

Fall 2022
PHIL 204: Introduction to Ethical Policy Debate
(w/Phil 347: Advanced Ethical Policy Debate)
(w/Phil 647: Graduate Ethical Policy Debate)
Tues/Thurs 9:30 — 10:45 p.m., Bryant 111

Contact Information:

Professor: Dr. Deborah Mower
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Office: Bryant Hall 017 (basement)
Department Phone: 662-915-7020
Office Hours on Zoom: Wednesdays 9:00 a.m. – 11:00 a.m. at <https://olemiss.zoom.us/j/94439740110> or by individual Zoom appointments

COVID-19: Classroom Health Requirements:

- Students should use the Everbridge Daily Symptom Checker before each face-to-face class meeting. Download the Everbridge App for free in [Apple](#) and [Android](#) app stores or by [clicking here](#). Tap the shield icon in the red circle at the bottom right of your smartphone screen to access the Daily Symptom Checker.
- Students are expected to comply with the University's protocols when they are in effect. Currently, a mask requirement is in place for vaccinated and unvaccinated people. As a result, proper mask wearing is required indoors and in the classroom. Current protocols can be found at <https://coronavirus.olemiss.edu/>.
- Students who have a diagnosed health concern that interferes with the wearing of face masks may contact the Student Disabilities Services (SDS) Office to seek a University-approved accommodation. Please contact SDS at <https://sds.olemiss.edu/> for more information.
- If students test positive for COVID-19 at any health care facility, they must contact the Student Health Center at 662-915-7274. (Faculty and staff should contact the Employee Health Service at 662-915-6550.) University Health Services will coordinate contact tracing to lessen the likelihood of spread.
- The University must have accurate contact information, including cell phone numbers, to facilitate student communications and contact tracing. [Students should check and update their University contact information](#) (<https://olemiss.edu/mystudentprofile>).
- Students with COVID-19 should seek medical attention at the Student Health Center and contact their instructor to let them know that they will be missing class due to a health-related issue.
- If you are exposed to someone with COVID-19, you should contact the Student Health Center to get tested three to five days following exposure and follow the guidance recommended by the Health Center. If you are not fully vaccinated, you should follow quarantine protocols found at <https://coronavirus.olemiss.edu/students/>.

COVID-19: Nonadherence with Health Requirements:

- Students have been informed of the COVID-19 guidelines for the school year (including face covering, social distancing, hand hygiene, etc.); therefore, students will not be allowed in classroom spaces when they are out of compliance with these guidelines.
- The University's Academic Conduct and Discipline Policy states that "disorderly behavior that disrupts the academic environment violates the standard of fair access to the academic experience." Failure to adhere to health requirements during the COVID-19 emergency will be deemed as disruptive to the classroom and will be enforced following the Academic Conduct and Discipline procedures.

- The University of Mississippi has adopted a tiered disciplinary protocol for nonadherence to COVID-19 health Office of Conflict Resolution and Student requirements. This disciplinary protocol is maintained by the [Office of Conflict Resolution and Student Conduct](https://conflictresolution.olemiss.edu/) (<https://conflictresolution.olemiss.edu/>).

Course Description:

Ethics is not confined to theoretical study but fundamentally involves learning how to apply moral theories to real-world ethical dilemmas and to resolve them in practical ways. Through rigorous research, discussion, and civil debates, this class uses an interdisciplinary, case-study approach to examine ethical issues in education, economics, engineering, law, business, medicine, journalism, politics, public health, technology, personal relationships, etc. Students will (1) research current and controversial real-world cases, (2) learn moral theories, (2) deliberate about how to apply the moral theories, (3) engage in logical, impartial, and sophisticated moral reasoning that considers all stakeholders and all facets of an ethical problem, (4) develop ethically sound proposals in collaboration with members of a team, (5) engage in debates to challenge, hone, and develop their arguments, and (6) give a public presentation of their ethical policy proposal. Students completing this class will be especially well-prepared to participate on the UM Ethics Bowl Team, and all students will develop critical thinking, moral reasoning, and public discussion skills essential for their professional careers and personal lives as citizens and members of the global community.

Course Learning Objectives:

1. Improve critical thinking through study of argument structures, forms, and fallacies and practice in applying them in presentations, writing, and argumentation.
2. Improve ability to discern ethically relevant and irrelevant issues, ethical perspectives, stakeholders, and viewpoints.
3. Demonstrate an understanding of the ethical dimensions of personal, societal, professional, and global issues.
4. Demonstrate knowledge of major ethical concepts and theories.
5. Improve ethical reasoning through regular practice of applying moral theories to real-world situations and case-studies.
6. Improve research skills through interdisciplinary research of theoretical and practical issues.
7. Improve writing skills through the coherent and persuasive development of arguments.
8. Improve public speaking skills through constant discussion, debate, and public presentation.
9. Increase problem-solving skills through the creative development of ethically sound policy proposals to address significant and timely ethical issues.
10. Demonstrate the ability to engage in consensus-building through collaborative team-work to develop ethically sound policy proposals.

