

**PHI2600 INTRODUCTION TO ETHICS Tuesdays and Thursdays**

**PHI2600-U05 /12:30-1:45pm /GC278B**

**PHI2600-U17 / 5-6:15pm/PC 416**

**Instructor: Dr. Elizabeth Scarbrough**

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**Office hours: [escarbro.appointy.com](http://escarbro.appointy.com)**

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\*My courses are my intellectual property.

**Course Description:**

This class is a brief introduction to moral theory and applied ethics. The first part of the course will focus on three big moral theories: Utilitarianism, Kantianism, and Virtue Ethics. These theories present accounts of what makes an action right or wrong, what makes a person virtuous or vicious, and what role an ethical theory should play in a good life. Some of the applied ethical topics discussed will include: whether we have an obligation to follow the law, our obligations to global famine relief, abortion, animal rights, and oppression.

**Learning Objectives:** Your skills will be developed and tested in three ways:

- (1) **Reading Comprehension:** involves close reading all the assigned texts;
- (2) **Philosophical Writing:** involves completing a variety of written assignments designed to teach you how good philosophical writing differs from other familiar types of writing (this is a Gordon's Rule course);
- (3) **Class Discussion:** involves actively, respectfully engaging with your peers and instructor about philosophically complex, abstract theories that have implications for how we should make choices and live our lives.

Success in this course requires you to prepare yourself for class discussion by reading critically, to defend your own views with reasons and arguments, and to give a good faith effort to develop your philosophical skills, both verbally and in writing.



Hi! I'm Dr. Elizabeth Scarbrough (Dr./Professor Scarbrough in class please). Here's a photo of me at the Uffizi Gallery last year. I'm a professor of philosophy, with areas of teaching specialty in ethics and aesthetics (including philosophy of nature and philosophy of film). My research focuses on preservation and aesthetic appreciation of ruins (see my research page for more: [elizabethscarbrough.com](http://elizabethscarbrough.com)). In my free time, I like to swim, read novels, watch tons of movies, play flute (badly), and travel!

### Required Texts:

**(1) Cahn, Steven M.**, ed. *Exploring Ethics: An Introductory Anthology*, 4<sup>th</sup> Ed (Oxford: Oxford University Press, 2017). (\$45-55 new, \$15-30 used, \$15-25 rental)

This book is required and you must bring it to class. You may bring an electronic copy to class but it must be on a computer or e-reader (not on your phone).

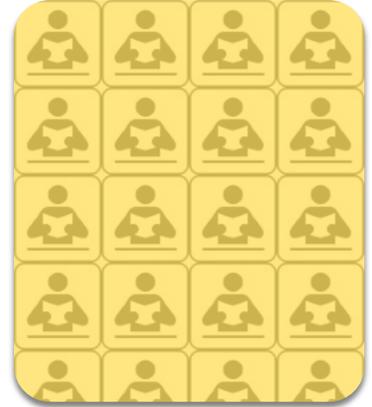
The student resources available with this text will be a big help to you: <http://global.oup.com/us/companion.websites/9780190273637/stud/>

**(2) Movies:** You must also watch 2 movies during the course of this class. These movies may be available for free on YouTube, or at the FIU library (Kanopy) or on DVD. You might also be required to purchase a rental for \$1.99 each so please factor that into your budget. You will be responsible for tracking these movies down to watch them. (\$4)

**(3) CANVAS:** All other texts will be made available to you in PDF form on CANVAS.

## How to succeed in this course:

**Uninterrupted reading:** One of our three learning goals is reading comprehension. I will assign a significant amount of reading. I do not expect that you understand all of the reading, but I do expect a good faith effort at reading the text. Reading philosophical texts is much harder than reading the newspaper or a friend's twitter feed. Expect to dedicate 1 hour for every 10 pages of philosophical reading (or more). If you are struggling with an article, look at my tips and tricks for reading dense philosophy (found on my website). I advise you to print out your articles and highlight them, mark them up, and write notes on the text. I also advise you taking notes about the articles on a separate piece of paper (**LOOK AT THIS TECHNIQUE:**<https://lawpreview.barbri.com/taking-notes-in-law-school/>)



**Engage:** The best way to learn is to practice with your fellows in a safe learning environment. Since you and your peers have different experiences with philosophy and culture, your peers are also valuable resources for learning. Your comments, questions, and responses help make us all better philosophers. Engaging also mean engaging with course reading. Try to find connections between our readings and your other classes. Talk to your family members and non-philosopher friends about the ideas we discuss in class!

**Take risks:** We must experiment and take risks to learn. I was a shy student so I know how difficult it can be to speak up in class but I urge you to practice courage in public speaking. Try to aim to make 1 public comment per class. For those of you who find public speaking very easy, I urge you to practice active listening and attempt to go for 30 minutes in class without speaking. Taking risks also entails epistemic humility: come to class with an open mind. Play with ideas you find different than your own. Much of what we will be discussing is controversial – try to move past gut reactions.



**Cultivate Attention:** We live in a world with built-in distractions and philosophy requires deep thinking. We will practice techniques in class which require us to expand our attention spans. Try hard not to look at your phone, email, text messages during class. When you are at home reading, set a timer and try to read (and only read) for the allotted amount of time (start with 10 or 20 minutes at first and build your way up). Philosophy is hard to do in a distracted world. I've found Cal Newport's book [Deep Work: Rules for Focused Success in a Distracted World](#) very helpful.



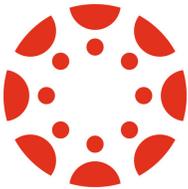
E-mail:  
[escarbro@fiu.edu](mailto:escarbro@fiu.edu)

Website with helpful hints: <http://myweb.fiu.edu/escarbro>

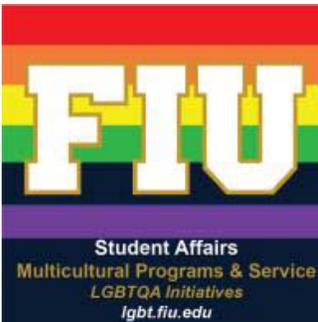
Tips on writing philosophy: <http://myweb.fiu.edu/escarbro/tips-for-writing-a-philosophy-paper/>



Sign-up for office hours: [escarbro.appointy.com](http://escarbro.appointy.com)

