one day, regardless of the reason for the absence. (Missing two days of class is the equivalent of missing three weeks of a regular semester course). A single absence can be excused only in emergency situations and with prior instructor approval; if the absence is unexcused, your final grade will be lowered by 10% (one full grade).

## **Class Behavior**

In this class we will engage in a lot of discussion about issues that can be very divisive. I encourage you all to voice your views and speak up when you disagree with something, but I expect discussion to remain civil and respectful.

Classes will be primarily learner-centered, so student participation will be crucial. I am committed to providing a positive, supportive learning environment for all. Activities such as texting, surfing the internet, reading the newspaper or anything else unless assigned as part of a group project, and talking during lectures or while other students have the floor are distracting and disrespectful to both the professor and your other classmates. Therefore, disruptive and disrespectful classroom

behavior will not be tolerated. Cell phones must be turned off or silenced during class. If you are expecting an important call, please put your phone on vibrate and sit near the door so you can leave the classroom with minimal disruption should the need arise.

### **Reading Assignments**

Philosophy requires careful reading. I recommend that you read each assigned piece at least twice—once quickly to get the broad picture of the argument, and then a second time through more carefully, with pen in hand to take notes. Also, be sure to **bring your text and/or the assigned readings for the day to every class period**. Many in-class activities will involve consulting the readings, and some extra credit opportunities will involve open-book exercises.

### **Assignment Values:**

Quizzes	100 points	(20%)
Midterm Exam	100	(20%)
Final Exam	150	(30%)
Paper	150	(30%)
<b>Total</b>	<b>500</b>	

### **Explanation of Graded Assignments**

Your final course grade will depend on a variety of assessments:

#### **1. Position Papers (100 points; 4 total at 25 points each)**

-You will be required to turn in position papers detailing your position on each of the five applied ethical issues we cover in class. You will be given a form to fill in with specific questions to answer regarding your beliefs on each of these topics. This assignment is designed to help you explore and clarify your thoughts about the moral issues addressed in class.

Students will be given time during classes to work on the position papers.

#### **2. Exams (250 points total; 100 for the Midterm and 150 for the Final Exam)**

-Exam questions may be on any of the class assignments, including readings, discussions, lectures, and movies. Exam questions will typically be made up of some combination of true/false, multiple choice, short answer, and/or essay questions.

#### **Paper (150)**

The final paper will consist of a detailed, thorough argument for the student's position on the assigned topic. This assignment is designed to demonstrate the student's mastery of the skills of argumentation and writing, and the student's comprehension, synthesis, and analysis of the important concepts and arguments addressed in class. Throughout the semester, we will discuss what is expected on the paper and what makes a good philosophy paper.

Students will have opportunities during class time to work on the paper and receive peer or instructor feedback.

### **Extra Credit – up to 25 points**

-Your grade may be raised by up to 25 points by getting extra credit. You can earn extra credit by completing in-class extra credit activities. In-class extra credit activities will be unannounced and cannot be made up outside of class, whether or not your absence is excused. If you miss class or are late, you will miss out on these extra credit opportunities.

### **Grade Standards**

Each of you begins the semester as an “average” student, i.e. with a C grade, and proceed to work from there. To obtain an “A” grade you will need to produce work that *far exceeds* my normal expectations. My normal expectations include regular attendance, hard work, evidence of time spent with the material, and an ability to demonstrate an understanding of all concepts.

Grades will follow UAF Guidelines:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	Below 60%

**A** *An honor grade, indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.*

*‘A’ work is work that is considered exceptional and could be used as a model for other students. An A grade will only be given to work that is original, clear, accurate, thorough, innovative, and insightful and far exceeds assignment requirements.*

**B** *Indicates outstanding ability above the average level of performance.*

*‘B’ work is work that is well done and exceeds assignment requirements. B level work is work that is clear, accurate, thorough and insightful.*

**C** *Indicates a satisfactory or average level of performance.*

*‘C’ work is work that is adequate. It completely satisfies the basic requirements of the assignment.*

**D** *The lowest passing grade, indicates work of below-average quality and performance.*

*‘D’ work is sloppy or lazy work. It may address most elements of an assignment, but often reflects inattention to specifics, sketchy details, and superficial reasoning.*

**F** *Indicates failure. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.*

### Grade Calculation

You will be responsible for keeping track of your own grades. Assignments will be graded on an absolute scale, not on a curve.