General Education Learning Objectives:

1. Mathematical Reasoning: N/A
2. Written and Oral Communication: Students are required to write weekly Case Analyses and to do a variety of writing assignments for a Policy Proposal. Students are required to discuss cases in groups, participate in weekly debates, and to do an Oral Presentation on a case.
3. Analytical Reasoning/Critical Thinking: The writing assignments and class discussions develop students' ability to assess theoretical arguments and empirical claims, to develop their own sound arguments, and to evaluate the strength and justifiability of derived conclusions.
4. Ethical Reasoning: Students are introduced to a variety of normative frameworks and how to apply them. In addition, students analyze moral dilemmas in the cases weekly and practice applying normative frameworks to resolve them.
5. Ethical Responsibility: Students study an array of moral issues and problems and develop an ethical policy proposal in which they offer guidance for what should be done (whether by individuals, institutionally, or at a societal level) to address the moral issue or problem.

Required Texts:

1. *Beginning Ethics: An Introduction to Moral Philosophy* by Lewis Vaughn, W. W. Norton & Company, ISBN: 9780393937909

2. Additional readings and resources posted on Blackboard under our course heading. Students must print the readings and resources and bring them to class like any other text. To access Blackboard, use your Ole Miss WebID and password.

Work Requirements:

- 1. Case Analyses (7).....18%
- 2. Case Research Files (7).....22%
- 3. Ethical Policy Proposal Case Preferences.....2%
- 4. Ethical Policy Proposal Draft.....5%
- 5. Ethical Policy Proposal Oral Presentation.....15%
- 6. Ethical Policy Proposal Final Paper.....13%
- 7. Moral Reasoning Performance (participation)25%
- 8. Attendance.....(affects grade)
- 9. All of the readings (indicated below, completed BEFORE class on the assigned date)

Evaluations:

All Case Analyses and Case Research must be: (1) typed, (2) **single-spaced**, (3) numbered (in upper right-hand corner), (4) stapled (for hard copies), (5) in Times New Roman 12 with standard margins, (6) include appropriate citations as required by the specific assignment, (7) formatted according to either the American Psychological Association (APA) or the Chicago Manual of Style (CMOS), and (8) identified with your name and course information.

Policy Drafts and Final Papers must meet the same criteria as above, except that they must be: (1) **double-spaced**, and (2) identified with the following information in the upper left corner of the first page (no title page).

Any Person
 Phil 204: Introduction to Ethical Policy Debate
 Ethical Policy Proposal Final Paper
 December 4, 2025

See the “cheat sheets” posted on Blackboard on the Chicago Manual of Style (CMOS) and the American Psychological Association (APA) formatting guidelines for text and citations. (Philosophy has no standard style, as this varies by publisher preference; however, CMOS is used more commonly than other formats. For more detailed information, I suggest you purchase a used—and hence, inexpensive—copy of the CMOS or an APA style guide as a reference.) **Assignments with excessive grammatical or spelling errors, unstapled pages (if more than one page), or those lacking appropriate citations (if required by the assignment) will receive an automatic full grade reduction (e.g., A to B).**

1. Weekly Case Analyses

Students will complete a “Case Analysis Form” for each assigned case that details the stakeholders involved, the range of ethical concepts and issues, the potential outcomes and policy questions that need to be addressed, and the most applicable moral framework. One is due each week: these are used to generate discussion and to guide analysis of the readings and the subsequent debate. **Students must upload an electronic copy to Blackboard (upload file to the appropriate Forum in the “Uploads” section) prior to class and print and bring a hard copy to class to serve as notes/reference for our discussion. To upload: save the file with your last name first, followed by the assignment type, then the case number. Example: MowerAnalysisCase4.** Case Analyses are graded based on (1) your demonstrated understanding of the case, (2) the level of detail in your answers, and (3) the correctness of your answers (e.g., avoiding confusion in applying the moral frameworks, accurately capturing the interests of stakeholders, etc.), and (4) your ability to follow directions, including uploading, naming, formatting, and date/time due. You will receive feedback for improvement from graduate students, our advanced students, and me; however, you will receive an average score from three of the assignments that I select at random.