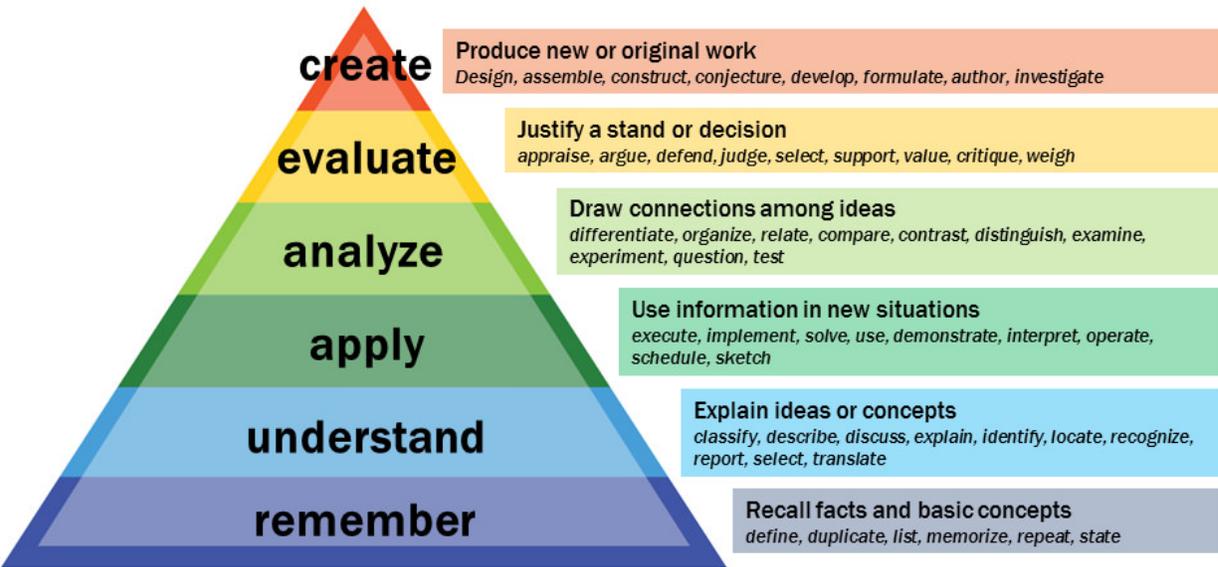


All readings appear as PDFs on our CANVAS website OR can be accessed through our library.



As a Safe Zone Ally, I can help connect you with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation/gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

## Bloom's Taxonomy



## **Grading:**

**This class is graded out of 100 points.**

### **I. Participation (10 points):**

You have 10 participation points until you lose them. This is not a system of earning but of loss. Here is how you can lose participation points:

1. Excessive absences. Anything above 3 unexcused absences can hurt your participation score (if you are not in class, you cannot participate!)
2. Excessive tardiness or leaving early (again, if you are not in class, you cannot participate!)
3. Disruptive behavior in class. This include: side conversations (while the instructor or other classmates are talking), incivility (see #4), excessive talking (talking over others while they are talking). This is not an exhaustive list
4. Incivility toward the professor or fellow students. Incivility includes (but is not limited to): violations of the student code of conduct, disrespectful language, disrespectful behavior (such as hand gestures), making fun of fellow students (e.g., “Only stupid people believe X!”). Incivility also includes refusal to use people’s gender pronouns and names. You will be given a nametag at the beginning of class and so will your fellow classmates. We will refer to people in class by the name they provide on their nametag, and by the gender pronouns they provide on their nametag.
5. Sleeping during class (again, if you are not awake, you cannot participate!)
6. Refusal to participate in group work
7. Participating in group work “in name only” (don’t be the person that is a free-rider, someone who always expects others to do the work for you)
8. Not paying attention in class, including texting, surfing the internet, or reading during class.
9. Constantly not being prepared for class. If you come to class and it is obvious through discussion and our activities that you consistently do not read our assigned readings, your participation can be lowered.

Twice during the semester (October 10th and December 6<sup>th</sup>) I will ask you to submit a journal reflecting on your level of participation in the class. You must write a few sentences in this journal (both journals) in order to be graded for participation.

### **II. Quizzes -5 pop quizzes (10 points total) and 1 final quiz (5 points) = 15 points**

- a. You will have 5 pop quizzes during the semester. These quizzes will be simple reading quizzes, designed to encourage you to do the reading carefully before class. Each quiz will be two questions, each question worth 1 point. If you miss class a day of the quiz and you have a documented legitimate excuse, you may make up a quiz by attending my office hours (escarbrow.apointy.com). You must bring your documentation to make up the quiz. I may give you a quiz for that reading, or for another reading.
- b. You will have a final quiz on the last day of class which will be worth 5 points. This quiz will be cumulative.

### **III. Writing Assignments – 59 points total**

This is a Gordon Rule writing course. Writing assignments will count for the majority of your grade.

- Small Scaffolding Writing Assignments: Total: 30 points total  
Writing and Introduction – 5 points (Sept. 6, 11:59pm)  
Writing an Exegesis -10 points (Sept. 20<sup>th</sup>, 11:59 pm)  
Writing an Argument – 10 points (Sept. 27<sup>th</sup>, 11:59 pm)  
Writing a Conclusion – 5 points (Oct. 18<sup>th</sup> 11:59pm)

- Journal Entries: Two Entries both 7 points: 14 points total

Twice in the semester you will be asked to watch a movie and apply our philosophical readings to that movie. These journal entries will accomplish three things:

-2 points: First you must give a brief summary of the movie. The summary is to show me that you watched the movie (and didn't simply read the wiki page).

-3 points: Then you must provide an exegesis of the article that pairs with that movie. This should be approx. 2 pages double spaced.

-2 point: Then you must apply the movie to one of our philosophical readings. This requires you to relate a scene in the movie to one of the moral theories we are discussing. For example, if we are studying Utilitarianism, you would have to first define Utilitarianism and try to apply its central tenant to the behavior of one of the characters in the film.

<DUE DATES FOR JOURNALS VARY – SEE JOURNAL INSTRUCTIONS>

- Final In-class Essay Assignment – 15 points total

During our exam week you will sit for an exam where you will be asked to write a paper putting together all the pieces of our small scaffolding writing assignment. Topics for the final exam will be given out in advance and you will have plenty of time to prepare. You will also be given credit for writing an outline for your final paper (3 points are allocated for your outline).

#### **IV. Small Assignments – 21 points**

There will be several points in the semester where you will have to hand in “homework.” These assignments cannot be handed in late and are each worth three points. They will be graded A(3), B(2) C(1) or no credit. Depending on the small assignment, they will either be handed in during class OR via CANVAS. You can miss one small assignment and still receive a 100% in this course. The small assignments are as follows:

- SINGER WORKSHEET
- KANT CI PROECEDURE
- POVERTY CALCULATOR
- CALCULATE MIDTERM GRADE
- DEBATE PREP
- FEEBACK PARAGRAPH
- SWEATSHOP CALCULATOR

#### **V. Extra Credit - 3%**

I will provide a 3% bump up of your grade if you miss three or fewer classes AND you hand over your phone during those classes AND you stay off your other electronic devices for non-class related info. I will have a phone holder and sign-in sheet at the front of the class beginning WEEK 2.

