

## IDS1114 Ethics and the Public Sphere Spring 2025

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Lectures on TR 9:35 – 10:25AM in Computer Sciences/Engineering E222

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**Fridays by class number:**

25689 Sec 103: 9:35AM – 10:25AM Matherly Hall 112

25690 Sec 104: 10:40AM - 11:30AM Norman Hall 1037

25691 Sec 105: 12:50PM - 1:40PM Matherly Hall 112

**Communication:** please contact us by email. It is best to send an email to us via Canvas because it tells us which section you are in. In your email, please indicate your name, course and section. Please allow 24 hours for an answer.

**Proper ways to address us:** Please address Dr. Arina Pismenny as Dr. Pismenny only. Please address Joshua Hasker as Joshua.

### I. COURSE DESCRIPTION AND OBJECTIVES

#### COURSE DESCRIPTION

Contemporary public discourse is teeming with issues of urgent moral concern. From the #metoo campaign and associated conversations about sexual violence to the presence of right-wing extremists on campus, and the growing imperatives to respond to economic inequality, we are faced with complex challenges that have ethical problems at their core. It is not always easy, however, to think through these challenges in a responsible and productive way. So, how is one to begin?

This interdisciplinary Quest 1 course explores the how the methods and traditions in the humanities provide resources for approaching publicly relevant ethical issues. The topics we will address include freedom of speech, crime and punishment, addiction, and climate change. Philosophical and legal arguments, laws, historical analyses, and news articles will be incorporated into our course readings. The crucial skills we will emphasize throughout the class include identifying the moral dimensions of legal, political, and economic problems; critically evaluating traditions and perspectives; appreciating the diversity of perspectives on these controversial issues; thinking beyond one's own interests; and approaching disagreement with open-mindedness and a willingness to be rationally persuaded. The class is thus for students from any major who want to explore public moral challenges in rigorous, creative ways. Assignments will include short writings on the ethical topics listed above, and a capstone project in which students address an ethical, public issue of importance to them.

### QUEST 1 AND GEN ED DESCRIPTIONS AND STUDENT LEARNING OUTCOMES

**QUEST 1 DESCRIPTION:** Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

#### **QUEST 1 SLOs:**

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).

- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

**A minimum grade of C is required for General Education credit.**

**HUMANITIES DESCRIPTION:** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

**HUMANITIES SLOs:**

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

**WRITING DESCRIPTION:** The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

**WRITING EVALUATION:**

- This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
- The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

## COURSE OBJECTIVES AND GOALS

### STUDENT LEARNING OUTCOMES:

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Ethics and the Public Sphere students will be able to:

1. Identify, describe, and explain how the resources available in the humanities can help with becoming a more informed and engaged citizen. (**Content SLOs for Gen Ed Humanities and Q1**)
2. Identify and analyze the histories of and relations among different theoretical frameworks in humanistic traditions of thought (**Critical Thinking SLOs for Gen Ed Humanities and Q1**)
3. Identify, analyze and evaluate moral themes in public discourse (**Critical Thinking SLO for Gen Ed Humanities**)
4. Analyze and evaluate the particular, public ethical issues that we discuss in the course (including free speech, economic inequality, sexual violence) (**Critical Thinking SLO for Gen Ed Humanities**)
5. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond (**Critical Thinking SLO for Q1**)
6. Develop and present clear and effective responses to essential questions about important public ethical issues in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course (**Communication SLO for Gen Ed Humanities and Q1**).

**Students will satisfy the CONTENT SLO** by demonstrating a mastery of some key philosophical concepts as well as central arguments in the discipline. The COMMUNICATION SLO will be achieved by an analytic essay (750-1000 words each), and a movie essay (1000-1250 words each), and regular participation in class. Students will be required to explain and evaluate various philosophical views. Students will also demonstrate achievement of the CRITICAL THINKING SLO through the Short Writing Assignments and Argumentative Essay, which will be on assigned topics designed to test students' critical thinking abilities. Writing assignments and papers will be graded on the bases of a student's comprehension of the relevant issues, development and cogent defense of her or his position, clarity of expression, and mechanics.

