Course Inventory Change Request

New Course Proposal

Date Submitted: 10/03/14 3:07 pm

Viewing: **PHIL 1023 : Introduction to Ethics (DE)**

Last edit: 10/03/14 3:06 pm

Changes proposed by: ROHRBGN

<table>
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<tr>
<th>Submitter:</th>
<th>User ID: ROHRBGN</th>
<th>Phone: 3347408836</th>
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**Proposing College/School:** College of Liberal Arts

**Department:** Philosophy

**Effective Term:** Fall 2015

**Subject Code:** Philosophy (PHIL)

**Course Number:** 1023

PHIL 1020 Introduction to Ethics is an existing course in the AU Bulletin, one which plays an important role in Auburn's Core Curriculum and General Education requirements. By adding the 1023 designation, students will have the opportunity to take the course through distance learning. This will increase availability and convenience for students, especially during the Summer term, as well as increasing scheduling options for the Department. Since PHIL 1020 is currently a 'bottleneck' class with long wait lists, it is anticipated that adding a distance learning option will have the potential to reduce time to degree for undergraduates across the University, a goal in support of the University's Strategic Plan.

**Course Title:** Introduction to Ethics (DE)

**Abbreviated Title:** Introduction to Ethics (DE)

In Workflow

1. PHIL Chair
2. LA Undergraduate Curriculum Committee Chair
3. LA Editor
4. LA Associate Dean
5. DistanceEducation1
6. DistanceEducation2
7. Coordinator Curriculum Management
8. University Curriculum Committee Chair
9. Coordinator Curriculum Management

Approval Path

1. 10/24/14 2:23 pm
   WATKIGM: Approved for PHIL Chair
2. 10/31/14 4:14 pm
   SUTTODA: Approved for LA Undergraduate Curriculum Committee Chair
3. 11/12/14 4:09 pm
   LWC0003: Approved for LA Editor
4. 11/13/14 4:33 pm
   ISRAECA: Approved for LA Associate Dean
5. 11/18/14 10:28 am
   SZC0024: Approved for DistanceEducation1
6. 11/18/14 10:56 am
   ALIASIM: Approved for DistanceEducation2
<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Distance Learning</td>
<td>3</td>
<td>Weekly</td>
<td>3</td>
<td>25</td>
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Can the course be repeated? No  Total Credit Hours: 3

Grading Type: Standard Grades

Prerequisites: None.

Prerequisite Courses:

Corequisites:

Restrictions:

Admin Restrictions:

Course Description: LEC. 3. Humanities Core. Major ethical theories from the history of philosophy, their foundations in epistemology and metaphysics, and their extension into social thought.

May Count Either: PHIL 1020 - Introduction to Ethics or PHIL 1023 - Introduction to Ethics (DE)

Affected Program(s):

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
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<tbody>
<tr>
<td>Minor</td>
<td>Philosophy</td>
<td>Elective</td>
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Overlapping or Duplication of Other Units' Offerings: No

Resources: N/A. Current resources in the Department (faculty), College (IT support), and University (IT support, libraries, writing center, Office of Accessibility) are adequate to support PHIL 1023.

By the end of this class, students will be able to:

- Learn to analyze and evaluate arguments using the notions of validity and soundness.
- Track the structure of argumentative dialectics, including claim, argument, objection, reply, and negative argument.
- Understand central questions of ethical theory.
- Understand seven basic answers/ethical theories, including their relation to one another and the unique
position of non-cognitivism.
- Be able to explain central considerations speaking for and against each of these theories.
- Be able to explain and apply these basic distinctions: normative and descriptive, relative and absolute, relative and situational, subjective and objective, cognitive and non-cognitive, consequentialist and deontological.
- Understand the distinction between intrinsic and extrinsic value, and relate questions about value to reasons for action.
- Understand the Trolley Problem and puzzle it presents