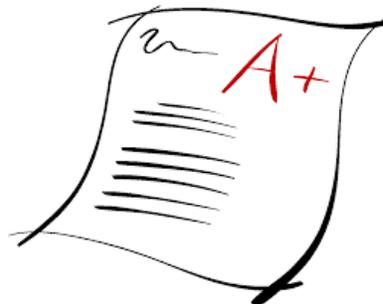
# EVALUATION

**Grading Scale:** 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%, E = 59% and below

**Class Etiquette:** I expect you not to disrupt me, or other students, during class. If you are disruptive, I will ask you to leave the class. Disruptions may include texting on your phone, surfing the internet, talking with other students (not about course material), reading the paper, watching videos, doing work for other classes, etc. Disruptions will lower your participation grade. Additionally, I expect you to treat other students (and their opinions) with respect. *This includes not taking photos or videos of me or your fellow students without permission.*

**Late Assignment Policy:** You are graded on the merit of your work (not your effort). If you believe you have been graded unfairly, I am willing to look over your work again, but be aware that I will re-evaluate it and provide you with a new grade. This means that there is a chance that your grade may go down because I may decide that I was too generous the first time. Late written work (i.e., the journals and the small scaffolding assignments ONLY) will be penalized at 1 point a day (or part of a day) unless you have made prior arrangements with me. For example, if an assignment is worth 5 points, and you hand it in 4 days late, you can receive 1 point on that assignment.

**Academic Misconduct:** Academic misconduct includes cheating, plagiarism, and unauthorized collaboration with other students on assignments. *Academic dishonesty disadvantages honest students, and is clearly unfair to hard-working students. Instructors have a duty, therefore, to protect honest students, and to insure that they are not disadvantaged by dishonest students.* For more information, see FIU's Academic Misconduct policy (Section 2.44). There are serious consequences for academic misconduct, including suspension and expulsion from the university. **All students suspected of plagiarism will be reported to the Office of Academic Misconduct and receive a "0" on their assignment.**





# READING SCHEDULE

Week/Dates	Topic	Reading	Assignments
1 (Aug 27, Aug 29)	Introduction & Cultural Relativism	<b>Tuesday:</b> None <b>Thursday:</b> Rachels – “The Challenges of Cultural Relativism” <Journal 1a option for Friday>	-J1a option
2 (Sep 3, Sep 5)	Utilitarianism	<b>Tuesday:</b> Mill “Utilitarianism <b>Thursday:</b> Pojman “Strengths and Weakness of Utilitarianism” <Journal 1b option for Friday>	Introduction due Friday 11:59pm -J1b option
3 (Sep 10, Sep 12)	Utilitarianism Applied	<b>Tuesday:</b> Singer “Famine, Affluence, and Morality” <b>Thursday:</b> No additional reading. Class activity.	Small Assignment #1 (SM#1) due in class Tuesday
4 (Sep 17, Sep 19)	Kantianism	<b>Tuesday:</b> Kant – “The Categorical Imperative” <b>Thursday:</b> O’Neill “A Simplified Account of Kant’s Ethics”	Exegesis due Friday 11:59pm
5 (Sep 24, Sep 26)	Kantianism Applied	<b>Tuesday:</b> O’Neil “Kantian Approaches to Some Famine Problems” PDF <b>Thursday:</b> No additional reading. Class activity. <Journal 1c option for Friday>	Argument due Friday 11:59pm -J1c option
6 (Oct 1, Oct 3)	Virtue Ethics	<b>Tuesday:</b> Aristotle “The Nature of Virtue” <b>Thursday:</b> Driver “Virtue Ethics”	SA#2 due Friday 11:59
7 (Oct 8, <b>OCT 10 NO CLASS</b> – Small assignment, participation feedback, J1	Application of Ethical Theories	<b>Tuesday:</b> SURPRISE – no additional reading <b>Thursday:</b> NO CLASS <Journal 1d final option for Friday > <Small Assignment #3 due Friday>	*Oct 10 feedback on participation -Final J1 option- SA #3 Friday
8 (Oct 15, Oct 17)	Virtue Ethics Applied /Abortion	<b>Tuesday:</b> Hursthouse “Virtue Ethics and Abortion” <b>Thursday:</b> Marquis “Why Abortion is Immoral”	SA#4 Tuesday 11:59 Conclusion due Friday 11:59pm

9 (Oct 22, Oct 24)	Abortion /Animal Rights	<b>Tuesday:</b> Thomson “A Defense of Abortion” <b>Thursday:</b> David Foster Wallace “Consider the Lobster” PDF -Journal 2a option -	-J2 Option-
10 (Oct 29, Oct 31)	Animal Rights	<b>Tuesday:</b> Singer “On Animals” PDF <b>Thursday:</b> Regan “The Case for Animal Rights” _ -Journal 2b option-	-J2 Option-
11 (Nov 5, Nov 7)	DEBATE WEEK	<b>Tuesday:</b> Debate prep in class <b>Thursday:</b> DEBATE	SA#5: Debate Prep Wed 11:59pm
12 (Nov 12, Nov 14)	Pornography	<b>Tuesday:</b> Longino “Pornography, Oppression, and Freedom” <b>Thursday:</b> Feinberg “The Case Against Pornography” -Journal 2c option-	-J2 Option- SA#6: Feedback Friday 11:59pm
13 (Nov 19, Nov 21)	Oppression	<b>Tuesday:</b> Hay “A Feminist Kant?” PDF <b>Thursday:</b> Young “Five Faces of Oppression” PDF _ -Final journal 2d option -	-Final 2 <sup>nd</sup> journal option-
14 (Nov 26, Nov 28) Office hours only Tuesday, No Class Thursday – Thanksgiving!	Paper Prep / Office Hours Only	<b>Tuesday:</b> I will be holding extended office hours to go over your papers. We will not hold class. Sign up for office hours here: <a href="http://escarbro.appointy.com">escarbro.appointy.com</a> <b>Thursday:</b> NO CLASS THANKGIVING	SA#7: Forced Labor Calculator Monday 11:59pm
15 (Dec 3, Dec 5)	Paper Workshops and Final Quiz	<b>Tuesday:</b> Paper workshop / Course evals <b>Thursday:</b> Final quiz	-Final quiz *Dec 6 Feedback on participation
16 (Finals week)	FINAL INCLASS ESSAY EXAM		In class essay final.

