

**HURON UNIVERSITY COLLEGE**  
***Philosophy 3720F: Normative Ethics – J. Epp***  
**Course Outline, Winter 2014**

**Prerequisites:** [Philosophy 2700F/G](#) or  
[2800F/G](#) or [2801F/G](#) or [2821F/G](#) or  
[2822F/G](#). **Anti-requisites:** Phil 2067E  
**Tues. 11:30am – 1:30pm,**  
**Thurs. 11:30-12:30pm**  
**HC-V207**

**Instructor:** Jennifer Epp  
**Office:** A202  
**Office hours:** Tues. 1:30-2:30,  
 Thurs. 12:30-1:30  
**Email:** [jepp5@uwo.ca](mailto:jepp5@uwo.ca)

**COURSE DESCRIPTION:**

Normative ethical theories are intended as guides to moral life. They articulate and justify principles that allow us to evaluate actions, outcomes, characters, and so on, as good or bad, as right or wrong, or as virtuous or vicious. Such theories attempt to guide us as we determine who we ought to be, how we ought to live, or how to engage with each other if we are to live together well. This course begins with discussion of the normative ethical project itself—what is it, and how, or even how much, does it differ from meta-ethics? We continue with an advanced study of particular theoretical frameworks in normative ethical theory, including consequentialism, deontology, and virtue ethics, and care ethics.

**COURSE LEARNING OBJECTIVES:**

This course has the following objectives:

- 1) To develop student's abilities to identify, understand, construct and critique philosophical arguments. In order to meet this objective, students will enhance their oral and written communication skills, active listening skills, analytical ability and potential for creative problem solving via written assignments, collaborative exercises in interpretation and class discussion.
- 2) To familiarize students with twentieth century and contemporary debates related to major normative ethical theories, and to understand the complexity of these debates. In order to meet this objective students will read relevant literature and engage in conceptual analysis and respectful debate within class.
- 3) To provide students with resources that may help them to think critically about how they would like to live and to engage in moral decision making. In order to meet this objective, students will enhance their ability to formulate questions in relation to course material and will have the opportunity to reflect on their own individual and collective ethical lives.

## **CLASS METHODS**

This course consists of two classes per week. Though the class will include lecture time, this is a seminar course with an emphasis on student participation and leadership of discussion. Students are expected to come to class prepared to discuss the readings. There will be in-class presentations that form the basis of a final paper, pre-class reading reflections, and small group discussion.

## **TEXTS**

PdF's and links to articles online and via Huron and UWO libraries, available on WebCT.

## **REQUIRMENTS:**

Class presentation with 1-2 page hand out (scheduling TBD)	15%
Essay, 5-6 pages (due one week after your presentation)	25%
6 pre-class reflections, 1 page (details below)	6 x 5% - total 30%
Exam	30%

## **ASSIGNMENTS:**

Please submit all assignments, including essays and reflections, to the **Assignments** section of Sakai (see instructions below). Further criteria for presentation, essay and reflection evaluation will be provided on Sakai.

## **PRE-CLASS REFLECTIONS:**

All **pre-class reflections** must be submitted no later than **the beginning of the first class in which the relevant reading is to be discussed. I will not accept late reflections.** Submit pre-class reflections to the Assignments section of Sakai.

**You must complete at least one reflection on each of virtue ethics, deontology, consequentialism, and Care Ethics.** Remaining reflections may be on any reading of your choice. **You may not submit a reflection on the day of your presentation.**

Responses should **briefly explain the author's argument and then offer critical commentary** of some kind, indicating a thoughtful engagement with the material.

If you are stuck for a reflection topic try to identify the author's thesis and find reason to agree with or object to it. Talk to me if you have difficulty choosing a reflection topic.

**You must come to class to submit a pre/post class reflection!** Since there are many opportunities to submit responses, no accommodation will be granted for missed submissions barring long-term illness or on-going, serious non-medical situation.

### **EXAM INDEX CARDS:**

At the **beginning** of class you may submit one 3x5 inch index card per article that we are discussing in class that day. On the card you may write notes about that particular reading. Please discuss only one article per card. Cards may only be submitted if you attend the full class and must be submitted before class begins. Cards may only be submitted on the first day in which we discuss that particular article in class. I will return the cards to you at the beginning of the final exam. Please clearly indicate your name on the cards.

### **SUBMITTING ASSIGNMENTS:**

**Your final essay and reflections must be submitted through the Assignments section of Sakai.** (Do not submit to DropBox or anywhere else in Sakai.) This will ensure both that I can access your work and that your work is checked for plagiarism by Turnitin. I have set up the assignments section so that course work submitted there is automatically sent to Turnitin. You do not need to submit to Turnitin yourself.

