



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: PHIL

Course Title: Ethics and Values

Year: 2025

Course and Section #: 2050 020

Credits: 3

Course Description

Challenges students to explore and clarify their values; critically read works of philosophy, literature, religion, and history toward understanding the basis of their ethical views; and read, study, research, discuss, and write about difficult ethical issues. Focuses on issues of good vs. evil, justice vs. injustice, equality vs. inequality, and the necessity of defining and examining happiness and values. Engages students in serious reflection on issues of ethics and values as they relate to the students' own lives.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Professor Darin Gates

Student Learning Outcomes

1. Explain several different theories of ethics, and contemporary ethical issues.
 2. Describe the moral ethical dimensions of works of philosophy, literature, religion, and other disciplines within the humanities.
 3. Articulate their own ethical views and positions.
 4. Interrelate with a society of increasing intercultural connections.
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Course Materials and Texts

Our main textbook will be *Ethics: Discovering Right and Wrong, 8th edition* (Louis Pojman and James Feiser, ed.) You will need the PRINT version of the book. I recommend not getting the e-book. Order your book asap, all students taking Ethics & Values this semester will be using the same book so it will

be in high demand. We will also use the *Business Ethics Field Guide*, Agle, Miller, and O'Rourke. The rest of the readings will consist of PDFs on Canvas.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Exams & Quizzes:

There will be **2 exams** that will consist of multiple choice, true/false, and short answer questions. The final exam will be comprehensive. I will post exam review study guides on Canvas before each exam. You will find these are quite helpful, but they will not necessarily cover everything that will be on the exams. However, if there is something on the exam that was *not* on the review sheets, it will be a prominent point from the readings and lectures—something one clearly should have known from coming to class. There will also be several **quizzes** throughout the semester.

Reading Analyses:

You will write 2 reading analyses (three to four pages, double-spaced). I will give you the details of how each analysis should be done prior to the due date. They should be typed (double spaced, 11-12 pt. font) and are to be submitted at the beginning of class the day they are due.

Group Project:

You will be divided into groups (with approximately 5 members each) and do analysis of certain ethical issues. This semester's topics are *privacy ethics, technology and AI ethics, deception, unfair advantage, free speech ethics, and ethical rule-breaking*. After we have you do a class poll (of your top 3 topics), each of you will select a sub-topic to focus on. So, if you are in the deception group, you might pick an issue that concerns honesty/deception in a particular industry. For example, if you are in the privacy ethics group, you might choose to examine privacy issues in particular companies (like Facebook's privacy issues), or privacy issues in other areas of our lives. Or, if you are in the deception group, you might look at issues of deception in business, or medicine, etc. Or, if you are in the unfair advantage group, you will examine the question of when does success cross the line from legitimate to unethical. Some cases are clear when certain companies cross the line (e.g., the fraud involved in Theranos, Enron, etc). Other cases are more borderline: Is amazon an unethical monopoly that takes unethical advantage of others? Or is that just good business? These are the sorts of questions you will examine. We will have much more to say about the topics and how these will work. I will provide you with links to many current articles on these topics as well. You can find the group project description and rubric on Canvas under the Group Project Module. There will be a written part and an oral presentation part. You will present your findings in class. Each of you will present for 5 minutes—using a powerpoint to guide your presentation. You will also write a 4 page (double spaced) written report on your sub-topic, which you will combine in a group report with the rest of your group.

Lecture and Discussion: This course will involve both lecture and discussion. Come prepared to both follow a lecture on the material and ask thoughtful and relevant questions. In order to allow a good discussion, please adhere to the following practices: First, raise your (digital) hand if you have a comment to make. Second, a single student should not dominate the discussion. These practices should ensure we will have the most enjoyable and helpful discussions.