2. Weekly Case Research

Students will complete a “Case Research Form” for each assigned case that explicates the relevant details within the case and the included source hyperlinks, specific technical terms or concepts, an annotated bibliography of a minimum of three reputable sources external to the case, and relevant details from those sources important for

developing an argument about the case. Reputable sources are on-line versions of regular print newspapers or journals (e.g., *Time* magazine, or *The Economist*), websites connected to university research centers or institutes (e.g., the *Mississippi Law Journal* website found through the UM School of Law website), articles published by academics with credentials (e.g., a professor who specializes on issues of cybersecurity and communication), etc. Non-reputable sources would be websites hosted by fringe groups, PACs (political action coalition groups), blog posts (by anyone), etc. ONLY REPUTABLE SOURCES count toward the completion of this assignment. One is due each week: these are used as the informational basis of our class debate and students' developing ethical policy proposals. **Students must upload an electronic copy to Blackboard (upload file to the appropriate Forum in the "Uploads" section) prior to class and print and bring a hard copy to class to share with group members during debates. To upload: save the file with your last name first, followed by the assignment type, then the case number. Example: MowerResearchCase4.** Case Research assignments are graded based on (1) your demonstrated analysis of details in the case, (2) correct adherence to style guides for formatting and citations, (3) the number and quality of your external sources, (4) the quality and applicability of the details you mine from the external sources, and (5) your ability to follow directions, including uploading, naming, formatting, and date/time due. You will receive feedback for improvement from graduate students, our advanced students, and me; however, you will receive an average score from three of the assignments that I select at random.

3. Ethical Policy Proposal Case Preferences

Students will read through the Regional Cases and identify three that they would find interesting to develop into an Ethical Policy Proposal project [draft, oral presentation (waived if on team), and final paper]. Students must rank order the cases and provide a reason or justification in support of each (e.g., you recently took an upper division economics class and the particular case hinges on some crucial assumptions about the economy, a case addresses a topic that is specific to your major, etc.). **Students must print the form and hand it in during class.** Because we must have substantive proposals on each of the cases to prepare for the Regional Ethics Bowl competition, please be aware you may not be assigned your first choice. However, I will do my best to assign a requested case (as a last resort, I may ask you to take on a case in the event that no one else requests it: you will have my undying gratitude).

4. Ethical Policy Proposal Draft

Students will draft an ethical policy proposal for an assigned case. Drafts are **complete 7-8 page (minimum) polished** papers that (1) examine the moral issues and stakeholders within the case, (2) bring relevant factual details to bear on the issues, (3) clarify contentious concepts or technical terms, (4) propose a moral framework (or nuanced mixture of frameworks) that could resolve the issues in an ethical way, (5) consider the effect of the proposed policy were it to be implemented, (6) raise a potential objection to the proposed policy, and (7) respond to the objection, demonstrating that the proposed policy is, in fact, the best solution to the case. Feel free to make use of the case analyses and research posted by your classmates on Blackboard as resources in thinking about and developing your draft (indeed, that is why you are working in groups and have a collective site to post resources), but **all written work must be your own.** See the policy on Academic Misconduct below and make sure you do not plagiarize the work of another student. Be sure to include appropriate citations in text (either CMOS or APA format) as well as a bibliography of your sources. **Students must upload an electronic copy to Blackboard (upload file to the Policy Proposal Drafts link in the "Uploads" section).** Drafts are graded on the following: (1) correct exposition of the course material (details from the normative theories, case, and sources used to develop your argument), (2) quality of the analysis in the attempt to understand the complexity of the moral issues, (3) clarity of the writing, (4) quality, originality, and sophistication of the proposal and its implementation, (5) the overall strength of the argument, and (6) correct adherence to either APA or CMOS formatting.

5. Ethical Policy Proposal Oral Presentation

This assignment is automatically satisfied for students who are members of the UM Ethics Bowl team that attend and participate in a Regional competition. Students who are not members of the UM Ethics Bowl team will present their Ethical Policy Proposal in class using either PowerPoint or Keynote. Each presentation should be 15 minutes and will be followed by a 10-minute question and answer session. [Note: members of the general public, fellow UM students, topic experts (professors), and university administrators may be in attendance.] Presentations are graded on (1) the quality of your slides (e.g., organization, detail, clarity in representing ideas), (2) the quality of your verbal explanation and argument, and (3) how well you respond to questions and challenges to your proposal (e.g., demonstrated preparedness, use of facts and statistics, clarification of concepts, etc.).

6. Ethical Policy Proposal Final Paper

Final papers are 8 page (minimum, but please avoid going beyond 10 pages) polished pieces of writing that incorporate the feedback you receive on your oral presentation (whether the feedback is from the Q and A after an in-class oral presentation or via the commentary from an opposing team and judges at the Regional Ethics Bowl competition). **Students must submit hard copies only (no uploads to Blackboard). You must staple a copy of your draft that includes my comments to the back of the final paper in order for it to be graded.** Final papers are graded on the following: (1) correct exposition of the course material (details from the normative theories, case, and sources used to develop your argument), (2) quality of the analysis in the attempt to understand the complexity of the moral issues, (3) clarity of the writing, (4) quality, originality, and sophistication of the proposal and its implementation, (5) the overall strength of the argument, (6) correct adherence to either APA or CMOS formatting, and (7) incorporation of feedback and response to objections (**see requirement that you must staple the draft to the final version**).

