

Philosophy 2030 Introduction to Ethics Spring 2018

Instructor: Katie Kirkland
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Office: 25 Park Place, Room 1646
Office Hours: M 1:30-4:30
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Course Meetings: MW 12:00-1:15
Course Location: Aderhold 325
CRN: 17078

COURSE DESCRIPTION:

In this course, we will consider questions pertinent to ethics and morality. Specifically, we will begin the semester by covering the major ethical theories, as well as discussing other relevant topics—i.e. relativism and political liberalism. In this portion of the course, we will consider what actions are right and wrong, good and bad, permissible and impermissible. We will then apply the ethical theories to a particular issue. Specifically, we will focus on the phenomenon of oppression and questions related to types of oppression. Some of the questions that we will consider are: What is oppression? What obligations do individuals have to respond to oppression? What actions can the state take to respond to oppression?

COURSE OBJECTIVES:

By the end of the course, students should

- Understand and appreciate the moral challenges posed by the topics covered in the course,
- Understand and be able to think critically about the philosophical arguments covered in the course,
- Improve their argumentative writing and oral communication skills, and
- Be well-prepared to continue to think critically about these issues.

COURSE MATERIALS:

PDFs of all course readings will be available on iCollege unless otherwise specified. You are expected to read course materials prior to each class meeting and you should bring a copy of the reading to class with you.

CONTACTING THE INSTRUCTOR:

If you need to contact me for any reason during the course of the semester, you should do so using only your official Georgia State email address. Emails should be sent to me at kkirkland9@gsu.edu. Also, do not hesitate to come see me during office hours!!

COURSE REQUIREMENTS:

Midterm	20%	February 21
Final Exam	30%	April 30
Reading Response 1	15%	February 7
Reading Response 2	15%	April 2
Quizzes	10%	
Attendance/Participation	10%	

Grading Scale:

A+	4.30	98-100	C+	2.33	76-79
A	4.00	93-97	C	2.00	73-75
A-	3.67	90-92	C-	1.67	70-72
B+	3.33	86-89	D	1.00	60-69
B	3.00	83-85	F	0.00	0-59
B-	2.67	80-82			

Midterm Exam:

The midterm exam will be a mixture of multiple choice and essay questions. Students will be given a list of possible essay questions prior to the exam. Students will have 75 minutes for the exam. Students will be allowed to make up the exam only for religious observances or extenuating circumstances (e.g. illness, family emergency) and may be asked to substantiate their reason for missing an exam with appropriate documentation. It is the student's responsibility to contact me to schedule a time to make up the exam. ***If you do not take the first exam, you are liable to be withdrawn from the class.***

Final Exam:

The final exam will consist of multiple choice and essay questions. Students will be given a list of possible essay questions prior to the exam. Students will be allowed to make up the exam only for religious observances or extenuating circumstances (e.g., illness, family emergency) and may be asked to substantiate their reason for missing an exam with appropriate documentation. It is the student's responsibility to contact me to schedule a time to make up the exam. The final exam is at the time set by the University Registrar.

Reading Responses:

There will be two reading responses due during the semester. Each reading response will be an essay of approximately 750-1000 words responding to a prompt that I will give a week before the paper is due. Students are expected to answer the prompt questions clearly and completely and students are also expected to adequately support any claims that they make. More details about the reading responses will be given when they are assigned.

Any student who either comes to see me during my office hours to discuss their reading response or provides documentation that they visited the Writing Studio whilst working on their reading responses will be given 4 bonus points on their reading response.

Quizzes:

Quizzes will consist of questions about the reading for that day's class meeting. It should be easy for students who have done the reading to do well on the quizzes. I will drop each student's two lowest quiz grades for the semester. Students cannot make up missed quizzes.

Attendance and Participation:

Attendance is not only required but essential for success in this course. Attendance and participation constitute 10% of the total grade for the semester. Students are allowed three absences during the semester for any reason. More than three absences will be detrimental to a student's grade.* Attendance will be taken at the beginning of each class, and students who are not present when attendance is taken will be marked absent; students who leave class early (and miss a substantial portion of the class) may also be marked absent. If you have a documented reason for being late or needing to leave early, please notify the instructor beforehand.

Regular participation in class is required. This includes raising questions about the course material responding to questions asked by me or other students, participation in group work, and short in-class written assignments.

* If you have an extended illness or other extenuating circumstance which requires that you miss class more than three times, you should discuss your situation with me at the earliest possible opportunity.