Attendance/Participation:

You are expected to attend all classes. If you miss, you will need to watch the recording. Absence from class makes it extremely difficult to be a successful student. Having your video on (so that we can see you) is a requirement of this course. Part of your grade will be for participation, which will include having your camera on each class. Also, we will often divide you up into groups (so that we can have

more discussion and make it more engaging). So again, be prepared to participate in group discussions and have your camera and mike working (including making sure you have good wifi).

Grading:

Assignments.....	15%
Quizzes.....	10%
Exam I.....	25%
Final Exam.....	25%
Group Project.....	20%
Participation.....	5%

Grading Scale:

- A 94-100 %
 - A- 90-93
 - B+ 87-89
 - B 83-86
 - B- 80-82
 - C+ 77-79
 - C 73-76
 - C- 70-72, and so on
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Required or Recommended Reading Assignments

See General Description of the Subject Matter of Each Lecture below

General Description of the Subject Matter of Each Lecture or Discussion

Tentative Schedule

January:

T 1/7 Course Introduction

Th 1/9 [Read Plato's Euthyphro and Apology](#)

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T 1/14 Read Pojman Chapter on Ethical Relativism and Objectivism in *Discovering Right and Wrong*. Continue to discuss Socrates.

Th 1/16 [Golden Rule essay Gensler.pdf](#). Read up through section 8.4 **Quiz due by class time**
[Logic assignment 1](#) (due by midnight on Friday)

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T 1/21 Read Pojman chapter on Egoism, Self-Interest, and Altruism: Discuss *Psychological Egoism*

Th. 1/23 Discuss *Ethical Egoism* [Logic assignment 2](#) due by class time: Optional video to watch—
<https://www.youtube.com/watch?v=08UtxuyI9ok>

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T 1/28 Read Pojman Ch. 7 "Utilitarianism"

Th. 1/30 Pojman Ch. 8 "Kant & Deontological Theories"

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February

T 2/4 Trolley Problem:

Th 2/6 **Analysis I due** [Prima Facie Duty Analysis due.docx](#) Discuss analyses
[Logic assignment 3](#) due by Friday night:

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T 2/11 Read Pojman chapter on Gender Ethics
Finish discussion of Validity
Th. 2/13 Read Pojman chapter on Ethics and Religion
Midterm exam review

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T 2/18 No class: take the mid-term
Th 2/20 Read selections from the following 2 essays: [Neutralization Techniques Sykes and Matza-1.pdf](#)
[read from the last paragraph of page 666 up to the end of the essay on page 670]; [Harris and Dumas Online Consumer Neutralization.pdf](#)

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T 2/25 Read [Bonds That Make Us Free selections Fall 2021.pdf](#)
[Download Bonds That Make Us Free selections Fall 2021.pdf](#)
Th 2/27 **Analysis 2 due:** [Neutralization Analysis \(1\).pdf](#) Discuss Analyses

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March

T 3/4. Read chapter 1 of the *Business Ethics Field Guide*
Th 3/6 Unethical Advantage: Read Field Guide ch. 11

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Spring Break (No class)

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T 3/18 Deception: Read Field Guide, chapter 8
Th 3/20 Deception continued; **Divide into Groups to start prepping for Group Presentations**

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T 3/25 Ethical Rule-Breaking. Read the "Field Guide" chapter on "Skirting the Rules."
Th 3/27 Free Speech: Ethical issues: [Haidt the Untruth of Emotional Reasoning-1.pdf](#)

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April

T 4/1 AI and Technology Ethics: [AI Ethics article](#)
[Links to an external site.](#) (Video Lecture)
Th 4/3 **Get together as groups (during class time) to finish preparations for your presentations.**

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T 4/8 Group Presentations: **Unethical Advantage**
Th 4/10 Group Presentations: **Deception**

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T 4/15 Group Presentations: **AI Ethics**
Th 4/17 Group Presentations: **Ethical Rule Breaking; Social Media Ethics**

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T 4/22 **Last Day of Class**

Required Course Syllabus Statements

Generative AI

Use of Generative AI:

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual

voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.
- Completing group work that your group has assigned to you.
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.