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Welcome! Course Basics, Getting Help, Your Instructor, and Class Expectations

How does this class work?



Welcome!! This is a **seated** class. We will meet each week T/TH 11-12:15 in room BN206.

Before Class--Prepare

- Go to D2L> Our class> Materials>Content (there will also be an announcement with links to the Content for each week.
- Read/Watch before you come to class
- There is a quiz each time we meet—but if you read/watch you should have no problem!

In-Class—Participate!

- There is a required class meeting each week on Tuesday and Thursday from 11-12:15
- Please try to come on time and stay the whole time.
- We will do in-class activities and discuss challenging topics to better learn the materials together
- There will be a quiz each time we meet—it's easy if you've done the reading!

After Class—Complete!

- Complete any homework related to our learning and be sure to turn it in on time
- There will be a link to everything you need to turn in under Content and Announcements on D2L for each week

I'll explain more about the assignments in the grades section of the syllabus. **And—don't worry! We've got this together! I am here to help you succeed each step of the way!** 😊

What is Ethics and what is this class all about?



This course is a practical, hands-on introduction to ethics and moral philosophy, the branch of philosophy which concerns right conduct and how we ought to live. We will ask, “What role do ethics play in my daily life? How should I live? What choices should I make? What ethical values should guide my decision-making? What would it mean for me to live good life?” These questions can be difficult and confusing. Few people, if any, have definite answers to them, yet none of us can ignore them. While we might not be able to have certainty, philosophical reflection, argument, and actions in the world can help us arrive at answers to complex moral problems that are reasonable and defensible. In this course we will grapple with the questions posed above in an honest and serious way. We will use a variety of ethical theories and approaches to help us find resolutions to ethical questions. You will also practice or try out ethical actions in your own life and in your communities.

This is a seated class, which means we will meet face to face each week. Your regular attendance is crucial to our class community and your learning. Class time will be divided between lectures and discussions. The latter will take a variety of forms: small and large group discussions, class presentations, go-arounds, and reflective writing exercises. However, we will also use D2L/Brightspace as an extension of our class. I look forward to working with you and creating an environment where we all can learn. Please let me know if there are any ways in which I can help facilitate a fruitful learning experience with you.

OK, so what exactly can I expect to get out of this course?



What can you hope to learn? I hope this course will help you to:

- Understand the ethical theories and different ways to approach ethical dilemmas
- Use ethical arguments to identify and critique systemic injustice against vulnerable populations
- Connect what we are learning in class with your own lived experiences and your dreams for the world
- Develop a hopeful disposition
- See the need for change in the world and be a change agent
- Value the importance of ethics in the world
- Improve your critical reading and thinking skills and identify how to continue to do this in the future

Click here for: [Official course outcomes](#)

Meets MnTC Goal 6B and 9

What good will Ethics do for me?



Many of us wonder what living a good life means. In this class, we will examine this and other important questions. You will learn about ethical theories and other significant ethical ideas. We'll then use these theories and ideas to examine real problems we and others might face. We'll complete an active assignment called the Experiment in Ethics that will help you test out different ideas in the world. Students report that they learn more about themselves, philosophical ideas, and what it takes to make real change in their own lives and in the world. Most students love this class and I think you will too! **Yay!**

Is it going to be horrible?



Nope. **It's going to be fun!** I love teaching this class. Students who've gone through it with me have appreciated the experience. If you find you are not loving it, let me know so I can shift things to better meet your needs. I am always on YOUR team!

How can I connect with Mo? How can I get help from Mo?



My name is Dr. Monica Janzen, but I prefer to be called “Mo.”

I use she/her pronouns.

My email is: monicajanzen@anokaramsey.edu

If you have an emergency, you can call my personal cell phone: 612-275-4650

I have **student drop-in hours** where we can meet, I can help you, or we can just chat. This is a time I set aside to meet with my students! I love to meet with students, so please come!

My student drop-in hours are:

In person in room H112 on the CR Campus: Wednesdays 9:30-10:30 and 11:45-12:45 and Tuesday/Thursdays 12:15-12:45

Online via zoom: Mondays 10:00-11:00 and by appointment.

Zoom link: <https://minnstate.zoom.us/my/mojanzen>.

Perhaps these times don't work for you? No problem! Just contact me and we can find a time that works for both of us. Perhaps these times don't work for you? No problem! Just contact me and we can find a time that works for both of us.

Where else can I get help?