### Policy on Late Assignments / Make-Ups

Late assignments will be accepted for instructor-approved reasons (i.e. for documented illness or emergencies or approved school activities).

Work that is turned in late without instructor permission will be docked 10% per calendar day late.

Make-up exams will only be allowed with prior instructor approval for serious and compelling reasons (in cases of emergency, the student must contact the instructor for approval to make up the exam as soon as possible).

### General Information and Policy

- 1. Assistance with the Course:** Please do not hesitate to email me with any questions, or if you have any concerns or difficulties with fulfilling course requirements. I want everyone in this class to do well, and I will be happy to help you work through any trouble you have with the course.
- 2. Cheating and Plagiarism:** I take cheating and plagiarism very seriously. While I will often encourage you to work together, any work that you turn in must be your own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Copying passages of text from the internet without citing the source is also plagiarism. If you copy anyone else's words or utilize anyone else's ideas (even if you paraphrase), you must appropriately cite this information (whether or not you are providing a direct quote); otherwise, this is plagiarism. Any student caught cheating or plagiarizing will receive 0 points for the assignment and may fail the course.
- 3. Disruptive Classroom Behavior:** Any student engaging in disruptive behavior may receive disciplinary action and/or be asked to leave the classroom. Students are required to read and follow the Student Code of Conduct found on pages 117 – 118 in the UAF Fall 2010 Class Schedule.
- 4. Disabilities Services:** The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the coordinator of Disability Services (Mary Matthews) at 474-5655. I will work with the Office of Disabilities Services to provide reasonable accommodation to students with documented disabilities. See the section on "Services for students with disabilities" on page 119 of the UAF Fall 2010 Class Schedule.

Other policies, including the policy on adding and dropping courses, can be found in the Class Schedule.

### Tentative Class Schedule:

Date	Topic	Reading	Papers/Exams
5/16 (M)	Introduction; Arguments	Syllabus; other	

		reading to be distributed and completed during class time	
5/17 (T)	Relativism; Ethical Theory	EE p. 25 – 46; 113 – 118	
5/18 (W)	Ethical Theory; Justice	EE. p. 79 – 87; 92 – 103; 146 – 151	
5/19 (Th)	Poverty	EE. p. 226 – 246; Singer, “The Singer Solution to World Poverty” (Blackboard)	Position Paper 1 due at the end of class
5/20 (F)	Review; Midterm Exam		<b>Midterm Exam</b>
5/23 (M)	Euthanasia	EE. p. 212 – 225	Position Paper 2 due at the end of class
5/24 (T)	Abortion	EE. p. 167 – 211	Position Paper 3 due at the end of class
5/25 (W)	Animal Rights	Singer, “All Animals Are Equal” (Blackboard); EE. P. 323 – 334	Position Paper 4 due at the end of class
5/26 (Th)	Death Penalty	EE. p. 350 - 378	
5/27 (F)	Review; Final Exam		<b>Final Exam</b>
5/30 (M)	Final Paper Due		<b>Final Paper Due</b>

**NOTE: The above assignments, due dates, topics, schedule, standards, and readings are subject to change at any point during the semester. You are responsible for any announcements of changes that have been posted on Blackboard or announced during class time.**



Regular semester  
syllabus

## PHIL 322X F01: Ethics

**Instructor:** Dr. Alicia Hall

**Email:** [ahall25@alaska.edu](mailto:ahall25@alaska.edu)

**Office:** Gruening 703b

**Office hours:** MWF from 3:00 – 4:15 PM; Tues from 3:30 – 4:30. Also by appointment.

**Office phone:**

**Class Location:** Gruening 409

**Time:** T/Th 2:00 – 3:30 PM

### Required Texts:

- (1) Steven M. Cahn, *Exploring Ethics: An Introductory Anthology*. Oxford University Press, 2009. (This will be referred to as 'EE' in Class Schedule.)
  - a. This text was chosen because it contains a survey of important topics within moral philosophy and some of the most influential moral arguments from within Western moral philosophy. We will use this text regularly within class.
- (2) John Shand, *Arguing Well*. Routledge, 2000.
  - a. This text contains a good overview of argumentation and basic logic. We will focus on it more in the beginning of the semester, but students should refer to it as a reference throughout the semester.
- (3) Other required readings to be posted on Blackboard.

