Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Chris Zarpentine
   Philosophy (Division of Global Cultures)
   570-408-4597, christoph.zarpentine@wilkes.edu

2. Proposal Title: Inclusion of PHL 110: Introduction to Ethical Problems as option for satisfying General Education Requirement in Philosophy (Area I)

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
☒ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
☐ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
☐ Change in course credit or classroom hours.
☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

   ______ Course Addition Form (plus syllabi)
   ______ Course Deletion Form
   ______ Course Change Form

5. Executive Summary of Proposal.
   Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

   The current proposal seeks to allow students to take PHL 110: Introduction to Ethical Problems in order to satisfy the Philosophy component of the Area I distribution requirement for undergraduate general education. Currently, the only option for students is Philosophy 101. However, in the past we have consistently approved requests to substitute PHL 110 for PHL 101 in the context of General Education Requirements. This proposal seeks to make PHL 110 a permanent option for satisfaction of this component of the Core.

   PHL 110 includes some content that overlaps with PHL 101 as currently taught (e.g. discussion of ethical theories). Moreover, as the attached syllabi make clear, PHL 110 meets all of the same General Education Student Learning Outcomes and Institutional Student Learning Outcomes as PHL 101.

   At present, an online version of PHL 110 is being developed. When this is complete, and if this proposal is approved, PHL 110 would be an important contribution to one of the goals of the current Strategic Plan in contributing to an online pathway to fulfill undergraduate general education requirements.

6. Other specific information. (Not applicable for incidental changes.)

   What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

   This change would provide students with another option for satisfying one component of the General Education Core requirements. Adequate faculty in philosophy are available to teach this course on a regular basis. No other effects are anticipated.

7. Program Outline. (Not applicable for incidental changes).
   NA
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

   _______________  ___________________________  ____________
   Print Name/Title  Signature                  Date
   Department chair(s) of all potentially affected programs

   Paul Riss, Dean CAHSS          _______________  10/10/16
   Print Name/Title  Signature                  Date
   Dean (s) of any potentially affected College/School.

   _______________  ___________________________  ____________
   Print Name  Signature                  Date
   Registrar

   _______________  ___________________________  ____________
   Print Name  Signature                  Date
   Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).
   Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

   _______________  ___________________________  ____________
   Print Name  Signature                  Date
   Chair, Academic Planning Committee. For new programs, program revisions sent via the provost.
   Signature indicates that the proposal has been reviewed and approved by APC.

   _______________  ___________________________  ____________
   Print Name  Signature                  Date
   Chair, General Education Committee. For revisions to General Education program only.
   (Signature indicates that the proposal has been approved by GEC).
PHL 101-A:
Introduction to Philosophy

Instructor:
Dr. Chris Zarpentine
Email:
christoph.zarpentine@wilkes.edu
Phone:
(570) 408-4597
Office:
Breiseth 102
Office Hours:
MW 1 – 2 pm
T 10 – 11 am
F 11 – 12 pm

Location:
SLC 222
Time:
MWF 9 – 9:50 am

COURSE DESCRIPTION: Socrates once said, “the life which is unexamined is not worth living.” In this course, we explore what it might mean to lead an examined life. Reading work from ancient, modern and contemporary thinkers we will discuss topics of perennial philosophical interest and pressing contemporary concern. Along the way we will also work to develop skills in good reasoning, critical thinking and clear writing.

This course has three kinds of goals: it aims to introduce students to philosophical thinking about several important questions of both historical and contemporary interest, to develop skills in critical thinking and clear, analytic writing and to encourage students to apply these skills in personal reflection and interpersonal discussion to issues of importance in their own lives.

COURSE OUTCOMES:
By the end of the semester, students will:

• Improve critical and analytic reading skills and ability to understand difficult philosophical texts,
  GESLO (H1-4, H6; CT1-3; D1)
  ISLO (1-3, 5)

• Be able to recognize, articulate, evaluate, develop and defend arguments for substantive normative and philosophical conclusions
  GESLO (H1-4, H6; WC1-4; CT1-4, D1-3)
  ISLO (1-5)
• Demonstrate an understanding of the central questions and positions in several philosophical debates, including the ability to explain and apply various ethical theories,
  GESLO (H1-4, H6; WC1-3; CT1-4; D1-3)
  ISLO (1-5)

• Develop skills in clear expository and critical writing.
  GESLO (H1-4, H6; WC1-5; CL3-4; CT1-4)
  ISLO (1-3, 5)

COURSE MATERIALS:
Required:
  ISBN: 978-0374533656
Supplemental course readings (i.e., Course packets) provided by the instructor.