- This class will have a MENTOR—someone who has taken the class before and can serve as a resource for you. Maria Aragon is our mentor. Reach out to Maria when you want some help: maria.aragon.2@my.anokaramsey.edu
- We have FREE academic tutors. You can meet with someone in person or get online help from home. Click here for [Our Tutors](#)
- If something happens to your computer—you can use a free computer on campus or contact OIT to see if you can check out a laptop for FREE. Need to get some programs on your computer—OIT can help with that too! Need help with internet at home? Talk to OIT. [Click here to contact Technology Services](#)
- It might be hard to learn if you are experiencing challenges in your life. ARCC has free counseling services. Counselors can also help you if you need emergency financial assistance with a one-time free grant. [Click here for counselors](#).
- ARCC can also help with basic needs: food, transportation, and more. [Click here for resources](#).

Remember—I am always here to help you too! Please drop in my student hours!

A little more about Mo!



I have been teaching for many years and love being part of the Anoka-Ramsey Community College team. I have taught Ethics many times, but I still appreciate any feedback about how to make the course better.

When I started college, I thought I would study international relations, but I quickly fell in love with Philosophy. I wanted to study the best way to live a good life. During college, I studied abroad in Ecuador and lived with an indigenous family in the rain forest. After I graduated from college, I volunteered for a year and taught in a small village in Nepal, the home of Mount Everest. These experiences taught me about injustice and fueled my passion to help create a more just world where people no longer suffer from poverty. More recently, my family and I live in Minneapolis, not far from where George Floyd was murdered. I continue to strive to create more just communities where everyone feels safe, valued, and included.

I earned my PhD in Philosophy from the University of Minnesota in 2006 and have been teaching at local colleges and universities since then. My teaching goal is to help students become better citizens who can think logically, solve problems, and create positive social change in our world. I think I have the best job in the world! I am very happy to work with you this semester!

What can you expect from Mo?



My job is to provide you an opportunity to learn the material. If you do not understand something or are confused, please let me know. I will do my best to explain things clearly and let you know what is expected of you. I want you to succeed in this course and I am available to help you! We will work together to help you master the material.

I strive to treat you with respect and to create course policies that support you and treat all students fairly. I strive to do my work promptly, so I don't get in the way of your progress. I strive to do it all to the very best of my ability, honoring the trust you are putting in me by choosing this class.

What are Mo's expectations of the class?

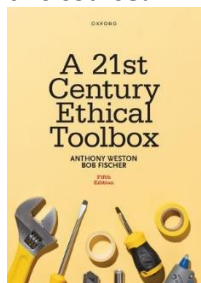


I would like to create a supportive learning environment and I believe the following are very helpful to make that happen. I would like to see all of us commit to the these ideas:

- We will engage with each other respectfully and assume everyone is trying their best and wanting to be helpful to the community.
- We will commit to successfully completing this course and helping each other understand so everyone completes this class.
- We will contribute to creating a productive learning atmosphere that supports everyone's learning.
- We will keep an open mind and a positive attitude and be willing to try out new learning strategies and study skills.
- We will submit our work with pride and integrity: with assignments completed to the best of our ability.
- We will engage in the work of the class consistently, whenever possible on multiple days over the course of each week.
- We will take responsibility for our work:
 - We will make every effort to keep up with the suggested pacing of the class.
 - If life intervenes and we find we must pull back from our work together, we will let each other know as soon as possible.
- We will be kind to ourselves and others as we learn. We will all make mistakes. Mistakes are helpful to our learning, so we will appreciate making and learning from them.
- We will check our college email frequently and respond in a timely manner to any email we send each other. (Instructions for forwarding your college email to your preferred email at the end of this syllabus - 😊)
- We will let each other know when we are struggling. We will celebrate our successes.
- We will be mindful of micro-aggressions, implicit bias, and marginalizing words & actions.
 - We will do our best not to practice these behaviors.
 - We will do our best to point them out when they occur.
 - We will do our best to listen and grow.
- We will seek help whenever we need help: from Mo, our peers, the Academic Success Center, and our own mentors, family, friends, and community.
- If something happens in our lives that will hinder our ability to complete our work, we will communicate with each other. (Please let Mo know; otherwise, she can't help!)

These practices are very important to me. They will help us show each other that we care about being successful and about helping each other be successful. I hope you will be willing to join me in creating a strong, supportive community.

What do I need for this course?



You will need this book for this class:

Weston & Fischer. *A 21st Century Ethical Toolbox*. 5th Edition.

ISBN: 978-0-19-761755-7

Note: You will need the **5th edition** of the book.