In short, at the end of the course, students will be able to:

- Explain some traditional philosophical positions as well as common objections to these.
- Analyze, evaluate, construct, and present persuasive and cogent arguments for particular philosophical positions
- Think critically about difficult and complex topics

**Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via **GatorEvals**. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. In evaluating this course, you should refer to the **Learning Objectives** on the syllabus (see above).

### **Teaching Philosophy:**

My goal is not to convince you that any of the authors in our text have all the answers. It is to help you understand their thoughts so that critical reflection on those thoughts can play a meaningful role in forming your own.

## II. DOING YOUR PART

It's your decision whether or not to remain in this course. If you decide to stay, think of your decision as a commitment to participate actively in your own learning, take responsibility for your education, and be an active learner in this course. Philosophy requires a lot of reading, and it is very difficult reading. You will need to devote a significant amount of time to it. You will need to carefully follow the schedule at the end of the syllabus, regularly participate in class discussions, and seriously prepare for the assignments.

## III. HOW YOU AND I WILL MEASURE YOUR PROGRESS

Measuring your progress in points will make it easy for you to determine your own grade and progress at any time. The total possible number of points for the course is 100. Final letter grades will be assigned on the standard point/percentage scale:

A: 93-100; A-: 90-92; B+: 87-89; B: 84-86; B-: 80-83; C+: 77-79; C: 74-76; C-: 70-73; D+: 67-69; D: 64-66; D-: 60-63; E: 0-59.

### What do grades mean at UF?

A is for excellent work.

B is for very good work.

C is for adequate or average work.

D is for below average, inadequate work.

E is for unacceptable work, i.e., work that is not at the college level.

### Components of Course Grade

**Perusall Ethics in the Public Sphere:** 20%

**Analytic essay:** 15%

**Movie essay:** 20%

**Group presentations:** 20%

**Attendance:** 10%

**Participation:** 10%

**Course Conduct:** 5%

**Total:** 100%

## IV. COURSE REQUIREMENTS:

**Homework in Perusall Ethics in the Public Sphere:** Each week, due every Wednesday by 11:59 pm, you are required to complete homework assignments that involve engaging with a mix of academic and non-academic articles on Perusall, designed to connect philosophical approaches to real-world issues and in-class discussions. To receive full credit (3 points per assignment), you must critically engage with the readings by highlighting key passages, commenting thoughtfully, raising questions or issues, and participating in respectful dialogue with your peers by responding to their comments. These activities are intended to foster a collaborative learning environment and deepen your understanding of the material. These assignments are and are worth 20% of your total grade.

**Analytic Essay:** Each student will write a short essay (750-1000 words) on specific topic covered in class. This assignment is worth 15% of your grade.

**Movie Essays:** Each student will write an essay based on the movie viewed in class (1000-1250 words) on specific topic we will have covered. This assignment is worth 20% each.

## WRITING ASSESSMENT RUBRIC

A	B	C	D	E
<ul style="list-style-type: none"> <li>• Overall, the paper does an excellent job of responding to the topic question and reflects a more than competent command of the relevant texts and material discussed in class.</li>   <li>• The introduction does an excellent job of identifying the issues raised by the topic to be discussed in the rest of the paper.</li>   <li>• The main ideas of the paper are clear and convincing</li>   <li>• All the content</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material discussed in class.</li>   <li>• The introduction does a good enough job of identifying the issues raised by the topic to be discussed in the rest of the paper.</li>   <li>• The main ideas of the paper are for the most part clear and convincing.</li>   <li>• Almost all the content of the paper supports</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, the paper provides a merely sufficient response to the topic question and reflects a less than competent command of the relevant texts and material discussed in class.</li>   <li>• The introduction does not adequately identify the issues raised by the topic to be discussed in the rest of the paper.</li>   <li>• The main ideas of the paper are only partially clear and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and materials discussed in class.</li>   <li>• The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper.</li>   <li>• The main ideas of the paper are only marginally clear and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class.</li>   <li>• The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper.</li>   <li>• It is unclear what the paper's main ideas are supposed to be.</li>   <li>• How the content of the paper is</li> </ul>

