Syllabus – Alternative Summer Session 1, 2016

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Philosophy and Social Ethics (PHIL1104)
Format: Online via HuskyCT
Professor: Paul Bloomfield, Professor of Philosophy at the University of Connecticut (Storrs)

Email: phsb@uconn.edu (After the first day of classes, students registered in the course should send messages to the instructor via HuskyCT Mail.)

Office Hours/Availability: Unless otherwise noted, I will check into the course at least six days a week to monitor discussions and respond to HuskyCT Messages. If I expect to be away due to illness, travel, or family obligations, I will make every attempt to notify you in advance.

The developer of this course is Paul Bloomfield.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Text for purchase (one item only):

All other course readings and media are available within HuskyCT, through either an Internet link or Library Resources.

Course Description

Course Description from UConn Course Catalog:
PHIL1104. Philosophy and Social Ethics Three credits. No student may receive more than 6 credits for PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107. Topics may include the nature of the good life, the relation between social morality and individual rights, and practical moral dilemmas.

Additional faculty description:
This course will provide an introduction to western analytical philosophical thinking as it applies to issues in contemporary moral discourse. (“Western” and “analytical” refer to one of the styles or traditions of academic philosophy that is widely practiced today.) We will investigate various moral and ethical relationships that obtain between ourselves and others via a variety of topics: moral psychology, virtue, justice, civil disobedience, affirmative action, famine/affluence, abortion, and love.
Course Objectives

By the end of the semester, students should be able to:

1. Explain the goal of a philosophical article from the author’s point of view and how the author plans to achieve that goal.
2. Describe in your own words (clearly and precisely) the key terms and questions, the most important information, and the conclusions presented in an introductory level philosophy article which analyzes a moral/ethical issue.
3. Formulate questions (clearly and precisely) aimed at improving your understanding of a complex moral or ethical issue.

Course Outline (and Calendar if Applicable)

Module 1: Introduction to Philosophy and Social Ethics
Module 2: Julia Annas, "Making Sense of My Life as a Whole"
Module 3: Plato, Book II of Republic
Module 4: Bishop Joseph Butler, "Upon Self-Deceit"
Module 5: Paul Bloomfield, "The Harm of Immorality"
Module 6: John Rawls' "Justice as Fairness" 1957, Sections 1-3
Module 7: Martin Luther King, Jr.'s "Letter from the Birmingham City Jail"
Module 8: Stanley Fish, Gertrude Ezorsky, on Affirmative Action
Module 9: Judy Thomson, "A Defence of Abortion"
Module 10: Peter Singer, "Famine, Affluence, and Morality"
Module 11: Plato, Symposium

Course Requirements and Grading

Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation (3 times graded, grades then average)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Short Papers (3 @ 5% each)</td>
<td>15%</td>
</tr>
<tr>
<td>Long Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
Participation
Participation accounts for twenty percent of the overall course grade. You will be graded three times, every two weeks and these three grades will be averaged together to account for the twenty percent. Your grade will be based on the quantity and quality of your discussion questions and postings, including responses you write to the postings of those in your discussion groups. Please use the discussion board in an honest fashion, where "honest" in this context means that you shouldn’t ask questions or make comments just for the sake of writing something because you want the "participation grade". It is not hard to see when a student is just saying something to say something or whether the question or point being made is well-thought out, sincere, and genuine.

You are each assigned randomly to a discussion group with ten people in it. These discussion groups will be re-assigned (always randomly) every two weeks.

See the Grading Rubric for the Participation Grade in the Discussion section of the course.

Discussions
Discussions are an opportunity for you to ask questions and clarify your misunderstandings about an article. Discussion postings are not graded individually. The instructor will monitor the discussions and address areas of confusion. All questions should be posted at least one day before the module’s close date, to allow time for a response.

If you haven’t already, practice using the Discussions area by introducing yourself under the “Introductions” forum. Also take a look at the General Discussion area that serves as a place for class questions and correspondence.

Quizzes
There will be short quizzes as part of most modules. These will be graded automatically.

Short Papers
There are three short papers in the course; each is worth five percent of the final course grade. Short papers are between 175-200 words and are assessed using the criteria outlined in the paper grading rubric (posted in HuskyCT). All short papers should be submitted as attachments via the Assignments area by 6:00 AM on the due dates posted in the Course Schedule.

Long Paper
The long paper is worth 30 percent of the final course grade and is the course midterm. The long paper is between 1000-1100 words and is assessed using the criteria outlined in the paper-grading rubric (posted in HuskyCT). There is an opportunity to submit a draft for feedback prior to the final due date. The draft submission is not a course requirement, it is fully voluntary. Check the Course Schedule for the draft and final submission dates. The draft and final versions of the Long Paper are to be submitted as attachments via the Assignments feature by 6:00 AM on their respective due dates.

Final Exam
The final exam is worth 25% of the final grade and will be taken on the last day of class. It will consist of completing 10 “long paragraphs” or short essays within two hours. (There are more than 10 questions to select from on the exam; in other words, there is some choice.) The exam is cumulative; questions may come from any course material. Once you open the exam, the clock starts. Make sure
(Final Exam, con’t)
you begin the exam no later than 10:00 PM EST or you will not be allowed a complete two hours. You are only allowed one attempt. The grading of the exam is approximately the same as the criteria outlined in the paper grading rubric (posted in HuskyCT), with greater allowances for the fact that you are writing under a time constraint. The exam will be facilitated via the Test/Quizzes/Exams tool.

The final course grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
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<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Due Dates and Late Policy
All course due dates are identified in the Course Schedule in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Late Policy: Penalties will be attached for work submitted late, unless prior permission is granted by the professor. Exceptions will only be made in case of emergency, with verification obtained through the Dean of Students Office.

Feedback and Grades
I will make every effort to provide feedback and grades in a reasonable amount of time. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.
Student Code
You are responsible for acting in accordance with the University of Connecticut’s Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

PROFESSOR BLOOMFIELD’S NOTE ON PLAGIARISM:
It is important to know that plagiarism need not be intentional but may be the result of negligence or carelessness. Intentional or unintentional, plagiarism implies academic misconduct and will be prosecuted to the full extent of UConn’s Student Code. Note, importantly, plagiarism need not involve using the exact words of another person.

The following counts as an example of plagiarism:

Original (by Thomas Hill, Jr.):
"Imperatives are hypothetical if either they support particular prescriptions for a person only in conjunction with premises describing that person’s ends or they cannot themselves be supported without premises describing the ends of the person to whom they are directed."

Plagiarism:
"An imperative is hypothetical if it defends a certain instruction for an agent exclusively in conjunction with the premises which express that agent’s ends, or if it cannot be established without the premises which illustrate the ends of the agent for whom they are designed."

Copyright
Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication
At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course
If you should decide to add or drop a course, there are official procedures to follow:
- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an “F” on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:
Academic Calendar
The University’s Academic Calendar contains important semester dates.

Academic Support Resources
Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities
Students needing special accommodations should work with the University’s Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from Blackboard’s website)

Policy against Discrimination, Harassment and Inappropriate Romantic Relationships
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the Policy against Discrimination, Harassment and Inappropriate Romantic Relationships for more information.

Sexual Assault Reporting Policy
To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the Sexual Assault Reporting Policy for more information.

Software Requirements and Technical Help
- Word processing software
- Adobe Acrobat Reader
- Internet access

(add additional items as needed)

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through HuskyTech. Students also have 24x7 Course Support including access to live chat, phone, and support documents.
To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

(add additional skills as needed)

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

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**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University’s standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.