To receive an "A" for "attendance and participation," students must not have more than 3 absences **and** must regularly participate in class. Students who have more than 3 absences cannot receive a grade in the "A range" for "attendance and participation." Students with more than 6 absences will be liable to receive an "F" for attendance and participation.

In-class Behavior:

Students are expected to treat me and fellow classmates with respect at all times. **Students are not allowed to use cell phones during class for any reason.** It is not appropriate for students to leave class to make or receive a phone call. It is also not appropriate to text for any reason during class. Students may be asked to leave class for disruptive behavior, and in some cases, may be administratively withdrawn (see disruptive student policy <http://deanofstudents.gsu.edu/files/2013/03/Disruptive-Student-Conduct-in-the-Classroom-or-Other-Learning-Environment-April-2006.pdf>)

Also, while it is perfectly appropriate for students to use computers to take notes and view course related materials, it is absolutely not appropriate to surf the web, answer emails, etc. Such behaviors are detrimental to the student and are distracting to others. For these reasons, students who choose to use computers or tablets to take notes or view the readings will be required to sit in the back row of the classroom. Students who misuse electronic devices will not be allowed to bring them to class. And, it is also not appropriate to do homework for any other classes during class. In addition, no electronic devices will be allowed on test days

MISCELLANEOUS ITEMS:

Academic Dishonesty:

Academic dishonesty of any kind will not be tolerated. The departmental default penalty for any form of academic dishonesty is failure of the course. If you have any questions about what constitutes academic dishonesty, please ask or consult the "Student Code of Conduct and Policies." Available at <http://codeofconduct.gsu.edu/files/2013/03/2014-2015-Section-II-Academic-Conduct-Student-Code-of-Conduct.pdf>

Students with Disabilities:

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed accommodation plan and students are responsible for providing a copy of that plan to me.

Course Evaluations:

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

Flex Days:

I have set aside two days near the end of the semester as “flex days.” The purpose of setting these days aside is twofold. First, if we are unable to cover the material as scheduled, the flex days allow us time to cover things that we have not completed. Second, (and more exciting) if we do not need the flex days to catch up on other material, the flex days can be used to discuss topics of particular interest to the students. Closer to the end of the semester, I will determine whether or not we need to use the flex days to make up uncovered material and if not, I will present several possible topics to the class for a vote to determine what will be discussed in class on those days.

The syllabus provides a general plan for the course; deviations may be necessary.

COURSE READINGS

The following is a tentative reading list for the semester. It is possible that I will make some changes. All changes will be announced in class. **Daily reading assignments should be completed before class begins (i.e., no later than 2:29pm on the day the reading will be discussed).** Please bring your copy of the reading material with you to class and be prepared to discuss the material with your classmates.

I will announce in class the day prior to each reading which pages you will be required to read. This is one more reason why it is important to come to class.

Monday, January 8:
Syllabus Day

Wednesday, January 10:
Crash course in critical thinking

Monday, January 15:
Martin Luther King Jr. Day: NO CLASSES

I. ETHICAL THEORIES

Kantian Ethics

Wednesday, January 17:
Onora O'Neill. "A Simplified Account of Kant's Ethics." In *Matters of Life and Death*, ed. Tom Regan. McGraw-Hill Publishing Company: 1986.

Monday, January 22:
Onora O'Neill (continued)

Consequentialism

Wednesday, January 24:
John Stuart Mill. *Utilitarianism*. Chapter 2: What Utilitarianism Is

Monday, January 29:
Mill (continued)

Virtue Theory

Wednesday, January 31:
Justin Oakley. "Varieties of Virtue Ethics." *Ratio*, 9, no. 2 (1996): 128-52.

Care Ethics

Monday, February 5:
Virginia Held. "The Ethics of Care as Moral Theory." In her *The Ethics of Care: Personal, Political, and Global*, 9-28. Oxford: Oxford UP, 2006.

Liberalism

Wednesday, February 7: (READING RESPONSE 1 DUE)

John Rawls. "Justice as Fairness." *Philosophy and Public Affairs* 14, no. 3 (1985): 223-51.

Monday, February 12:

Rawls (continued)

Relativism

Wednesday, February 14:

James Rachels. "The Challenge of Cultural Relativism." In *The Elements of Moral Philosophy*.

Edited by James Rachels, 12-24. New York: McGraw-Hill.