There are 3 ways to buy it. Please choose 1 so you do not pay more than you need to:

1) When you enroll in the course, everyone is **automatically charged a separate IA course fee on your ARCC eServices bill thru the business office**. This charge will be about \$45. You will then have access to the ONLINE version of the book. You will find this online book under CONTENT on D2L.

Maybe you don't want this automatic charge? If not, look for an email from the Business office telling you what to do. You don't have to get this e-book. But, if you do NOT want it, you DO have to make sure you did NOT get charged for it.

2) You can buy an actual hard copy of the book through the book store.

3) You can search for the book online and see if you can find it more cheaply on your own. Just make sure to get the right edition of the book.



Some technical information about the class



Delivery	Seated. We will meet in person every week on T/TH 11-12:15.
Start Date	Tuesday, August 21
Last Day to Drop	Friday, August 25
Last Date to Withdraw	Thursday Nov. 22 – Also the last day to change grading method (A-F or P/NC)
Last day for Late work	Tuesday Dec. 12, 2023
Time Zone	Central Time Zone
MNTC Goal Area	Successful completion of this course satisfies MNTC goal area #2 and 4 WOOT!
What course materials do I need to purchase?	<ul style="list-style-type: none"> • Anthony Weston. <i>A 21st Century Ethical Toolbox</i>. 5th Edition. ISBN: 978-0-19-761755-7 (included automatically when you sign up for the course as an e-book, but you can purchase a hard copy at the bookstore or on your own instead) • Videos and lectures I create, all available through D2L. • Your lovely brain: rested, nourished, and hydrated!
What technology and tech skills do I need for this course?	<ul style="list-style-type: none"> • Microsoft office suite (available free for all students!) • Zoom--only for my online student drop in hours (you can access this through D2L)
Are there computer labs on campus I can use?	Up-to-date hours and locations of campus computer labs can be found: Campus Computer Lab Info
How do I find our Course D2L Website?	1. Go to www.anokaramsey.edu , and click “Current Students” in the upper right corner of the page. A dropdown menu will appear and you can select D2L Brightspace. Or, you can directly go to the D2L login window using this link.

	<ol style="list-style-type: none"> 2. Enter username and password (If needed, follow the directions shown on the website to acquire StarID username and password.) 3. On the right-hand side of the page, you <i>should</i> see 'Fa 22 Phil 1103:03 Introduction to Philosophy' as one of your classes; this is our class homepage. (If you don't see our class as one of your courses, follow the directions in the middle of the page under "Student D2L Support.")
How do I get technology help?	If you need assistance accessing D2L, setting up your StarID, your student email, computing concerns, etc., submit a technology support request on the Technology Support Portal . (Post-COVID you can visit the IT help desk in T124 on the Rapids Campus.)

Assessments/Things to Turn-In for Grades

There are four sorts of assignments I use to assess your understanding of and engagement with the material.

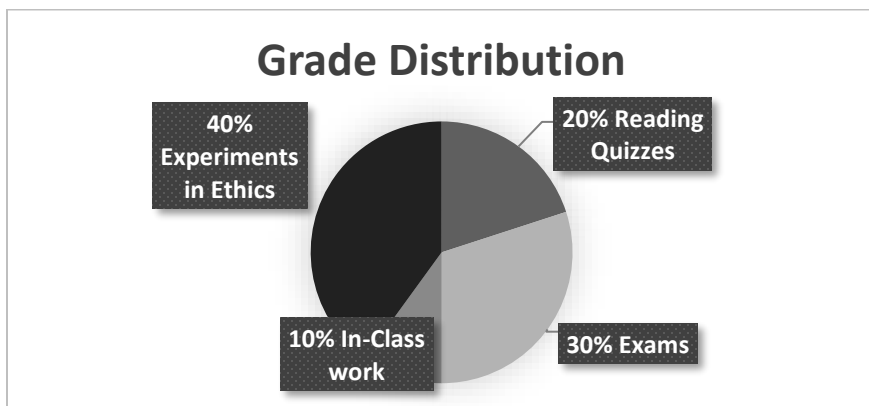
<p>In Class Work:</p> 	<ul style="list-style-type: none"> • Class is place to develop and share ideas. You are encouraged to ask questions and be active in class! Step up to participate! Step back to allow others to participate! • Respect for one another will be crucial. Be careful that you convey respect for diverse positions. We will not always agree—and that is expected! You will never be graded on your position, but rather on the evidence you present to support your position. • In class work will consist of discussion questions, activities, short reflections, and more. You will do these either individually or in groups. If you are asked to do work as a group, your entire group will be graded together. • Work will be graded on completeness and effort. These points are easily made if you show up and put in effort. • If you miss in class work, you may not make it up. But, I'll drop your 4 lowest assignments.
<p>Reading Quizzes and Homework</p> 	<ul style="list-style-type: none"> • In order to have interesting, deep, and engaging class discussion, we all need to make a commitment to do the reading BEFORE coming to class. • To facilitate this goal, I will give a short quiz at the beginning of class each time we meet. • To do well on the quiz, look at the following tips while reading: <ol style="list-style-type: none"> 1. The main points (label these clearly & summarize them in your own words). 2. All the key concepts (try writing down the definition of each of these). 3. Examples given. 4. If there is a short anecdote or story in the reading, identify the main point of that story. • You can use any notes you took while reading on the quiz, but you can't use the book. • Homework will consist of small assignments where I ask you to look things up or think further about a topic. I will assign these in class as they arise and also make a note on our class D2L site, so if you miss class you can know about your assignment. • If you miss quizzes, you may not make them up. But, I'll drop your 4 lowest quizzes.

