

# **Teaching Portfolio**

Elizabeth C Hupfer

1. Teaching Statement
2. Summary of Teaching Evaluations
3. Sample of Course Evaluations
4. Sample Syllabi

Additional Course Evaluations, syllabi, assignments, etc., available upon request

## Philosophy Teaching Statement

My goal in teaching is simple: to ensure the students understand that, even if they choose not to major in the field, philosophy impacts not only their chosen majors but the way that they live their everyday lives. In my cover letter and my CV, I outlined the courses I have taught during my year at Furman University and my four years at High Point University—ranging from first year seminars to upper-level courses—so I will not do so again here. Instead, I want to highlight pedagogical techniques to underscore why I love to teach philosophy.

In each of my courses I seek to, first and foremost, craft a welcoming environment both inside and outside the classroom. I have found that this is crucial given that many students have not taken a philosophy class before and often arrive intimidated, confused, and, perhaps, a bit wary. There are many ways I try to create a comfortable classroom to facilitate discussion, and I will explicate just a few here.

One effective way to get even quiet students to talk is to get them debating about their intuitions before I introduce the theories we are studying. For instance, when we discuss aesthetics and philosophy of art in my first year seminar, I begin by showing them various pieces and asking them, “Is this art?” The earlier examples are generally agreed upon (a painting by Gustav Klimt for example) but get more complex as we go along (Duchamp’s “Fountain” or Cage’s “4:33”). I have taught this course eight times, and I am still elated by the explosive discussion this always generates. Then when we discuss various theories of defining art, students can better comprehend where their intuitions were leading them. As another example, in all of my ethics courses students learn about the two major ethical theories: utilitarianism and Kantianism. At the start of the first week on the subject I give them a series of thought experiments (varieties of the trolley problem, etc.) and make them go to one side of the room versus the other depending on what they think the right action is. I will ask them why they choose one side over the other, and, unbeknownst to them, one side will be the utilitarian response while the other is the Kantian response. I then present them with further cases, typically making them move from one side of the room to the other. I will ask them why they stayed on one side or why they moved. This activity achieves three purposes. First, it gets students up and moving and grabs their attention. Second, it allows them to understand what moral intuitions are and how they can be inconsistent. Third, it establishes why studying moral theory is important: it helps them see how ethical theories can help us categorize and critique our often-conflicting moral intuitions about everyday events.

When I teach Rawls’s *Theory of Justice* in my ethics courses, I have several interactive activities that I like to use. For instance, to understand the veil of ignorance and why Rawls thinks that people will choose certain principles of justice if we did not know who we were going to be in society, I have students debate two of the options: Nozick’s minimal state and Rawls’s Justice as Fairness. Then I provide them with randomized cards which state where they would fall in society depending on their jobs or conditions: upper, middle, or lower class both within the US and then globally based on actual statistics. Students have to move to their respective groups and discuss whether this has made them change their opinion on what theory of justice they think is right. In terms of studying justice, I have also found that students have a difficult time comprehending the difference between maximin (benefiting the least advantaged) and egalitarianism (making

everyone equal). I started playing what I call “maximin basketball” with the students. Each of the students ball up a piece of paper and attempt to throw it into the “basket,” i.e., the recycling can, from their seat. Students realize from this that their position in the classroom is either an advantage or a disadvantage, through no fault of their own. When I ask what the maximin principle would say, inevitably many answer that everyone should be in the front row. Then we get to have a discussion about how that response would be egalitarian, and that maximin would simply move up the people in the back to help ease the disadvantage.

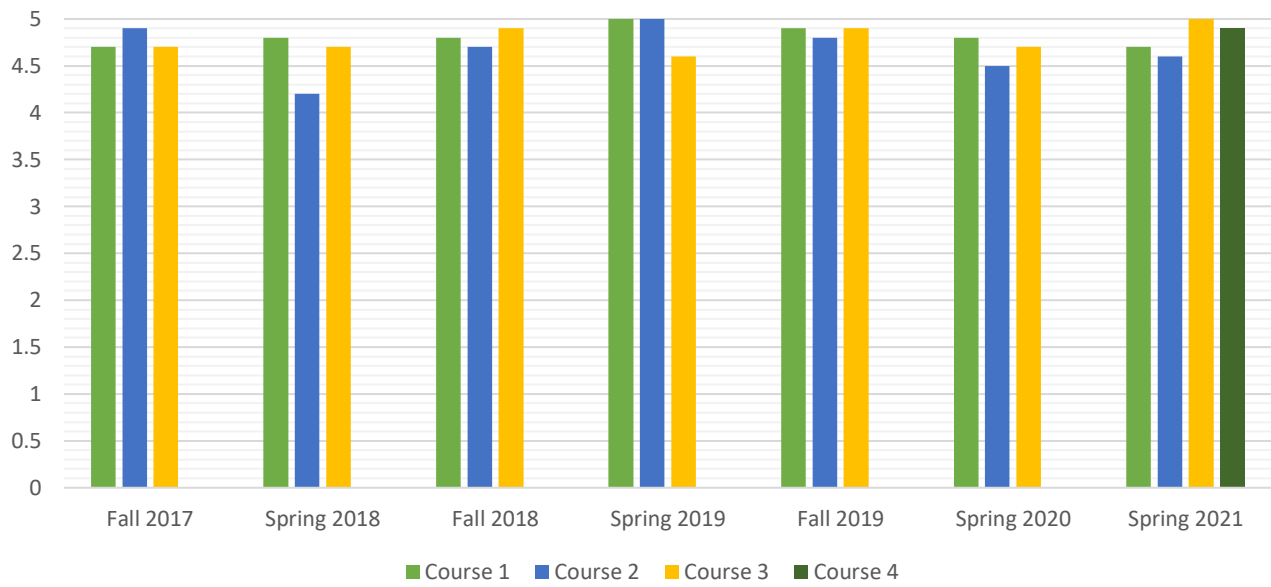
In addition to creating a welcoming environment to allow students to comfortably tackle complex subject matter, over the years I have also learned techniques to help students understand that philosophy is intrinsically valuable but also is not an esoteric subject: in fact philosophy and philosophical thinking is a beneficial skill to have on the job market and also relates to any other discipline that they like to study or career they would like to pursue.