7. Moral Reasoning Performance (participation)

Each week, students will serve on either a “presenting team” or on a “responding team” in an ethical debate focused on one case study. Students will use the assigned readings along with the weekly Case Analysis and Research files of all team members to develop and argue for their proposed resolution and ethical policy in response to a question provided in class. Students will not be graded for their performance on any one debate but will receive a score for their performance across the debates as a whole. Reasoning Performance is graded based on (1) attention, (2) preparedness (having completed assignments in hard copy to share) (3) collaboration with teammates (e.g., sharing notes, research details, posing examples or objections), (4) quantity and quality of engagement (e.g., posing multiple points or examples that advance the argument), and (5) taking an active role in advancing the debate as a collaborative conversation (e.g., not speaking over the top of others, dominating the conversation, making personal attacks, refusing to speak, etc.)

8. Attendance

Attendance is essential for learning. Understanding philosophy and the complexity of moral dilemmas requires careful reading of texts, attentive note-taking, questioning, and interactive discussions in class. Each student is allowed **THREE** unexcused absences after the first week. **Additional absences result in automatic failure of the course.**

Absences due to required school activities, serious illness, jury duty, COVID isolation or quarantines, or emergencies will be discussed on a case by case basis, but documentation is required (e.g. a photocopy of your jury duty assignment or a letter from the coach). Work schedule conflicts, transportation problems, or oversleeping because of medications are not considered emergencies. If you are **absent from class because you have COVID symptoms, are in isolation awaiting results from a COVID-19 test, or in quarantine due to COVID-19, you must email me as soon as possible (preferably within 24 hours)** so that I can collect necessary documentation, make adjustments for seating charts and contact tracing, and adjust our attendance records. More information on isolation protocols can be found at <https://coronavirus.olemiss.edu/>. More information on quarantine protocols can be found at <https://coronavirus.olemiss.edu/>.

Because our class time is valuable and it disturbs others when students arrive late to class, I expect everyone to arrive on time. If you have a scheduling conflict that will affect your arrival time, please discuss it with me. Students will be considered absent if they are not present for the **entire class period** (either late arrival or early departure without prior approval). Attendance will be taken within the first 5 minutes of class for either sign-in sheets or scanners. Note: falsifying attendance sheets, attempting to game the electronic swiping system (in applicable rooms), or signing in and leaving class early each count as a form of **academic dishonesty**. If you are absent from class, it is **your responsibility** to obtain any information presented in our class session, including course content, announcements, handouts, returned assignments, etc. Please contact your **Study Buddy** for information about what you missed. Due dates are posted in the syllabus and are unaffected by student attendance: assignments can be submitted early, but those submitted after the due date will be considered late (see the policy on late assignments) regardless of whether the absence was excused.

Note also that the University of Mississippi requires Attendance Verification to comply with the U.S. Department of Education. **Attendance for this report will be taken on Thursday, Sept. 2nd.** Any student not present during this verification will be dropped from the class, which may affect financial aid eligibility. If, for some reason, you will not be in class that day and wish to remain in our course, you must email me before 5:00 pm on Thursday, Sept. 2nd. For more information, see <http://olemiss.edu/gotoclass>.

Course Policies:

1. Contact and Availability

I am available to you in class, during office hours, and by appointment. I am a resource to you for your education, so please make good use of me. Feel free to come and discuss issues from the class, problems with the course, concerns about your performance, general administrative details, or just things that you are learning in general that you would like to talk about. I **LOVE** teaching and interacting with students and ***I hope to see all of you throughout the semester.***

2. E-mail Etiquette

All course materials will be distributed in class or on Blackboard and not via email. Please use email only to set up appointments, ask about due dates, etc. Let's reserve all substantive philosophical discussions for our class sessions and/or office hours. Note that the email address listed above is the faculty Ole Miss account (not the student go.olemiss address). I check my Ole Miss email account (not Blackboard email) regularly throughout the business day (9 am - 5 pm) on Monday through Friday only. Please note that emails are not texts but short, professional letters and need to be written accordingly (see sample below).

Subject: Appointment

Dr. Mower,

My name is Any Person, and I am enrolled in your TTH class at 2:30 pm. I am writing to set up an appointment with you to get some advice on how to incorporate some of the empirical sources into the theoretical article in a more strategic way. I cannot meet with you during your scheduled office hours because of my work schedule. Might you have some time this week on Friday afternoon for a meeting?

