



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 603

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: Michael Arts

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

All required readings for the course will be made available in class or on Canvas

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course Requirements

There will be weekly assignments and a final exam as part of the course. The weekly assignments are divided into eight quizzes about assigned readings, four two-page papers on assigned topics, and two five-page critical papers. The quizzes are each worth five points. The short papers on assigned topics are also each worth five points. The two critical papers are each worth ten points. The total number of points that can be earned will be 40 (quizzes) + 20 (short papers) + 20 (two critical papers) + 20 (final exam) = 100 points. Assignments must be completed or uploaded on Canvas before the due date of each assignment. Late assignments are not accepted. The quizzes cannot be taken later when they are missed. The final exam will be online during the week of finals.

Grading

The letter grade “A” is an exceptional grade indicating superior achievement; “B” is a grade indicating commendable mastery; “C” indicates satisfactory mastery and is considered an average grade; “D” indicates substandard progress and insufficient evidence of ability to succeed in sequential courses; “E” (failing) indicates inadequate mastery of pertinent skills or repeated absences from class; “UW” indicates an unofficial withdrawal from class.

The grade assigned to a student for this course is determined by the percentage of total points possible in the course earned. See the grading scale below:

A 94 - 100 C 73-76.9

A- 90 - 93.9 C- 70-72.9

B+ 86 - 89.9 D+ 67-69.9

B 83 - 85.9 D 63-66.9

B- 80 - 82.9 D- 60-62.9

C+ 77 - 79.9 F 0-59.9

Required or Recommended Reading Assignments

See General Description of the Subject Matter of Each Lecture or Discussion below

General Description of the Subject Matter of Each Lecture or Discussion

Class Schedule

The following schedule is tentative and subject to revision.

1. Jan 9: Introduction

Systematic Introduction to Philosophy and its Branches

Text: Ayn Rand, “Philosophy: Who Needs It?”

Assignment 1: Quiz on the article by Ayn Rand, “Philosophy Who Needs It?”

2. Jan 16: "We hold these truths to be self-evident ..."

Text: Declaration of Independence [Handout]

Assignment 2: Quiz on certain epistemological notions

3. Jan 23: The Proper Foundation of Moral Thought

Text: Louis Pojman, “Who’s to Judge?”

Text: Ayn Rand, “Who Is the Final Authority in Ethics?”

Assignment 3: Two-page paper on the meaning of “the pursuit of happiness”

4. Jan 30: Socrates and Plato and the Idea of the Good

Texts: Plato, *Euthyphro*, *Apology*

Assignment 4: Quiz on the texts by Pojman and Rand

5. Feb 6: What constitutes the good life for man?

Text: Aristotle, *Nicomachean Ethics*, Book I

Assignment 5: Quiz on the moral ideas of Plato

4

8. Feb 13: The Role of Virtue in Romantic Love

Text: Aristotle, *Nicomachean Ethics*, Book II

Assignment 6: Two-page paper on the nature of virtue and vice

9. Feb 20: Morality as the Basis of Social Order

Text: Thomas Hobbes, *Leviathan* [Fragments]

Assignment 7: Critical paper on Aristotle's virtue ethics

10. Feb 27: Kant and the Theory of Deontology

Text: Immanuel Kant, *Groundwork of the Metaphysics of Morals*, Part 1

Assignment 8: Two-page paper on the Hobbesian thesis that morality equals legality

11. Mar 6: The Relation Between Ethics and Religion

Text: Handout in class

Assignment 9: Quiz on Section I from Groundwork of the Metaphysics of Morals

12. Mar 13: Spring Break

13. Mar 20: Utilitarianism

Textbook: John Stuart Mill, *Utilitarianism*, Chapter 2

Assignment 10: Critical paper on Kant's moral philosophy due

14. Mar 27: The Naturalization of Morality

Text: Charles Darwin, *The Descent of Man*, Chapter 5 [Extract]

Text: Freud, *Civilization and Its Discontents*, Chapter 3 [Extract]

Assignment 11: Quiz on chapter 2 from Utilitarianism

15. Apr 3: The Question of a Just War

Text: Aquinas, *Summa Theologica*, II-II, q. 40, art. 1 [Handout]

Assignment 12: Short paper on Civilization and Its Discontents due

5

Assignment 13: Quiz on the Just War Doctrine

16. Apr 10: The Problem of Social Justice

Text: Frederic Bastiat, *The Law*

Assignment 14: Quiz on *The Law*

17. Apr 17: Liberal Education

18. Apr 24: Final Exam

Required Course Syllabus Statements

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:

- 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.
 - Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
 - Writing a draft of a writing assignment.
 - Writing entire sentences, paragraphs or papers to complete class assignments.
- 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.
- Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.
-

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.