<p>of the paper supports its main ideas with no irrelevant material.</p> <ul style="list-style-type: none"> <li>• The paper's claims are all well-grounded in cogent interpretations of the relevant textual evidence.</li> <li>• The argument advances in a manner that is easy to follow.</li> </ul>	<p>its main ideas with no irrelevant material.</p> <ul style="list-style-type: none"> <li>• The paper's claims are generally well-grounded in cogent interpretations of the relevant textual evidence.</li> <li>• The argument advances in a manner that is for the most part easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• The content of the paper generally supports its main ideas, though there is some irrelevant material.</li> <li>• Only some of the paper's claims are well-grounded in cogent interpretations of the relevant textual evidence.</li> <li>• The argument is difficult to follow in places.</li> </ul>	<ul style="list-style-type: none"> <li>• The content of the paper tends not to support its main ideas, and there is a good deal of irrelevant material.</li> <li>• None of the inter-pretations on which the paper's claims are based are cogent.</li> <li>• The argument is difficult to follow or incomplete.</li> </ul>	<p>supposed to support its main ideas is unclear, and there is far too much irrelevant material.</p> <ul style="list-style-type: none"> <li>• None of the paper's claims are based on interpretations of the relevant textual evidence.</li> <li>• The argument is very difficult to follow.</li> </ul>
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**Grammar:** The document *Basic Grammar for Writing Assignments* posted under the "Resources" tab discusses some common grammatical errors you must avoid. Grammatical errors will incur deductions as follows:

- Improper formation of plurals and possessives (- 2 points)
- Confusion of *it's* and *its* (- 2 points)
- Failure of agreement between subject and verb (- 2 points)
- Sentence fragment (*Basic Grammar* §1) (- 4 points)
- Run-on sentence (*Basic Grammar* §2) (- 4 points)
- Faulty Modification (*Basic Grammar* §3) (- 2 points)
- Unclear Pronoun Reference (*Basic Grammar* §4) (- 2 points)



- Faulty Parallelism (*Basic Grammar* §5) ( - 2 points)

**Group presentations:** Each section will be divided into roughly 3 groups, with six-seven people in each one. During a Friday session, a given group will be asked to present key concepts, theories, and arguments covered during the lectures and in the text read for the week. They will also present potential objections to the arguments, and raise questions for clarification about the material. The rest of the session will be spent on discussing the material the group has presented. Each student will be randomly added to a group on Canvas. To find out which group you were assigned to, and who your group mates are, go to Canvas → our course → People (in the column on the left) → Groups. Your group presentation is worth 20% of your final grade.

**Your discussion sections** are where you get a chance to go over some of the main points of the course in more detail. They are also the place where you get a chance to talk philosophy, to develop arguments of your own. Finally, they are the place where you will receive instruction about how to write philosophy, including specific training to do your written assignments. In grading your work, we will hold you to a standard that assumes your attendance in lecture and discussion. These run on Fridays.

**Participation:** Participation means contributing to the class discussions by asking questions, making comments, and answering questions. Your class participation will be tracked primarily through your contribution to Friday discussions. Participation is worth 10% of your final grade. Participation also includes your **Reflection Journal** submissions.

**Reflection Journal:** Taking notes and reflecting on class discussions is a key component of your participation. During class, you will spend about 5 minutes writing a response to a specific question. While you will not be required to share these reflections during lectures, your teaching assistant (TA) will discuss your responses during Friday discussions to foster a deeper understanding of the material.