For instance, in 2018 I became a Silvershein/Gutenstein Faculty Service Learning Fellow and have taught three sections of Civic Responsibility and Social Innovation, a service learning, ethics course. In this course students can see first-hand how theories of ethics and justice make tangible differences in the lives of people. What may have seemed inconsequential or obscure in a textbook is brought into focus when working with particular men, women, and children. In Business Ethics it is not difficult to make connections between the material and real-life scenarios. One of my favorite associations to make is between the major ethical theories and programming self-driving cars. MIT constructed an interactive website called the Moral Machine where many of these different scenarios play out, and I like to put this on the screen and have students say what each moral theory would say and which they think would be correct. In my Logic and Critical Thinking course, we spend the last two weeks of the course taking what we have learned (informal fallacies, cognitive biases, inductive and deductive argument, truth tables, etc.) and applying these concepts to “the real world” in science, statistics, law, politics, and so on. The course culminates in students reenacting and dissecting actual US Supreme Court cases.

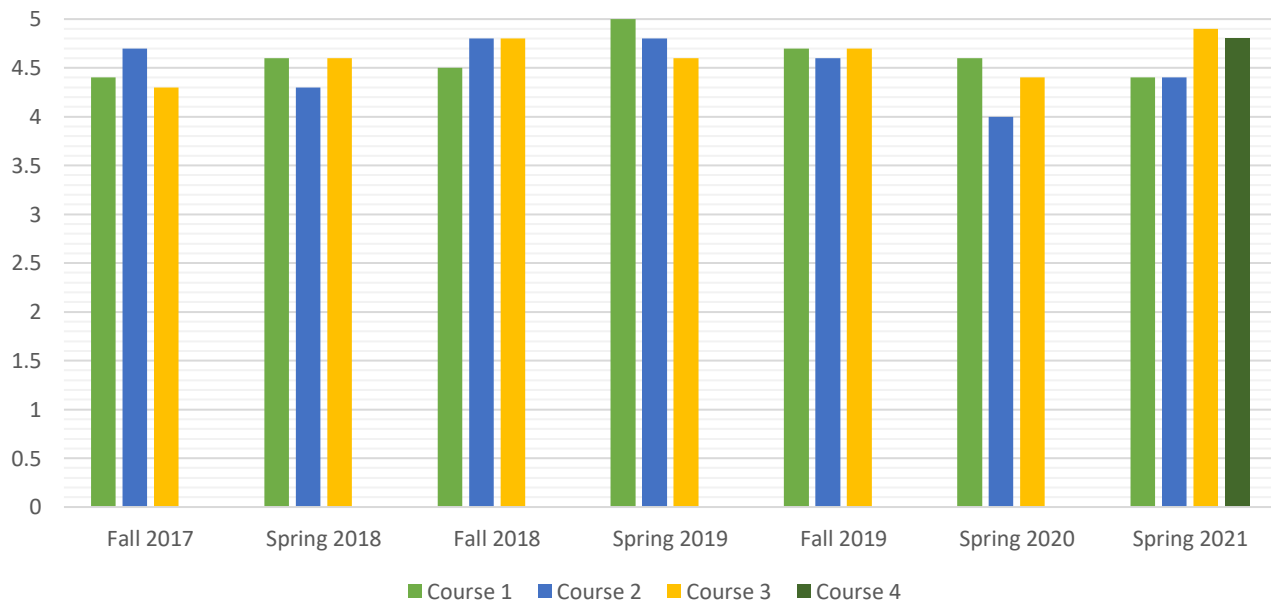
As another example, in my Morality of Globalization course, students have to research a company that makes an article of clothing that they are currently wearing and see what they can find out about the labor and environmental conditions of that company. They also have to write a paper in which they select a company (Nestle, Apple, or Amazon) and do research to find a news article within the last ten years that discusses conditions within the company (child labor, sweatshops, and safety conditions, respectively). They then have to compare that information to what the company’s website states about the issue as well as what two of our current theorists from the class would say. Projects like this help students learn the practical skill of discerning legitimate from illegitimate information online, and it allows them to see the impact of their personal, everyday decisions. This, I think, is the goal of teaching philosophy.

# Summary of Teaching Evaluations

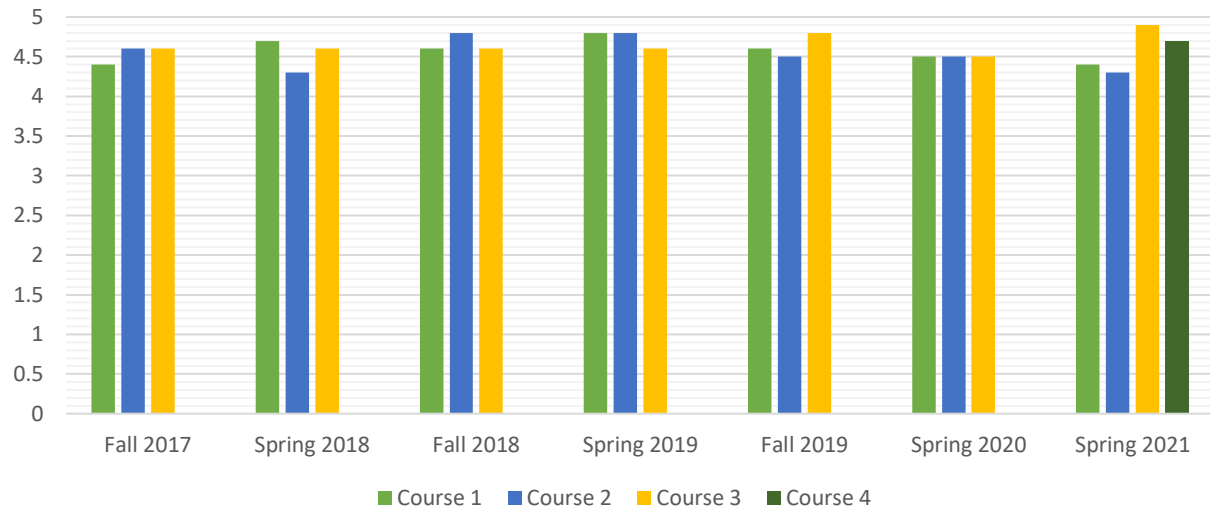
### High Point University "Overall, the instructor of this course was:"