You may not submit assignments, or portions of assignments, that have been prepared for other courses. All instances of suspected plagiarism will be taken very seriously. Please make sure to **cite all direct quotes, use quotation marks, cite all ideas that you got from somewhere else even if you are not using quotes, and to include a bibliography of any external resources that you use in anything submitted for this class.**

**If for any reason you cannot submit the paper to the Assignments section of Sakai please e-mail a copy of your paper to the instructor by the due date** to prevent your paper from being considered late. Your papers, however, will not be graded until they are successfully submitted to the Assignments section and therefore to Turnitin. Your instructor will assist in resolving any potential difficulty.

### **ACCESSIBILITY:**

Every effort will be made to make this class accessible. We usually think of disability in relation to accessibility, and that's relevant, but so are many other factors including employment and family responsibilities. Please talk to me or your academic counsellor as soon as possible if you have any accessibility concerns and we will address them together (it often isn't possible to do this retroactively, so please do see me early on).

### **LATE POLICY:**

Late papers or other work will be accepted with a penalty of 2% per day, but will not be accepted after the last day of class without accommodation from an academic counselor. If, at any time, accommodation is required for any assignment worth more than 10% you must see your academic counselor promptly.

**SAKAI: Please check the announcements section of Sakai regularly.**

## **SYLLABUS:**

### **The Normative Ethical Project:**

Tues. Jan 7<sup>th</sup> – Introduction  
 – **Shelly Kagan**, “Preliminaries”

### **Consequentialism:**

Thurs. Jan 9<sup>th</sup> – **William Shaw**, “The Consequentialist Perspective”

Tues. Jan 14<sup>th</sup> – Shaw continued.

Thurs. Jan 16<sup>th</sup> – **Brad Hooker**, “Rule-Consequentialism”

Tues. Jan 21<sup>st</sup> – Hooker continued.

Thurs. Jan 23<sup>rd</sup> – **Student Choice: J.J.C. Smart**, “Extreme and Restricted Utilitarianism”  
 – **OR Kai Neilson**, “Against Moral Conservatism”

Tues. Jan 28<sup>th</sup> – Smart OR Neilson continued.

Thurs. Jan 30<sup>th</sup> – **Peter Singer**, “Famine, Affluence and Morality”

Tues. Feb 4<sup>th</sup> – Singer or Williams continued.

### **Deontology:**

Thurs. Feb 6<sup>th</sup> – **Stephen Darwall**, “Agent Centered Restrictions From the Inside Out”

Tues. Feb 11<sup>th</sup> – Darwall continued.

Thurs. Feb 13<sup>th</sup> – **Judith Jarvis Thompson**, “Killing and letting Die and the Trolley Problem”

Reading Week. No classes Feb. 18 and 20.

Tues. Feb 25<sup>rst</sup> – Thompson continued.

Thurs. Feb 27<sup>th</sup> – **Christine M. Korsgaard**, “The Right to Lie: Kant on Dealing with Evil”

Tues. Mar 4<sup>rd</sup> – Korsgaard continued.

### **Virtue Ethics:**

Thurs. Mar 6<sup>th</sup> – **Julia Annas**, “Virtue, Character, Disposition” AND “Virtue and the Unity of Virtue”

Tues. Mar 11<sup>th</sup> – Annas continued.

Thurs. Mar 13<sup>th</sup> – **Julia Annas**, “Living Happily”

Tues. Mar 18<sup>th</sup> – Annas continued.

Thurs. Mar 20<sup>th</sup> – **Rosalind Hursthouse**, “Normative Virtue Ethics”

Tues. Mar 25<sup>th</sup> – Hursthouse continued.

Thurs. Mar 27<sup>th</sup> – **Student Choice: John Doris**, “A Situationist Theory of Character”  
 – **OR Martha Nussbaum**, “Non-Relative Virtues; An Aristotelian Approach”  
 – **OR Susan Wolf**, “Moral Saints”  
 – **OR Phillipa Foot**, “Virtues and Vices”

### **Ethics of Care, Compassion and Moral Standing:**

Tues. Apr 1<sup>st</sup> – **Virginia Held**, “The Ethics of Care as Moral Theory”

Thurs. Apr 3<sup>th</sup> – Held continued.

Tues. Apr 8<sup>th</sup> – **Student Choice: Richard Reilly**, “Compassion as the Basis of Moral Value”  
 – **OR Joel Feinberg**, “The Rights of Animals and Unborn Generations”  
 – **OR Kenneth Goodpastor**, “On being Morally Considerable”



## **Appendix to Course Outlines**

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities. In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

[downloadable Student Medical Certificate (SMC):

<https://studentservices.uwo.ca/secure/index.cfm> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, the student must submit a request to the instructor in writing

prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following a medical emergency) Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting either medical or non-medical

documentation to the Academic Counsellor, who will then make the determination as to whether accommodation is warranted.

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:



- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Accessibility**

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Program and Academic Counselling**

Philosophy students registered at Huron who require advice about modules and courses in Philosophy should contact Dr. S. D’Arcy, Chair – [sdarcy@huron.uwo.ca](mailto:sdarcy@huron.uwo.ca) Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>