**Department of Philosophy and Carleton University Policies (Summer 19)**

**Assignments:**

Unless specifically told otherwise by their instructors, students:

* Must not use a plastic or cardboard cover or paper clips.
* Must staple the paper (there is a stapler on the essay box).
* Must include the following on the first page: student name and number; course name and number; instructor’s name.
* No assignments will be accepted after the last day for handing in term work – see dates below.
* Assignments handed in through the essay box (just inside the glass doors, Paterson Hall, Floor 3A) must be dropped into the box by **4:15** on a regular business day in order to be date-stamped with that day’s date. Assignments handed in after 4:15 or on a non-business day will be stamped as having been handed in on the next business day.
* Students are required to keep copies of their assignments. If your paper is lost at any point, you will be considered not to have submitted it if you cannot produce a copy immediately on request.

**Evaluation:**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Deferrals for Term Work:**

If students are unable to complete term work because of illness or other circumstances beyond their control, they should contact their course instructor no later than *three working days* of the due date. Normally, any deferred term work will be completed by the last day of the term. Term work cannot be deferred by the Registrar.

**Deferrals for Final Examinations:**

Students are expected to be available for the duration of a course including the examination period. Occasionally, students encounter circumstances beyond their control where they may not be able to write a final examination or submit a take-home examination. Examples of this would be a serious illness or the death of a family member. If you miss a final examination and/or fail to submit a take-home examination by the due date, you may apply for a deferral no later than *three working days* after the original due date (as per the University Regulations in [Section 2.4, 2.5 and 2.5.1 of the Undergraduate Calendar](http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.5)). Visit the [Registrar’s Office](https://carleton.ca/registrar/special-requests/) for further information.

**Plagiarism:**

It is the responsibility of each student to understand the meaning of ‘plagiarism’ as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. (Undergraduate Calendar Academic Regulations, section 12.0, or [Academic Integrity < Carleton University](https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academicintegrity/)

**Academic Accommodation:**

You may need special arrangements to meet your academic obligations during the term:

* *Pregnancy or religious obligation*: write to your professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the [Equity Services](https://carleton.ca/equity/accommodation/) website.
* *Academic accommodations for students with disabilities:*The [Paul Menton Centre](https://carleton.ca/pmc/) for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class test or exam requiring accommodation. After requesting accommodation from PMC, meet with your professor to ensure accommodation arrangements are made.

**Important Dates:**

|  |  |
| --- | --- |
| May 6 Classes start.May 13 Last day for registration and course changes for early summer courses.May 17Last day for registration and course changes for full summer courses.May 20 Statutory holiday, University closed.May 24 Last day for a full fee adjustment when withdrawing from early and full summer courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript. June 11 Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade for early summer courses before the official examination period.June 18 Last day for early summer classes.  Last day for handing in term work. Last day for academic withdrawal from early summer courses.June 21-27 Final examinations.June 27 Take-home examinations for early summer courses are due. | July 1 Statutory holiday, University closed.July 2 Late summer courses begin and full summer courses resume.July 9 Last day for registration and course changes for late summer courses.July 22 Last day to withdraw from late summer courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript. Aug. 5 Civic holiday, University closedAug. 7 Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade for late or full summer courses before the official examination period. Aug. 14 Last day of late and full summer term classes.  **Classes follow a Monday schedule.**  Last day for handing in term work. Last day for academic withdrawal from late summer and full summer courses.Aug. 17-23 Final examinations. Aug. 23 Take-home examinations for late or full summer courses are due. |

**Useful Contacts:**

Department of Philosophy: 3A35 Paterson Hall – (613) 520-2110 Registrar’s Office: 300 Tory Building – (613) 520-3500

 [www.carleton.ca/philosophy](http://www.carleton.ca/philosophy) [www.carleton.ca/registrar](http://www.carleton.ca/registrar)

PHIL 1550 A: Introduction to Ethics and Social Issues

Summer 2019

Mondays & Wednesdays 11:35 A.M.-2:25 P.M.

*Instructor Information*

Dr. Nalini E. Ramlakhan

Department of Philosophy Paterson Hall

Office: 3A38 Paterson Hall

Office hours: Mondays 3:00-6:00 P.M. or by appointment

naliniramlakhan@cunet.carleton.ca

*Official Calendar Description*

An introduction to understanding, assessing, and formulating ethical arguments concerning controversial issues. Particular issues studied, such as world hunger, capital punishment, abortion, animal rights, terrorism, may vary each time the course is offered.

