PHIL 2025 Ethics and Values

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

Semester: Spring 2025   **Year:** 2025
Course Prefix: PHIL   **Course and Section #:** 2050-058

Course Description

This course challenges students to explore and clarify their values by critically reading 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: Kaitlyn Russel

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.

Course Materials and Texts

NONE. Save your money, all readings will be supplied and can be accessed on Canvas.

Course Requirements

Course Assignments, Assessments, and Grading Policy

• Grade Breakdown: Attendance & Participation: 30% Reading Responses/HW: 20% In Class Activities: 10% Midterm Project: 15% Final Project: 25%

Assignments Descriptions:

Attendance/Participation: I will take attendance every class period. Attendance and participation is THIRTY percent of your grade (without the in class activities that are often graded separately), excessive absences and excessive tardies will heavily impact your final grade. Good philosophy classes are a team effort and require class discussion and dialogue, you can't participate if you aren't present.

Reading Responses/Homework: Reading responses should be 1-2 page responses on what we read that week. These are NOT Op-Ed pieces. Reading responses should be fairly academic in structure and not purely a rant, you will need to find something that intrigued you in the reading or challenged you and write briefly about that. Responses should follow standard MLA format, and should hone in on a specific idea from the reading. Don't summarize the reading for me (I've already read it!). Daily Questions:

Daily questions are shorter than reading responses and will have targeted questions for you to answer briefly, often something to the effect of: What is the most interesting or important thing from this reading? Or what is an unanswered question from this reading? (150-250 words)

Midterm Project: Children's Book on Philosophical topic project, more details to come. (Artistic ability not required, don't sweat it)

Final Project: Everyday Ethics Observation Journal - to cover in more detail later in the class.

Required or Recommended Reading Assignments
See Schedule

General Description of the Subject Matter of Each Lecture or Discussion
Week 1
Jan 9:
Value of Knowledge
Logical Fallacies
Week 2
Jan 14:
Escape the Echo Chamber: Dr. Thi Nguyen
Jan 16:
Object of a Life: Aristotle
Utilitarianism: John Stuart Mill
Week 3
Jan 21:
Knowledge of Morality: Immanuel Kant
Jan 23:
Ethics of Care: Nel Noddings
Week 4
Jan 28:
All Animals are Equal: Peter Singer
Jan 30:
The Case for Animal Rights: Tom Regan
Week 5
Feb 4:
The Moral Status of Invasive Animal Testing: Bernard Rollin

Feb 6:
Documentary: Eating Animals
Week 6
Feb 11:
The Land Ethics: Aldo Leopold
Feb 13:
The Honorable Harvest: Robin Kimmerer
Being Prey: Val Plumwood
Week 7
Feb 18:
Theory of Justice: John Rawls
Feb 20:
The Struggle of Kettleman City: Foster & Cole
Letter From Birmingham Jail: Martin Luther King
Week 8
Feb 25:
The New Jim Crow: Michelle Alexander
Feb 27:
New Slavery: Bales
Week 9
March 4:
Evicted: Mathew Desmon
The State of Utah's Housing Market 2022-2024 report
March 6:
2 documentaries from the Representation Project:
Miss Representation & The Mask You Live In
Week 10: Spring Break
Week 11
March 18:
Active & Passive Euthanasia: Rachels
March 20:
The Rule of Double Effect: Quill
Week 12
March 25:
Having a Life vs. Being Alive: Thomasine Kushner
March 27:
Death, Brain Death, PVS: McMahan
HS Ethics Bowl Case 10: Are You My Mother (IVF)?
Week 13:
April 1:
Rich & Poor: Peter Singer
April 3rd
Documentary: Born Rich
Shirt Off My Back: Mariah Breeding
Week 14
April 8th:
Truth & Power: Michelle Foucault
April 10th:

Flex Day/End of Semester Review
Week 15:
April 15th: High Stakes Game
April 17th: High Stakes Game
Week 16
April 22: Last Day of Class

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.