### High Point University "Overall, this course was:"



High Point University  
"Overall, the extent to which students aquired new knowledge or skills  
was:"



Semester	Course	Overall, the instructor of this course was:			Overall, this course was:			Overall, the extent to which students acquired new knowledge or skills was:			Student Response Rate
		Instructor Rating	REL/PHL Courses	All HPU Courses	Instructor Rating	REL/PHL Courses	All HPU Courses	Instructor Rating	REL/PHL Courses	All HPU Courses	
Fall 2017	PHL 2043-02: Business Ethics	4.7	4.2	4.4	4.4	3.9	4.1	4.4	4.1	4.2	100%
Fall 2017	PHL 2043-11: Business Ethics	4.9	4.2	4.4	4.7	3.9	4.1	4.6	4.1	4.2	83.33%
Fall 2017	PHL 2008-04: Social Ethics	4.7	4.2	4.4	4.3	3.9	4.1	4.6	4.1	4.2	100%

Semester	Course	Overall, the instructor of this course was:			Overall, this course was:			Overall, the extent to which students acquired new knowledge or skills was:			Student Response Rate
		Instructor Rating	REL/PHL Courses	All HPU Courses	Instructor Rating	REL/PHL Courses	All HPU Courses	Instructor Rating	REL/PHL Courses	All HPU Courses	
Spring 2018	PHL 2008-04: Social Ethics	4.8	4.4	4.4	4.6	4.2	4.2	4.7	4.2	4.2	80%
Spring 2018	PHL 2043-02: Business Ethics	4.2	4.4	4.4	4.3	4.2	4.2	4.3	4.2	4.2	67.86%
Spring 2018	PHL 2043-01: Business Ethics	4.7	4.4	4.4	4.6	4.2	4.2	4.6	4.2	4.2	90%

Semester	Course	Overall, the instructor of this course was:			Overall, this course was:			Overall, the extent to which students acquired new knowledge or skills was:			Student Response Rate
		Instructor Rating	REL/PHL Courses	All HPU Courses	Instructor Rating	REL/PHL Courses	All HPU Courses	Instructor Rating	REL/PHL Courses	All HPU Courses	
Summer 2018	PHL 2008-01: Social Ethics (Online)	4.6	4.2	4.5	4.5	4.0	4.3	4.8	4.3	4.3	40%

Semester	Course	Overall, the instructor of this course was:			Overall, this course was:			Overall, the extent to which students acquired new knowledge or skills was:			Student Response Rate
		Instructor Rating	REL/PHL or FYS Courses	All HPU Courses	Instructor Rating	REL/PHL or FYS Courses	All HPU Courses	Instructor Rating	REL/PHL or FYS Courses	All HPU Courses	
Fall 2018	PHL 2043-03: Business Ethics	4.8	4.3	4.4	4.5	4.0	4.1	4.6	4.2	4.2	85.71%
Fall 2018	FYS 1000-19: Harry Potter: Understanding Good and Evil	4.7	4.5	4.4	4.8	4.3	4.1	4.8	4.3	4.2	78.57%
Fall 2018	FYS 1000-37: Harry Potter: Understanding Good and Evil	4.9	4.5	4.4	4.8	4.3	4.1	4.6	4.3	4.2	87.5%



Semester	Course	Overall, the instructor of this course was:			Overall, this course was:			Overall, the extent to which students acquired new knowledge or skills was:			Student Response Rate
		Instructor Rating	REL/PHL or FYS Courses	All HPU Courses	Instructor Rating	REL/PHL or FYS Courses	All HPU Courses	Instructor Rating	REL/PHL or FYS Courses	All HPU Courses	
Spring 2019	PHL 3010-01SL: Civic Responsibility and Social Innovation	5.0	4.3	4.4	5.0	4.1	4.2	4.8	4.2	4.3	75%
Spring 2019	FYS 1000-12: Harry Potter: Understanding Good and Evil	5.0	4.4	4.4	4.8	4.2	4.2	4.8	4.2	4.3	94.74%
Spring 2019	FYS 1000-13: Harry Potter: Understanding Good and Evil	4.6	4.4	4.4	4.6	4.2	4.2	4.6	4.2	4.3	84.21%

Semester	Course	Overall, the instructor of this course was:			Overall, this course was:			Overall, the extent to which students acquired new knowledge or skills was:			Student Response Rate
		Instructor Rating	REL/PHL Courses	All HPU Courses	Instructor Rating	REL/PHL Courses	All HPU Courses	Instructor Rating	REL/PHL Courses	All HPU Courses	
Summer 2019	PHL 2008-01: Social Ethics (Online)	4.7	4.4	4.5	4.4	4.0	4.3	4.5	4.2	4.3	41.67%

