

RECEIVED

OCT 21 2016

College of Liberal Arts

10/24/16 Google Doc

Docusigned 11/1/16

FORMAT 2B

Submit original with signatures to the Faculty Senate Office  
Include 1 hard copy and an electronic copy.

### COURSE COMPRESSION FORMAT CHANGE

Any course compressed to less than six weeks must be approved by the college or school curriculum council and the appropriate senate committee. Furthermore, any core course compressed to less than 6 weeks must be approved by the Core Review Committee.

Any new course proposal must indicate those course compression formats in which the course will be taught. Only those formats approved will be allowed for scheduling.

**\*\*NOTE: A COURSE SYLLABUS FOR EACH COURSE FORMAT MUST BE SUBMITTED WITH THIS REQUEST\*\***

#### SUBMITTED BY:

Department	Political Science	College/School	Liberal Arts
Prepared by	Alex Hirsch	Phone	5418
Email Contact	ahirsch@alaska.edu	Faculty Contact	Alex Hirsch

See <http://www.uaf.edu/uafgov/> for a complete description of the rules governing curriculum & course changes.

#### 1. COURSE IDENTIFICATION:

Dept	PS	Course #	F300x	No. of Credits	3
COURSE TITLE	Ethics and Society				

#### 2. COURSE COMPRESSION FORMAT Indicate all that apply:

COURSE FORMAT: (check one)	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture					
Will this course be used to fulfill a requirement for the baccalaureate core? If yes, submit extra copy.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO				

#### 3. IS THIS COURSE NOW CURRENTLY CROSS-LISTED?

YES/NO	No	If Yes, DEPT		NUMBER	
STACKED?	No	If Yes, DEPT		NUMBER	

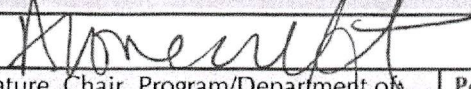
(Changing the course compression format requires written notification of each department and dean involved. Attach a copy of notification memo or email.)

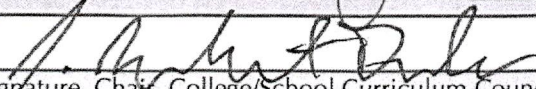
#### JUSTIFICATION FOR ACTION REQUESTED

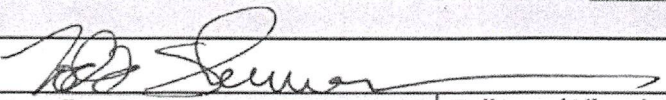
The purpose of the department and campus-wide curriculum committees is to scrutinize course change applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

**APPROVALS:**

(Additional lines may be added to this form, as needed.)

  
Signature, Chair, Program/Department of: Political Science Date: 9 Nov 2016

  
Signature, Chair, College/School Curriculum Council for: College of Liberal Arts Date: 9/9/16  
UNIT: \_\_\_\_\_

  
Signature, Dean, \_\_\_\_\_ Date: 11/9/16  
College/School of: College of Liberal Arts

\_\_\_\_\_  
Signature, Chair \_\_\_\_\_ Date: \_\_\_\_\_  
Faculty Senate Review Committee: \_\_\_\_Curriculum Review \_\_\_\_GAAC  
\_\_\_\_Core Review \_\_\_\_SADAC



**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>  
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time  
(make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

**3. Course readings/materials:**

☐ Course textbook title, ☐ author, ☐ edition/publisher.  
☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and  
☐ any supplies required.

**4. Course description:**

☐ Content of the course and how it fits into the broader curriculum;  
☐ Expected proficiencies required to undertake the course, if applicable.  
☐ Inclusion of catalog description is *strongly* recommended, and  
☐ Description in syllabus must be consistent with catalog course description.

**5. ☐ Course Goals (general), and (see #6)**

**6. ☐ Student Learning Outcomes (more specific)**

**7. Instructional methods:**

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":  
[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been updated.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

University of Alaska Fairbanks  
WINTERmester 2016  
MTWRFSa 10am-3pm  
Chapman 106

Dr. Alexander Keller Hirsch  
Office: 601B Gruening  
Office Hours: By appointment only  
Email: [ahirsch@alaska.edu](mailto:ahirsch@alaska.edu)  
Phone: 907-799-7276

## ***ETHICS & SOCIETY***

**Political Science 300X**

**3 credits**

### ***Course Description***

What is the right thing to do? A presentation of important theories of values, morality and ethics. Application of theories to dilemmas of choice in the public world, such as euthanasia, abortion, animal rights, sexual morality and environmental ethics. *Prerequisites: ENGL F111X or higher; junior standing; or permission of instructor.*

### ***Course Goals***

This course takes stock of the rich history of ethical thought in the West. Of particular interest will be various philosophies of right and wrong, of justice and freedom, of the human condition as such, and of the sometimes fraught relationship between ethics and politics in American life and beyond. Throughout the semester we will ponder questions, debate arguments, read closely, and think seriously about a variety of ethical expressions through an examination of contemporary moral issues and dilemmas, ranging from capital punishment to abortion, cloning, torture, euthanasia, same-sex marriage, environmental protection, animal rights, and more.