### Course Description

In this course we will examine the major ethical theories in philosophy as well as some of the main ethical issues facing today's society.

In the first section of the course, we will look at how to argue, with a brief introduction to logic and deductive argument structure; discuss how to critically read philosophy and assess arguments; consider some of the problems facing ethics (including moral relativism); survey the three of the main normative ethical theories within Western philosophy: deontology, utilitarianism, and virtue ethics; and finally consider two theories of justice. In the second section, we will explore issues in applied ethics, including euthanasia, animal rights, and world hunger. Throughout the semester we will continue to study what makes a good argument and practice argumentation skills in reading, writing, and discussion.

### Catalog Course Description

"Ethic,"--from the Greek "ethos" meaning character, custom, usage--is the study of value distinctions. Examination of the nature of value judgments--their historical origins and philosophical assumptions--and exploration of the application of value distinctions to contemporary social, religious and scientific/technical issues.

### Course Goals

My main goals as an instructor for this course are three-fold: first, I want students to gain a knowledge base in ethical theory and applied ethics through reading and discussing the assigned readings. Second, the course is designed to help students develop critical thinking skills by reading, evaluating, and applying arguments from the readings, as well as developing their own arguments in both written assignments and group discussion. And finally, the course aims to help students gain

self-assessment skills through discussions of what makes a good argument and a well-written philosophy paper.

### **Intended Learning Outcomes**

Students will:

1. Be able to describe the primary ethical theories in philosophy.
2. Be familiar with some of the basic landscape of current debates in applied ethics.
3. Sharpen reading and analytic skills for evaluating arguments.
4. Develop skills in argument construction.
5. Recognize and apply specific ethical theories to discussions of current ethical issues.
6. Engage with others in constructive, rigorous, and respectful conversation about ethical issues.
7. Recognize, present, and assess the ethical issues raised by different aspects of society.
8. Work to clearly express their positions on ethical issues in writing and conversation with others.
9. Develop self-assessment skills to be able to evaluate and revise their own writing.
10. Reflect critically and systematically on questions concerning beliefs, values, and the nature of existence.

### **Course Format**

Class sessions can involve a mix of lectures, large and small group discussions, in-class writing assignments, debates, collaborative work in preparing for exams, writing, revising, and other in-class activities. Students will regularly work in small groups to work on certain assignments, interpret and evaluate the readings, and explore their positions on specific topics. In a class such as this, class participation and discussion is extremely important. Accordingly, I expect you all to come to class having read (ideally more than once) and reflected upon the week's readings, and to come prepared to participate in class discussions.

### **Blackboard**

There will be a Blackboard website for this course. Announcements, assignment information, some readings, and other course materials will be posted to Blackboard. Students are responsible for checking the course website regularly for any updates and announcements.

### **Attendance**

You are responsible for all material covered in class—including announcements—whether or not you attend class. If you have to miss a class, it is your responsibility to check with a classmate or Blackboard to find out what you missed.

If you miss class, you may also miss small group extra credit opportunities that may arise throughout the semester. These opportunities will be unannounced and cannot be made up under any circumstances. In addition, if you arrive more than 5 minutes late to class and groups have already begun working on the extra credit, you will not be permitted to attain extra credit for the day, as it is unfair to students who came to class on time and have already been putting in work.

### **Class Behavior**

In this class we will engage in a lot of discussion about issues that can be very divisive. I encourage you all to voice your views and speak up when you disagree with something, but I expect discussion to remain civil and respectful.