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<tr>
<th>Is this course considered University Core?</th>
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<tr>
<td>Yes</td>
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<th>Which Student Learning Outcomes are achieved?</th>
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<tr>
<td>SL02 Analytical Critical Reading</td>
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<td>SL03 Effective Argumentation</td>
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<th>How would outcomes be assessed?</th>
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<td>SLO 2 (students will be able to read analytically and critically) is assessed primarily (i) by considering students' performance on a subset of questions included on the reading quizzes which are administered immediately after each reading is assigned to students and before discussion and lecture, but also (ii) by considering students' performance on a smaller subset of question included on the exams, and (iii) by reflecting on the quality of students' on-line discussion posts, both mandatory and voluntary.</td>
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<tr>
<th>Course Content Outline</th>
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<td>PHIL 1023 can modified to follow either a 10- or 15-week session. The following schedule is for a 15-week session.</td>
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<tr>
<th>Week 1: DE Orientation, Arguments</th>
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<th>Attached Rubric(s):</th>
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<tr>
<td>PhilosophyPaperRubric.docx</td>
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• Reading: syllabus, orientation pages
• Reading: logic and argumentation handout
• 4 mini-lectures: DE orientation, class topic, critical reasoning and arguments
• 2 discussion posts
• Quiz: validity and arguments

Week 2: Killing and Letting Die
• Reading: James Rachels, 'Active and Passive Euthanasia'
• Reading: Philippa Foot, 'Killing and Letting Die'
• 2 Reading quizzes
• 4 mini-lectures: Euthanasia, Killing vs. Letting Die, Foot’s account
• 2 discussion posts

Week 3: The Trolley Problem
• Reading: Judith Jarvis Thomson, 'The Trolley Problem'
• Reading quiz
• Plagiarism on-line module and quiz
• 3 mini-lectures: Class Topic, Trolley Problem
• 2 discussion posts
• Paper: 5-page paper on the trolley problem and attempted solutions

Week 4: Divine Command Theories
• Reading: Plato, *Euthyphro*
• Reading quiz
• 4 mini-lectures: divine command theory, direction of explanation, the Euthyphro Problem
• 2 discussion posts

Week 5–6: Cultural Relativism
• Reading: NY Times article on bride kidnapping
• Reading: James Rachels, 'The Challenge of Cultural Relativism'
• Reading quiz
• 6 mini-lectures: relativism, absolute/relative claims, arguments for and against
• 3 discussion posts
• Exam 1

Week 6–7: Non-cognitivism
• Reading: from A.J. Ayer, *Language, Truth, and Logic*
• Reading quiz
• 6 mini-lectures: non-cognitivism, disagreement, arguments for and against
• 3 discussion posts

Week 8: Psychological Egoism
• Reading: Joel Feinberg, 'Psychological Egoism'
• Reading quiz
• 4 mini-lectures: egoism, normative and descriptive claims, arguments, paradox of hedonism
• 2 discussion posts
Week 9–10: Contractualism
- Reading: Plato, *Republic*, book II
- Reading: from Hobbes, *Leviathan*
- 2 Reading quizzes
- 8 mini-lectures: intrinsic/extrinsic value Glaucon's speech, selfishness and ethics, Gyges' ring, State of Nature
- 4 discussion posts
- Exam 2

Week 11–12: Consequentialism
- Reading: from Jeremy Bentham, *Utilitarianism*
- Reading: Bernard Williams, from *Utilitarianism: For and Against*
- 2 Reading quizzes
- 8 mini-lectures: Bentham's solution, core ideas, relative vs. situational, consequentialist vs deontological, integrity objection, equity objection
- 4 discussion posts

Week 13–14: Humean Subjectivism
- Reading: from Hume, *Treatise and Enquiry*
- Reading quiz
- 6 mini-lectures: subjective/objective, reason and passion, Hume on the mind, arguments
- 3 discussion posts

Week 14–15: Kantian Deontology
- Reading: Kant, *Groundwork*, sections 1 and 2
- Reading quiz
- 6 mini-lectures: Good Will, Concept of Duty, Categorical Imperative, Kant vs Hume vs Hobbes
- 3 discussion posts
- Exam 3