## **Additional Resources**

FIU has some great resources for enhancing your performance in this and other classes:

### **ACADEMIC CENTERS:**

#### **Philosophy Writing Center, DM 339B**

<https://sites.google.com/view/fiuphitutors/home>

Appointments can be found here: [fiuphitutors.appointy.com](http://fiuphitutors.appointy.com)

#### **Center for Excellence in Writing, [writingcenter.fiu.edu](http://writingcenter.fiu.edu), GL 125**

**Hours:** Monday-Thursday 9am-8pm; Friday 9am-5pm

Make an [appointment](#) to help brainstorm, edit, or polish your draft.

#### **University Learning Center, [undergrad.fiu.edu/cas/learning-center](http://undergrad.fiu.edu/cas/learning-center), GL 120**

Hours: Monday-Thursday 8-8 and Friday 8-5.

Tutoring assistance begins at 9:00 each day on both campuses.

CAS can help you with your reading skills, study techniques and grammar.

#### **Disability Resource Center, GC 190**

[studentaffairs.fiu.edu/student-success/disability-resource-center](http://studentaffairs.fiu.edu/student-success/disability-resource-center)

Hours: Monday-Thursday 8-6 and Friday 8-5

If you would like to avail yourself of the resources the DRC provides I advise you to do so as soon as possible. Do not wait until the last week of the course. All accommodations should be discussed **PRIOR** to the due date of the assignment.

### **HEALTH AND WELLNESS**

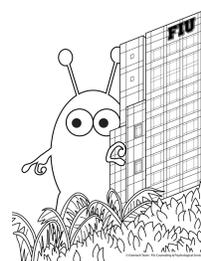
#### **Counseling and Psychological Services, SHC 270 <http://studentaffairs.fiu.edu/wellness/counseling-and-psychological-services/>**

Open Monday-Tues 8-6:30 and Weds-Fri 8-5pm; Same-day consultations Mon-Thurs 10-3 and Friday 11-3. If you are experiencing stress, depression, grief, or trauma, please take advantage of the counseling assistance at FIU.



#### **Student Food Pantry, DM 166 (second location at BBC; see website) <http://studentaffairs.fiu.edu/get-support/student-food-pantry>**

Open Monday 12-3pm; Tues. 2-5:30pm; Weds. & Thurs. 2-5pm



**ASSIGNMENT NAME:** INTRODUCTION TO A PAPER

**ASSIGNMENT DUE DATE:** Friday, October 6th at 11:59 pm

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas

**ASSIGNMENT GOAL:** To learn to write an introduction to a philosophy paper

**ASSIGNMENT INSTRUCTIONS:**

You will be tasked with writing an introduction to the topic of ethical theories. You must discuss James Rachels's "The Challenge of Cultural Relativism" and J.S. Mill's "Utilitarianism."

You must come up with a thesis statement for this assignment, arguing either that cultural relativism is superior to Utilitarianism or Utilitarianism is superior to cultural relativism. Remember that Rachel does not advocate for cultural relativism (so you cannot attribute the position to him). Rather you will be taking what you know about cultural relativism from his article. This introduction will be judged on the parts you will have to write. Details on these can be found here:

<http://myweb.fiu.edu/escarbro/tips-for-writing-a-philosophy-paper/>

**HOW THIS ASSIGNMENT WILL BE GRADED:**

The assignment is 5 points. Follow the template – read the instructions carefully (above link) and you will receive full credit.

**WHAT FEEDBACK WILL I RECEIVE ON THIS ASSIGNMENT?**

You will receive a rubric score. You will also receive comments on grammar (in the form of electronic notes on your paper) if there are major grammatical issues with your paper.

**ASSIGNMENT NAME:** EXEGESIS A PAPER

**ASSIGNMENT DUE DATE:** FRIDAY SEPT 20 at 11:59 pm

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas

**ASSIGNMENT GOAL:** To learn to write an exegesis to a philosophy paper

**ASSIGNMENT INSTRUCTIONS:**

Assume you have already written an introduction to a paper. Your imagined thesis statement in this paper is: "I will argue that O'Neill's account of our obligations to famine relief is inferior to Singer's." For this assignment you will be writing your exegesis (or background) section on **SINGER**. You will need to write a multi-paragraph paper (double spaced 2-2.5 pages, 12 pt font, minimum 800 words) laying out the important features of Singer's utilitarian account.

More help for this assignment can be found here: [http://myweb.fiu.edu/escarbro/wp-content/uploads/sites/427/2016/10/paper\\_exegesis\\_pwc.pdf](http://myweb.fiu.edu/escarbro/wp-content/uploads/sites/427/2016/10/paper_exegesis_pwc.pdf)

**HOW THIS ASSIGNMENT WILL BE GRADED:**

The assignment is worth 10 points.

2 points (20%): Language (e.g., free of typos, word choice, grammar, proper use of citations etc.)

8 points (80%): Content:

- Did you define all the relevant terms and concepts?
- Did your exegesis flow from one important concept to the next?
- Can a non-philosopher understand what you are saying?

**WHAT FEEDBACK WILL I GET ON THIS ASSIGNMENT?**

You will receive 2-3 minutes of AUDIO COMMENTS on this assignment. If there are major grammatical errors, you will receive additional comments on your essay via in-text comments.

**ASSIGNMENT NAME:** ARGUMENT FOR A PAPER

**ASSIGNMENT DUE DATE:** ARGUMENT DUE FRIDAY SEPT 27th AT 11:59pm

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas will provide you a link to TURNITIN

**ASSIGNMENT GOAL:** To learn to write an ARGUMENT for a philosophy paper

**ASSIGNMENT INSTRUCTIONS:**

Assume you have already written both your introduction and exegetical sections of your paper. You are now ready to write an argument for your paper. You may choose to argue that Singer's account of famine relief is better than O'Neill's or that O'Neill's is better than Singer's .

To successfully complete this assignment, you should provide the reader with three premises (or reasons) for why X is better than Y. These reasons/premises will need to be supported with evidence.

Expect to write 2 pages for this assignment (double spaced).

More help on arguments can be found here:

[http://philosophy.fas.harvard.edu/files/phildept/files/brief\\_guide\\_to\\_writing\\_philosophy\\_paper.pdf](http://philosophy.fas.harvard.edu/files/phildept/files/brief_guide_to_writing_philosophy_paper.pdf)(pay particular attention to pages 5-7)

**HOW THIS ASSIGNMENT WILL BE GRADED:**

The assignment is worth 10 points.