Semester	Course	Overall, the instructor of this course was:			Overall, this course was:			Overall, the extent to which students acquired new knowledge or skills was:			Student Response Rate
		Instructor Rating	REL/PHL or FYS Courses	All HPU Courses	Instructor Rating	REL/PHL or FYS Courses	All HPU Courses	Instructor Rating	REL/PHL or FYS Courses	All HPU Courses	
Fall 2019	FYS 1000-32: Harry Potter: Understanding Good and Evil	<b>4.9</b>	4.4	4.4	<b>4.7</b>	4.2	4.2	<b>4.6</b>	4.2	4.3	90%
Fall 2019	FYS 1000-53: Harry Potter: Understanding Good and Evil	<b>4.8</b>	4.4	4.4	<b>4.6</b>	4.2	4.2	<b>4.5</b>	4.2	4.3	88.89%
Fall 2019	PHL 1006-01: Logic and Critical Thinking	<b>4.9</b>	4.3	4.4	<b>4.7</b>	4.0	4.2	<b>4.8</b>	4.1	4.3	83.33%

Semester	Course	Overall, the instructor of this course was:			Overall, this course was:			Overall, the extent to which students acquired new knowledge or skills was:			Student Response Rate
		Instructor Rating	REL/PHL or CSI Courses	All HPU Courses	Instructor Rating	REL/PHL or CSI Courses	All HPU Courses	Instructor Rating	REL/PHL or CSI Courses	All HPU Courses	
Spring 2020	PHL 2043-05: Business Ethics	<b>4.8</b>	4.3	4.5	<b>4.6</b>	4.1	4.3	<b>4.5</b>	4.2	4.3	58.62%
Spring 2020	CSI 3010SL: Civic Responsibility and Social Innovation	<b>4.5</b>	4.6	4.5	<b>4.0</b>	4.3	4.3	<b>4.5</b>	4.2	4.3	40%
Spring 2020	PHL/GBS 3311-01: Morality of Globalization	<b>4.7</b>	4.3	4.5	<b>4.4</b>	4.1	4.3	<b>4.5</b>	4.2	4.3	53.17%

Semester	Course	Overall, the instructor of this course was:			Overall, this course was:			Overall, the extent to which students acquired new knowledge or skills was:			Student Response Rate
		Instructor Rating	REL/PHL or CSI Courses	All HPU Courses	Instructor Rating	REL/PHL or CSI Courses	All HPU Courses	Instructor Rating	REL/PHL or CSI Courses	All HPU Courses	
Spring 2021	PHL 2043-03: Business Ethics	4.7	4.5	4.5	4.4	4.3	4.3	4.4	4.3	4.3	73.33%
Spring 2021	PHL 2043-04: Business Ethics	4.6	4.5	4.5	4.4	4.3	4.3	4.3	4.3	4.3	80%
Spring 2021	CSI 3010SL: Civic Responsibility and Social Innovation	5.0	4.5	4.5	4.9	4.3	4.3	4.9	4.3	4.3	66.67%
Spring 2021	PHL 1006 Logic and Critical Thinking	4.9	4.5	4.5	4.8	4.3	4.3	4.7	4.3	4.3	68%

# Sample Course Evaluations

Fall 2017 Course Evaluations  
Fall 2017

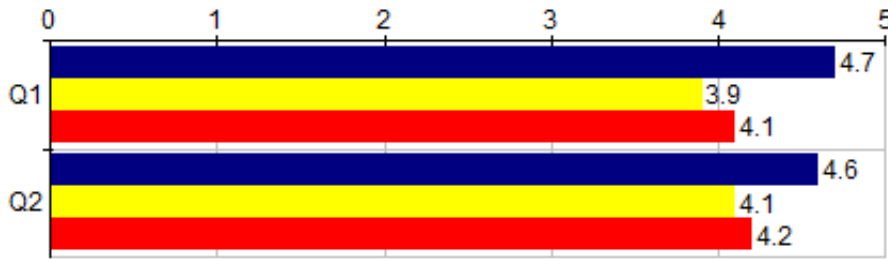
High Point University  
HPU

Course: PHL-2043 11 - (E) Business Ethics

Department: Religion a

Responsible Faculty: Elizabeth Hupfer

Responses / Expected: 25 / 30 (83.33%)



**Graph Legend**

- PHL-2043 - 11
- Religion a Courses
- All Courses

Course Questions	PHL-2043 - 11			--- Period Comparisons ---					
	Course			Religion			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q1 Overall, this course was:	25	4.7	.45	979	3.9	88	16K	4.1	89
Q2 Overall, the extent to which I acquired new knowledge or skills in this course was:	25	4.6	.57	976	4.1	86	16K	4.2	77

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Course Questions	PHL-2043 - 11		
Course Questions	Course		
	N		
Q3 I am taking this course because it is:	25		
Choices / Values: A General Education Requirement=1   A Major Requirement=2   An Elective=3   Some Other Required Course=4			

**Graph Legend**

- PHL-2043 - 11
- Religion a Courses
- All Courses

Instructor Questions		Hupfer, Elizabeth --- <i>Period Comparisons</i> ---								
		Individual			Religion			All		
Instructor Questions		N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q23	The instructor's efforts to stimulate my interest in the course were:	25	4.9	.27	971	4.1	97	16K	4.3	93
Q24	The instructor's concern for my progress in this course was:	25	4.4	.70	961	4.0	85	16K	4.2	61
Q25	The availability of the instructor outside of class was:	25	4.4	.64	943	4.1	74	15K	4.3	56
Q26	The timeliness with which the instructor returned graded materials was:	25	4.8	.51	963	3.8	92	16K	4.2	89
Q27	The degree to which the instructor was prepared for class was:	25	4.8	.40	970	4.4	91	16K	4.5	80
Q28	The degree to which the instructor followed the syllabus was:	25	4.8	.49	966	4.4	86	16K	4.4	86
Q29	The respect the instructor showed me was:	25	4.8	.37	968	4.5	85	16K	4.5	81
Q30	The instructor's use of examples and illustrations was:	25	4.8	.40	959	4.3	88	16K	4.4	88
Q31	The instructor's enthusiasm in class was:	25	4.8	.46	970	4.4	85	16K	4.5	80
Q32	The instructor's ability to explain course material with clarity was:	25	4.8	.51	970	4.1	89	16K	4.3	85
Q33	The degree to which the instructor's use of technology helped me learn was:	24	4.5	.71	880	4.0	88	15K	4.2	75

Choices / Values: **Excellent=5** | **Good=4** | **Fair=3** | **Poor=2** | **Very Poor=1**  
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Based on your overall ratings of this course and what you have learned this semester, please  
Question: describe more specifically what you perceive to be the particular strengths and any areas of improvement for this course.