### ***Learning Objectives***

The goals for student learning in this course can be divided into two broad categories: one bearing on student knowledge, the other emphasizing student skills. By the end of the semester students should:

- Possess a synoptic view of the arguments presented by the philosophers we have engaged with.
- Possess a faculty for connecting the main debates in the history of moral philosophy to the contemporary empirical examples that manifest these debates.
- Be able to read texts closely and critically, assess ideas, and analyze arguments creatively and insightfully.

- Be able to clearly and effectively communicate your own ideas, both orally and in writing.

### *Course Mechanics*

Each student should come to class well read and prepared to participate in robust discussion and debate. Though a lecture will be delivered for each course session, students will be expected to share interactively in a conversation about what stimulates, engages, frustrates, and disappoints them in their reading and writing. I will strive to foster a classroom space for the expression of dissident views, and expect students to help me safeguard that space. In addition to lecture and discussion, I will prepare several visual presentations (including films) to supplement the exposition of the course thematics.

### *Requirements*

#### 1. *Quizzes, Exams and Writing Assignments:*

- Daily reading quizzes will be administered. These quizzes will ask basic questions about the reading due each day.
- Students will take a midterm exam (January 8, in class), as well as a final exam (January 13, in class). Both exams will consist of a mix of multiple choice questions, as well as short and long essay questions.
- Students will write a term paper (5 double-spaced pages in length, due in class, January 13). The term paper is specifically designed to gauge student learning outcomes.

Final grades will be assessed according to the following rubric:

Reading Quizzes .....	20%
Participation / Attendance.....	20%
Mid-term Exam.....	20%
Final Paper.....	20%
Final Exam.....	20%

#### 2. *Attendance and Participation:*

Participation is an important part of this class. This means maintaining diligent attendance, speaking up in class regularly, asking questions, staking out positions, and being an active, vocal, and respectful classroom citizen. After one missed class, students will be docked 50% of their participation grade for each additional unexcused absence.



3. *Grading Guidelines:*

I have established the following standards for the evaluation of written work in this course:

**A:** Excellent work, with clear, challenging, original ideas supported by sufficient, appropriate, logically interpreted evidence. The essay should engage the reader in the inquiry, convincingly answer opposing views, be well organized, and free of significant flaws. An 'A' paper should be not just good but outstanding in ideas and presentation.

**B:** Good to very good work, with a clear thesis supported by sufficient, appropriate evidence, organized and interpreted logically. The 'B' paper may have some outstanding qualities but be marked by significant flaws which keep it from being an 'A'; or it may be all-around good work, free of major problems but lacking the deeper insight necessary for excellence.

**C:** Satisfactory work, but not yet good. The 'C' paper meets the basic requirements of a thesis supported by interpretation of specific evidence, but it needs work in thinking and/or presentation. There may be a lack of clarity, the evidence may not always be sufficient and appropriate, or the interpretation may have logical flaws. The essay may have organizational or mechanical problems that keep it from being good. The 'C' paper may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

**D:** Barely passing work that shows effort but is so marred by serious problems that it cannot be considered a satisfactory paper. Papers without a readily identifiable thesis are liable to be graded 'D'.

**F:** Failing work—for example, a hasty, sloppy paper that shows little or no thought, effort, or familiarity with the text.

4. *Required Books (available at the university book store):*

Lewis Vaughn, *Doing Ethics: Moral Reasoning and Contemporary Issues*. New York: W.W. Norton and Company.

Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Penguin.

Sophocles, *Antigone*. New York: Penguin Classics.

Plato, *Trial and Death of Socrates*. New York: Hackett.

### ***Accessibility and Disabilities***

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Such students are encouraged to contact the coordinator of Disabilities Services at the Center for Health and Counselling. In addition to consulting with Disability Services, students with documented disabilities who may need reasonable academic accommodations should discuss these with me at some point during the first two weeks of class.

### ***Academic Dishonesty***

High ethical standards are essential for maintaining credibility in the field of political science. Every course taught at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. If you cite or quote from someone else's work, you must include a proper citation using an established style sheet (to be discussed in class). *Plagiarism is defined as appropriating passages or ideas from another person's work and portraying them as one's own.* Neither plagiarism nor fabrication will be tolerated. Any student found to have plagiarized or fabricated statements will receive, at a minimum, an automatic "F" for the class. Further action, such as expulsion, will also be considered per UAF policy.