I look forward to hearing from you.

Regards,

Any Person

3. Study Buddy

Find a classmate to serve as your Study Buddy, who will serve as a collaborative note-taker, sounding board and peer reviewer for papers, and your informant on all materials and announcements you missed if you were not in class. Please make use of your Study Buddy and see if he/she has the answer to one of your questions. Developing contacts and collaborative relationships with peers is an important part of being a scholar.

4. Late Assignments

In the real world, deadlines are critical; there are no such things as extensions or "late" assignments. Therefore, **any graded assignment that is late automatically incurs a 50% penalty** (not a zero). If you know you will miss a class on the date that something is due, you are welcome to turn it in early. The only exception to the automatic 50% reduction is for unavoidable and unforeseen emergencies, which require documentation. You will have a **10% reduction in grade for each 24-hour period** that the assignment is late (on top of the automatic 50% penalty). Note that all assignments are due by the beginning of our class period unless stated otherwise in the syllabus. Something uploaded during class, after class, or on the same day is considered late and will be penalized.

5. Classroom Etiquette and Disorderly Conduct

Learning can only occur in a non-distracting, respectful environment. During our class sessions, there should be nothing on your desk or in your hands that is not required for the class itself (e.g., no food, newspapers, books for other classes, etc.). Cell phones, pagers, MP3 players, etc. should be silenced,

turned off, and put away before class begins. All students must treat others with respect (see Classroom Environment below). Should you violate any of these standards or engage in any rude or disorderly behaviors that negatively affect the learning opportunity for others, I reserve the right to excuse you from the class for either the day or the semester (including marking you as absent or dropping you from the class roll), assign a zero for your course participation score (an F), contact campus security, or pursue disciplinary action per university policy (e.g., suspension or expulsion).

6. Media and Print Usage

Cell phone usage is completely **prohibited** in class. No checking the phone, no texting, no emailing. Cell phones must be silenced or turned off and put away during our class period.

Because of increased student comprehension and learning, I encourage all students to print hard copies of resources and articles posted on Blackboard and to purchase paper copies of books. If there is some reason that you simply cannot use hard copies of our readings, then I encourage you to speak to me. If you have a tablet or iPad, you must speak to me prior to its usage and made a case for why it is impossible for you to use print hardcopy materials. For the sake of classroom safety notifications, I will select ONE volunteer who may have his/her cell phone on and within viewing distance.

Because this is a research class, I will permit tablets and laptops in class to be used exclusively for the purposes of looking up and working on relevant course material (e.g., during debate prep time). If I discover that you are using your tablet or laptop for any purposes other than our course (checking email, on Facebook, randomly searching the web) either through observing it or through the report of your fellow students, you will lose the privilege of having your tablet or laptop to use in class **for the rest of the semester.**

7. Grading

Given the number of students in our course (and my course load in other classes), you can expect your graded work to be returned within two weeks from the date it was turned in. **If you miss a class, it is your responsibility to check with your Study Buddy to see if assignments were returned in your absence.**

Standard University Grading Scale:

A	= 100% - 94%	Excellent
A-	= 93.9% - 90%	Excellent
B+	= 89.9% - 87%	Good
B	= 86.9% - 84%	Good
B-	= 83.9% - 80%	Good
C+	= 79.9% - 77%	Satisfactory
C	= 76.9% - 70%	Satisfactory
D	= 69.9% - 60%	Lowest Passing Grade
F	= 59.9% or less	Failure

Vernacular Scale:

A = Excellent
B = Quality
C = Decent
D = Poor
F = Yikes

You should not regard the grade you receive on a given assignment or in the course itself as judgment on your intelligence or your potential. It is an evaluation of your performance on that item only, which is affected by your level of effort, preparation, study skills, and current ability (which education helps to flex and grow by challenging you).

8. Grade Changes

Please feel free to talk to me about **why** you received the grade you did—this is crucial so that you can improve your work and so that you can learn how to improve. I LOVE helping students learn. However, I do not change grades apart from fixing calculation errors. Pleas for special treatment (e.g., improper preparation, impending graduation, athletic scholarship, etc.) will fall on deaf ears: it is unethical to provide special consideration to one student over others. If you have a medical problem that affects your learning or ability to perform well in the course then we should discuss special accommodations via Disability Services (see below) or a medical withdrawal, but under no circumstances will medical concerns warrant special treatment outside of regular university policy and channels.