Response Rate: 60.00% (15 of 25)

1 The ethics of business.

Strengths of this class include: professor, atmosphere, involvement in class, not too much work outside

2 Weaknesses: n/a

3 She holds the attention of the class and keeps people engaged I see no problems with the class.

Really interesting and thought provoking course.

Worth noting: I barely ever needed to use the textbook. Readings assigned were oftentimes available online with a simple search, and occasionally a search of academic journals. This is NOT TO SUGGEST THAT DR. HUPFER

4 SHOULD INCLUDE MORE OF THE READINGS FROM THE TEXT. Her assigned reading is simply too famous and

relevant to today's philosophy and business ethics on the whole to make the textbook worthwhile. Stop requiring textbooks for courses that definitely don't need them, it's limiting to professors that would be much better served allowing the student to access materials for free.

5 Really enjoyed the course, the teacher did well teaching a relatively boring topic, maybe I thought it would have more to do with business than ethics.

6 Nothing

7 It was very easy to pay attention and keep focused on the topic discussed every class

8 Instructor made the course enjoyable

9 I would of liked it better it we took exams in a different format

10 I liked the content of the course and especially the interaction between the professor and other students because many of my other classes are quiet and students don't really talk. I don't like how the quizzes were random and I wish the professor told us if there was a quiz, not just so that we could study for it, but also because if I had to miss class I got 0%.

11 I came into the class thinking business ethics would be boring but it ended up being a lot more interesting than i expected.

12 I believe this course gave a great overview of business ethics by balancing the amount of information out there to discuss with how much time we had to discuss it

13 Great information about the past/current.

14 Critical thinkings skills enhanced greatly.

15 All around incredible teacher. Keeps your focus, humorous, and fair.

Faculty: Hupfer, Elizabeth

Question: Based on your overall ratings of this instructor, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this instructor.

Response Rate: 60.00% (15 of 25)

1 was very good at keep the class focused and engaged, very nice and didn't over work us.

2 i liked her

3 Very energetic and nice

4 She was great.

5 Professor Hupfer was one of my favorite professors I have had hear at High Point. Very flexible with with make-up work and articulate in sharing information.

6 Professor Hupfer was fantastic. She truly inspired me to think more critically about ethical issues to a point I didn't know I was capable. Her style of teaching fit the course perfectly and she constantly kept the classroom a positive learning environment with discussion and note-taking. This isn't easy stuff to learn, especially if you're being first introduced to philosophy ideas, however Dr. Hupfer ensured that every student would succeed as long as they were willing to put the time and effort in. One of the best instructors I've had in a while.

I would be interested in taking another philosophy class solely to learn from Dr. Hupfer!

7 NA

8 It was a great class

9 Instructor engaged class and made subject enjoyable

I wish there was an option beyond excellent for all of these questions because that is what I would give Dr. Hupfer. She is an amazing instructor who challenges her students to think critically and creates an open and intellectual learning environment. Tremendous.

Dr. Hupfer is amazing. From exceptional and engaging teaching methods, to her fair and yet rigorous testing and assignments, she has been a delightful professor. She has managed to unite students from every background, be they taking the course for a major or for general education requirement, under the banner of learning about the way we think about business. Other students taking this course with different professors appear to be far less enthused and inspired by business ethics, leading me to believe that Dr. Hupfer herself is what adds a lot of the appeal of business ethics for students less interested in the coursework itself.

It is her class that led me to switch my major to philosophy. Need I say more?

Dr. Hupfer was really really nice and explained the theories thoroughly. She sometimes showed videos and "talked with us" instead of "talked to us" which I prefer.

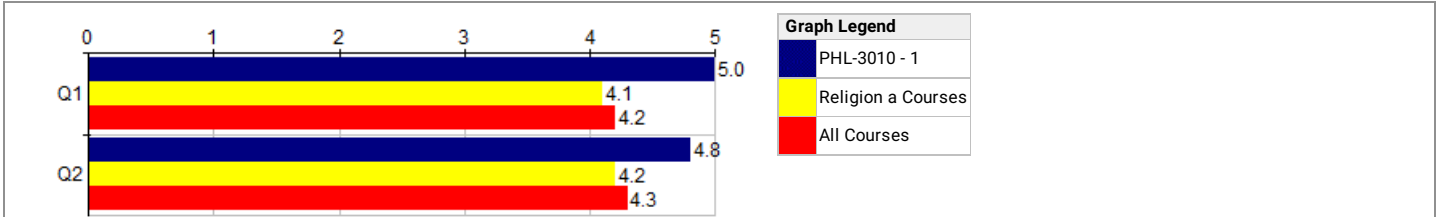
Dr. Hupfer did a great job at engaging the class on material that at some points can get a little boring and lengthy. She also graded extremely fairly and was clear on what needed to be done for the assignments. Something that I feel could be more helpful is to use a textbook that is more available than the one currently being used since it took me a decent amount of time into the course to actually have the chance of owning one.