Optional:

COURSE REQUIREMENTS: I will assign final grades according to the following scheme:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Attendance and participation</td>
<td>94-100%</td>
</tr>
<tr>
<td>10%</td>
<td>quizzes (open notebook)</td>
<td>88-93%</td>
</tr>
<tr>
<td>25%</td>
<td>Short Assignments</td>
<td>84-87%</td>
</tr>
<tr>
<td>13%</td>
<td>Final Paper</td>
<td>78-83%</td>
</tr>
<tr>
<td>24%</td>
<td>Two exams (closed notebook)</td>
<td>74-77%</td>
</tr>
<tr>
<td>13%</td>
<td>Cumulative Final (open notebook)</td>
<td>68-73%</td>
</tr>
</tbody>
</table>

Attendance and participation – Students are expected to come to class prepared to discuss the material. I take attendance regularly. If you have a legitimate excuse (absence, approved school trip, religious observance, etc.), I advise you to let me know a few days beforehand. In the event of illness, do your best to let me know that day. Unexcused absences and tardiness will negatively affect your participation grade. You are responsible for all work missed as a result of any absences.

Appropriate behavior is expected. You should be prepared to discuss the readings. You should always treat your peers with respect. Your mobile devices should be silent (not on vibrate) and should not be used during class. Violations of these expectations will negatively affect your participation grade.

Short Assignments – There will be approximately 6 (i.e., 7 +/- 2) Short Assignments. They will vary in format, objective and difficulty. For example they may involve re-
construction of an important argument or articulating a critical response to an argument discussed in class or in the readings. They will be announced in class. Some will be handed in at the beginning of class. Others will be handed in via D2L.

Quizzes – Quizzes will be short, unannounced and generally administered at the beginning of class. They will cover material from the readings or previously discussed in lectures. These cannot be made up, but if you have a legitimate excuse (e.g. religious holiday, university obligation, etc.), you will be excused. If you arrive late without a legitimate excuse, you will not be permitted to take the quiz. You may use your handwritten notes, but not your laptop computer, in the taking of quizzes.

Final Paper – There will be a final paper which will require both clear exposition and critical evaluation. Detailed instructions will be provided in class.

Exams – There will be two exams during the semester. They will consist of any combination of multiple-choice, short answer and essay questions. These are closed-notebook exams.

Cumulative Final Exam—There will be a cumulative final exam. The format will be similar to the previous exams. However, I will allow you to use your handwritten notes, but not your laptop computer.

COURSE POLICIES:
Disability Accommodation – I am happy to make accommodations. If you have a disability please register with University College.

Academic misconduct — I take academic honesty very seriously. Please make sure you are familiar with the “Statement on Intellectual Responsibility and Plagiarism” in Wilkes’ Undergraduate Handbook. Note, in particular, the following excerpt:
At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:
1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgment
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.
Your decision to cheat or plagiarize is irrevocable. If you are struggling with the material or dealing with other issues that have impact your performance and considering committing academic dishonesty, please come see me. If you are unsure what academic honesty requires or not certain how to properly document your reliance on other people’s ideas or writing, get in contact with me. Once you have committed academic dishonesty, I must execute the policy stated here. Penalty for academic dishonest will result in a penalty no less than failure of the assignment or exam with no possibility of make-up, and up to failure of the course. Disciplinary action may be taken by the Student Affairs
Cabinet. You will be required to sign-in to the course’s Turnitin.com site and to turn in assignments via this site.

**Attendance** – Students are responsible for attending class and being prepared to critically discuss the assigned readings. Excessive unexcused absences will negatively affect your Attendance and Participation grade. Legitimate excuses include illness, religious observance, University-related events, and so on. Every attempt should be made to inform the instructor of such events before the missed class. The University schedule is published far in advance, ensure that your travel plans do not conflict with scheduled classes. Students are responsible for all work missed due to absence.

**Late work and missed exams** – All work will have an assigned due date and time. Late work accompanied by a legitimate excuse will be excepted without penalty. Papers and Short Assignments received after the due time without legitimate excuse will be considered late and points will be deducted according to the following scale: within 24 hours of the due time, -5%; for each 24-hour period after the due, -10%, up to 50%. Exams missed due to a legitimate excuse (e.g. medical issue or religious holiday) may be made up. Without a legitimate excuse, exams can be made-up for partial credit at the discretion of the instructor.