9. Extra Credit

I encourage students to do their best work initially, rather than to perform poorly and then try to make up for it later. By always striving to do your best work initially, you will not only learn more of the course material, but also learn good work habits that will stand you in good stead throughout your educational and life careers. Consequently, I do not offer extra credit and will not institute it at individual student requests. It is not helpful for your own education, it is unfair to other students, and it creates needless work for me. However, if there is an event on campus or in the community that is either related to our course material or philosophy in general, I will offer some extra credit points to the entire class for attendance. Attending such events and hearing the ideas of others is part of being an educated person and connecting your coursework with other aspects of life. All extra credit opportunities will be announced in class and there are typically several opportunities throughout the semester, although there is a cap of two for the whole semester.

10. Incompletes (“I” mark)

University policy is that I marks cannot be granted for course failure or unexplained class absences. I only grant incompletes for documented emergencies (e.g. a photocopy of your hospital admission papers) or those with extreme circumstances (e.g., discovery of a documented serious health issue) for **students with complete and satisfactory work prior to the request**. A request for an I mark must be made in writing and include a copy of the necessary documentation at the time of the request. If granted, I will set a date by which all remaining course requirements must be completed. Per university policy, all I marks are converted automatically to F (within the computer system) and calculated in one’s GPA if not completed by the deadline. Please note the university policy: I marks may not be removed by formally enrolling in the same course in a subsequent semester at this university or any other institution (i.e., they can become permanent blemishes on your record).

11. Department Grade Requirement

Per department policy, only a final course grade of **C or higher** counts toward a major or minor in either philosophy or religion.

12. Academic Misconduct and Dishonesty

Cheating in any form—plagiarizing assignments, falsifying attendance sheets or gaming attendance scanners (if applicable), or cheating on extra credit opportunities—is a serious offense and will not be tolerated. Plagiarism is presenting the words or ideas of another as your own without appropriate documentation. Paraphrases and direct quotations without citation constitute instances of plagiarism, because you are the apparent author of the presented words or ideas. If you use the words or ideas of another (including course materials or text from the internet), you must provide appropriate documentation that identifies the source. Presenting written material required for one course as the work for another may also constitute academic misconduct. If you have questions about whether something constitutes academic misconduct, please discuss it with me prior to turning in the assignment. For more information, please review the UM Student Academic Conduct and Discipline Policy. ***If you engage in any form of academic misconduct or dishonesty, you will receive an F in the course*** and I will initiate further sanctions per university policy depending on the severity of the offense (e.g., suspension or university expulsion). Understand that, as a condition of taking this course, you agree that you are aware of the prohibition on any form of academic misconduct and dishonesty and of your responsibilities in this course as a responsible member of the Ole Miss academic community.

13. FERPA (Family Educational Rights and Privacy Act)

As students, you can choose when and who has permission to seek information about your educational records and performance. If I receive a request about your course performance, I will contact you for your express permission in writing for each request, each time. Please notify your parents and family members who may request such information that **YOU** must give this express permission and that no information can be shared without your documented consent.

14. Classroom Environment

Since this is a class with much collaborative group interaction and discussion, please refrain from telling your neighbor about your weekend, recounting something cute your significant other said, or talking to your neighbor about points being made in the discussion. If there is something you did not hear, did not

understand, or disagree with, your comments should be directed to the class. This is much less disruptive and overall gives a better class discussion since everyone can benefit from your comments. I expect everyone in this class to communicate with a high level of respect for each other in a well-communicated and well-expressed manner. I will police the discussion in terms of politeness, respect, and civility, but I will not act as the thought police. In philosophy, progress is made by delving into the issue and considering and evaluating every possible argument. Everyone has something to add—some perspective, some thoughts, some experience—that is valuable to the discussion. Even if you disagree profoundly, do your best to interpret the claim of another as charitably as you can, thinking about alternative ways it could be interpreted, what assumptions might be behind it, what facts might be appealed to in order to support it, or what experiences someone might have had in order to lead to such an interpretation. This should be a very open, comfortable environment where each of you feels free to present your thoughts or to throw out ideas that you do not necessarily believe, but want to discuss. Think of this less like a class, and more like a true discussion—we are getting together to talk about something that interests us and to see if we can find some answers to these vexing moral problems.

Available Support Services:

1. Blackboard Resources

For help with Blackboard (login, course navigation, etc., visit the Student IT Help Desk in Weir Hall or phone 662-915-5222. For easy access to Blackboard at any time and for push notifications about announcements, emails, or assignment reminders, download the Blackboard Mobile Learn app from the AppStore. For answers to frequently asked questions, visit: http://olemiss.edu/blackboard/Blackboard_Support_and_Training/Students_files/Bb913ThingsToKnowAboutBlackboard.pdf.

2. Tutoring Services

If you are struggling with the course material or writing assignments, please (1) speak with me during office hours, and (2) contact the Center for Student Success. The Center for Student Success offers academic support programs. Please phone (662) 915-5970 or visit the Center for an academic consultation to determine your needs or attend the workshops to enhance studying, reading, and test-taking skills. The Center is located in P Martindale, 3rd floor.

