

PHI 304: Contemporary Moral Problems (14 weeks) -- [40434]

Fall 2024

University of Texas at Austin

Instructor: Ryan C. Born
Office: WAG 421
Email: <ryancborn@yahoo.com>

Lecture: GDC 2.402
Times: T-Th 9:30am-11:00am
OH: By Appointment in WAG 421, TH11-1pm

Course Description

The modern world confronts us with difficult and nuanced issues that make us ask “what ought we do?” To answer this question, we turn to ethics.

To this end, we will apply principle to our practice as it concerns a sampling of seven core problems in contemporary life:

- Everyday Morality
- Charity
- Abortion
- Gun Control
- War
- Exploitation
- Democracy and Engagement



Keith Haring, *Untitled*, 1982

This survey class on contemporary ethics serves as an introduction to the science and craft of philosophy, a primer on ethical thought, and a rigorous application of philosophy to modern ethical issues. By engaging with a survey of both theory and issues, we engage more critically with the world around us while also learning the tools to do so.

Familiarity with these topics is not expected or required, making this an excellent course for all who are interested.

Further questions include: what are ethical theories? How do I understand, analyze, and evaluate an argument? How can I have constructive conversations around difficult issues with clarity and rigor?

This class satisfies the “Ethics” flag in the Philosophy core component requirements and the University Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

Topics Covered

- Moral theories
- Criminal Justice
- Gun Control
- Abortion
- Immigration
- War
- Egalitarianism and Distributional Justice
- Democracy And Engagement

Skills Learned

- Argument Analysis
- Argumentative Writing
- Persuasive Writing
- News Analysis
- Philosophical Reading

Learning Outcomes

- Students can evaluate and respond to arguments
- Students can relate key information and arguments about technological ethics
- Students can write tightly constructed, original arguments

Prerequisites

This is an introductory course. There are no formal prerequisites for this course; while, students will find previous experience with philosophy, ethics, and argumentative writing to be especially helpful, these are what we will be practicing.

This is a class for careful and systematic examination of modern moral issues. Students should be prepared to engage constructively and seriously with these issues by keeping an open mind and respecting the possible challenge to one’s beliefs through critical examination.

Required Materials:*

Readings, instructions, assignments, rubrics, recordings, and other essential information will be on Canvas. Questions about the course should first be directed there. Readings not listed below in “Required Books.” will be on Canvas.

Required Books:

Ethics: an Introduction by Julia Driver

*These materials for this class are available through the Longhorn Textbook Access (LTA) program, a collaboration between UT Austin, The University Co-op and textbook publishers to significantly reduce the cost of digital course materials for students. You can access your required materials through the “My Textbooks” tab in Canvas. You are automatically opted into the program but can easily opt-out (and back in) via Canvas through the 12th class day. If you remain opted-in at the end of the add/drop period (12th class day fall/spring, 4th class day summer sessions), you will receive a bill through your “What I Owe” page. If you do not pay your bill by the specified deadline, you will lose access to the course materials and your charge will be removed. More information about the LTA program is available at universitycoop.com/longhorn-textbook-access.

Syllabus:

- The Syllabus is the “constitution” of the class and meant to inform you of all expectations
- Any Changes will be Announced on Canvas/Class
- All due dates are at 11:59pm the date listed, unless otherwise noted
- **News Analyses are Due Each Thursday, Responses are Due Each Tuesday**
 - **Not Due on Weeks with Summatives**
- **Always read in order; if sections are skipped, skip those sections**
- Readings without formatting are on Canvas/Book | Linked Readings are Linked

<p>UNIT 1: EVERYDAY MORALITY</p> <p>We begin the class by learning the general outlines of moral and ethical theories in the context of modern analytic philosophy; as part of this learning, we apply the theories to a broad, general array of ‘everyday’ cases.</p>	
<ul style="list-style-type: none"> ★ Outline the purpose and goal of philosophy and ethics ★ Describe the three main ethical theory families ★ Analyze cases within these frameworks ★ Evaluate a hypothetical case in the context of an argumentative paper 	<p>Assignments</p> <ol style="list-style-type: none"> 1. News Analysis 1, 2, 3 2. Summative 1 3. Paper 1 Outline & Paper 1