34% = Can I find 3 discrete (separate) premises?

50% = Are the premises well argued for?

16% = Appropriate language is used (WC, tone, grammar)

-1 point taken off for missed citations **PER CITATION** (this includes citations which do not give me page numbers). Please use in-text citations using MLA style (help here: <https://owl.english.purdue.edu/owl/resource/747/01/>) You only need a WORK CITED section if you used works OUTSIDE of our course material. (-1 for missed citations PER CITATION will now be standard for all future assignments – including JOURNAL ASSIGNMENTS!!!!)

**Creating in-text citations using the eighth edition**

The in-text citation is a brief reference within your text that indicates the source you consulted. It should properly attribute any ideas, paraphrases, or direct quotations to your source, and should direct readers to the entry in the list of works cited. For the most part, an in-text citation is the **author's name and page number (or just the page number, if the author is named in the sentence) in parentheses**: Imperialism is “the practice, the theory, and the attitudes of a dominating metropolitan center ruling a distant territory” (Said 9).

**WHAT FEEDBACK WILL I RECEIVE?**

You will receive a rubric score and a few in-text comments.

**ASSIGNMENT NAME:** CONCLUSION TO A PAPER

**ASSIGNMENT DUE DATE:** FRIDAY OCT 19th AT 11:59pm

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas

**ASSIGNMENT GOAL:** To learn to write a conclusion to a philosophy paper

**ASSIGNMENT INSTRUCTIONS:**

Assume you have already written your introduction, exegesis, and argument sections of your paper. Your imagined thesis statement in this paper is: “I will argue that Hursthouse’s account of abortion rights is superior to Marquis’s anti-abortion position” OR you may write “I will argue that Marquis’s account of the immorality of abortion is superior to Hursthouse’s account of the morality of abortion.” I do not care which you choose and you need not choose the position you actually hold.

Your conclusion should have three things:

- A reminder to your audience what you argued
- A reminder to your audience of how you argued for your thesis
- A brief statement of the importance of the topic

For example, if my thesis statement was: “I will argue that Mill’s account of utilitarianism is better than Bentham’s,”(\*NOT\* what you are to write on for this conclusion – I’m only using this as an example) I might write something like the following:

In this paper, I argued that Mill’s account of utilitarianism is better than Bentham’s. I did this by first presenting Bentham’s account, followed by a rehearsal of Mill’s account. I then presented my argument that Mill’s account is superior for three reasons: first, Mill’s qualitative hedonism is better than Bentham’s quantitative hedonism; second, Mill’s rule utilitarianism is better than Bentham’s act utilitarianism; finally, Mill’s account of perfect duties and imperfect duties adds an important nuance to moral action. While this debate might seem overly academic, if we are to understand the importance of morality in society, we need to figure out the correct moral principles.

**HOW THIS ASSIGNMENT WILL BE GRADED:**

The assignment is worth 5 points.

- 1 point: Your first sentence of introduction (section (a) above)
- 2 points: Section (b) above – a reminder of how you argued for (a)
- 1 point: Section (c) above – why this topic is important
- 1 point: Language: WC/grammar/spelling, etc.

**WHAT FEEDBACK WILL I GET ON THIS ASSIGNMENT?**

You will receive a rubric score on each part via TURNITIN. You must log into TURNITIN to see your rubric score.

**HELPFUL HINTS:**

Remember that you can receive -1 per missed citation!

You must reverse engineer your argument in order to include your premises in this conclusion. I suggest you first brainstorm premises for your argument before you start writing your conclusion.

**ASSIGNMENT NAME:** JOURNAL #1

**ASSIGNMENT DUE DATE:** Twice during the semester. The first journal entry must be completed by October 11th and the second must be completed by November 22nd.

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas

**ASSIGNMENT GOAL:** To learn to apply our theories to a case.

**ASSIGNMENT INSTRUCTIONS:**

Journal Entries: Each entry 7 points / 2 entries total 16 points total

Twice in the semester, you will be asked to watch a movie and apply our philosophical readings to that movie. These journal entries will accomplish three things:

- 2 points: First you must give a brief summary of the movie (half a page to a page). The summary is to show me that you watched the movie (and didn't simply read the wiki page). (250-500 words)
- 3 points: Then you must apply the movie to one of our philosophical readings. This requires you to relate a scene in the movie to one of the moral theories we are discussing. For example, if we are studying Utilitarianism, you would have to first define Utilitarianism and try to apply its central tenant to the behavior of one of the characters in the film. (350-500 words or more)
- 2 point: Finally, you must briefly tell me your opinion. For example, "Do you agree that theory X rightly captures the moral dilemma presented in movie Y?" This is not your opinion about whether the movie is a good movie or not, or whether or not you like the moral theory. Rather, focus on whether the moral theory captures what is morally salient in the film. (350-500 words)  
The minimum number of words for this assignment is 950.

**YOUR OPTIONS FOR JOURNAL #2 (pick one from the list below)**

**Due date / Topic / Name of the movie / Reading you have to apply it to**

1a.

8/28 / Cultural Relativism / I am not your negro / Rachels

Question to think about: What would a cultural relativist say about the injustice experienced by African Americans in this documentary? Would they be right?

1b.

9/6 /Utilitarianism / Do the right thing / Mill

Question to think about: According to Utilitarianism, did Mookie do the right thing at the end of the movie? Did anyone?

1c.

9/27 / Kantianism / A Clockwork Orange / Kant

Question to think about: According to Kantianism, was it right to subject Alex to the treatment to prevent crime? Why or why not?

1d.

10/11 / Virtue Ethics / TBD

**ASSIGNMENT NAME:** JOURNAL #2

**ASSIGNMENT DUE DATE:** Twice during the semester. The first journal entry must be completed by October 11th and the second must be completed by November 22nd.

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas

**ASSIGNMENT GOAL:** To learn to apply our theories to a case.

**ASSIGNMENT INSTRUCTIONS:**

Journal Entries: Each entry 7 points / 2 entries total 16 points total

Twice in the semester, you will be asked to watch a movie and apply our philosophical readings to that movie. These journal entries will accomplish three things:

- 2 points: First you must give a brief summary of the movie (half a page to a page). The summary is to show me that you watched the movie (and didn't simply read the wiki page). (250-500 words)
- 3 points: Then you must apply the movie to one of our philosophical readings. This requires you to relate a scene in the movie to one of the moral theories we are discussing. For example, if we are studying Utilitarianism, you would have to first define Utilitarianism and try to apply its central tenant to the behavior of one of the characters in the film. (350-500 words or more)
- 2 point: Finally, you must briefly tell me your opinion. For example, "Do you agree that theory X rightly captures the moral dilemma presented in movie Y?" This is not your opinion about whether the movie is a good movie or not, or whether or not you like the moral theory. Rather, focus on whether the moral theory captures what is morally salient in the film. (350-500 words)  
The minimum number of words for this assignment is 950.