### ***Reading and Lecture Schedule***

(Note: 'LV' refers to Lewis Vaughn's *Doing Ethics*,  
readings marked with an '\*' refer to material located online on Blackboard)

## **Part I. Species of Moral Judgment**

### **1. OF FIDELITY, RESPONSIBILITY, SACRIFICE, AND PROTEST**

*4 January*

Sophocles, *The Antigone*

Plato, "Euthyphro", "The Apology," and "Crito," from *Trial and Death of Socrates*

### **2. PLEASURE, HAPPINESS, AND THE GREATEST GOOD**

*5 January*

Chapter 5, "Consequentialist Theories," pp. 84-95, LV

John Stuart Mill, from *Utilitarianism*, LV, pp. 96-101, LV

Ursula Le Guin, "The Ones Who Walk Away from Omelas"\*

Bernard Williams, "A Critique of Utilitarianism"\*

Film: *U-571*

### 3. DUTY, NATURAL LAW, AND RADICAL EVIL

6 January

Chapter 6, "Nonconsequentialist Theories," LV

Immanuel Kant, from *Fundamental Principles of the Metaphysic of Morals*, pp. 116-124, LV

Hannah Arendt, *Eichmann in Jerusalem*, chapters I, VIII, XV

St. Thomas Aquinas, from *Summa Theologica*, pp. 125-136, LV

Film: Excerpts from *The Eichmann Trial*; and *Hannah Arendt*

### 4. FROM EMOTIVISM TO VIRTUE ETHICS

7 January

Chapter 2, "Subjectivism, Relativism, and Emotivism," pp. 23-32, LV

E.M. Cioran, from *A Short History of Decay* \*

Chapter 5, "Ethical Egoism," pp. 78-84, LV

Chapter 7, "Virtue Ethics," pp. 136-142, LV

Aristotle, from *Nicomachean Ethics*, pp. 144-152, LV

Film: *The Mission*

## Part 2: Real Politics and the Arts of Ethical Attention

### 5. ABORTION & CAPITAL PUNISHMENT

8 January

Chapter 8, "Abortion," pp. 163-174, LV

Judith Jarvis Thomson, "A Defense of Abortion," pp. 175-184, LV

Don Marquis, "Why Abortion is Immoral," pp. 194-204, LV

Chapter 11, "Capital Punishment," pp. 353-362

Ernest van den Haag, "The Ultimate Punishment: A Defense," pp. 363-367, LV

Hugo Adam Bedau, "Against the Death Penalty," pp. 380-384, LV

Film: *Citizen Ruth*

### 6. EUTHANASIA & CLONING



9 January

Chapter 9, "Altering Genes and Cloning Humans," pp. 229-237, LV

Leon Kass, "The Wisdom of Repugnance," pp. 255-271, LV

Dan Brock, "Cloning Human Beings," pp. 272-282, LV

Chapter 10, "Euthanasia and Physician-Assisted Suicide," pp. 292-301, LV

J. Gay-Williams, "The Wrongfulness of Euthanasia," pp. 306-308, LV

John Hardwig, from *Is There a Duty to Die?*, pp. 317-326, LV

Film: "Brittany Maynard," *Facing Death*, and *Cloning the First Human*

## 7. SEXUAL MORALITY & SAME SEX MARRIAGE

11 January

Chapter 12, "Sexual Morality," pp. 410-415, LV

Roger Scruton, "Sexual Morality," pp. 424-430, LV

John Finnis, "What's Wrong with Homosexual Conduct?" pp. 431-433, LV

Martha Nussbaum, "Homosexuality and Love," pp. 433-435, LV

Thomas Nagel, "Sexual Perversion," pp. 441-447, LV

Chapter 13, "Same-Sex Marriage," pp. 451-455, LV

Maggie Gallagher, "What Marriage is For," 469-472, LV

## 8. ENVIRONMENTAL ETHICS & ANIMAL WELFARE

12 January

Chapter 14, "Environmental Ethics," pp. 487-496, LV

Aldo Leopold, "The Land Ethic," pp. 536-540, LV

Chapter 15, "Animal Rights," pp. 544-551, LV

Peter Singer, "All Animals Are Equal," pp. 553-562, LV

Tom Regan, "The Case for Animal Rights," pp. 563-569

Film: *Justice: A 21<sup>st</sup> Century Citizen's Guide*

## 9. TORTURE, JUST WAR, POLITICAL VIOLENCE

13 January

Chapter 16, "Political Violence," pp. 595-612, LV

Michael Walzer, "Against Realism," pp. 622-632, LV

Alan Dershowitz, "The Case for Torturing the Ticking Time Bomb Terrorist," pp. 669-677, LV