<p>Exams</p> 	<ul style="list-style-type: none"> You will have 2 exams. Each exam will be composed of T/F, multiple choice, short answer, or short essay questions. The homework assignments and our review should help you prepare for the exams! You'll be ready!
<p>Experiments in Ethics</p> 	<p>This project gives you freedom and choices to explore various issues you feel passionate about and try to make changes in your own life and in the lives of those in your community. You will get a chance to “experiment” with the different ideas we are learning about in class in the real world. It’s a chance to put our ethical ideas into practice. Each experiment has different guidelines and I will explain them and give examples of what other students have done. When you complete an experiment, it will be followed up with some kind of reflection and/or documentation. I will give you specific assignment requirements as the due dates approach. If you feel anxious about any assignment guidelines—let me know so I can better clarify the assignment. This is the most amazing assignment!</p>

How will I be graded?

Grading and Course Requirements

- | | |
|--------------------------|---|
| 1. Quizzes/Homework | 20% (I will drop your 4 lowest quizzes) |
| 2. Exams | 30% (2 Exams, 15%/Exam) |
| 3. In class work | 10% (I will drop your 4 lowest in class assignments) |
| 4. Experiments in Ethics | 40% (This assignment consists of many smaller experimental actions, documentation, presentations, and writing assignments—It is so much fun!) |



A= 90% and above; B= 80% and above; C= 70% and above; D= 60% and above; F= Below 60%

**In general, I do not round up. Therefore, if you earn an 89.9, you will receive a B.

Letter grades of A, B, C, D or F will be used in this course as an evaluation of student performance.

- A** - performance greatly exceeds course requirements
- B** - performance surpasses course requirements
- C** - performance meets course requirements
- D** - performance is somewhat below course requirements
- F** - performance is unsatisfactory

Late Work

The reason I created a course schedule is to help you make timely progress through the class. This also helps us use our class time together more wisely. But, if you experience a specific challenge in your life, please let me know and we can try to make a plan that will work for you and be fair to the class.

Generally, I give all students a WIGGLE WEEK for Experiments in Ethics; this means experiments ARE due on specific dates, but you can still access and work on them for an additional week. After that, you will get a zero on the missing work unless you have an exceptional reason.

Final Deadline for All Work= Tuesday, December 12 by 11:59pm. No work will be accepted after this deadline.

LDA

Due to attendance reporting policies, if you miss two consecutive weeks of classes without communicating regarding the absence, a last day of attendance (LDA) will be entered into the student record system which will result in a failing grade being issued for the class. Once the LDA is entered you may request to be withdrawn by going to the Records Office before the withdrawal deadline. If you wish to be re-enrolled after the LDA is entered, you must submit an Exception to Policy petition. If something is going on in your life that is preventing you from staying on schedule, please reach out to me so we can work together to make a plan.

The Importance of Doing Your Own Work

If you feel that the stress and pressure of the course or other life responsibilities are compelling you to violate the academic honesty policies of the course and the [college as explained here](#), **please talk to me as soon as possible**. The course's grading policies are designed to help you manage your time in light of the different stresses in your life. I will do my best to work with you to figure out how to help you better manage your time relative to your learning goals and desired achievement level for the course.

In all cases, the work that you produce should be your own. If you use any source at all (the internet, a friend, another classmate) please cite this! We'll discuss how to do it in class. Plagiarism can occur when you cut and paste words from another source and/or ask someone else to help you with your work (even a friend or your mom) and use those ideas as your own. Any IDEAS from another source other than your own mind should be cited to avoid plagiarism. The best way to avoid plagiarism is to CITE often!