**YOUR OPTIONS FOR JOURNAL #2 (pick one from the list below)**

**Due date / Topic / Name of the movie / Reading you have to apply it to**

2a.

10/25 / Virtue Ethics Applied & Abortion / Cider House Rules / Hursthouse

Question: Do you think that Hursthouse would approve of the abortion performed at the end of the movie? Why or why not?

2b.

10/25 / Animal Rights / Blackfish / Singer

Question: What would Singer say about the captivity of 'killer' whales?

2c.

11/15 Pornography / Hot Girls Wanted / Longino

Question: What would Longino say about the production of amateur porn showcased in the documentary? Do you agree with her? Why or why not?

2d.

11/22 Oppression / Persepolis / Young

Question: Which of the faces of oppression do you think the main character faced in this movie?

**ASSIGNMENT NAME:**            **OUTLINE YOUR FINAL PAPER**

**ASSIGNMENT DUE DATE:**    December 3<sup>rd</sup> – in class

**WHERE TO HAND IN THE ASSIGNMENT:** Bring a hard copy to class and submit a copy on CANVAS

**ASSIGNMENT GOAL:** To do the necessary groundwork for your final paper.

**ASSIGNMENT INSTRUCTIONS:**

For full credit you must write a full introduction and full conclusion for your paper, you must provide a paragraph on each philosopher's view and define all of the relevant terms you will need to define. You will also have to provide me your three premises (although you do not have to provide me with the support for your premises). See template for outlines below:

OUTLINE FOR PAPER: X versus Y's View

**I. Introductory Paragraph (please look at your template):**

- \_\_ Introduction sentence (a):
- \_\_ Something brief about both views (c):
- \_\_ Thesis statement (d):
- \_\_ Roadmap (e):

**II. Exegesis / Background Section**

- a. Exegesis on X:
  - What is their thesis?
  - How do they argue for this?
  - What terms will you have to define? (And define the terms below)
  
- b. Exegesis on Y:
  - What is their thesis?
  - How do they argue for this?
  - What terms will you have to define?

**III. Your Argument**

- P1:
- P2:
- P3:

These reasons support my thesis statement which is that X's account is better than Y's.

**IV. Conclusion**

- \_\_ Provide a multi-sentence conclusion detailing what you have done in the paper

**HOW THIS ASSIGNMENT WILL BE GRADED:**

The assignment is worth 3 points. If you provide a full outline with accurate information you will receive full credit. If you provide a full draft (instead of an outline) you may receive +2 EC points for a total of 5 points.

**WHAT FEEDBACK WILL I GET ON THIS ASSIGNMENT?**

You will not receive feedback here on your draft. You will receive peer feedback in class. If you would like feedback from me on your assignment please make an appointment with me during office hours and I would be happy to go over your outline / draft with you. You can make an appointment with me here: [escarbro.appointy.com](http://escarbro.appointy.com)

**ASSIGNMENT NAME:** FINAL PAPER

**ASSIGNMENT DUE DATE:** Finals week

**WHERE TO HAND IN THE ASSIGNMENT:** Bring bluebook to class

**ASSIGNMENT GOAL:** To be able to put all of our paper writing skills together (intro, exegesis, argument, conclusion) into a final paper.

**ASSIGNMENT INSTRUCTIONS:**

During finals week you will come to our exam prepared with a bluebook. You will have the entire class-time to sit and write your essay in the bluebook. You may not bring notes, books or other study aides. The topics for the final paper will be handed out WEEK 12. Please see the assignment instructions under "FINAL PAPER OUTLINE" for instruction on what needs to be in your final essay for full credit.

**HOW THIS ASSIGNMENT WILL BE GRADED:**

The assignment is worth 12 points.

Introduction – 2 pts

Exegesis A – 3 pts

Exegesis B – 3 pts

Argument – 3 pts

Conclusion – 1 pt

**WHAT FEEDBACK WILL I GET ON THIS ASSIGNMENT?**

I will place a rubric inside your bluebook detailing what credit you got on each part of your essay. Your bluebooks may be picked up after grades are in. I will hold them in my office for up to 1 semester after the end of class.

**ASSIGNMENT NAME:** Small Assignment #1: Track Expenses

**ASSIGNMENT DUE DATE:** September 10<sup>th</sup> in class

**WHERE TO HAND IN THE ASSIGNMENT:** You must print out a copy of this assignment and bring it to class if you want full credit.

**ASSIGNMENT GOAL:** To apply a moral theory to our everyday lives. To understand the over demandingness objection. To understand how much money we (and our families on our behalf) spend in a given day.

**ASSIGNMENT INSTRUCTIONS:**

For the next 48 hours, please record all of your expenses. I will ask you to fill out your “daily expenses” (one time expenses) and a portion of your “monthly expenses” (reoccurring fees such as rent, utilities, and insurance). You will be required to bring a print out of this “expense report” to class. Please see the example below:<sup>1</sup>

-----  
**Name: Elizabeth Scarbrough**  
**Daily Expenses**

DATE	TIME	DESCRIPTION	COST
9/1	8 am	Gas	\$24
9/1	10 am	Coffee at Starbucks	\$4.87
9/1	12:30 pm	Lunch at Burger King	\$8.23
9/2	2:30 pm	Co-pay doctor’s office	\$20
9/2	6 pm	B-day present for mom	\$200
9/2	8 pm	Drinks with friend	\$22.50
9/2	9 pm	Movie	\$13.25

**Monthly Expenses**

Description	Monthly Cost	Per 2 day cost (just divide by 30)
Car lease	\$260	\$8.60
Ipsy	\$10	.33 cents
Groceries	\$300	\$10
Netflix & Hulu	\$20	.66 cents

**HOW THIS ASSIGNMENT WILL BE GRADED:**

The assignment is worth 3 points. 2 points for accomplishing the assignment and 1 point for bringing it into class and doing the activity. If you hand this in online and do not attend class you can still get 2 points.

**WHAT FEEDBACK WILL I GET ON THIS ASSIGNMENT?**

You will not receive feedback on this assignment.

<sup>1</sup> **FAQ:**

Q: But I don’t pay for groceries! I live at home and my parents make all my meals!

