



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 039

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: Summer McDaniel

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

All texts provided on canvas

Course Requirements

Course Assignments, Assessments, and Grading Policy

Description of how course works:

Canvas is where content, grades, and communications will reside for this course. For this **three (3) credit-hour** course, students should expect to spend **12+ hours a week** completing course activities.

Attendance

You are expected to attend all in person classes. Absence from class makes it extremely difficult to be a successful student. More than two absences may result in a significant grade reduction. Please let the instructor know if you have tested positive for Covid-19 or have any other serious illness that will result in a longer absence.

Student Responsibilities:

- *Do the assigned readings and attend all class sessions.*
- ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.***
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the [Service Desk](#)(Links to an external site.)Links to an external site..*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

Instructor Responsibilities:

- *Respond to emails within ONE business (M-F) day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful, and constructive feedback.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students throughout the course.*

[Full information on student conduct is here, including student rights and responsibilities. \(Links to an external site.\)](#)Links to an external site.

Grading Scale:

The following grading standards will be used in this class:

Grading Scale

| Grade | Percent |
|-------|---------|
|-------|---------|

| | |
|----|--------|
| A | 94-100 |
| A- | 90-93 |
| 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 | 0-59 |

Assignment Categories

Assignment Categories

| Activity | Percentage |
|--------------------------|------------|
| Writing Assignments | 25% |
| Participation Assessment | 10% |
| Group Work | 20% |

Assignment Categories

| Activity | Percentage |
|-----------------|------------|
| Exams | 25% |
| Reading Quizzes | 20% |

Late Work Statement:

The best way to be successful in this course is to submit all assignments by their due date. All assignments are available from the beginning of the term and you are allowed to work ahead. Discussion participation must occur as per the due dates.

In the event that you will not be able to meet a due date, contact your instructor as soon as possible. If you are unable to contact the instructor ahead of the due date, you will be expected to provide appropriate documentation to be allowed to turn in an assignment late.

Assignment Descriptions

- Writing Assignments:
Reading Summaries: Summarize your assigned reading in about 300 words. If you didn't understand the reading, write the questions you have or what you were confused about.
Dilemma Assignments (3): Use the theories we learn in class to answer and analyze complex moral dilemmas.
Film Assignment: Choose from a list of films and write at least 1000 words. Your writing should connect concepts and theories we've learned in class to major themes in the film. This assignment will be due at the end of the term.
- Class Participation Assessment: Give yourself a grade based on how you participated during the term. Your grade will be added to my own Attendance and Participation grade for you.
- Group Work/Group Project: Meet in smaller "breakout groups" during class time to complete discussions and/or worksheets. There is also a longer group assignment and presentation due at the end of the term. **Group worksheets are not able to be made up.**
- Exams: A midterm exam and a final exam will ask you to synthesize what you have learned in class. Assessment format may be short answer, T/F, multiple choice, and/or essay. The exams aim to further your writing and analytical thinking skills and ensure that you understand what we've learned in class.
- Reading Quizzes: Take a reading quiz on Canvas before most class meetings (see schedule). Quizzes are 5-10 questions, and they should not take more than 15 minutes to complete. The purpose of the reading quiz is to show that you've completed the reading before we talk about it in class.

See the schedule for [due dates](#)

Required or Recommended Reading Assignments

See Description of the Subject Matter of Each Lecture below

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Foundations of Critical Thinking and the Nature of Ethics M 6 January: Syllabus and Introduction Syllabus Quiz W 8 January: Plato, *Apology* Reading Quiz 1 M 13 January: McRaney, "Confirmation Bias" and Pojman Ch. 1 "What is Ethics?" Reading Quiz 2 Group Worksheet 1 Module 2: Religion & Ethics W 15 January: Pojman Ch. 12 "Religion & Ethics" Reading Quiz 3 M 20 January: No class- Martin Luther King Jr. Day W 22 January: Plato, *Euthyphro* Reading Summary 1 M 27 January: Nielsen, "Ethics without Religion" Group Worksheet 2 on *Euthyphro* + Nielsen Module 3: Ethical Relativism W 29 January: Pojman Ch 2 "Ethical Relativism" and Midgley, "Trying Out One's New Sword on a Chance Wayfarer" Reading Quiz 4 M 3 February: Group Worksheet 3 (Ethical relativism case studies) in class Module 4: Virtue Ethics W 5 February: Pojman Ch 9 "Virtue Theory" Reading Quiz 5 M 10 February: Aristotle, *Nicomachean Ethics*: Book 1 and Book 2 Reading Quiz 6 Module 5: Utilitarianism W 12 February: Pojman Ch. 7 "Utilitarianism" Dilemma Assignment 1 M 17 February: Presidents' Day (no class) W 19 February: Mill, *Utilitarianism* Reading Quiz 7 Module 6: Deontology M 24 February: Pojman Ch. 8 "Kant & Deontological Theories" Dilemma Assignment 2 W 26 February: Kant, *Groundwork* Reading Summary 2 M 3 March: Timmons, "Moral Pluralism" Group Worksheet 4 on utilitarianism + Kant (in class) W 5 March: Review in class M 10 March: Spring break W 12 March: Spring break Module 7: Midterm M 17 March: Midterm (no class) W 19 March: TBD Module 8: Social Contract Theory M 24 March: Pojman Ch. 5 "Social Contract Theory and the Motive to be Moral" Reading Quiz 8 Module 9: Gender and Ethics W 26 March: Pojman Ch 11 "Gender and Ethics" + Gilligan, "In a Different Voice" Reading Quiz 9 Module 10: Expanding Ethics: Animal Ethics and Consumption M 31 March: Foer, "Eating Animals" and Hooley and Nobis, "A Moral Argument for Veganism" Reading Quiz 10 W 2 April: Segal, "Two Ways of Thinking About Money" and "Tiny Mexican Village" Reading Quiz 11 Group Worksheet 5 (in class) Module 11: Group Projects M 7 April: Group Project prep day W 9 April: Group Projects M 14 April: Group Projects W 16 April: Group Projects + Review Group Project Observation Worksheet due Module 12: Final M 21 April: Final Exam W 23: Film Assignment due

Required Course Syllabus Statements

Generative AI

The Department of Philosophy and Humanities recognizes that Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. However, the skills taught in the humanities are unique. We aim to educate students in the careful reading of texts, the development of rigorous writing skills, the analysis and use of arguments, and to foster the thoughtful application of each of these skills in students' personal and social development. Research has not yet determined what bearing the use of AI tools in the classroom will have upon the successful acquisition of these skills.

Therefore, at this time, online learning support platforms (like ChatGPT or Google Bard) may not be used for course assignments in our department

except as explicitly authorized by the instructor. Any assignment or content composed by any resource other than the student (whether human or digital) must be attributed to the source through proper citation. Unacknowledged use of online learning support platforms is a form of scholastic dishonesty and will be treated as such.

Some of our language has been adapted from the University of Minnesota

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.