3. Writing Services

The Writing Center (operated by the Department of Writing and Rhetoric and located in Lamar Hall) provides writing instruction for individual writing assignments or repeated visits to develop your writing skills. Visit <http://rhetoric.olemiss.edu/writing-centers/about-us/> to sign up for an appointment or have an on-line consultation. The Department of Philosophy and Religion has our own Writing Tutor for specialized help. Please see me for the tutor's contact information.

4. Library Services

The J.D. Williams Library provides a wealth of databases and journals essential to philosophic research. Philosophers' Index, PhilPapers, and JSTOR are the three primary databases (see <http://www.libraries.olemiss.edu/uml/database/glossary/all>). For research help, visit: http://www.olemiss.edu/depts/general_library/instruction/main/start.html. Students can contact librarians for direct assistance by visiting the Reference Desk or accessing other resources here: <http://www.libraries.olemiss.edu/uml/ask-librarian>

5. Non-Discrimination

The University of Mississippi does not discriminate on the basis of race, color, gender, sex, sexual orientation, gender identity or expression, religion, national origin, age disability, veteran status, or genetic information in its programs or activities. Please review the UM Non-Discrimination Policy for more information.

6. Disability Services

University policy provides for reasonable accommodations to be made for students with verified disabilities on an individualized and flexible basis as specified under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Students with disabilities who believe they may

benefit from classroom or other accommodations should contact the [Office of Student Disability Services](#) for information: 234 Martindale, 662-915-7128 (Phone), 662-915-7907 (TTY Phone), or sds@olemiss.edu. If you are approved through SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu> to request approved accommodations. If you are NOT approved through SDS, you must contact Student Disability Services at so the office can: (1) determine your eligibility for accommodations, (2) disseminate to your instructors a Faculty Notification Letter, (3) facilitate the removal of barriers, and (4) ensure you have equal access to the same opportunities for success that are available to all students. We will work together to ensure that you have the opportunities and resources you need. Please note: instructors are not required to provide accommodations until they have received the Instructor Notification form, and the university is not required to provide accommodations retroactively. If you have a disability, please contact SDS as soon as possible to ensure your success in the course. Students interested in gaining community service hours can volunteer to serve as a note-taker (if one is needed for our course). Please visit <https://sds.olemiss.edu/rebel-access-portal/> and click on “Rebel Access Notetaker” for more information or to sign up.

7. Title IX (Education Amendments of 1972)

Federal Title IX legislation makes it clear that violence, harassment, and discrimination based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. The University of Mississippi works to create and maintain a safe and healthy learning environment as part of a broader and comprehensive educational experience. As a faculty member and professional educator, I support the goal of an educational experience open to all and free from sexual violence. We all recognize that all forms of sexual misconduct including relationship violence and sexual assault are incompatible with these aims. The University and its faculty and staff are committed to supporting anyone who has been impacted by sexual misconduct in any form. If you or someone you know has been harassed or assaulted, visit <http://umsafe.olemiss.edu> and contact the Title IX Coordinator (Honey Ussery – TitleIX@olemiss.edu), the Counseling Center (662-915-3784), the University Police Department (UPD) (662-915-4911) depending on the immediacy of the situation or visit <http://umsafe.olemiss.edu/complainant-resources/>. Please note: university policy requires that all faculty members report any disclosures related to sexual violence or misconduct directly to the Title IX Coordinator, whose role is to assess and coordinate the institutional response to reported sexual misconduct.

8. Safety Services

The Department of Police and Campus Safety offers a patrol escort for students walking on campus at night. Please call Rebel Patrol Escort at 662- 915-7234.

9. Campus Notifications

- (a) REBALERT: UM’s text message emergency notification service. All students are encouraged to sign up for the service by adding their cell phone numbers in MyOleMiss. Navigate to the “Student” tab, click on “My Profile,” and then “Contact Information.”
- (b) For announcements about weather, school cancellation or other emergency news: 662-915-1040.
- (c) UPD <http://www.olemiss.edu/emergency/> will provide up to date information.
- (d) MyOleMiss portal. School closures, extreme weather, or other emergency information will be posted on the “Announcements” tab.
- (e) Rebel Radio 92.1 is the official radio and will include announcements about University operations.