Precludes additional credit for [FYSM 1209](https://calendar.carleton.ca/search/?P=FYSM%201209) and [PHIL 1500](https://calendar.carleton.ca/search/?P=PHIL%201500).

*TA Information*

Dr. Jonathan Life

Office hours and location: Tuesdays 4:00 P.M.-5:00 P.M. 3A54 Paterson Hall

jonathanlife@cmail.carleton.ca

*Description & Objective*

The purpose of this course is to introduce you to the nature and practice of ethics. We will begin the course by examining prominent moral and ethical theories, such as egoism, virtue ethics, deontology, etc. We will then apply these theories by looking at some important ethical and social issues in the contemporary world. These issues may include, but are not limited to, abortion, universal health care, euthanasia, animal rights, environmental ethics, and human enhancement.

You will be presented with arguments that have been offered for and against these different positions. The goal of the course is to stimulate your thinking about the chosen issues and provoke you to form views about them. The objective is not merely for you to understand how philosophers and others have answered these questions, but to understand and evaluate their arguments, recognizing their strengths and weaknesses, possibly trying to improve upon them. You are required to formulate your own arguments and defend them. In order to assist with this, this class will engage with case studies and ethical questions that require your participation throughout the course. You are expected to come to class prepared with answers for discussion if a question is given before class, or to think about and discuss ideas with peers when a question or case study is presented in class.

*Course Website*

CULearn will be used for access to the course syllabus, grades, announcements, and discussion boards. It is recommended that students regularly check CULearn for course updates and other information. Students are responsible for keeping current with the information on CULearn.

*Attendance*

In order to succeed in this course, you must attend lecture. If you skip lectures for anything other than a verifiable reason, such as medical attention (please check with me if you’re unsure what is considered a verifiable reason), it is your responsibility to make up missed material. If you have a verifiable reason for missing class, I am happy to go over missed material during office hours. If you’re regularly attending lecture and having difficulty with course material, please see me during office hours.

Notes and/or lecture slides posted on CULearn are not a replacement for attending lectures, and the material posted is a **guideline** for content discussed in class, and lacks sufficient content for understanding the course material on its own. Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Please note that you must seek my permission to record lectures, and permission is granted based on academic accommodation.

*Email Protocols*

The typical response time to answer email is 48 hours, not including weekends. Please include the course title or course code (e.g., PHIL 1550) in the subject line of your email, and send emails from your Carleton University email address. If your question is detailed and requires a lengthy response, please see me during office hours or before or after class.

Assignments that are emailed will not be accepted and will be deleted. Instructions for submitting can be found under ‘Evaluation.’ Emails are for personal and/or administrative issues that arise. All other questions about course material can be asked before, after, or during class or during office hours. Grades won’t be sent over email, so please don’t ask.

*Electronic Device Policy*

You should not use your electronic device for emailing, messaging, posting on Facebook, etc. during lecture. With the exception of the writing workshop (see schedule), using your device in class to do anything other than take notes is distracting and disrespectful to me and your classmates. Succeeding in this course requires your full attention. If you multi-task during lecture, you are likely to miss important information.

Your cell phones should be turned off or in silent mode during lecture. It should not be visible or audible during class. If, for whatever reason, you feel the need to be on your cellphone during class and are distracting others, you will be asked to leave. If you need to take an important call during scheduled lecture time, please let me know prior to lecture.

Laptops and tablets should be used for note-taking only if absolutely necessary. I suggest taking notes by hand since it is more effective.

*Other Classroom Policies*

Please do not wear any perfumes, colognes, or other heavily scented products. These trigger migraines in those with chemical sensitivities. Please refrain from eating foods with a high aroma in class.

Please arrive on time and leave **at the end of class.** Do not start packing up your things until the end of class. It gets loud and it is very distracting to other students. Do not leave in the middle of the class unless you must use the washroom or there is an emergency. A break will be provided during class.

*Other Important Information*

Please note that this class examines and evaluates many ethical and social issues that might make some students uncomfortable. Please review the topics and readings beforehand, and note that there are mild trigger warnings for each topic we review. During class discussions, please be respectful toward your peers and objective in your discussions. Please come and see me during office hours if you are uncomfortable with a specific topic.