You must also upload your Reflection Journal entries to Canvas on the day the question is posed in class. Responses should be 100–200 words, either typed and uploaded in .doc, .docx, or .pdf format, or submitted as a photo of your handwritten work. These submissions will serve not only as part of your participation grade but also **for tracking attendance**.

You should keep track of the dates and questions for each reflection, as this exercise is designed to help you monitor your intellectual growth throughout the semester. Reflection Journal entries will be evaluated for content, organization, coherence, and clarity, and they are an essential component of your overall participation grade.

**Course Conduct:**

Civility and respect are essential to maintaining a productive learning environment. All students are expected to engage with their peers, the professor, and the teaching assistant in a manner that is respectful, open-minded, and supportive. This includes active listening, thoughtful participation, and using respectful language, even when discussing challenging or controversial topics. Disrespectful behavior, including interrupting others, making dismissive or derogatory comments, or disrupting the classroom environment, will not be tolerated and may result in grade deductions. By fostering a space of mutual respect, we ensure a collaborative and enriching educational experience for everyone. Classroom Conduct is worth 5% of your final grade.

**\*Late Work** will not be accepted. There will be no make-ups for missed assignments. This policy may be overridden only by extenuating cases. In order to makeup an assignment, the following conditions must be met: (i) the instructor must be notified well in advance, (ii) the student must have a formal written excuse, and (iii) the missed assignment must be made-up within one calendar week.

**Attendance:** Your presence in class is absolutely necessary to ensure the fullest realization of our learning objectives. More than **four** absences, for any reason, create an academic problem, which may result in you being dropped from the course. Once you have passed the allowed number of absences, 10% will be taken off from your attendance points for each additional absence. Attendance is worth 10% of your final grade.

Here is what this means. For 4 or fewer absences: Attendance grade = 100% (full attendance grade).

For 5 absences: Attendance grade =  $100\% - 10\% = 90\%$ ; 6 absences: Attendance grade =  $100\% - 20\% = 80\%$ ; For 7 absences: Attendance grade =  $100\% - 30\% = 70\%$ ; For 8 absences:

Attendance grade =  $100\% - 40\% = 60\%$ ; For 9 absences: Attendance grade =  $100\% - 50\% = 50\%$ ; For 10 absences: Attendance grade =  $100\% - 60\% = 40\%$ ; **For 11 absences or more:**

**Attendance grade = 0% (dropped from the course).**

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

**Latenesses** will also affect your attendance record. Two latenesses will count as one absence. If you do arrive late, make sure to notify me at the end of the class that you were here. Otherwise, once marked absent, the attendance record will not be changed.

**Note taking:** [Research shows that note taking significantly improves students' ability to remember and understand the material they have learned](https://tinyurl.com/h98vbgr)

< <https://tinyurl.com/h98vbgr> >. When taking notes, you should write down ideas. *You should **not** be copying the text of the slides, as the slides are available on Canvas, and you are wasting time re-writing them.* Instead, you should be summarizing the material in your own sentences. This is a very good way to learn. You should always take notes in class. Hand-written notes are superior to typed-up notes because writing notes by hand engages your mind to a much greater extent than typing does. For this reason, I recommend to all of you to write your notes by hand.

**Electronic devices class policy:** Laptop, cell phone, or smart watch use during class is not allowed for any reason. Please be sure that they are turned off. If you use your cell phone in class, you will be asked to leave, and attendance points will be subtracted.

You may use a tablet with a stylus for note-taking *only*.

If you wish to record a lecture, be sure to obtain permission from me first. If you wish to record a lecture, be sure to obtain permission from me first.

### **Recording lectures and discussions:**

Please be advised that a recording of a class lecture is not allowed without a permission from the instructor. The lectures and other class material may not be published without the consent of the lecturer.

- **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
- A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.

- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

#### **Accommodations and other services:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Counseling services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 352-392-1575. The instructors of this course are committed to supporting all of our students. Please let us know about accommodations that will ensure a welcoming space for you.