<p><i>Introduction to Ethics and Morality</i></p>					
<p>1</p>	<table border="1"> <tr> <td style="background-color: #e0e0e0;"> <p>L1 (8/27)</p> <p><i>Class goals and the goals of ethics</i></p> </td> <td> <ul style="list-style-type: none"> <input type="checkbox"/> “Syllabus” -- Ryan Born <input type="checkbox"/> “What is an Argument?” -- Jim Pryor <input type="checkbox"/> “The Philosophical Method” -- Jim Pryor <input type="checkbox"/> “Introduction” in <i>Ethics: The Fundamentals</i> <p>Recommended:</p> <ul style="list-style-type: none"> ● “How to Read Philosophy” -- Jim Pryor ● <i>Must I Donate a Kidney to My Awful Brother?</i> - <i>The New York Times</i> </td> </tr> <tr> <td style="background-color: #e0e0e0;"> <p>L2 (8/29)</p> <p><i>Morality</i></p> </td> <td> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 1 in <i>Ethics: The Fundamentals</i> <input type="checkbox"/> Introduction, 2, and 4 from: The Definition of Morality (Stanford Encyclopedia of Philosophy) <p>Recommended:</p> <ul style="list-style-type: none"> ● Bowell and Kemp, “Introducing Arguments” ● Lau, “Valid and Sound Arguments” </td> </tr> </table>	<p>L1 (8/27)</p> <p><i>Class goals and the goals of ethics</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> “Syllabus” -- Ryan Born <input type="checkbox"/> “What is an Argument?” -- Jim Pryor <input type="checkbox"/> “The Philosophical Method” -- Jim Pryor <input type="checkbox"/> “Introduction” in <i>Ethics: The Fundamentals</i> <p>Recommended:</p> <ul style="list-style-type: none"> ● “How to Read Philosophy” -- Jim Pryor ● <i>Must I Donate a Kidney to My Awful Brother?</i> - <i>The New York Times</i> 	<p>L2 (8/29)</p> <p><i>Morality</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 1 in <i>Ethics: The Fundamentals</i> <input type="checkbox"/> Introduction, 2, and 4 from: The Definition of Morality (Stanford Encyclopedia of Philosophy) <p>Recommended:</p> <ul style="list-style-type: none"> ● Bowell and Kemp, “Introducing Arguments” ● Lau, “Valid and Sound Arguments”
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Assignments: Return Printed, Signed Syllabus In Class or Office Hours (Due 8/29)					
2	<table border="1"> <tr> <td>L3 (9/3) <i>Intuitionism</i></td> <td> <input type="checkbox"/> “Intuitionism” in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> 1.2 & 1.3 from Intuitionism in Ethics (Stanford Encyclopedia of Philosophy) Recommended: <ul style="list-style-type: none"> • 1.1 from above </td> </tr> <tr> <td>L4 (9/5) <i>Virtue Ethics</i></td> <td> <input type="checkbox"/> “Virtue Ethics” in <i>Ethics: The Fundamentals</i> Recommended: <ul style="list-style-type: none"> • <i>Letter to Eileen Elgar, September 1963 - The Tolkien Estate</i> </td> </tr> </table>	L3 (9/3) <i>Intuitionism</i>	<input type="checkbox"/> “Intuitionism” in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> 1.2 & 1.3 from Intuitionism in Ethics (Stanford Encyclopedia of Philosophy) Recommended: <ul style="list-style-type: none"> • 1.1 from above 	L4 (9/5) <i>Virtue Ethics</i>	<input type="checkbox"/> “Virtue Ethics” in <i>Ethics: The Fundamentals</i> Recommended: <ul style="list-style-type: none"> • <i>Letter to Eileen Elgar, September 1963 - The Tolkien Estate</i>
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Assignments: Paper Outline 1 (Due 9/7)					