If you want to learn more about plagiarism so you can avoid it try these:

- Talk to Mo (your instructor)! (People often plagiarize because they want to do well and feel like they don't know how to do the assignment. Instead of plagiarizing, ask me for help getting started on the assignment. That's what I'm here for!)
- Talk to a peer writing tutor in the [Tutoring Center](#). They can help you understand how to appropriately use citations and also avoid plagiarism.
- See the Purdue Online Writing Lab (OWL) guide to avoiding plagiarism: <https://owl.english.purdue.edu/owl/resource/589/01/>
- Watch this video about how to avoid plagiarism: <https://www.youtube.com/watch?v=2q0NIWcTq1Y>

If I suspect that you did not turn in your own work, I will meet with you to discuss this problem. If you fail to meet with me or we cannot decide how to resolve this problem together, you will get a zero on the assignment in question.

Policies related to ChatGPT and other AI Tools

What you should know about AI platforms

AI writing platforms have become savvy enough to write essays, emails, create apps, rubrics, help with excel, and nearly any conceivable writing situation that relies on linguistic patterns. You should know how to use these platforms. In this class, we'll practice learning and thinking with them.

They will be particularly helpful in the following situations, outlined in AUA's [ChatGPT \(AI\) in Education guide](#):

- improving equity, since more students can have access to personalized learning, tutoring strategies, and scaffolding;
- saving time, e.g., when brainstorming or troubleshooting;
- motivating learners when they feel stuck or unsure of how to move forward with a certain task
- developing certain critical thinking skills.

But there are clear limitations. Students should be aware of the following:

- AI platforms rely on language patterns to predict what an answer to a prompt should look like. They aren't "thinking" about the right response in a way a student would.
- AI platforms excel at predictive text and pattern recognition but struggle with accuracy. ChatGPT will even make up things (it "hallucinates" information) that sound convincing but aren't true. Internet-connected platforms have not solved this problem. Bing Chat (which is based on GPT4) and Google Bard are connected to the internet and still hallucinate. If the user is looking for factual information, assume every output includes stuff that is made-up.
- AI platforms have bias. They have been trained on datasets that contain worldviews and assumptions and will replicate those ways of thinking about the world. Critical thinking strategies are especially important when engaging with AI-generated text.
- Apps such as ChatGPT depersonalize your writing. Overreliance may lead to a lack of voice and distinctive style—rhetorical strategies that are crucial for effective writing.

Our Course Principles for using AI

As we learn with AI platforms, there are two principles we use to guide our class policy on AI use:

1. Cognitive dimension: Working with AI should not reduce your ability to think clearly. We will practice using AI to facilitate—rather than hinder—learning.
2. Ethical dimension: Students using AI should be transparent about their use and make sure it aligns with academic integrity.

With those principles in mind, here are some policies that will be enforced in our course:

- **AI Policy I: AI use is encouraged with certain tasks, especially to help with preparation and editing.** Students are invited to use AI platforms to help *prepare* for assignments and projects, e.g., to help with brainstorming or to see what a completed essay might look like. In fact, one way to view ChatGPT is as a simulation platform: it can quickly generate a variety of outputs that are flawed but helpful for seeing things differently. I also welcome you to use AI tools to help *revise and edit* your work, e.g., to help identify flaws in reasoning or spot confusing or underdeveloped paragraphs.
- **AI Policy II: Major assignments (such as essays) must be at least 50% non-generated.** AI platforms can be used to help with aspects of the writing process, including some early drafting. However, at least 50% of the essays (and other major assignments) must be your own work and not generated, unless specified otherwise. See AI Policy III for how to acknowledge AI use.
- **AI Policy III: AI use must be tracked and acknowledged.** If you used Generative AI programs such as ChatGPT, Quillbot, or Grammarly to assist with your writing beyond spell-check or grammar suggestions, you must acknowledge its use by following the guidelines provided in Monash University's [Acknowledging the Use of Generative Artificial Intelligence](#): specify how and where your readers can expect to see the impact, and include an Appendix for the assignment that shows what aspects were generated. ChatGPT now includes the ability to

share links to conversations; you can also use extensions such as [ShareGPT](#) to share your ChatGPT conversations in the Appendix; and/or you can include screenshots. [meta note: Joel Gladd acknowledged using ChatGPT on March 13, 2023 to help revise this paragraph for clarity. Here's a link to my [ChatGPT conversation](#).]