Dr. Hupfer is amazing. I went into this class unsure of what i'd think because philosophy never really sparked my interest but she really did make it an amazing experience. By taking this class it enabled me to think in different ways that I've never thought of before and opened my eyes to the business world. As a business major i think this class will be invaluable information for the future. She also made learning the content a good time with a lot of fun and exciting group discussions which could be considered sensitive topics.

15 Cares about course, and students.



<b>Course:</b> PHL-3010 1 - (E) SL: Civic Rep/Soc Innov	<b>Department:</b> Religion a
<b>Responsible Faculty:</b> Elizabeth Hupfer	<b>Responses / Expected:</b> 6 / 8 (75%)

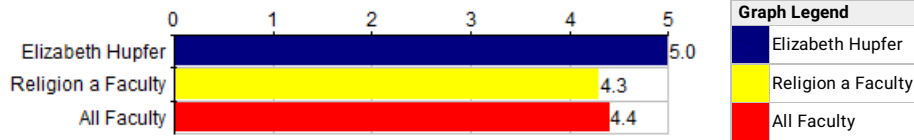


Course Questions Course Questions	PHL-3010 - 1			--- Period Comparisons ---					
	Course			Religion			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q1 Overall, this course was:	6	5.0	0	746	4.1	97	14K	4.2	97
Q2 Overall, the extent to which I acquired new knowledge or skills in this course was:	6	4.8	.37	748	4.2	92	14K	4.3	88

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

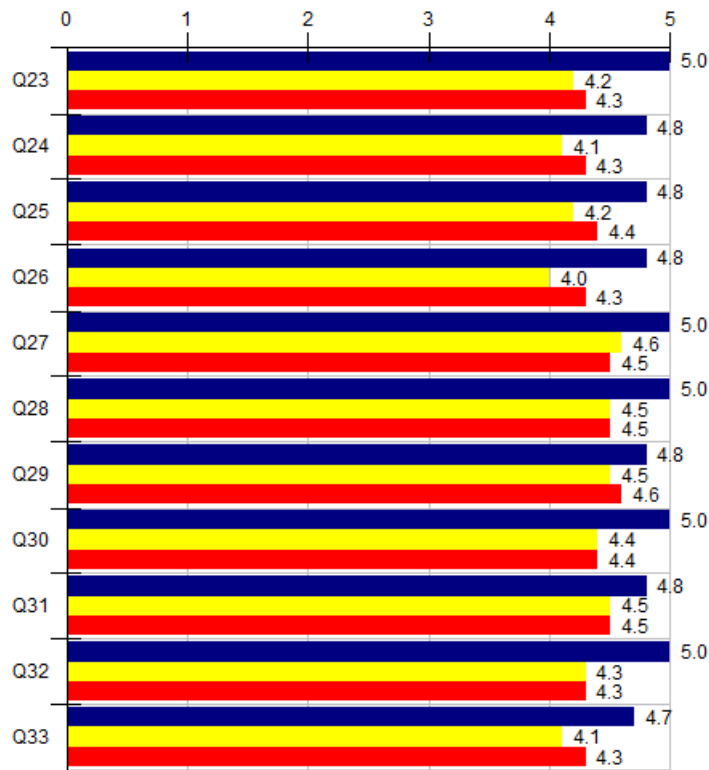
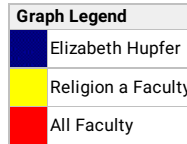
Course Questions Course Questions	PHL-3010 - 1	
	Course	
	N	
Q3 I am taking this course because it is:	6	

Choices / Values: A General Education Requirement=1 | A Major Requirement=2 | An Elective=3 | Some Other Required Course=4



Instructor Questions Instructor Questions	Elizabeth Hupfer			--- Period Comparisons ---					
	Individual			Religion			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q22 Overall, the instructor of this course was:	6	5.0	0	750	4.3	95	17K	4.4	95

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)



Instructor Questions		Elizabeth Hupfer			--- Period Comparisons ---					
		Individual			Religion			All		
		N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q23	The instructor's efforts to stimulate my interest in the course were:	6	5.0	0	747	4.2	97	17K	4.3	96
Q24	The instructor's concern for my progress in this course was:	6	4.8	.37	739	4.1	95	17K	4.3	88
Q25	The availability of the instructor outside of class was:	6	4.8	.37	723	4.2	90	16K	4.4	88
Q26	The timeliness with which the instructor returned graded materials was:	6	4.8	.37	737	4.0	95	17K	4.3	90
Q27	The degree to which the instructor was prepared for class was:	6	5.0	0	744	4.6	92	17K	4.5	95
Q28	The degree to which the instructor followed the syllabus was:	6	5.0	0	740	4.5	96	17K	4.5	96
Q29	The respect the instructor showed me was:	6	4.8	.37	747	4.5	81	17K	4.6	72
Q30	The instructor's use of examples and illustrations was:	6	5.0	0	745	4.4	97	17K	4.4	96
Q31	The instructor's enthusiasm in class was:	6	4.8	.37	745	4.5	78	17K	4.5	74
Q32	The instructor's ability to explain course material with clarity was:	6	5.0	0	746	4.3	97	17K	4.3	96
Q33	The degree to which the instructor's use of technology helped me learn was:	6	4.7	.47	688	4.1	89	16K	4.3	78

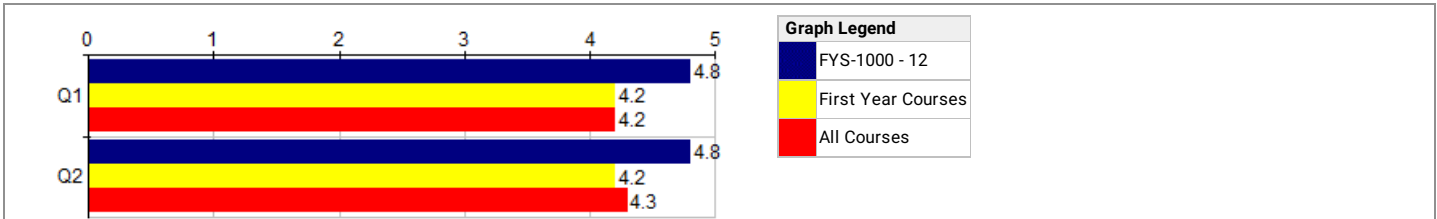
Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)