#### **Health and Wellness Resources:**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

**Cheating and Plagiarism policy:** If you are cheating on an assignment, you will receive an F on that assignment (no retakes). If you plagiarize an essay, full penalties of the university will be strictly enforced.

Copying and pasting sentences generated by AI such as ChatGPT is cheating. You will receive a zero for the assignment with no retakes.

Here is **University of Florida's Policy on Academic Honesty**

[https://flexible.dce.ufl.edu/media/flexible.dce.ufl.edu/documents/uf\\_policy\\_student\\_conduct.pdf](https://flexible.dce.ufl.edu/media/flexible.dce.ufl.edu/documents/uf_policy_student_conduct.pdf)

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

**The Honor Pledge:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

**A. Cheating.** A Student cannot use unauthorized materials or resources in any academic activity for academic advantage or benefit. Cheating includes but is not limited to:

1. Using any materials or resources prepared by another Student without the other Student's express Consent or without proper attribution to the other Student.
2. Using any materials or resources, through any medium, which the Faculty has not given express permission to use and that may confer an academic benefit to the Student.
3. Using additional time, or failing to stop working when instructed, on any time-bound academic activity.
4. Failing to follow the directions of a proctor of any academic activity, when such conduct could lead to an academic advantage or benefit.
5. Collaborating with another person, through any medium, on any academic activity, when Faculty has expressly prohibited collaboration.

**B. Complicity in Violating the Student Honor Code.** Attempting, aiding, encouraging, facilitating, abetting, conspiring to commit, hiring someone else to commit, giving or receiving bribes to secure, or being a participant (by act or omission) in any act prohibited by the Student Honor Code.

**C. False or Misleading Information.**

1. A Student must not make a false or misleading statement during the Investigation or resolution of an alleged Student Honor Code violation.
2. A Student must not make a false or misleading statement for the purpose of procuring an improper academic advantage for any Student.
3. A Student must not use or present fabricated information, falsified research, or other findings if the Student knows or reasonably should be aware that the information, research, or other finding is fabricated or falsified.

**D. Interference with an Academic Activity.**

1. A Student must not take any action or take any material for the purpose of interfering with an academic activity, through any means over any medium.
2. A Student must not be disruptive to the testing environment or other academic activity.

**E. Plagiarism.** A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

**F. Submission of Academic Work Purchased or Obtained from an Outside Source.** A Student must not submit as their own work any academic work in any form that the Student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.

**G. Unauthorized Recordings.** A Student must not, without express authorization from Faculty, make or receive any Recording, through any means over any medium, of any academic activity, including but not limited to a Recording of any class or of any meeting with Faculty. Students registered with the Disability Resource Center who are provided reasonable accommodations that include allowing such Recordings must inform Faculty before making such Recordings.

**H. Unauthorized Taking or Receipt of Materials or Resources to Gain an Improper Academic Advantage.** A Student, independently or with another person or other people, must not without express authorization take, give, transmit, or receive materials, information, or resources in any manner, through any medium, for the purpose of gaining or providing an improper academic advantage to any Student.

**I. Using ChatGPT or similar AI.** A student must not use sentences produced by an AI, aiming to pass them as their own.

## VI. COURSE SCHEDULE

All the readings are provided via Canvas. It is your responsibility to download and read them.

### Course Outline\* Subject to Change:

#### I. INTRODUCTION: ETHICS AND REASONING

##### **WEEK 1 1/14, 1/16, & 1/17 WELCOME! What is Ethics?**

Readings: Introduction 1, Introduction - 2  
Syllabus Quiz due 1/17

##### **WEEK 2 1/21, 1/23, & 1/24 Ethics and Reasoning I**

Readings: Monroe and Elizabeth Beardsley, "What Is Philosophy?", Steven M. Cahn, Patricia Kitcher, and George Sher, "The Elements of Argument"  
**Recommended:** Logic Exercises, Rosen et al., "A Brief Guide to Logic and Argumentation"