*Evaluation*

Midterm

The purpose of this test is to ensure that you are understanding the ideas and theories we explore in lectures and the readings, and to ensure you are developing the relevant evaluative skills. The test is worth 20% of your total grade. The test will begin at 11:35 AM and end at 2:25 PM. If you arrive late, you will not be given additional time to complete the test. If you arrive thirty minutes after the test has started, you will be unable to write the test. The test will be held on July 22nd. Material presented during lectures and material from required readings will be on the test.

A make-up test will be **considered** only upon presentation of verifiable documentation (e.g., a doctor’s note). A failure to provide one will result in a zero. It is your responsibility to contact me if you miss the test. You must contact me within 48 hours of the missed test to schedule a make-up. This is your responsibility. Arrangements must be made directly with me. There are no exceptions.

In-Class Activities

Students will engage in course material by completing activities/assignments during class time (see schedule below). Assignments will enhance students’ abilities to create and analyze arguments and debate theories and ideas. Each activity is worth 5% each for a total of 15% (3 activities X 5%).

If you are unable to attend class when assignments take place, you will receive a 0 for the assignment unless verifiable documentation is received (e.g., doctor’s note). Upon verified documentation, a make-up assignment will be **considered**.

Participation

As much as possible, I will be using a flipped class approach where students support each other in learning activities in small groups. For some of the classes, traditional lecturing will be swapped in favour of a peer learning environment. It is in your best interest to attend all classes and participate as much as possible. You will be asked to participate during class discussions both individually and in groups. This enhances the learning experience and allows you to engage with important course material. Class participation is important if you want to do well in this course. Your participation is worth 15% of your final grade.

Term Paper

You will be expected to write a term paper, approximately four to six double-spaced typed pages, 12 point font Times New Roman. The term paper is worth 15% of your final grade. Paper topics will be posted on CULearn on July 24th, and a discussion of the topics and how to write a paper in philosophy will be held on this day. You will be provided with a writing workshop (see schedule) to assist with essay writing and the successful completion of your paper. Your paper is due no later than August 14th. You are welcome to submit your paper before the deadline. If you need an extension, you must see me during office hours or email me at least one week before the deadline. A request for an extension does not guarantee an extension.

You must submit a physical/hard copy of your paper. Electronic submissions, including email, will not be accepted. You can submit your paper in class, during office hours, or through the philosophy drop box, located on floor 3A Paterson Hall. If you submit your essay through the drop box, you must submit it before 4:15 P.M. the day you wish to submit, or it will be considered submitted the following day.

Late papers will be deducted 5 points out of the total 15 points per day. Papers submitted after August 16th will receive a 0.

Final Exam

The final exam will be formally scheduled during the final examination period, and will include material from the entire semester. The purpose of this test is to ensure you have developed the necessary analytical, evaluative, argumentative, and critical thinking skills. The exam is worth 35% of your total grade. A discussion of what is expected will be held on the final class. I advise that you do not book travel plans until the end of the examination period to ensure you are present for the exam. All deferrals must be submitted to the registrar’s office.

*Grades*

The standard time for returning graded tests, assignments, etc. is two weeks from the date of the test or assignment due date. If additional time is needed for grading, announcements will be made in class or posted on the CULearn website. If a disagreement over a grade occurs, you must see the TA who graded your work before seeing me. Upon review of your work, I will decide if you deserve a different grade. This grade may be higher or lower than your original grade. You must discuss grades with me during office hours. I will not discuss grades through email.

The deadlines and dates set for assignments and tests are non-negotiable. You are given all of the deadlines and dates in advance, and should manage your time wisely. The value of tests and assignments will not be reweighed or redistributed.

Your official grade is made available once the term is over.

*Readings & Textbook*

I’ve assigned a number of course readings, corresponding to the various perspectives on ethics and social issues. You should do all of the scheduled readings before class in order to understand lecture material, and I recommend reviewing the readings after lecture. These readings are required, and are listed below.

Most of the readings will be drawn from the following required textbook, which is available at the University Bookstore:

Zeyl, J. & Radke, N. (2018). *Ethical Perspectives.* Don Mills: Oxford University Press.

Other readings can be found on Google Scholar (a link has been provided in the schedule), Carleton’s Library Portal, or Ares.

Videos

Videos and films screened in class are the equivalent of required readings. You should pay attention and take notes, and not chat through them.

Disclaimer: I reserve the right to change the readings or topics assigned. Changes will not add substantial workload.