<b>Question:</b>	Based on your overall ratings of this course and what you have learned this semester, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this course.
<b>Response Rate:</b>	83.33% (5 of 6)
1	This course was amazing. Every student at HPU should be required to take it. The course is eye opening and thought provoking.
2	This class was amazing! Probably my favorite course that I have ever taken here at HPU!
3	I like the aspect of the service learning piece in this course because it made me think of class material in my service learning.
4	I learned more about ethical reasoning in this world
5	Amazing class. Very informative! Learned so much :)

<b>Faculty:</b>	Elizabeth Hupfer
<b>Question:</b>	Based on your overall ratings of this instructor, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this instructor.
<b>Response Rate:</b>	83.33% (5 of 6)
1	She explained the material very clearly and i was able to understand the material.

2	I really like how engaging Dr. Hupfer is in the classroom. she really made class interesting and made me want to actually attend class.
3	Dr. Hupfer is incredible. She was one of the best professors I have ever had. I would take her class over and over again.
4	Dr. Hupfer is the perfect example of what professors should be. She did a fantastic job in every category. She was so engaging during classes. She did an amazing job at working through dense topics while also providing an environment for us to give our own opinion and even relate it back to our SL site. I normally am a very nervous person and I do not speak in class regularly, however in this class I talked maybe too much! She made all of us feel comfortable speaking our minds and really created a space where all students could thrive. Throughout the course she followed the syllabus and also graded very fairly. Even if we did very well on an assignment she still gave us feedback on what could improve on so that we could do even better the next time. I am SO happy that I took this course, not only did I learn so much - but I also found a new love for this topic as a whole! THANK YOU DR. HUPFER!!!
5	Dr. Hupfer is incredible!!!

<b>Course:</b>	FYS-1000 12 - FYS:Harry Potter: Good & Evil	<b>Department:</b>	First Year
<b>Responsible Faculty:</b>	Elizabeth Hupfer	<b>Responses / Expected:</b>	18 / 19 (94.74%)

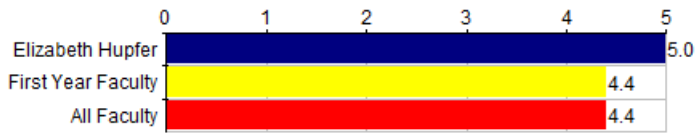


Course Questions Course Questions	FYS-1000 - 12			--- Period Comparisons ---					
	Course			First			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q1 Overall, this course was:	18	4.8	.37	432	4.2	93	14K	4.2	91
Q2 Overall, the extent to which I acquired new knowledge or skills in this course was:	18	4.8	.42	431	4.2	93	14K	4.3	85

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Course Questions Course Questions	FYS-1000 - 12	
	Course	
	N	
Q3 I am taking this course because it is:	18	

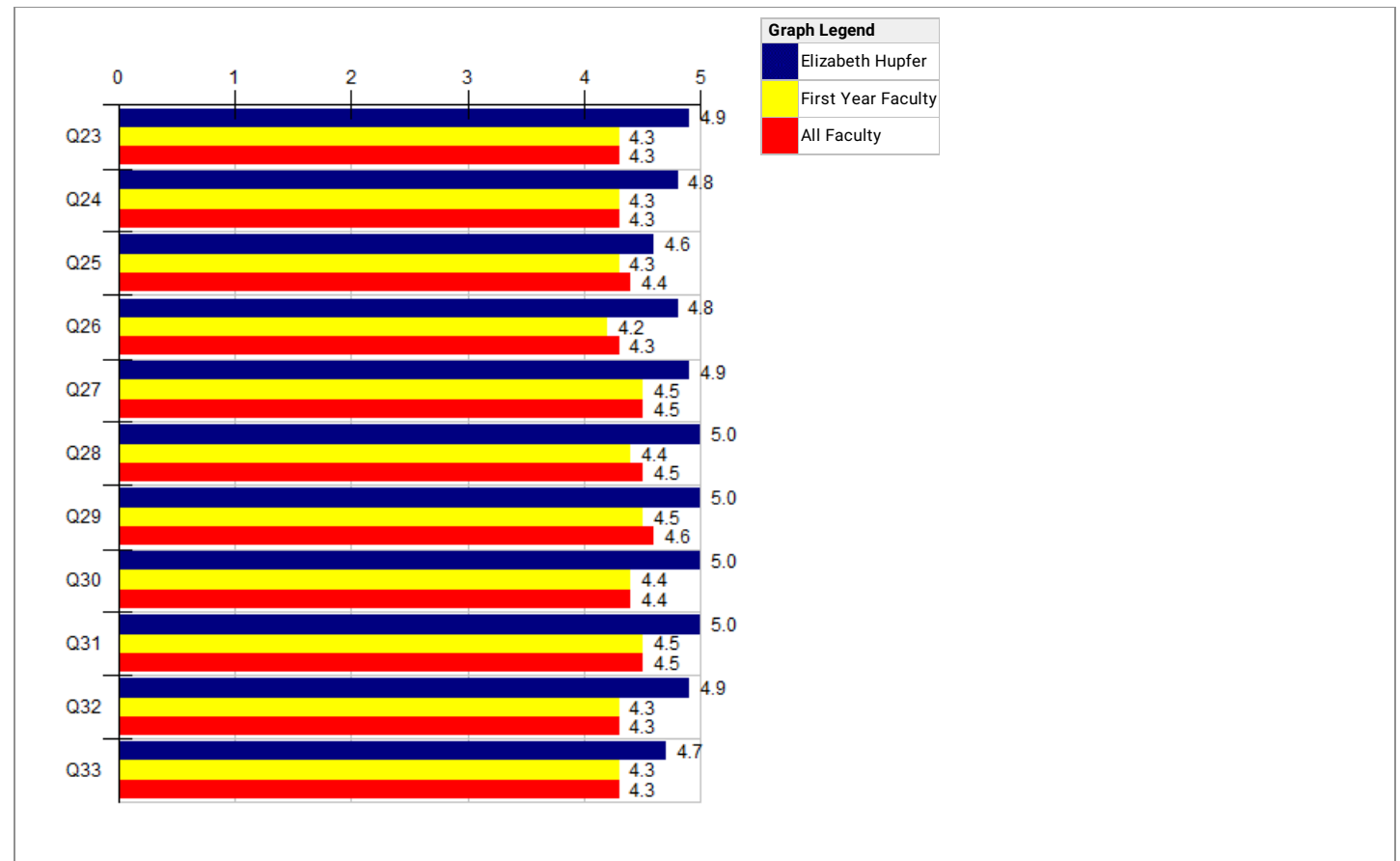
Choices / Values: A General Education Requirement=1 | A Major Requirement=2 | An Elective=3 | Some Other Required Course=4