<i>The Ethics of Actions</i>					
3	<table border="1"> <tr> <td>L5 (9/10) <i>What is classical utilitarianism?</i></td> <td> <input type="checkbox"/> “Classical Utilitarianism,” in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> Bentham “<i>An Introduction to the Principles of Morals and Legislation</i>” (Chapter 1, recommended Chapter 2: if you like law, Chapter 10 through 17) </td> </tr> <tr> <td>L6 (9/12) <i>Millianism</i></td> <td> <input type="checkbox"/> John Stuart Mill, “Utilitarianism” <input type="checkbox"/> Chapter 2 (Chapter 3 is encouraged, but strictly optional). </td> </tr> </table>	L5 (9/10) <i>What is classical utilitarianism?</i>	<input type="checkbox"/> “Classical Utilitarianism,” in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> Bentham “ <i>An Introduction to the Principles of Morals and Legislation</i> ” (Chapter 1, recommended Chapter 2: if you like law, Chapter 10 through 17)	L6 (9/12) <i>Millianism</i>	<input type="checkbox"/> John Stuart Mill, “Utilitarianism” <input type="checkbox"/> Chapter 2 (Chapter 3 is encouraged, but strictly optional).
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Assignments: Paper 1 (Due 9/16)					
4	<table border="1"> <tr> <td>L7 (9/17) <i>An Overview of Kantianism</i></td> <td> <input type="checkbox"/> “Kantian Ethics” in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> Selected from <i>The Groundwork of the Metaphysics of Morals</i> </td> </tr> <tr> <td>L8 (9/19) <i>The Beneficence Debate</i></td> <td> <input type="checkbox"/> “Contemporary Consequentialism,” in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> Onora O’Neil “Kantian Approaches to Famine Relief.” <input type="checkbox"/> Recommended: Singer <i>Famine, Affluence, and Morality</i> </td> </tr> </table>	L7 (9/17) <i>An Overview of Kantianism</i>	<input type="checkbox"/> “Kantian Ethics” in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> Selected from <i>The Groundwork of the Metaphysics of Morals</i>	L8 (9/19) <i>The Beneficence Debate</i>	<input type="checkbox"/> “Contemporary Consequentialism,” in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> Onora O’Neil “Kantian Approaches to Famine Relief.” <input type="checkbox"/> Recommended: Singer <i>Famine, Affluence, and Morality</i>
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Assignments: Unit 1 Summative (Opens 9/20 Due 9/23)					

UNIT 2: RIGHTS

Arguably, contemporary moral problems are primarily issues of delimiting *rights* -- but what are rights, and why do we care about them? We examine this question through a survey of three prominent issues: abortion; gun control; and war.

- ★ Describe some of the influential moral theories surrounding the topics in question
- ★ Analyze cases within these frameworks
- ★ Evaluate a hypothetical case in the context of an argumentative paper

Assignments

4. News Analysis 4, 5, 6, 7, 8
5. Summative 2
6. Paper 2 Outline & Paper 2

<i>Abortion</i>		
5	L9 (9/24) <i>Rights to Body</i>	<input type="checkbox"/> Judith Jarvis Thomson “A Defense of Abortion.”
	L10 (9/26) <i>Feminist Approaches</i>	<input type="checkbox"/> “Feminist Ethics,” in <i>Ethics: the Fundamentals</i> <input type="checkbox"/> Sherwin, “Abortion through a Feminist Lens”
Assignments: None		
6	L11 (10/1) <i>Rights to Life</i>	<input type="checkbox"/> Marquis “Why Abortion is Immoral.”
	L12 (10/3) <i>Laws & Policy</i>	<input type="checkbox"/> Constitution of the United States <input type="checkbox"/> Roe v. Wade, 410 U. S. 113 (1973) <input type="checkbox"/> Planned Parenthood v. Casey <input type="checkbox"/> Dobbs v. Jackson Women’s Health Organization <input type="checkbox"/> German Basic Law (Articles 1,2,3 and 8)
Assignments: None		

Guns					
7	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">L13 (10/8) <i>Rights, Mill's Harm Principle & Basic Liberties</i></td> <td> <input type="checkbox"/> Chapter 1 from "On Liberty" (Mill) <input type="checkbox"/> Sections 1-4, 8, 10-11, 15, 32, 38, 39 from <i>A Theory of Justice</i> (Rawls) <input type="checkbox"/> "The Death of a Gun-Rights Warrior" <i>The Atlantic</i> </td> </tr> <tr> <td>L14 (10/10) Two Views on Gun Control</td> <td> <input type="checkbox"/> Michael Huemer, "Is there a Right to Own a Gun?" <input type="checkbox"/> Gun Control Hugh LaFollette (2000) </td> </tr> </table>	L13 (10/8) <i>Rights, Mill's Harm Principle & Basic Liberties</i>	<input type="checkbox"/> Chapter 1 from "On Liberty" (Mill) <input type="checkbox"/> Sections 1-4, 8, 10-11, 15, 32, 38, 39 from <i>A Theory of Justice</i> (Rawls) <input type="checkbox"/> "The Death of a Gun-Rights Warrior" <i>The Atlantic</i>	L14 (10/10) Two Views on Gun Control	<input type="checkbox"/> Michael Huemer, "Is there a Right to Own a Gun?" <input type="checkbox"/> Gun Control Hugh LaFollette (2000)
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Assignments: Paper 2 Outline (Due 10/19)					