- **AI Policy IV: Any writing, media, or other submissions not explicitly identified as AI-generated will be assumed as original to the student.** Submitting AI-generated work without identifying it as such will be considered a violation of [ARCC's policy 3F.1 Policy of Student Conduct regarding Academic Dishonesty](#). In such violations, students will receive a "0". If I suspect a student has used generative AI without acknowledging it, I will contact them before marking down the assignment.

As AI tools become increasingly embedded in existing technologies, students will enter gray areas that don't obviously align with the policies above. If a student is unsure of whether and how much of a submission has been AI-generated, or whether they are in violation of a certain policy, they should reach out to the instructor and ask for guidance.

Removing Barriers

Academic Support Center: The Academic Support Center is a **free** resource on campus intended to support students through free drop-in tutoring in most subjects taught at Anoka-Ramsey. It also offers an on-site computer lab, study skills support, and student success workshops.

Religious Accommodations: If you need course accommodations because of a religious holiday, please let me know at the beginning of the term. I am happy to make arrangements for you if you give me this notice.

Diversity and Disability Statement: Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify me as soon as possible. If you have specific concerns or disabilities that you feel I need to be made aware of, I invite you to speak with me directly, and as early as possible in the course. Students with disabilities are also welcome to contact the Office for Students with Disabilities to discuss a range of options to removing barriers in the course, including accommodations. For details, please go to: <https://www.anokaramsey.edu/resources/office-for-students-with-disabilities/> or call the Office for Students with Disabilities at 763-433-1350.

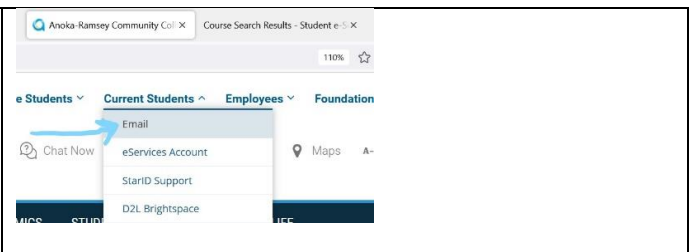
Military and Veterans: ARCC is dedicated to assisting active military, veterans, and eligible family members in achieving their educational goals. Military members that are currently serving should advise their instructor of all regularly schedule military training and duties that conflict with scheduled course requirements. Instructors will work with the student to address issues that arise. For further information on this, refer to MinnState Procedure 5.12.1 Military Service and Disabled Veterans at <http://www.mnscu.edu/board/procedure/512p1.html>.

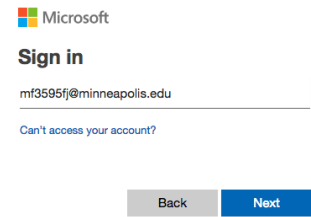

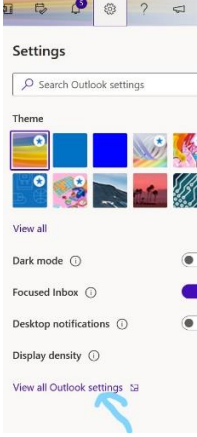
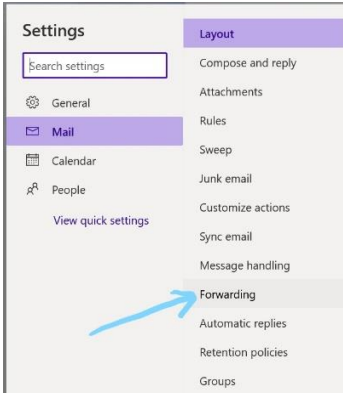
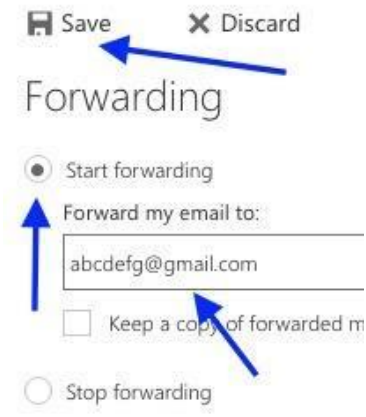
How to forward your ARCC email to a preferred email address

Things might look a little different because Outlook updates the look of things, but this is the basic process – I can walk you through it if you'd like! Just meet me on Zoom!

Step 1:

Find your ARCC email account by going to the ARCC homepage, click "Current Students" in the upper right, and click "Email" in the middle of the page.