*Schedule*

July 3rd

Introduction to the Course

Introduction to Ethics

The Good Life and Ethics

**Readings:** Zeyl & Radke, Chapter 1: Why Should I Be Ethical?; Zeyl & Radke, Chapter 2: Developing Reasonable Arguments; Zeyl & Radke, Existential Ethics, found in Chapter 11 (pp. 216-218)

Plato, Ring of Gyges, accessed through Google Scholar <https://pdfs.semanticscholar.org/d6f3/957113c5d0b52247e80753aa3ff68fa5bdd8.pdf>

Nozick, R. (2013). The Experience Machine, accessed through Google Scholar (the first two pages) <http://www.aaron-zimmerman.com/wp-content/uploads/2016/09/Nozick-Parfit.pdf>

July 8th

Subjectivism, Relativism, and Absolutism

Social Contract Theory

**Readings:** Zeyl & Radke, Chapter 3: Subjectivism, Relativism, and Absolutism; Zeyl & Radke, Chapter 7: The Theory of Rights

July 10th

Documentary

**Readings: No Readings**

In-Class Activity 1

July 15th

Ethical Theories: Virtue Ethics, Deontology, and Consequentialism

**Readings:** Zeyl & Radke, Chapter 8: Virtue ethics; Zeyl & Radke, Chapter 5: Kantian Ethics; Zeyl & Radke, Chapter 6: Utilitarianism

July 17th

Ethical Theories: Feminist Ethics

Religious Ethics

In-Class Activity 2

**Readings:** Zeyl & Radke, Sex and Society, found in Chapter 12 (pp. 222-232); Zeyl & Radke,

Chapter 4: Religion, Tradition, and Ethics

July 22nd

**Midterm Test**

July 24th

Evolutionary Ethics

Animal Ethics

Essay Writing

Essay Topics Released

**Readings:** Zeyl & Radke, Chapter 9: Evolutionary Ethics

Singer, P. (1974). All Animals Are Equal. *Philosophic Exchange* Volume 5 Number 1, accessed through Google Scholar <https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1179&context=phil_ex>

Regan, T. (1997). The Rights of Humans and Other Animals. *Ethics and Behaviour* Volume 7 Number 2, accessed through Carleton’s Library Portal

Davis, S.L. (2003). The Least Harm Principle May Require That Humans Consume a Diet Containing Large Herbivores, Not a Vegan Diet. *Journal of Agricultural and Environmental Ethics 16: 387–394*, accessed through Carleton’s Library Portal

July 29th

Environmental Ethics

Documentary: Live and Let Live

**Readings:** Burnor & Raley, Chapter 14 (pp. 310-316, 323-325, cases 2 and 3, bottom of 328-332), accessed through Ares; Gardiner, S.M. Ethics and Global Climate Change in *Climate Ethics: Essential Readings* (2010) accessed through Carleton’s Library Portal as an e-book; Singer, P. One Atmosophere in *Climate Ethics: Essential Readings* (2010) accessed through Carleton’s Library Portal as an e-book; Jamieson, D. When Utilitarians Should be Virtue Theorists in *Climate Ethics: Essential Readings* (2010) accessed through Carleton’s Library Portal as an e-book; Sinnot-Armstrong, W. It’s Not *My* Fault: Global Warming and Individual Moral Obligations in *Climate Ethics: Essential Readings* (2010) accessed through Carleton’s Library Portal as an e-book.

July 31st

Writing Workshop

**Readings:** No Readings

August 7th

Truth, Reconciliation, and Identity

**Readings:** Zeyl & Radke, Chapter 10: Truth, Reconciliation, and Identity

August 12th

Personal Autonomy, Moral Agency, and Medical Ethics

**Readings:** Burnor and Raley, Chapter 3 (pp. 46-56, case study 4, 66-67) & Chapter 14, Section II (pp. 303-308), accessed through Ares

In-Class Activity 3

August 14th

The Ethics of Human Enhancement

Review for Final

**Readings:** Zeyl & Radke, Transhumanism, found in Chapter 12 (p. 235)

Bostrom, N. and Sandberg, A. (2009). Cognitive Enhancement: Methods, Ethics, Regulatory Challenges. *Science and Engineering Ethics*, 15(3), pp.311-341, accessed through Carleton’s Library Portal

Bostrom, Nick (2003). Human Genetic Enhancements: A Transhumanist Perspective. The *Journal of Value Inquiry* 37: 493–50, accessed through Google Scholar <https://pdfs.semanticscholar.org/ebc1/f73ee2b78b72b05b6b4d774650cbb223cf86.pdf>