Prospective Schedule and Readings

Week 1—Course Introduction		
Aug.	24	Introduction
Aug.	26	Vaughn—Ch. 3: “Moral Arguments”
Week 2—Introduction to Moral Theories		
Aug.	31	Blackboard—“Making Choices: A Framework” Vaughn—Ch. 6: “Utilitarianism” (pp. 103-119); Discussion: Dilemmas 1 and 2

Sept.	2	Vaughn—Ch. 7: “Kantian Ethics” (pp. 120-131); Discussion: Dilemmas 3 and 1 <i>(Sept. 3rd: Last day to register or add; refund period ends)</i>
Week 3—Introduction to Moral Theories		
Sept.	7	Vaughn—Ch. 8: “Natural Law Theory” (pp. 132-140); Discussion: Dilemma 3 Vaughn—Ch. 9: “Social Contract Theory” (pp. 141-147); Discussion: Dilemma 3 <i>(Regional Cases posted approx. Sept. 7th)</i>
Sept.	9	DUE: Policy Proposal Case Preferences Vaughn—Ch. 10: “The Feminist Challenge” (pp. 148-154); Discussion: Dilemma 3 Vaughn—Ch. 11: “Virtue Ethics” (pp. 155-164); Discussion: Dilemma 2
Week 4—Introduction to Moral Theories and Argumentation		
Sept.	14	Blackboard—“Ross”; Discussion: Dilemma 1 (p. 140)
Sept.	16	Blackboard—“Judges’ Guidelines” and “Scoresheet” Blackboard—“Presentation Structure” and “Commentary Structure” Blackboard—“Team Communication Tips” Discussion: Videos of past cases <i>(Group Assignments and Policy Proposal Case Assignments)</i>
Week 5—Case Analysis and Policy Development		
Sept.	21	DUE: Analysis Case 1 (Red, Green) and Case 2 (Blue) Discussion: Cases 1 and 2
Sept.	23	DUE: Research Case 1 (Red, Green) and Case 2 (Blue) Debate: Cases 1 and 2
Week 6—Case Analysis and Policy Development		
Sept.	28	DUE: Analysis Case 3 (Red) and Case 4 (Blue, Green) Discussion: Cases 3 and 4
Sept.	30	DUE: Research Case 3 (Red) and Case 4 (Blue, Green) Debate: Cases 3 and 4 <i>(Oct. 4: Last day to withdraw)</i>
Week 7—Case Analysis and Policy Development		
Oct.	5	DUE: Analysis Case 5 (Red, Green) and Case 6 (Blue) Discussion: Cases 5 and 6
Oct.	7	DUE: Research Case 5 (Red, Green) and Case 6 (Blue) Debate: Cases 5 and 6
Week 8—Case Analysis and Policy Development		
Oct.	12	DUE: Analysis Case 7 (Red) and Case 8 (Blue, Green) Discussion: Cases 7 and 8
Oct.	14	DUE: Research Case 7 (Red) and Case 8 (Blue, Green)

		Debate: Cases 7 and 8
Week 9—Case Analysis and Policy Development		
Oct.	19	DUE: Analysis Case 9 (Red, Green) and Case 10 (Blue) Discussion: Cases 9 and 10
Oct.	21	DUE: Research Case 9 (Red, Green) and Case 10 (Blue) Debate: Cases 9 and 10
Week 10—Case Analysis and Policy Development		
Oct.	26	DUE: Analysis Case 11 (Red) and Case 12 (Blue, Green) Discussion: Cases 11 and 12
Oct.	28	DUE: Research Case 11 (Red) and Case 12 (Blue, Green) Debate: Cases 11 and 12
Week 11—Case Analysis and Policy Development		
Nov.	2	DUE: Analysis Case 13 (Red, Green) and Case 14 (Blue) Discussion: Cases 13 and 14
Nov.	4	DUE: Research Case 13 (Red, Green) and Case 14 (Blue) Debate: Cases 13 and 14
Week 12—Case Analysis and Policy Development		
Nov.	9	DUE: Ethical Policy Proposal Draft (hard copy and upload) Work day: prep for Oral Presentations and Regional competition
Nov.	11	Ethical Policy Proposal Oral Presentations (not UM Ethics Bowl members) <i>(Nov. 13: Mid-Atlantic Regional Competition at the University of North Georgia)</i>
Week 13—Presentations		
Nov.	16	Ethical Policy Proposal Oral Presentations (not UM Ethics Bowl members)
Nov.	18	Ethical Policy Proposal Oral Presentations (not UM Ethics Bowl members)
Week 14—Holiday Week		
Nov.	23	<i>No class—Thanksgiving break</i>
Nov.	25	<i>No class—Thanksgiving break</i>
Week 15—Presentations		
Nov.	30	Ethical Policy Proposal Oral Presentations (not UM Ethics Bowl members)
Dec.	2	Ethical Policy Proposal Oral Presentations (not UM Ethics Bowl members)
Week 16—Finals Week		
Dec.	9	DUE: Ethical Policy Proposal Final Paper (hard copy due by noon to my mailbox in Bryant Hall)

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