<p>Step 2:</p> <p>Enter your StarID@go.minnstate.edu. Click “Next” and on the next screen enter your StarID password.</p>	 <p>Microsoft Sign in mf3595f@minneapolis.edu Can't access your account?</p> <p>Back Next</p>
<p>Step 3:</p> <p>Click the gear icon in the upper-right corner of the screen:</p>	 <p>Navigation bar with icons for Calendar, Mail, Search, Notifications, Settings (gear icon), and Help (question mark icon).</p>
<p>Step 4:</p> <p>In the Settings menu that appears, click View all Outlook settings</p>	 <p>Settings menu with search bar and options: Theme, View all, Dark mode, Focused Inbox, Desktop notifications, Display density, and View all Outlook settings (highlighted with a blue arrow).</p>
<p>Step 5:</p> <p>In the menu on the right side of the screen, click Mail then click Forwarding:</p>	 <p>Settings - Mail section with a list of options: Compose and reply, Attachments, Rules, Sweep, Junk email, Customize actions, Sync email, Message handling, Forwarding (highlighted with a blue arrow), Automatic replies, Retention policies, and Groups.</p>
<p>Step 6:</p> <ol style="list-style-type: none"> 1. Click the Start forwarding button 2. Enter your preferred email address 3. (Optional step: Check the box to keep a copy of forwarded mail in this inbox) 4. Don't forget to Save! 5. Test it! Send an email to your school account, and see if it arrives at the mailbox you set up as your forwarding address. 	 <p>Forwarding settings screen with options: Save, Discard, Start forwarding (selected), Forward my email to: (abcdefg@gmail.com), Keep a copy of forwarded mail (checkbox), and Stop forwarding.</p>

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Course Schedule

*Please note: This schedule is subject to change. All changes will be announced in class and posted to D2L/Brightspace.

Week 1 **Introduction to the Course, What is Ethics?**

Tuesday (8/22) We'll go over the Syllabus, Course Schedule, Experiments in Ethics Assignment and all Important Course Documents
No Quiz or reading today! ☺
In Class: Is it Ethical?

Thursday (8/24) Read: Syllabus and Experiments in Ethics Assignment
Read: Ethical Change Projects p 466-468
Read: Nicholas Kristoff "Rachel's Last Fund-Raiser" at <http://tinyurl.com/42lgc84>
Read: Tom Hallman "Woman's Gift Sparks Charity" at http://www.oregonlive.com/portland/index.ssf/2010/12/barbara_cookes_birthday_was_al.html
Read: Meredith Maran, "The Activism Cure" at http://greatergood.berkeley.edu/article/item/the_activism_cure
In Class: Syllabus changes? Introductions

Week 2 **Ethics, Ethical Short Circuits, and Getting to know each other**

Tuesday (8/29) Read: Chapter 1, pages 3-21
In Class: Get to know you game

Thursday (8/31) Read: Chapter 2, pages 23-45
In Class: Free Speech, Discrimination, and Disruption

Week 3 **Values, Justice Vs. Charity, Maxims for Making Change,**

Tuesday (9/5) Read: Chapter 4, pages 71-99
In Class: Dancing Guy, Justice vs. Charity

Thursday (9/7) Read Resources: Eight maxims for making a difference, Maxims 1-3, pages 399-429
Homework: Go to <http://www.engagedphilosophy.com/> This web site, set up by your professor (and others), includes projects done by other students at ARCC. Find 4-5 projects you find appealing or interesting and try to get more information about them by clicking on their e-portfolios if these are available. Write down which projects you looked at.
In class: Exploring Engaged Philosophy

Week 4 Maxims for Making Change, Change Making Letters

Tuesday (9/12) Read Resources: Eight maxims for making a difference, Maxims 4-8, pages 429-455
In Class: Oppression, Privilege, Intersectionality

Thursday (9/14) Read: "Letter From Birmingham Jail" by Martin Luther King Junior found on D2L.
Read: Examples of Student Letters found on D2L
Homework: think about what you want to write about
In Class: Practicing Successful Writing in this class **Very important! I'd definitely try not to miss class, if you are able!

Week 5 Ethics of Virtue

Tuesday (9/19) Read: Chapter 7, pages 162-194

Due: Experiments: Change Making Letter—this is due in class or on D2L by 11:59pm

Thursday (9/21) Watch: Crash Course Video on Aristotelian Ethics (less than 15 minutes)
Watch: We were Warriors (Start at minute 26.20, this video is about 20 minutes long
In Class: Your Best Self

Week 6 Ethics of Relationship

Tuesday (9/26) Read: Chapter 8, pages 197-229

Thursday (9/28) No reading
In class: Civic Engagement Activities!!! I can't wait to do this one!