##### **WEEK 3 1/28, 1/30, & 1/31 Ethics and Reasoning II**

Readings: Steven M. Cahn, Patricia Kitcher, and George Sher, "The Elements of Argument", Stephen Barker, "Improving Your Thinking"  
**Recommended:** Logic Exercises, Rosen et al., "A Brief Guide to Logic and Argumentation"  
**Perusall:** Practice Ethics in the Public Sphere due 1/29 at 11:59 PM the latest

##### **WEEK 4 2/4, 2/6, & 2/7 Free Speech I**

Readings: ["Rating News Sources Can Help Limit Spread of Misinformation"](#) *The Conversation*, EJ Dickenson, ["How I accidentally Started a Wikipedia Hoax..."](#) John Stuart Mill, [On Liberty Ch. 2](#)  
**Perusall:** Free Speech I due 2/5 at 11:59 PM the latest

### **WEEK 5 2/11, 2/13, 2/14 Free Speech II**

Readings: Jason Stanley, ["What John Stuart Mill Got Wrong about Freedom of Speech"](#), Emily Bazelon (Oct 13, 2020) ["Free Speech Will Save Our Democracy- The First Amendment in the Disinformation Age"](#)

**Perusall: Free Speech II** due 2/12 at 11:59 PM the latest

**Group 1 presentation 2/14**

### **WEEK 6 2/18, 2/20, & 2/21 Ethics and Knowledge**

Readings: C. Thi Nguyen (2020) – ["Echo Chambers and Epistemic Bubbles"](#), David Klepper, ["Deep dive into Meta's algorithms shows that America's political polarization has no easy fix"](#)

**Perusall: Ethics in the Public Sphere** due 2/19 at 11:59 PM the latest

### **WEEK 7 2/25, 2/27, & 2/28 Free Speech and Epistemic Bubbles**

Summing up

**Analytic Essay** due Saturday, 3/1 at 11:59 PM the latest

### **WEEK 8 3/4, 3/6, & 3/7 Crime and Punishment I**

Readings: James Rachels and Stuart Rachels, "Retributivism and Utility in the Theory of Punishment", Neil Levy, ["Does the desire to punish have any place in modern justice?"](#)

**Perusall: Ethics in the Public Sphere** due 3/5 at 11:59 PM the latest

**Group 2 presentation 3/7**

### **WEEK 9 3/11, 3/13, & 3/14 Crime and Punishment II**

Readings: ACLU [Restoring voting rights to felons in Florida](#), Margaret Barthel, ["Getting Out the Vote From the County Jail"](#)

**Perusall: Ethics in the Public Sphere** due 3/12 at 11:59 PM the latest

**Analytic Essay** due Saturday, 3/15 at 11:59 PM the latest

### **WEEK 10 3/18, 3/20, 3/21 SPRING BREAK – NO CLASSES**

### **WEEK 11 3/25, 3/27, & 3/28 Addiction I**

Readings: Harry Frankfurt, "Freedom of the Will and the Concept of a Person"

**Perusall: Ethics in the Public Sphere** due 3/26 at 11:59 PM the latest

### **WEEK 12 4/1, 4/3, & 4/4 Addiction II**

Readings: Brendan de Kenessey, ["People are dying because we misunderstand how those with addiction think"](#), Maria Szalavitz, "This Is What Neuroscientists and Philosophers Understand About Addiction", Susana Ferreira, ["Portugal's radical drugs policy is working. Why hasn't the world copied it?"](#)



**Perusall:** Ethics in the Public Sphere due 4/2 at 11:59 PM the latest

**WEEK 13 4/8, 4/10, & 4/11 Addiction, Responsibility & Punishment**

Readings: Same as last week

**Perusall:** Ethics in the Public Sphere due 4/9 at 11:59 PM the latest

**Group 3 Presentation 4/11**

**WEEK 14 4/15, 4/17, & 4/19 Movie Week: TBA**

No new readings

**WEEK 15 4/22 Summing Up**

No new readings

**Movie Essay due 4/26**