**Technology Policy** – As you can see, I allow you to use handwritten notes on quizzes and on the cumulative final exam. I will not allow you to use laptops to complete these. Thus, I highly advise you to take notes by hand. The reason for this is that studies show that notes taken by hand result in better retention of the information than when notes are taken on a laptop.¹ I also advise you not to multitask in class or while doing your work for this course. While you might think that multitasking allows you to be more productive, the opposite is actually the case.² One skill that philosophical study develops is the capacity for sustained, focused thought—what philosopher Martin Heidegger called “meditative thinking.”³ In a world in which there are constant distractions from social media, mobile devices, TV, etc. this skill is increasingly difficult to develop. As a result, the capacity for such sustained concentration is increasingly valuable. I encourage you to give yourself the opportunity to develop your own capacity for this type of thinking: when you do the readings for this class, close your laptop, put your smart phone out of sight and out of hearing range, avoid the temptation to check your social media in the middle of the reading. Sit down with the reading and just focus on that. With commitment and practice, the length of time in which you can sustain your levels of concentration on a single task will improve. I think you will also find that your levels of productivity during these times also improve. When you work for extended periods of time (e.g. more than an hour), try giving yourself a 5 minute break every 45-60 minutes. I am by no means a Luddite, but our society is saturated with information technology—so much so that we do not always

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³ Heidegger, Martin. 1966. “Discourse on Thinking.”
develop the capacity to use this technology properly. Doing so requires cultivating skills like the ability to focus on a single task for an extended period of time.

*Extra credit* — I will sometimes extend extra credit opportunities to complete additional assignments that take advantage of unique opportunities at Wilkes or the surrounding community (e.g. guest speakers). Other than these, I do not generally offer extra credit. However, I am always happy to help you if you are struggling with the material or having issues external to the class that are disrupting performance (e.g. medical issues, etc.). I’m happy to meet with you to discuss a draft of your paper. If you have concerns about your performance, e-mail me or come see me.

**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 8/29</td>
<td>No readings.</td>
</tr>
<tr>
<td>W 8/31</td>
<td>Zarpentine, &quot;Notes on the Study of Philosophy...&quot; (CP)</td>
</tr>
<tr>
<td>F 9/2</td>
<td>Rupp, &quot;Be Employable, Study Philosophy&quot; (CP)</td>
</tr>
<tr>
<td><strong>M 9/5</strong></td>
<td><strong>LABOR DAY—NO CLASS</strong></td>
</tr>
<tr>
<td>W 9/7</td>
<td>Descartes, <em>Meditation I</em> (CP)</td>
</tr>
<tr>
<td>F 9/9</td>
<td>No new readings.</td>
</tr>
<tr>
<td>M 9/12</td>
<td>Plato, &quot;The apology&quot; pp. 502-531</td>
</tr>
<tr>
<td>W 9/14</td>
<td>Solomon, “Strategic Planning—for the Good Life” (CP)</td>
</tr>
</tbody>
</table>

### I. Introduction: What is Philosophy?

- F 9/16 | Plato, *The Republic* from Book II, pp. 174-186 |
- M 9/19 | Plato, *The Republic* from Book II, pp. 186-197 & pp. 244-7 |
- Optional: Haidt, Ch. 3 "Reciprocity with a vengeance" |
- F 9/23 | Batson, "Moral Masquerades" (esp. pp. 51-61) (CP) |
- F 9/30 | **Exam 1** |

### II. Plato’s Republic

- M 10/3 | Plato, *The Republic* Book IV pp. 271-286 |
- W 10/5 | Plato, *The Republic* Book IX pp. 460-465 |
- F 10/7 | Evans, "In Two Minds" (CP) |
- Haidt, Ch. 1 "The Divided Self" |

### III. Happiness and Harmony

All readings by Plato are from *Great Dialogues of Plato*

Readings are to be completed by the day they are listed.