Week 7 Minding the Evidence and Research

Tuesday (10/3) Read: Chapter 9, pages 293-315
Read: Going Farther #9 pages 275-282
In class: Fact or fiction?

Thursday (10/5) No Reading: Work Day
In class: Questions about Experiments—Change a habit/Develop a Virtue, Volunteering, Research

Due: Experiments: Change a habit/cultivate a virtue—due in class or on D2L by 11:59pm

Week 8 Review and Exam

Tuesday (10/10) Review for Exam 1
In Class: Class Midterm Evaluation

Thursday (10/12) Exam 1 in class

Week 9 Ethics of Persons

Tuesday (10/17) Read: Ch 5, pages 101-129
Watch: Crash Course Philosophy: Kantian Ethics
In class: Kantian Ethics

Due: Experiments: Volunteer Activity--this is due in class or on D2L by 11:59pm

Thursday (10/19) No Class, MEA

Week 10 **Ethics of Happiness, Distributive Justice**

Tuesday (10/24) Read: Ch 6, pages 132-162
Watch: Crash Course Philosophy: Utilitarianism
In class: What would you do? The Trolley Problem

Thursday (10/26) Read: Going Deeper, Justice as Fairness, pages 130-132
Watch: Thought Experiment: Veil of Ignorance
In class: Rawls in action

Week 11 **Case study: Doing the Most Good: What do we owe others?**

Tuesday (10/31) Read: Read: Handout by Peter Singer (The Most Good You Can Do) found on D2L
Homework: Calculate how much Peter Singer says you should give at
<https://www.thelifeyoucansave.org/take-the-pledge>
In Class: Watch: Ted Talk by Peter Singer: [The How and Why of Effective Altruism](#) ,
Understanding Singer

Thursday (11/1) Read: “Longtermism: How much should we care about the far future?” at
<https://1000wordphilosophy.com/2021/09/17/longtermism/>
Watch: Ted Talk: [What are the most important moral problems of our time?](#) By Will MacAskill
Read: [80,000 Hours Start Here Page](#)

Homework: Research 2 charities (start your Charitable Giving Investigation)
In Class:

Week 12 **How should I help others? Ethical theories in action**

Tuesday (11/7) Read: “In Tension: Effective Altruism and Mutual Aid” at
<https://blog.apaonline.org/2022/06/23/in-tension-effective-altruism-and-mutual-aid/>
Read: “Stop the Robot Apocalypse” at
<https://www.lrb.co.uk/the-paper/v37/n18/amia-srinivasan/stop-the-robot-apocalypse>
In Class: Arguments about EA and ethics

Thursday (11/9) No Reading
Homework: Decide what you think. Research 2 Charities for Charitable Giving Investigations.
Look up one EA organization and another—try to find a local mutual aid (try this one I googled:
<https://tcmmap.org/>) or an organization you know about.
Due: Experiments: Charitable Giving Investigation—Due in class or on D2L by 11:59pm

Week 13 **Judging Like Cases Alike and Case Study: Animal Ethics**

Tuesday (11/14) Read Mylan Engel “The Common Sense Case for Ethical Vegetarianism” found on D2L
Read Stanley Curtis “The Case for Intensive Farming of Food Animals” found on D2L
Read: Esther the Wonder Pig found on D2L
In Class: [Hidden in Plain Bite](#)

Thursday (11/16) Read: Chapter 10, pages 257-281
In Class: Judging Like Cases Alike

Week 14 **Ethics of Religion**

Tuesday (11/21) Read: Ch 3, pages 47-67
Watch: [Danger of a Single Story](#)
In Class: Single Stories

Thursday (4/19) No Class--Thanksgiving

Week 15 **Making a Difference**

Tuesday (11/28) Work Day—Finish Organize an Activity
In Class: get questions answered

Thursday (11/30) No Reading
Presentations: ½ class present Organize an Activity
Due: Experiments: Organize an Activity—due in class or on D2L by 11:00am-- IN CLASS

Week 16 **Review and Finishing the class**

Tuesday (12/5) No Reading
Presentations: ½ class present Organize an Activity
Due: Experiments: Experiments in Ethics: Letter to Future Students—due in class or on D2L by 11:59pm

Thursday (5/3) Review for Exam 2
Assessment of Class

Final Exam Week:

Tuesday December 12th 11:50-1:50 Exam 2

Have a great break! Stay in touch! 😊