War					
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1 0	<table border="1"> <tr> <td>L19 (10/29) <i>Jus ad bellum</i></td> <td> <input type="checkbox"/> What Rights May Be Defended by Means of War?”, in Fabre and Lazar 2014: 115–58. <input type="checkbox"/> Political Action: The Problem of Dirty Hands” Michael Walzer <input type="checkbox"/> The Deserter: An Epic Story of Love and War - The New York Times <input type="checkbox"/> Texas Declaration of Succession & <input type="checkbox"/> The Gettysburg Address </td> </tr> <tr> <td>L20 (10/31) <i>Jus ad pacem</i></td> <td> <input type="checkbox"/> <i>Just and Unjust Wars</i> (2, 7, 18, 19) <input type="checkbox"/> The Atlantic Charter <input type="checkbox"/> From jus ad bellum to jus ad pacem: Re-Thinking Just War Criteria for Irregular War <input type="checkbox"/> <i>Israel’s Disaster Foretold</i> (Uploaded to Canvas) </td> </tr> </table>	L19 (10/29) <i>Jus ad bellum</i>	<input type="checkbox"/> What Rights May Be Defended by Means of War?”, in Fabre and Lazar 2014: 115–58. <input type="checkbox"/> Political Action: The Problem of Dirty Hands” Michael Walzer <input type="checkbox"/> The Deserter: An Epic Story of Love and War - The New York Times <input type="checkbox"/> Texas Declaration of Succession & <input type="checkbox"/> The Gettysburg Address	L20 (10/31) <i>Jus ad pacem</i>	<input type="checkbox"/> <i>Just and Unjust Wars</i> (2, 7, 18, 19) <input type="checkbox"/> The Atlantic Charter <input type="checkbox"/> From jus ad bellum to jus ad pacem: Re-Thinking Just War Criteria for Irregular War <input type="checkbox"/> <i>Israel’s Disaster Foretold</i> (Uploaded to Canvas)
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Assignments: Summative 2 (Opens 11/1, Due 11/4)					

UNIT 3: JUSTICE IN INSTITUTIONS	
<p>John Rawls’s <i>A Theory of Justice</i>, plausibly the most influential work of moral theory since Kant’s <i>Groundwork of the Metaphysics of Morals</i>, begins with “Justice is the first principle of institutions.” What is justice, and how do considerations of institutional design play a role in both systematic justice, and our own actions therein?</p>	
<p>What we’ll be doing:</p> <p>★ Examine how institutions can be moral, immoral, or otherwise affect our actions: evaluating, specifically, markets and democratic institutions.</p>	<p>Assignments</p> <p>7. News Analysis 9, 10, 11 8. Summative 3 9. Paper 3 Outline & Paper 3</p>

Exploitation & Democratic Protest					
1 1	<table border="1"> <tr> <td>L21(11/5) <i>Election Day --</i></td> <td><input type="checkbox"/> <i>Election Day -- No class</i></td> </tr> <tr> <td>L22 (11/7) --</td> <td><input type="checkbox"/> <i>No class</i></td> </tr> </table>	L21(11/5) <i>Election Day --</i>	<input type="checkbox"/> <i>Election Day -- No class</i>	L22 (11/7) --	<input type="checkbox"/> <i>No class</i>
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L22 (11/7) --	<input type="checkbox"/> <i>No class</i>				
Assignments: None					

PHI 304T

1	L23 (11/12) --	<input type="checkbox"/> "What is the point of Equality?" Elizabeth Anderson
2	L24 (11/14) --	<input type="checkbox"/> "Is Women's Labor a Commodity?" -- Elizabeth Anderson