A: Well, I bet your parents are on a budget and can help you estimate how much the cost of your meals were. Ask them to estimate (e.g., \$2.50 for breakfast) and use that as a guide.

Q: Something really unusual happened during those 48 hours and I spent more money than I thought.A: That’s OK! If you ended up spending a lot on concert tickets or a hospital visit during those 48 hours, write it down. You will not have to share this information with anyone but me. But if you feel uncomfortable about writing something down, then don’t. Try to be as accurate as you can but no one will hold it against you if you don’t feel like sharing something.

Q: I have a health problem I don’t want to disclose to you.

A: Absolutely. You need not disclose anything to me or others you do not want to. If you have a “necessary” expense you do not want to discuss, just write: “Necessary expense” and fill out the amount. No questions asked.

**ASSIGNMENT NAME:** **Small Assignment # 2: CI PROCEDURE**

**ASSIGNMENT DUE DATE:** Friday October 4 11:59 pm

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas will provide you a space to cut and paste

**ASSIGNMENT GOAL:** To better understand and apply Kant's first formulation of the Categorical Imperative

**ASSIGNMENT INSTRUCTIONS:**

You will be given a prompt in class for this assignment. Take the prompt and "run it through" the CI procedure's five steps. I will cut and paste the five steps below and give you an example of what I am looking for.

CI PROCEDURE:

**The Categorical Imperative Procedure (CI Procedure)**

This is a more regimented version of Kant's first formulation of the Categorical Imperative which states: Act according only to those maxims you can will universal laws of nature.

1. Formulate the maxim (using the crap formulation)

Formulate a Maxim

"In circumstances **c** I take **r** to be a sufficient reason to do action **a** in order to achieve purpose **p**."

c = circumstances

r = reason

a = action

p = purpose

*Example:* The Lying Promise

In the circumstances that I have no money and I need it, I take my need for money to be a sufficient reason to make a lying promise in order to obtain the money.

2. Universalize that maxim.

Example: "In the circumstances that one has no money and they need it, they take their need for money to be a sufficient reason to make a lying promise in order to obtain the money."

3. Create a corresponding law of nature (a law of nature is something like gravity – something we don't have control over).

Example: "It is a psychological law of nature that in the circumstances that one has no money and they need it, they take their need for money to be a sufficient reason to make a lying promise in order to obtain the money."

4. Imagine a world identical to our own with only one difference: in this imagined world, your maxim holds as a law of nature.
5. Look for contradictions in this imagined world. Let me know (in a few sentences) if you find either a contradiction in conception or a contradiction in will.

Contradiction in Conception: Your maxim cannot be thought of as a universal law (lying promise case: you cannot act on your maxim in the imagined world because you would not be able to achieve your purpose).

a. Kant's examples: Lying Promise, Suicide

Contradiction in Will: Your maxim can be thought of as a universal law but cannot be willed as a universal law.

Kant's examples: Development of talents, mutual aid

#### ASSIGNMENT EXAMPLE:

1. CRAP FORMULA: In the circumstances that I want to go to the concert and I don't have enough money for a ticket, I take my desire for ticket to be a sufficient reason to lie to my mom in order for her to lend me money to buy the ticket.
2. UNIVERSALIZE: In the circumstances that everyone wants to go to the concert and everyone doesn't have enough money for a ticket, they take their desire for ticket to be a sufficient reason to lie to their mom in order for her to lend them money to buy the ticket.
3. LAW OF NATURE: It is a psychological law of nature that in the circumstances that everyone wants to go to the concert and everyone doesn't have enough money for a ticket, they take their desire for ticket to be a sufficient reason to lie to their mom in order for her to lend them money to buy the ticket.
4. IMAGINE A WORLD: I'm imagining a world identical to my world except that in this world everyone who needs money for entertainment would lie to their parents to get money for entertainment.
5. LOOK FOR CONTRADICTIONS: I believe step #4 shows that there would be a contradiction in conception because in this imagined world no one's mother would lend them the money because they would know you are lying. The lie would not be effective if everyone lied! Therefore I am unable to achieve my original purpose (P) in this imagined world.

#### HOW THIS ASSIGNMENT WILL BE GRADED:

These assignments cannot be handed in late and are each worth three points. They will be graded A(3), B(2) C(1) or no credit.

#### WHAT FEEDBACK WILL I RECEIVE ON THIS ASSIGNMENT?

You will only receive feedback justifying your grade on this assignment if you do not receive full credit.

**ASSIGNMENT NAME:** SA#3: **POVERTY CALCULATOR**

**ASSIGNMENT DUE DATE:** FRIDAY OCTOBER 11 at 11:59 pm

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas will provide you a space to cut and paste

**ASSIGNMENT GOAL:** To build empathy for those in poverty and to understand money management.

**ASSIGNMENT INSTRUCTIONS:**

1. Go to <http://playspent.org/> ([Links to an external site.](#))[Links to an external site.](#) and work through the online poverty simulation, choosing options in response to the prompt until you get to the end of the month.
2. Write an essay about that experience that is at least 600 words.
  1. Start your essay with a clear statement, written in the first person, of what you think was the most important thing you learned from that experience.
  2. Use your own words as much as possible, but if you quote or paraphrase from any source, be sure to include appropriate punctuation and parenthetical citations.
  3. While you will need to say something to describe what happened, you should spend more time evaluating your experience, explaining its significance, and drawing connections to other things you've done/learned.
  4. Consider the following as you write:
    1. The decisions you made during the simulation,
    2. Your status at the end of the simulation:
      1. Were you employed or not?
      2. Did you have a home?
      3. What other resources did you have? What had you lost or given up?
      4. How was your health?
      5. Had you done anything you regretted?
      6. How were your family members doing?
      7. How did others treat you?
      8. What you learned from that experience,
      9. How it felt to undergo that experience, and
      10. How the experience relates to other things you have or will someday think / feel / do.

**HOW THIS ASSIGNMENT WILL BE GRADED:**

These assignments cannot be handed in late and are each worth three points. They will be graded A(3), B(2) C(1) or no credit.

**WHAT FEEDBACK WILL I RECEIVE ON THIS ASSIGNMENT?**

You will only receive feedback justifying your grade on this assignment if you do not receive full credit.

**GNMENT NAME:** SA#4: Calculate your midterm grade

**ASSIGNMENT DUE DATE:** Tuesday October 15<sup>th</sup> 11:59 pm

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas will provide you a space to cut and paste

**ASSIGNMENT GOAL:** To understand where you stand in the course

**ASSIGNMENT INSTRUCTIONS:**

For this assignment, you must calculate your current grade. You must give it to me as a percentage of points earned out of available points. For example, if there are 56 possible points earned at this point in the semester, and you have received 48 of those possible 56 then you would have a 85.7%. Tell me how many points you have earned out of how many points possible. Do not count extra credit points in your points possible. Show your work (see below example.)