Absolutism

Monday, February 19:

Jaret Kanarek. "Critiquing Cultural Relativism." *The Intellectual Standard* 2, no. 2 (2013): 2-14.

Wednesday, February 21:

MIDTERM EXAM

Applied Ethics

What is Oppression?

Monday, February 26:

Ann Cudd. "Oppression: The Fundamental Injustice of Social Institutions." In her *Analyzing Oppression*, 3-27. Oxford: Oxford UP, 2006.

Wednesday, February 28:

Gender: Marilyn Frye. "Oppression." In her *The Politics of Reality*, 1-16. Trumansburg, NY: The Crossing Press, 1983.

Monday, March 5:

Race: Charles Mills, Introduction to *The Racial Contract*.

Wednesday, March 7:

Disability: N. Ann Davis. "Invisible Disability." *Ethics* 116, no. 1 (2005): 153-213.

March 12-18: **SPRING BREAK: NO CLASSES**

Mechanisms of Oppression: Epistemic Injustice

Monday, March 19:

Rachel McKinnon. "Epistemic Injustice." *Philosophy Compass* 11, no. 8 (2016): 437-46.

Wednesday, March 21:

Luvell Anderson. "Epistemic Injustice and the Philosophy of Race." In *The Routledge Handbook of Epistemic Injustice*, Edited by James Kidd, José Medina, and Gaile Pohlhaus, Jr., 139-48. New York: Routledge, 2017.

Mechanisms of Oppression: Sexual Objectification

Monday, March 26:

Ann Cudd. Selection from *Analyzing Oppression*

Sandra Lee Bartky. Selection from *Femininity and Domination*

Wednesday, March 28:

Patricia Marino. "The Ethics of Sexual Objectification: Autonomy and Consent." *Inquiry* 5, no. 4 (2008): 345-64.

Complicating Oppression: Free Speech/Hate Speech

Monday, April 2: (READING RESPONSE 2 DUE)

Andrew Altman. "Liberalism and Campus Hate Speech." *Ethics* 103 (1993): 302-317.

Wednesday, April 4:

Guest Lecture

Monday, April 9:

Rae Langton. "Hate Speech and the Epistemology of Justice." *Criminal Law and Philosophy* 10, no. 4 (2016): 865-73.

Responding to Oppression: Obligations to Resist Oppression

Wednesday, April 11:

Carol Hay. "The Obligation to Resist Oppression." *Journal of Social Philosophy* 42, no. 1 (2011): 21-45.

Monday, April 16:

Anita Superson. "Right Wing Women: Causes, Choices, and Blaming the Victim." *Journal of Social Philosophy* 24, no. 3 (1993): 40-61.

Wednesday, April 18:

Flex Day

Monday, April 23:

Flex Day

Final Exam: Monday, April 30 10:45am-1:15pm

Department of Philosophy
General Syllabus Statement Spring 2018

- This syllabus provides a general plan for the course. Deviations may be necessary.
- The last day to **withdraw** from a course with the possibility of receiving a W is **February 27**.
- Students are responsible for confirming that they are attending the course section for which they are registered. Failure to do so may result in an F for the course.
- By University policy and to respect the confidentiality of all students, **final grades** may not be posted or given out over the phone. To see your grades, use PAWS.
- The customary penalty for a violation of the academic honesty rules is an "F" in the course. See the University Policy on Academic Honesty on the reverse of this sheet. **Copying or using material from the internet without citation is a violation of the academic honesty rules.**
- A student may be awarded a grade of "W" no more than 6 times in their careers at Georgia State. After 6 Ws, a withdrawal is recorded as a WF on the student's record. A WF counts as an F in a GPA.
- Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing the course, please take the time to fill out the online course evaluation.
- Students who wish to request accommodation for a disability must do so by registering with the Office of Disability Services in Suite 230 of the Student Center. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

Subscribe to one of our department listservs for current information and events:

1. Undergraduate Students: <http://philosophy.gsu.edu/undergraduate/listserv>
 2. Graduate Students: <http://philosophy.gsu.edu/graduate/listserv>
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For more information on the philosophy program visit:
<http://philosophy.gsu.edu>

Policy on Academic Honesty, from the GSU Catalog

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the *Faculty Handbook* and *On Campus: The Student Handbook* and is available to all members of the university community. The policy represents a core value of the university, and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community—students, faculty, and staff—are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisers, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any para-phrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, falsification of the results of experiments or computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

