Description
This course provides an overview of ethics and its relation to other fields of study. Broadly, ethics provides us with ideas about how to live. We will examine a number of such ideas through a close reading of several short, classic texts. We will also make use of recent ethical work in the new field of experimental philosophy. The goal of the course is to develop an understanding of the set of behaviors that comprise the standards that shape our emotional responses.

Texts


Other readings as assigned. Available on Bb.

Assessment
Assessment will be based on a final exam, three short (but intensive) writing assignments, a service learning project, and overall initiative. The final grade will be composed according to the following scheme:

- Final exam: 40%
- Three writing assignments: 30%
- Initiative (attendance and participation): 30%

Schedule
(8/31 – 9/4) Ethical ideas and ethical systems

(9/9 – 9/14) Blackburn, Part I of *Being Good*

(9/16 – 9/21) Blackburn, Part II

(9/23 – 9/28) Blackburn, Part III

(9/28) First short paper due

(9/30 – 10/19) Kant, *Grounding for the Metaphysics of Morals*
(10/21 – 11/13) Mill, *Utilitarianism*

(11/11) Second short paper due


(12/11) Third short paper due

(12/11 – 12/14) Consolidation; Final exam topics

(12/16) Final exam 8 – 10:30AM

**Written Assignments, Final Exam**
The writing assignments allow for focused reflection on the work we do in and out of the classroom. While short, the essays are designed to motivate your thinking. *Expect a challenge.* I will supply topics for the short papers on 9/21, 11/4, and 12/4 (a full week before each are due). You should aim for no more than 3 pages in length. The final exam is cumulative and will also take the form of an essay. By this time you will have a good understanding of what constitutes poor, acceptable, and exceptional writing for this course. My evaluative method for grading all written work can be found below.

**Class Participation**
Active, engaged class participation benefits everyone, and I encourage it. Participation can take many forms, such as: asking for clarification, responding to questions put to the whole class, or responding to a comment by a peer. The classroom is a place to share ideas, so speak up!

**Course Attributes**
(AH2) (BC3) (LA) (H3) (WS2) This is a writing skills, liberal arts course. Through written work and class discussion we will develop a demonstrated awareness of the conventions and methods associated with philosophy and its place alongside other courses that comprise General Education requirements.

**Course policies**
Students are advised that their work is subject to the Academic Integrity Policy, found at [http://policies.oneonta.edu](http://policies.oneonta.edu), and their attendance to each class meeting is expected; reasons for absences should be communicated directly with me. All assignment due dates are firm. Late work is subject to reduction, in proportion to the number of days overdue. For example, short papers are worth 10 points each. If a paper is 2 days late, then 2 points are reduced before it is graded. The grade then begins at 80%.
Essay Evaluation
Here is an insight to my evaluative method for assessing your papers. You will receive a copy of this evaluation when I return graded work.

Name: ________________________________

Paper# ________

Paper grade: ________

Paper Analysis:

<table>
<thead>
<tr>
<th>POOR</th>
<th>EXCELLENT</th>
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<tbody>
<tr>
<td>1</td>
<td>2 3</td>
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Addresses topic appropriately (e.g. follows directions)

1    2 3 4 5  

Thoughtfulness and organization

1    2 3 4 5  

Coherent explanation of the topic

1    2 3 4 5  

Key terms and concepts are defined and explained

1    2 3 4 5  

Includes appropriate citation(s) to original works

Paper Presentation:

An X means that this area needs attention.

XX means that extra attention is required.

_____ Late paper (1 point is deducted for each day the paper is late).

_____ Redundancy (paper is needlessly wordy and could be edited without loss of meaning).

_____ Paper format (pages numbered, double-spaced, title, stapled).

_____ Typographical errors, misspelled words, errors in punctuation.

_____ Incomplete sentences or awkward sentence structure