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**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.*

Only those formats approved will be allowed for scheduling.

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

Department

Philosophy

College/School

CLA



College of Liberal Arts


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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

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...

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 as a starting point for...

## 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, reading, and other in-

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

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)



**Grade Calculation**

You will be responsible for keeping track of your own grades. Assignments will be graded on an

**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

|           |                            |   |  |
|-----------|----------------------------|---|--|
|           |                            | 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 I due at the end of class |
| 5/20 (F)  | Review; Midterm Exam       |   | <b>Midterm Exam</b>                      |



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.

**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,

a. This text was chosen because it contains a survey of important topics within

by a number of the most important moral arguments from within

self engagement 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 major 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.

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

|  |            |       |
|--|------------|-------|
| 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.

~~Each of 50 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

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

**Grading Written Assignments**

More than three misspellings or typos in any written assignment will cause your grade to drop by

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

Tentative Class Schedule, PHIL 322X Section 01:

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

| Week of | Topic | Readings | Assignments Due |
|---------|-------|----------|-----------------|
|---------|-------|----------|-----------------|