Assignments / Projects

1. Exams. There are three exams, each a combination of multiple choice and short answer questions. The exams are non-cumulative. Graded out of 100 points.
2. Paper. A short (5-page) paper is assigned in which students must explain the so-called trolley problem, two attempted solutions, and arguments as to why those fail. Graded out of 100 points.
3. Discussion Posts. On average, students are required to post to a guided-question discussion board twice for each week/topic. (30 total). The posts are graded Satisfactory/Unsatisfactory, based on a minimum requirement of relevance and involvement. The first post is made before seeing other students' contributions, while the second may be a response to another student's comment or simply a further comment or question.
4. Quizzes. Each assigned reading in the class is followed by a short multiple choice quiz intended to promote comprehension and to provide a clear incentive for
completing the reading. There is also one multiple choice quiz targeting concepts of critical reasoning and one targeting plagiarism and academic honesty. (14 quizzes total) Graded out of 10 points.

5. Ungraded 'checkpoint' quizzes. Most units also contains at least one ungraded quiz meant to promote comprehension at difficult points where students are known to become confused.

1. Exams. 45% of final grade. Three exams each worth 15%.
2. Paper. 15% of final grade.
3. Discussion Contributions. 20% of final grade. The 23 required contributions are divided among 10 modules, and each module's contributions are graded Satisfactory/Unsatisfactory, treated by Canvas as 0 or 100 points.
4. Reading Quizzes. 20% of final grade. Ten quizzes worth 2% each, graded out of 10 points.

Rubric and Grading Scale

Final grades are calculated from numeric averages using the following scale:

- A 90.0 and up
- B 80.0–89.9
- C 70.0–79.9
- D 60.0–69.9
- F 59.9 and below

Supplemental Information For Addition Of Distance Education Course

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Access to Resources

On-line resources will be available through Canvas, the current course management system. In addition to the class content and tools internal to Canvas, links are included to the Miller Writing Center, Academic Support and Student Services, the AU...
libraries and digital libraries, OIT, the Office of Accessibility, a guide to on-line 'netiquette,' and University discipline and behavior policies.

All course material and interaction will be mediated by Canvas, as follows.

- Lectures will be delivered via the Kaltura video tool within Canvas. Lectures are broken into short, 'mini-lectures,' 5-10 minutes in length.
- Readings are delivered as .pdf files or as links to publicly available e-books on external sites.
- All quizzes and exams are delivered by internal tools in Canvas.
- Discussion and participation will be mediated using the Discussion Board tools in Canvas.
- Weekly synchronous office hours (audio and/or video) will be delivered via the Conference/Big Blue Button tool in Canvas.
- Additional (non-guided, non-graded) Q&A will also be conducted using the Discussion Board tools in Canvas.

The ability to participate in class and to interact with the instructor and classmates are a crucial part of any high-quality class. In an distance learning environment, it is best to provide many options for contact, as well as some required minimums. This class uses the following contact and interaction options:

- Mandatory discussion posts. Each unit requires that students post a minimum of two comments or questions in response to a directed question and to another's initial post.
- Q&A discussion board. Students are encouraged to post their questions here rather than message the instructor directly, so that other student can see the answers, comment, and refine the questions.
- Virtual office hours. Every week, there are 'live' (synchronous) office hours, conducted over an A/V link.
- Canvas Messaging: Canvas provides a high-quality messaging system which facilitates one-on-one interaction.
- Traditional e-mail messaging remains available.
- Canvas Groups: Canvas gives students the ability to form study groups within the class, which get their own discussion boards, space for wiki pages, and so on. While not mandatory, students are encouraged to use this functionality.
- Telephone. During regular office hour times, traditional telephony remains available.
SUTTODA (09/19/14 2:33 pm): Rollback: Committee Concerns:
[1] Course Schedule is set for 10 weeks. UCC will require it to be formatted for 15 weeks. Will need to adjust statements under Assignments/Projects in coordination with changes made to the schedule.[2] Contact/Group Hours should be 3. [3] Assessment of SLOs is generally very well described in terms of expectations. But needs a bit more of the mechanical, as in how will this actually be done? Is there a rubric that could be attached?

WATKIGM (10/02/14 10:55 am): Rollback: you know