1	L25 (11/19)	<input type="checkbox"/> "Exploitation in Clinical Research" -- <i>Alan Wertheimer</i>
3	L26 (11/21)	<input type="checkbox"/> <i>A Theory of Justice</i> -- John Rawls <input type="checkbox"/> Sections 53, 54

Assignments: Paper 3 Outline (Due 11/23)

1	L27 (12/3)	<input type="checkbox"/> MLK "Letter from a Birmingham Jail" <input type="checkbox"/> MLK <i>Where Do We Go From Here? Chaos or Community</i> <input type="checkbox"/> Chapter 2
4	L28 (12/5)	<input type="checkbox"/> <i>A Theory of Justice</i> -- John Rawls <input type="checkbox"/> Sections 55,57,59

Assignments:

Paper 3 Due: 12/2

Summative 3 (Opens 12/10, Due 12/11)

Final Grade Policy

Grade Band 1	Grade Band 2	Grade Band 3	Grade Band 4
100% - 93% = A	87% - 83% = B	77% - 73% = C	67% - 64% = D
92% - 90% = A-	82% - 80% = B-	73% - 70% = C-	63% - 60% = D-
89% - 87% = B+	79% - 77% = C+	69% - 67% = D+	59% - 0% = F

Mandatory Attendance

- 1) **You have three unexcused absences per semester.**
- 2) **You have however many excused absences:*** -- these absences need to be proven with hard evidence (Doctor's notes, pictures, etc).
- 3) **Every absence that is not accounted for reduces your maximum class grade by 5%, starting at your final grade.**
 - a) Example: you have a 100% but missed six classes unexcused → your maximum class grade would be an 85%, and thus you would receive an 85%.
 - b) Example: You have a 90% and have missed six classes unexcused -- your maximum grade would be an 75%, and thus you would have an 75%.
- 4) If at any point in the semester your attendance becomes concerning, please keep in mind I will inform the dean's office to ensure your safety and academic diligence.
- 5) Attendance is marked by completing an end-class reflection and turning it in.
- 6) **Being 5+ minutes late to class will count as 1/3rd of an unexcused absence, rounded down.**

How You are Graded:

You are graded either *by completion* or *by competence*.

- Assignments graded by completion must be done completely in accordance with instructions, turned in on time, and done in good faith. If so, the assignment is guaranteed full points. An assignment turned in 'incomplete' will be considered late until it is 'completed.' **You must have all assignments completed to receive a final grade.**
- Assignments graded by competence are scored in accordance with the instructions on time, turned in on time, and done in good faith while conforming to standard practices and philosophical standards. These standards are elucidated well on Jim Pryor's website. You are expected to be familiar with these standards and take the necessary steps to meet them.
 - Guidelines on Writing a Philosophy Paper
 - Guidelines on Grades
 - Jim Pryor: Grading Rubric
- PHI304 is designed with an emphasis on small assignments to allow for more feedback and improvement, as well as to incentivize quality of work over quantity. Each individual

assignment is worth relatively little, and so you have the opportunity to be flexible and improve overtime without the stress of “three big assignment” syndrome.

Grade Breakdown

- Completion (40%)
 - 1x Turn in Signed Syllabus
 - Participation (4%)
 - Intro to Government (5%)
 - News Analysis and Responses + Responses (22%)
 - 3x Paper Outlines (9%)
- Competence (60%)
 - 3x Unit Summatives (30%)
 - 10% Each
 - 3x 800 Word Papers (30%)
 - 8% Paper 1
 - 10% Paper 2
 - 12% Paper 3

Assignment Descriptions

<i>Participation</i>	A “catch-all” category for participating in class in a constructive and positive way, including avoiding using electronics, being unnecessarily off-topic, rude, or otherwise disruptive in a way detrimental to the classroom environment. Generally, you should all receive full marks for participation.
<i>Intro to Gov</i>	<p>You have to become proficient in units 1-3 on Khan Academy U.S Gov: https://www.khanacademy.org/humanities/ap-us-government-and-politics.</p> <p>You can satisfy this requirement in a few ways:</p> <ol style="list-style-type: none"> 1) You show me proof you got a 5 in AP U.S Gov in the last year (that is, AP's taken in May 2024 only). 2) You show me that you got a 90%+ on Unit Test 1, 2, and 3 3) You have a purple box in every sub unit. <p>(If you happened to get a 5 in U.S Gov within the last year, you can also show me that).</p>
News Analysis & Responses	Using one reading from the week, find a related news article from a reputable source that discusses an ethical issue. Use the news article to analyze the issue. (200 word minimum). Then, respond to your assigned partner’s reading (100 word minimum).
Paper Outlines	Every paper is preceded by an assignment to produce an outline/predraft/first draft of the paper. These outlines are graded only for completion and will receive structural comments.

