



PHIL 2050 Ethics and Values

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

Semester: Spring
Course Prefix: PHIL

Year: 2025
Course and Section #: 2050-j61

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: Sedgwick Desiree

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

Folder-- to store handouts, note sheets, & class assignments that will be needed to prep for the AP exam.
● LOOSE-LEAF LINED PAPER or NOTEBOOK (college ruled) -- store lined paper in your binder to use for journals, notes, and activities. ● Pencils, Pens, highlighters

Course Requirements

Course Assignments, Assessments, and Grading Policy

- **Test/Quizzes:** Tests and quizzes will be given regularly throughout each quarter. Material covered will include class notes, homework, movies, and assigned reading. Tests will be given for each unit and will be announced prior to its scheduled date.
- **Assignments:** Each unit will consist of a number of assignments to help the student learn and understand the material that is presented. Students are expected to keep up with the workload and complete and turn in assignments on time.
- **Class Participation:** In our classroom, active participation in discussions is essential for fostering a collaborative learning environment. Students are expected to engage thoughtfully in discussions by contributing at least two times each week. To encourage this interaction, students will receive a total of 15 discussion points weekly. Contributions can include sharing insights, asking questions, or responding to classmates' comments. This approach not only enhances understanding of the material but also builds critical thinking and communication skills. By participating regularly, students will not only earn their discussion points but also enrich their learning experience and that of their peers.

A 90-100

B+ 87-89.99

B 83-86.99

B- 80-82.99

C+ 77-79.99

C 73-76.99

C- 70-72.99

D+ 67-69.99

D 63-66.99

D- 60-62.99

F 0-59.99

ABSENCE & LATE WORK POLICIES

- If you are absent from this class, it is your responsibility to stay caught up with what you have missed while away. Canvas will be updated daily with information on what was done in class and will be accessible to you. If you are absent it is your responsibility to check Canvas and complete assignments that you missed.
- Westlake High School's attendance policy will be enforced. The attendance policy can be found online at <https://whs.alpineschools.org/attendance/>.
- All work is due by the end of the unit. Any work turned in following a unit test will be late and penalties are as follows:
 - Late work will be docked 2.5% per day that it is late up to 50%
 - If a student misses a test, they must make it up within a week of when the test was administered.
 - All late work for the term must be turned in by the assigned “dead day” that will be announced in class and noted on the classroom calendar on the back wall
- If you do get behind, know that I am here to help you. I want you to succeed.

Required or Recommended Reading Assignments

See Schedule

General Description of the Subject Matter of Each Lecture or Discussion

TERM 1 (January 6 - March 6) Part I - Moral Theory

- What is Morality
- Moral Reasoning

- Skepticism about Morality ○ Trying Out One's New Sword: Midgley ○ The Subjectivity of Values: Mackie
- The Good Life ○ The Experience Machine Nozick
- Consequentialism ○ Utilitarianism: Mill
- Kantian Ethics ○ The Good Will: Kant
- Social Contract Theory ○ Leviathan: Hobbes
- Natural Law ○ Natural Law: Aquinas
- The Ethic of Prima Facie Duties ○ What Makes Right Acts Right? Ross
- Virtue Ethics ○ Nicomachean Ethics: Aristotle
- Feminist Ethics and the Ethics of Care ○ What is Feminist Ethics? Lindemann Part II - Moral Problems
- Abortion ○ An Almost Absolute Value in History: Noonan ○ A Defense of Abortion: Thomson ○ On the Moral and Legal Status of Abortion: Warren ○ Why Abortion is Immoral: Marquis
- Animals ○ All Animals are Equal: Singer ○ The Case for Animal Rights: Regan ○ Difficulties with the Strong Animal Rights Position: Warren ○ Moral Standing, the Value of Lives, and Speciesism: Frey
- The Environment ○ The Ethics of Respect for Nature: Taylor ○ Climate Change Justice: Posner & Sunstein ○ It's Not My Fault: Global Warming and Individual Moral Obligations: Armstrong

TERM 2 (March 11 - May 23)

- Euthanasia ○ The Morality of Euthanasia: Rachels ○ Why Doctors Must Not Kill: Kass ○ Justifying Voluntary Euthanasia: Singer
- Economic Justice and Economic Inequality ○ A Theory of Justice: Rawls ○ The Entitlement Theory of Justice: Nozick ○ Equality as a Moral Ideal: Frankfurt ○ How Not to Complain about Taxes: Anderson ○ The Pursuit of Happiness - Movie
- Globalization and Immigration ○ The Singer Solution to World Poverty: Singer ○ A Kantian Approach to Famine Relief: O'Neill ○ Human Rights and Global Wrongs: Pogge ○ There is a Right to Migrate: Huemer ○ Immigration: The Case for Limits: Miller
- The Legacy of Racism ○ Reparations to Native Americans? Corlett ○ Affirmative Action: Bad Arguments and Some Good Ones: Hausman ○ The Future of Racial Integration: Anderson ○ Justice, Deviance, and the Dark Ghetto: Shelby ○ Time for a New Black Radicalism: Lebron
- The Death Penalty ○ On Deterrence and the Death Penalty: van den Haag ○ Civilization, Safety and Deterrence: Reiman ○ Justifying Legal Punishment: Primoratz ○ An Eye for an Eye? Nathanson ○ Just Mercy - Movie
- Terrorism ○ Is Terrorism Distinctively Wrong? McPherson ○ Can Terrorism Be Morally Justified? Nathanson
- Drugs ○ Against the Legalization of Drugs: Marneffe ○ America's Unjust Drug War: Huemer
- Genetic Engineering ○ The Case Against Perfection: Sandel ○ Genetic Interventions and the Ethics of Enhancement of Human Beings: Savulescu

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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.