NOTE: This is a guide to the course and is subject to change with notice.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 10/10</td>
<td>Stanovich, &quot;Rational and Irrational Thinking&quot; (CP)</td>
</tr>
<tr>
<td></td>
<td>Haidt, Ch. 5 &quot;The Pursuit of Happiness&quot;</td>
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<tr>
<td>W 10/12</td>
<td>Aristotle, from <em>Nicomachean Ethics</em> Book I (CP)</td>
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<tr>
<td></td>
<td>Optional: Haidt, Ch. 8 “The Felicity of Virtue&quot;</td>
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<tr>
<td>F 10/14</td>
<td>FALL RECESS - NO CLASS</td>
</tr>
<tr>
<td></td>
<td><strong>IV. Ethics</strong></td>
</tr>
<tr>
<td>M 10/17</td>
<td>Mill, from <em>Utilitarianism</em> (CP)</td>
</tr>
<tr>
<td>W 10/19</td>
<td>No new readings.</td>
</tr>
<tr>
<td>F 10/21</td>
<td>Kant, from <em>Groundwork for the Metaphysics of Morals</em> (CP)</td>
</tr>
<tr>
<td>M 10/24</td>
<td>No new readings.</td>
</tr>
<tr>
<td>W 10/25</td>
<td>LeGuin, &quot;The Ones who walk away from Omelas&quot; (CP)</td>
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<tr>
<td>F 10/28</td>
<td>Greene, &quot;From Neural 'is' to moral 'ought'&quot; (CP)</td>
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<tr>
<td>M 10/31</td>
<td>Exam 2</td>
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<tr>
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<td><strong>V. Political Philosophy</strong></td>
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<tr>
<td>W 11/2</td>
<td>Plato, Rousseau and Locke (CP)</td>
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<tr>
<td>F 11/4</td>
<td>Nozick, from <em>Anarchy, State, and Utopia</em> (CP)</td>
</tr>
<tr>
<td>M 11/7</td>
<td>Zencey, &quot;Fixing Locke&quot; (CP)</td>
</tr>
<tr>
<td>W 11/9</td>
<td>Marx, &quot;Estranged Labor&quot; (CP)</td>
</tr>
<tr>
<td>F 11/11</td>
<td>Marx, from <em>The Communist Manifesto</em> (CP)</td>
</tr>
<tr>
<td>M 11/14</td>
<td>Rawls, from <em>A Theory of Justice</em> (CP)</td>
</tr>
<tr>
<td>W 11/16</td>
<td>No new readings.</td>
</tr>
<tr>
<td>F 11/18</td>
<td>Nozick, from <em>Anarchy, State, and Utopia</em> Part II (CP)</td>
</tr>
<tr>
<td>M 11/21</td>
<td>No new readings.</td>
</tr>
<tr>
<td>W 11/23</td>
<td>THANKSGIVING RECESS</td>
</tr>
<tr>
<td>F 11/25</td>
<td>NO CLASS</td>
</tr>
<tr>
<td></td>
<td><strong>VI. A Market Society?</strong></td>
</tr>
<tr>
<td>M 11/28</td>
<td>Bloom, &quot;People don't actually want equality&quot; (CP)</td>
</tr>
<tr>
<td>W 11/30</td>
<td>Sandel, Intro and Ch. 1</td>
</tr>
<tr>
<td>F 12/2</td>
<td>Sandel, Ch. 2</td>
</tr>
<tr>
<td>M 12/5</td>
<td>Sandel, Ch. 3</td>
</tr>
<tr>
<td>W 12/7</td>
<td>Sandel, Ch. 4</td>
</tr>
<tr>
<td>F 12/9</td>
<td>Sandel, Ch. 5</td>
</tr>
<tr>
<td>M 12/12</td>
<td>LAST DAY-TBA</td>
</tr>
<tr>
<td>TBA</td>
<td>FINAL</td>
</tr>
</tbody>
</table>
PHL 110: Introduction to Ethical Problems

Instructor:
Dr. Chris Zarpentine
Email: christoph.zarpentine@wilkes.edu
Phone: (570) 408-4597
Office: Breiseth 102

Office Hours:
MW 1 – 2 pm
T 10 – 11 am
F 11 – 12 pm

Class Location:
TBA
Class Time:
TBA

BULLETIN DESCRIPTION: An exploration of a series of basic ethical problems. Topics to be covered include basic ethical theories, how to evaluate ethical theories and moral arguments, the relationship between religion and ethics, and a selection of current moral problems such as abortion, capital punishment, affirmative action, animal rights, etc. Specific moral problems covered will vary. Other ethical questions such as 'How should we live?' may also be covered in the course. (3 credits)

COURSE DESCRIPTION: In Plato's Republic, Socrates raises an question that has been central to philosophical thinking ever since. He says, "We are discussing no small matter, but how we ought to live." This course serves as an introduction to philosophical attempts to address this question. We will focus, in particular, on this question in the context of a selection of contemporary issues. We delve into philosophical debate about animal rights, abortion, euthanasia, cloning and human enhancement. Along the way, we discuss major kinds of ethical theories like consequentialist and deontological theories as
well as how such theories relate to these practical issues. We conclude by thinking about
the ultimate sources of our moral judgments and how this can help advance moral
discussion. Classes will consist of a combination of lecture and discussion.