Classes will be primarily learner-centered, so student participation will be crucial. I am committed to providing a positive, supportive learning environment for all. Activities such as texting, surfing the internet, reading the newspaper or anything else unless assigned as part of a group project, and talking during lectures or while other students have the floor are distracting and disrespectful to both the professor and your other classmates. Therefore, disruptive and disrespectful classroom behavior will not be tolerated. Cell phones must be turned off or silenced during class. If you are expecting an important call, please put your phone on vibrate and sit near the door so you can leave the classroom with minimal disruption should the need arise.

### **Reading Assignments**

Philosophy requires careful reading. I recommend that you read each assigned piece at least twice—once quickly to get the broad picture of the argument, and then a second time through more carefully, with pen in hand to take notes. Also, be sure to **bring your text and/or the assigned reading for the day to every class period**. Many in-class activities will involve consulting the readings, and some extra credit opportunities will involve open-book exercises.

*All of the assigned readings for the week must be completed prior to the first day of class that week.*

### **Graded Assignments**

The rough draft, final paper, and position papers must be submitted in hard copy form and meet the formatting guidelines (typed, single-sided, double-spaced, reasonable 12-pt. font). Work will not be considered to be turned in until it is submitted in the proper format. Hand-written work will not be accepted. Emailed work will only be accepted as a last resort in extreme circumstances and only with instructor approval. As a result, do not wait until the last minute to complete your work; get it done ahead of time so you don't have to worry about printer problems or other possible set-backs. Be sure to keep hard copies of all the work you turn in.

### **Study Expectations**

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week. Some students may need more outside study time and some less.

### **Time Management**

*Be prepared to read and learn the text somewhat independently.* In this class, a substantial amount of time will be allocated for group discussions and in-class activities. In order to cover the course material, lectures will often be organized to cover text material at a fairly quick pace (although more time will be devoted to lectures in the first half of the semester, which is devoted to laying the groundwork for moral argumentation), or to *supplement* the required reading. Therefore, it's essential that you (A) keep up with assigned readings, (B) budget your time wisely in order to complete all your assignments, and (C) seek clarification on any material that you do not understand. If I'm not covering subjects in class that you find difficult or confusing, let me know. I want you to understand the material.

### **Assignment Values:**

Rough Draft	50 points	(10%)
Midterm Exam	100	(20%)
Final Exam	150	(30%)

Position Papers (5 total at 10 pts each)	50	(10%)
Final Paper	150	(30%)
<b>Total</b>	<b>500</b>	

### **Explanation of Graded Assignments**

Your final course grade will depend on a variety of assessments:

#### **1. Rough Draft (50 points)**

-Early in the semester, you will be expected to turn in a short (2 – 3) page rough draft in which you will formulate your initial position on the topic to be addressed within the final paper. You will receive feedback on this draft.

#### **2. Exams (250 points total; 100 for the Midterm and 150 for the Final Exam)**

-Exam questions may be on any of the class assignments, including readings, discussions, lectures, and movies. Exam questions will typically be made up of some combination of true/false, multiple choice, short answer, and/or essay questions.

#### **3. Position Papers (50 points; 5 total at 10 points each)**

-In the second half of the semester, you will be required to turn in position papers detailing your position on each of the five applied ethical issues we cover in class. You will be given a form (to be posted on Blackboard) to fill in with specific questions to answer regarding your beliefs on each of these topics. This assignment is designed to help you explore and clarify your thoughts about the moral issues addressed in class before turning in the final draft of your paper.

Position papers must be turned in as hard copies and must typed, printed single-sided, and in a reasonable 12-pt. font (e.g. Times New Roman or Courier). Hand-written papers will be returned to the student and the assignment will not be considered turned in until the student submits a typed hard copy meeting the formatting guidelines.

**All 5 position papers must be completed and submitted in order to pass the course.**

#### **Final Paper (150)**

The final paper will consist of a detailed, thorough argument for the student's position on the assigned topic. This assignment is designed to demonstrate the student's mastery of the skills of argumentation and writing, and the student's comprehension, synthesis, and analysis of the important concepts and arguments addressed in class. Throughout the semester, we will discuss what is expected on the paper and what makes a good philosophy paper.