Unit Summative	A series of questions on each reading in the unit, looking for big picture ideas and applications. These are open-note and untimed.
Papers	Argumentative papers based on sound and balanced reasoning where you take a position and use the materials provided in the class to defend your position.

PowerPoints & Taking Notes

- If I produce PowerPoints, I will provide them. That said, please note that my PowerPoints are always designed first as presentation and teaching tools, and thus will generally serve as (really) poor replacements for notes. For an example, see [here](#).
- The best notes you can take are active notes: that is, summarizing (not attempting to copy) what I say, adding your own commentary, and including visual representations of relationships. For more advice, see [here](#).

Extensions, Lateness, Making Up Work

- Students have one 24 hr extension per semester for Competence Grades
 - If an assignment is late, and the extension has not been used, it is automatically applied.
- Students have one 24 hr extension per semester for Completion Grades
 - If an assignment is late, and the extension has not been used, it is automatically applied.
- Late completion assignments lose 20% of their final grade, late competence grades lose 20% per 12 hour period. There is a thirty minute grace period.
- For students with accommodations, I am happy to work out an equitable solution in-line with your accommodations
- For students who require additional time for reasons outside of their control and thus must “make up work” (for example, a serious illness or family emergency), do not worry. We will work on this on a case by case basis. In general, any such makeup would be due one-week after your return.

Technology Policies

- Phones and laptops are prohibited during lectures. Phones should be *off* and *away*.
- Writing tablets and other “paper likes” are allowed.
- Lectures are not to be recorded except with prior accommodations. Recordings made for purposes of accommodations are not to be kept beyond the semester nor shared.
- Please let me know if you have accommodations that require technology.

Blind Grading Policy

- All efforts must be made to submit things blind: names should not be either on the paper OR the filename.
- Nothing can be graded until it is submitted consistent with blind grading practices.

Formatting Policy

- All assignments should be submitted in 12pt Times New Roman, single-spaced, with standard 1" margins.
- Improper formatting will be penalized by 1%.

Word Count Policy (For Assignments with Word Counts)

- Assignments submitted with a word count that exceeds 5% of the maximum lose 5% of the final grade.
- Assignments submitted with a word count less than 70% of the minimum are considered incomplete.

Office Hours/Communication

- My Office Hours are by appointment. Office Hours take place in my office, WAG 421. You are free to come at any time even without an appointment, though be aware I may not be immediately available.
- For all questions, Canvas messages are preferred. You can generally expect a response within around a full business day.
- You are expected to maintain an awareness of all announcements on Canvas.
- Philosophy is a challenging discipline, so please feel comfortable coming to my office hours for anything more substantial than a quick message. I am always happy to help, and these are often the most productive learning experiences for both of us. This is meant to be a genuine introduction.
- Please keep in mind that I will not respond to questions already addressed in the syllabus or any Canvas announcements, and that students are expected to avail themselves of the resources I and the University provide.

Disability and Accessibility

- Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A).
- You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver

your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations.

Academic honesty

- For assignments for which outside help is permissible, all outside help must be acknowledged.
- In particular, if ChatGPT or similar algorithms are used with permission from me, please include a separate page explaining what you did: what questions you asked it, which of its sentences you included in your essay, where and how you corrected its mistakes, and overall, how much of the work you consider to be original to you. Unacknowledged work by GPT or other sources, or impermissible uses, will be treated as violations and receive a 0.
 - Unless explicitly noted, using generative AI is not allowed for any reason. (Note, I did teach AI ethics last Fall)
- For more information on the university's official policy on academic honesty use the following link:
 - <http://deanofstudents.utexas.edu/sjs/acint_student.php>
- Suspicion of using Chat GPT or other generative tools, or outside help or services, without permission, will void an assignment and require a resubmission.
- All assignments will be scanned with Turnitin

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies (<https://titleix.utexas.edu/relevant-policies/>).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. We are Responsible Employees and must

report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.