**COURSE OBJECTIVES:** In our own lives, we must all answer Socrates’ question.
Even if we choose simply to accept an answer provided by someone else, we will have
decided to live in a certain way. This course aims to improve students’ ethical thinking.
As a result, this course has three types of objectives: material, formal and practical. First,
this course aims to introduce students to various moral theories and to philosophical
arguments relevant to several contemporary moral issues. Second, this course aims to
develop skills in reading comprehension, critical thinking and evaluation, and analytic
and argumentative writing—skills that will be of value in almost any future endeavor or
field of inquiry. Finally, students will be encouraged to apply these skills in personal
reflection and interpersonal discussion to questions of ethical importance in their own
lives.

By the end of the semester, students will meet the following outcomes. (Each
outcome is followed by the associated General Education Student Learning Outcomes
(GESLO) and Institutional Student Learning Outcomes (ISLO).)

- Improve critical and analytic reading skills and ability to understand difficult
  philosophical texts.
  GESLO (H1-4, H6; CT1-3; D1)
  ISLO (1, 3, 5)

- Be able to recognize, articulate, evaluate, develop and defend arguments for
  substantive normative conclusions
  GESLO (H1-4, H6; WC1-5; CT1-4, D1-3)
  ISLO (1-5)

- Demonstrate an understanding of the central questions and positions in several ethical
  debates and the ability to explain and apply various ethical theories, and
  GESLO (H1-4, H6; WC1-5; CT1-4; D1-3)
  ISLO (1-5)

- Develop skills in clear expository and critical writing.
  GESLO (H1-4, H6; WC1-5; CL3-4; CT1-4)
  ISLO (1-3, 5)

**COURSE MATERIALS:**
Wadsworth. ISBN: 9780538452830

Supplemental Readings on LIVE.
COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>7-10 quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>3-5 short assignments</td>
<td>15%</td>
</tr>
<tr>
<td>2 papers</td>
<td>30%</td>
</tr>
<tr>
<td>midterm exam</td>
<td>15%</td>
</tr>
<tr>
<td>final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

I will assign final grades according to the following scheme:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>88-93%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-87%</td>
<td>3.0</td>
</tr>
<tr>
<td>78-83%</td>
<td>2.5</td>
</tr>
<tr>
<td>74-77%</td>
<td>2.0</td>
</tr>
<tr>
<td>68-73%</td>
<td>1.5</td>
</tr>
<tr>
<td>64-67%</td>
<td>1.0</td>
</tr>
<tr>
<td>0-63%</td>
<td>0</td>
</tr>
</tbody>
</table>

Attendance and participation – Students are expected to come to class prepared to discuss the material. I take attendance regularly. If you have a legitimate excuse (absence, approved school trip, religious observance, etc.), I advise you to let me know a few days beforehand. In the event of illness, do your best to let me know that day. Unexcused absences and tardiness will negatively affect your participation grade. You are responsible for all work missed as a result of any absences.

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Short Assignments – Short Assignments will vary in format, objective and difficulty. For example they may involve re-construction of an important argument or articulating a critical response to an argument discussed in class or in the readings. They will be announced in class. Some will be handed in at the beginning of class. Others will be handed in via D2L.

Papers – These will be approximately 3-5 pages in length and will require both clear exposition and critical evaluation. Detailed instructions will be provided approximately 2 weeks before they are due.

Exams – These will consist of any combination of multiple-choice, short answer and essay questions. The final will not be explicitly cumulative, but concepts and theories discussed during the first half of the semester will continue to be relevant during the second half.
COURSE POLICIES:

Disability Accommodation – I am happy to make accommodations. If you have a disability please register with University College.