#### **Extra Credit – up to 25 points**

-Your grade may be raised by up to 25 points by getting extra credit. You can earn extra credit by completing in-class extra credit activities. In-class extra credit activities will be

unannounced and cannot be made up outside of class, whether or not your absence is excused. If you miss class or are late, you will miss out on these extra credit opportunities.

### **Grade Standards**

Each of you begins the semester as an “average” student, i.e. with a C grade, and proceed to work from there. To obtain an “A” grade you will need to produce work that *far exceeds* my normal expectations. My normal expectations include regular attendance, hard work, evidence of time spent with the material, and an ability to demonstrate an understanding of all concepts.

Grades will follow UAF Guidelines:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	Below 60%

*A An honor grade, indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.*

*‘A’ work is work that is considered exceptional and could be used as a model for other students. An A grade will only be given to work that is original, clear, accurate, thorough, innovative, and insightful and far exceeds assignment requirements.*

*B Indicates outstanding ability above the average level of performance.*

*‘B’ work is work that is well done and exceeds assignment requirements. B level work is work that is clear, accurate, thorough and insightful.*

*C Indicates a satisfactory or average level of performance.*

*‘C’ work is work that is adequate. It completely satisfies the basic requirements of the assignment.*

*D The lowest passing grade, indicates work of below-average quality and performance.*

*‘D’ work is sloppy or lazy work. It may address most elements of an assignment, but often reflects inattention to specifics, sketchy details, and superficial reasoning.*

*F Indicates failure. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.*

### **Grade Calculation**

You will be responsible for keeping track of your own grades. Assignments will be graded on an absolute scale, not on a curve.

### **Grading Written Assignments**

More than three misspellings or typos in any written assignment will cause your grade to drop by one-half level; more than five drops the grade by a whole level. Be sure to proofread all of your written work before turning it in (it is not enough just to use spell-check).

### **Policy on Late Assignments / Make-Ups**

Late assignments will be accepted for instructor-approved absences (i.e. for documented illness or emergencies or approved school activities). To be approved, students must inform the instructor of the absence prior to the missed class, or, in case of emergencies, as soon as possible after the missed class.

Work that is turned in late without instructor permission will be docked 10% per calendar day late.

Make-up exams will only be allowed with prior instructor approval for serious and compelling reasons (in cases of emergency, the student must contact the instructor for approval to make up the exam as soon as possible).

### **General Information and Policy**

1. **Assistance with the Course:** Please do not hesitate to email me with any questions, or if you have any concerns or difficulties with fulfilling course requirements. I want everyone in this class to do well, and I will be happy to help you work through any trouble you have with the course. I encourage you to make use of the Writing Center (8<sup>th</sup> floor, Gruening Building) where you can take a draft of any writing for advice and assistance.
2. **Cheating and Plagiarism:** I take cheating and plagiarism very seriously. While I will often encourage you to work together, any work that you turn in must be your own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Copying passages of text from the internet without citing the source is also plagiarism. If you copy anyone else's words or utilize anyone else's ideas (even if you paraphrase), you must appropriately cite this information (whether or not you are providing a direct quote); otherwise, this is plagiarism. **Any student caught cheating or plagiarizing will receive 0 points for the assignment and may fail the course.**
3. **Disruptive Classroom Behavior:** Any student engaging in disruptive behavior may receive disciplinary action and/or be asked to leave the classroom. Students are required to read and follow the Student Code of Conduct found on pages 117 – 118 in the UAF Fall 2010 Class Schedule.
4. **Disabilities Services:** The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the coordinator of Disability Services (Mary Matthews) at 474-5655. I will work with the Office of Disabilities Services to provide reasonable accommodation to students with documented disabilities. See the section on "Services for students with disabilities" on page 119 of the UAF Fall 2010 Class Schedule.

Other policies, including the policy on adding and dropping courses, can be found in the Class Schedule.