You must also write a sentence or two reflecting on what you can do better for the second half of the course.

Example (notice that the following example is not accurate for our class):

Name: Elizabeth Scarbrough

- \_3/5 CANVAS Introduction Assignment 5 points
- \_3/3 SINGER WORKSHEET 3 points
- \_0/3 SMALL ASSIGNMENT CANVAS – KANT CI PROCEDURE 3 points
- \_8/10 CANVAS Exegesis Assignment 10 points
- \_6/10 CANVAS Argument Assignment 10 points
- \_2/3 POVERTY CALCULATOR CANVAS 3 points
- \_2/2 Quiz 1
- \_5/5 CANVAS Conclusion Assignment 5 points

Adding this up I have received X points out of a possible X points. I also handed in extra credit assignment #2 for an extra 2 points, which brings my total to X points out of X possible points. Consequently, I have earned a 76% in the class so far.

Reflection: I was hoping to receive closer to a B than a C. I received the most number of points off for my argument assignment because I handed it in late. I also never turned in my first small assignment. To push my grade closer to the B I want, I will try to hand in my assignment on time and try not to miss any more assignments.

**HOW THIS ASSIGNMENT WILL BE GRADED:**

These assignments cannot be handed in late and are each worth three points. They will be graded A(3), B(2) C(1) or no credit. If you do not hand in your “reflection” piece of the assignment, you will only receive a 1 for a correctly tally of points. If you only hand in a reflection and not your tally of points, you will only receive a 1. A score of two will be earned only if you hand in both sections and your tally is incorrect or only partially present.

**WHAT FEEDBACK WILL I RECEIVE ON THIS ASSIGNMENT?**

You will only receive feedback justifying your grade on this assignment if you do not receive full credit.

**ASSIGNMENT NAME:** SA#5: DEBATE PREP

**ASSIGNMENT DUE DATE:** Nov 6 WEDNESDAY by 11:59 pm before class

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas will provide you a space to cut and paste

**ASSIGNMENT GOAL:** To prepare for oral arguments

**ASSIGNMENT INSTRUCTIONS:**

You will be assigned a “team” for our DEBATE DAY. You are expected to type up some debate prep for your team. Each team-mate should submit their own work. This is not a group assignment.

Once you receive your debate topic, please provide an outline for your contribution to the debate. Will you prep one of the arguments? A rebuttal? Show your work. Use citations. Go outside class material and do some research.

Your prep should be your own – it should not overlap with another member of your team.

Minimum word count: 400

**HOW THIS ASSIGNMENT WILL BE GRADED:**

These assignments cannot be handed in late and are each worth three points. They will be graded A(3), B(2) C(1) or no credit.

**WHAT FEEDBACK WILL I RECEIVE ON THIS ASSIGNMENT?**

You will only receive feedback justifying your grade on this assignment if you do not receive full credit.

**ASSIGNMENT NAME:**                    **FEEDBACK**

**ASSIGNMENT DUE DATE:**        November 15th at 11:59 pm

**WHERE TO HAND IN THE ASSIGNMENT:** CANVAS

**ASSIGNMENT GOAL:** To reflect on feedback you have been given on your writing.

**ASSIGNMENT INSTRUCTIONS:**

You must write a 150 word (or more) paragraph summarizing the feedback you have received thus far on your writing assignments. This assignment will be near impossible for you to do if you did not hand in your EXEGESIS assignment as that assignment received the most amount of feedback in the form of audio comments. The other assignment to pay special attention to is your ARGUMENT assignment. Remember that little to no feedback was given on your journal, so pay more attention to your INTRO, EXEGESIS, ARGUMENT, and CONCLUSION assignments.

Please pay attention to the different types of feedback you have received including: audio comments, in text comments, and rubric scores.

**HOW THIS ASSIGNMENT WILL BE GRADED:**

These assignments cannot be handed in late and are each worth three points. They will be graded A(3), B(2) C(1) or no credit.

**WHAT FEEDBACK WILL I RECEIVE ON THIS ASSIGNMENT?**

You will only receive feedback justifying your grade on this assignment if you do not receive full credit.

**ASSIGNMENT NAME:**           **FORCED LABOR CALCULATOR**

**ASSIGNMENT DUE DATE:**    NOVEMBER 25<sup>th</sup> MONDAY 11:59pm

**WHERE TO HAND IN THE ASSIGNMENT:** Canvas will provide you a space to cut and paste

**ASSIGNMENT GOAL:** To think about our purchase power and our global community, to reflect on the practical implications of studying philosophical ethics.

**ASSIGNMENT INSTRUCTIONS:**

This assignment is similar to our POVERTY CALCULATOR assignment in that it asks you to play a game and reflect on the outcome.

1. Go to <http://slaveryfootprint.org> and answer honestly the questions the website asks. Make sure to read “What? Slaves work for me?” and to “play the game” by clicking on “Take the survey.” You will be given the opportunity to “fine tune” your results as you play. I suggest you do so because it will impact how many slaves you support. This is especially true on the electronics and food sections.
2. Write an essay about that experience that is at least 500 words.
  1. Start your essay with a clear statement, written in the first person, of what you think was the most important thing you learned from that experience.
  2. Use your own words as much as possible, but if you quote or paraphrase from any source, be sure to include appropriate punctuation and parenthetical citations.
  3. While you will need to say something to describe what happened, you should spend more time evaluating your experience, explaining its significance, and drawing connections to other things you’ve done/learned.
  4. Consider the following as you write:
    1. How many slaves worked for you? Make sure to tell me your number.
    2. Were you surprised at the sorts of goods which were made by sweatshop labor?
    3. Were any of these goods necessary for your day to day life?
    4. Were any of these goods luxury items that you could give up?
    5. Were there any questions about your lifestyle you were surprised by?
    6. During the game the slaveryfootprint provided you with facts about production (for example, under clothes I learned that 1.4 million children have been forced to work in Uzbek cotton fields. There are fewer children in the entire New York City public school system.) Was there any particular fact you were surprised by?

**HOW THIS ASSIGNMENT WILL BE GRADED:**

These assignments cannot be handed in late and are each worth three points. They will be graded A(3), B(2) C(1) or no credit.

**WHAT FEEDBACK WILL I RECEIVE ON THIS ASSIGNMENT?**

You will only receive feedback justifying your grade on this assignment if you do not receive full credit.