Academic misconduct — I take academic honesty very seriously. Please make sure you are familiar with the “Statement on Intellectual Responsibility and Plagiarism” in Wilkes’ Undergraduate Handbook. Note, in particular, the following excerpt:

At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgment
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Your decision to cheat or plagiarize is irrevocable. If you are struggling with the material or dealing with other issues that have impact your performance and considering committing academic dishonesty, please come see me. If you are unsure what academic honesty requires or not certain how to properly document your reliance on other people’s ideas or writing, get in contact with me. Once you have committed academic dishonesty, I must execute the policy stated here. Penalty for academic dishonest will result in a penalty no less than failure of the assignment or exam with no possibility of make-up, and up to failure of the course. Disciplinary action may be taken by the Student Affairs Cabinet. You will be required to sign-in to the course’s Turnitin.com site and to turn in assignments via this site.

Attendance – Students are responsible for attending class and being prepared to critically discuss the assigned readings. Excessive unexcused absences will negatively affect your Attendance and Participation grade. Legitimate excuses include illness, religious observance, University-related events, and so on. Every attempt should be made to inform the instructor of such events before the missed class. The University schedule is published far in advance, ensure that your travel plans do not conflict with scheduled classes. Students are responsible for all work missed due to absence.

Late work and missed exams – All work will have an assigned due date and time. Late work accompanied by a legitimate excuse will be excepted without penalty. Papers and Short Assignments received after the due time without legitimate excuse will be considered late and points will be deducted according to the following scale: within 24 hours of the due time, - 5%; for each 24-hour period after the due, -10%, up to 50%. Exams missed due to a legitimate excuse (e.g. medical issue or religious holiday) may be made up. Without a legitimate excuse, exams can be made-up for partial credit at the discretion of the instructor.
SAMPLE COURSE SCHEDULE:

All readings are from Mackinnon, unless indicated.

**Introduction to Philosophy and Ethics**

Tuesday (1/8): No readings.

Thursday (1/10): Mackinnon, Chapter 1, p 1-12
Plato, from the *Euthyphro*, p 12-15

**Ethics, Religion and Relativism**

Tuesday (1/15): No new readings.

Thursday (1/17): Mackinnon, Chapter 2, p 20-26
Midgley, “Trying out one’s new Sword,” p 27-30

Tuesday (1/22): No new readings.

**Nonhuman animals: interests, rights and contracts**

Thursday (1/24): Mackinnon, Chapter 4, p 52-60
Mill, from *Utilitarianism*, p 67-72

Tuesday (1/29): Singer, “All animals are equal.” p 385-93
Mackinnon, Chapter 17, p 375-384

Thursday (1/31): Mackinnon, Chapter 5, p 74-83
Kant, “Fundamental Principles of the Metaphysics of Morals” p. 84-93

Tuesday (2/5): Reagan, “Are zoos morally defensible?” [online]
Cohen, “Do animals have rights?” [online]

Thursday (2/7): Mackinnon, Chapter 6, p 96-7

Tuesday (2/12): Narveson, “On a case for animal rights” [online]

Thursday (2/14): Pollan, “An Animal’s Place” (online)

**Abortion**

Tuesday (2/19): Marquis, “Why abortion is Immoral,” p 220-27
Optional: Mackinnon, Chapter 11, p 196-208


Tuesday (2/26): No new readings.
Thursday (2/28): MIDTERM

**Euthanasia**
Tuesday (3/5): Mackinnon, Chapter 7, p 108-114
Mackinnon, Chapter 10, p 162-76
Gay-Williams, “The wrongfulness of Euthanasia,” p 178-81

Thursday (3/7): No new readings

**SPRING BREAK March 10-17**


Thursday (3/21): Steinbeck, “The Intentional Termination of Life” (online)

**Cloning and Enhancement**
Tuesday (3/26): Mackinnon, Chapter 18, p 402-17


Tuesday (4/2): Sandel, ”The case against perfection” (online)
Mackinnon, Chapter 8, p 124-7

Thursday (4/4): Caplan, “Good, better, or best” (online)

**Poverty and International Aid**
Tuesday (4/9): Mackinnon, Chapter 20, p 458-68
Singer, “Poverty, Affluence, and Morality,” p 469-76


**Moral Psychology**
Tuesday (4/16): Unger, from *Living High and Letting Die* (online)

Thursday (4/18): Greene, “From Neural is to Moral Ought” (online)

Tuesday (4/23): Haidt and Graham “When Morality Opposes Justice” (online)

NOTE: This is a guide to the course and is subject to change with notice.