## Tentative Class Schedule, PHIL 322X Section 01:

**Note: All readings for the week must be completed before the first day of class**

<b>Week of</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
Sept. 6 – Sept. 10	Introduction	<i>Monday, Sept. 6: Labor Day</i> 1. Mill on Free Speech (Blackboard) 2. Shand p. viii – 19 3. Cahn p. 3 – 6	
Sept. 13 – Sept. 17	Arguments / Logic	1. Shand p. 20 -57 2. Shand p. 74-76 (Section 5.24 only)	
Sept. 20 – Sept. 24	Intro to Moral Philosophy / Relativism	1. Shand p. 86 – 98 2. Cahn p. 25 – 46	<b>Rough Draft Due Friday, Sept. 24</b> (Due in Dr. Hall's mailbox by 5:00 PM)
Sept. 27 – Oct. 1	Moral Theory: Virtue Ethics	1. Cahn p. 113 – 118 2. Movie	
Oct. 4 – Oct. 8	Moral Theory: Deontology and Utilitarianism	1. Cahn p. 79 – 87 2. Cahn p. 92 – 103	
Oct. 11 – Oct. 15	Justice	1. Cahn p. 146 – 151 2. Sen, “Human Rights and Capabilities” (Blackboard) 3. Exam Review Thursday, Oct. 14	
Oct. 18 – Oct. 22	<b>Midterm Exam</b>	1. <b>MIDTERM EXAM: 10/19 (Tuesday)</b> 2. Unit 1 Wrap-Up (10/21)	<b>Midterm Exam on Tuesday, 10/19</b>
Oct. 25 – Oct. 29	Poverty	1. Cahn p. 226 – 239 2. Cahn p. 240 - 246 3. Singer, “The Singer Solution to World Poverty” (Blackboard) 4. Movie	
Nov. 1 – Nov. 5	Poverty	1. Movie, ctd.	
Nov. 8 – Nov. 12	Abortion	1. Cahn p. 167 – 185 2. Cahn p. 204 – 211	<b>Position Paper 1 (Poverty) Due on Tuesday, Nov. 9</b> (Due at the beginning of class)

Nov. 15 – Nov. 19	Terrorism	<ol style="list-style-type: none"> <li>1. Cahn p. 247 -254</li> <li>2. Cahn p. 255 – 260</li> </ol>	<b>Position Paper 2 (Abortion) Due on Tuesday, Nov. 16</b> (Due at the beginning of class)
Nov. 22 – Nov. 26	Animals	<p><i>Thursday, Nov. 25 – Sunday, Nov. 28: Thanksgiving Holiday</i></p> <ol style="list-style-type: none"> <li>1. Singer, “All Animals Are Equal” (Blackboard)</li> <li>2. Cahn p. 323 – 334</li> </ol>	<b>Position Paper 3 (Terrorism) Due on Tuesday, Nov. 23</b> (Due at the beginning of Class)
Nov. 29 – Dec. 3	Euthanasia	<ol style="list-style-type: none"> <li>1. Cahn p. 212 – 218</li> <li>2. Cahn p. 219 – 225</li> <li>3. Movie</li> </ol>	<b>Position Paper 4 (Animals) Due on Tuesday, Nov. 30</b> (Due at the beginning of class)
Dec. 6 – Dec. 10	Euthanasia	<ol style="list-style-type: none"> <li>1. Movie, ctd.</li> <li>2. Exam Review Thursday, Dec. 9</li> </ol>	<b>Position Paper 5 (Euthanasia) Due on Friday, Dec. 10</b> (Due in Dr. Hall’s mailbox by 5:00 PM)
Dec. 13 – Dec. 17	<b>Finals Week</b>	<b>Final Exam: 1 - 3 p.m., Thursday, Dec. 16</b>	<b>Final Exam: 1 - 3 p.m., Thursday, Dec. 16</b>  <b>Final Paper due by the beginning of exam time on Thursday, Dec. 16</b>

**This schedule is subject to change. Students are responsible for checking Blackboard for announcements and finding out anything they may have missed from missing a class.**

**NOTE: The above assignments, due dates, topics, schedule, standards, and readings are subject to change at any point during the semester. If you miss class for any reason, you are responsible for finding out about any announcements of changes that have been announced during class time.**