Graph Legend	
<span style="color: blue;">█</span>	Elizabeth Hupfer
<span style="color: yellow;">█</span>	First Year Faculty
<span style="color: red;">█</span>	All Faculty

Instructor Questions Instructor Questions		Elizabeth Hupfer			--- Period Comparisons ---					
		Individual			First			All		
		N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q22	Overall, the instructor of this course was:	18	5.0	0	430	4.4	96	17K	4.4	95

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)



Instructor Questions		Elizabeth Hupfer			--- Period Comparisons ---					
		Individual			First			All		
		N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q23	The instructor's efforts to stimulate my interest in the course were:	18	4.9	.23	429	4.3	93	17K	4.3	91
Q24	The instructor's concern for my progress in this course was:	18	4.8	.42	424	4.3	87	17K	4.3	84
Q25	The availability of the instructor outside of class was:	18	4.6	.49	420	4.3	72	16K	4.4	68
Q26	The timeliness with which the instructor returned graded materials was:	18	4.8	.37	429	4.2	96	17K	4.3	90
Q27	The degree to which the instructor was prepared for class was:	18	4.9	.23	430	4.5	93	17K	4.5	89
Q28	The degree to which the instructor followed the syllabus was:	18	5.0	0	429	4.4	96	17K	4.5	96
Q29	The respect the instructor showed me was:	18	5.0	0	430	4.5	94	17K	4.6	93
Q30	The instructor's use of examples and illustrations was:	18	5.0	0	426	4.4	97	17K	4.4	96
Q31	The instructor's enthusiasm in class was:	18	5.0	0	430	4.5	91	17K	4.5	93
Q32	The instructor's ability to explain course material with clarity was:	18	4.9	.31	430	4.3	91	17K	4.3	90
Q33	The degree to which the instructor's use of technology helped me learn was:	18	4.7	.47	415	4.3	79	16K	4.3	78

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)

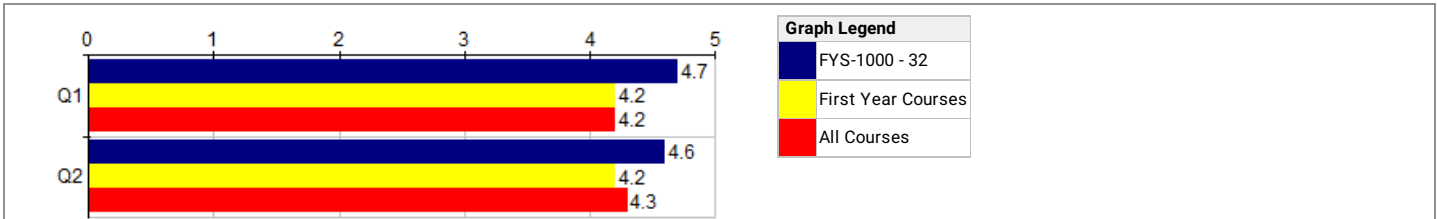
<b>Question:</b>	Based on your overall ratings of this course and what you have learned this semester, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this course.
<b>Response Rate:</b>	61.11% (11 of 18)
1	a fun upbeat environment with a cool teacher who loves what she does which makes you want to learn
2	Very engaging class and enthusiastic professor
3	This course was incredible. I had such an amazing time learning. This class constantly had be engaged and I came to class wanting to learn. The work load was very manageable and the teacher made it so much more fun. I don't see many areas of improvement because I cannot complain about anything.
4	This class is hands down the best class I have ever taken. I genuinely would be excited to go to class. The material covered was interesting and different. I think Dr. Hupfer is amazing. I am looking forward to having her again next semester.
5	Some strengths are that is interesting and engaging. I don't have any weaknesses for it.
6	It's not what I learned, but what I was able to expand on in terms of very existential topics. I got to see all perspectives of a lot of big ideas that I was aware of but never explored and it was very cool.
7	I think it is a good course and covers a lot of interesting material.
8	I liked the discussions about philosophy and they were very interesting m

9	I have learned many new philosophical topics such as utilitarianism and kantianism. I've been able to participate in certain philosophical discussions outside of class.
10	I feel that I have been able to open my mind much more to philosophical ideas and theories. I feel like it has expanded my knowledge on how humans work.
11	Dr. Hupfer really taught this class well and I was able to fully understand all of the material.

<b>Faculty:</b>	Elizabeth Hupfer
<b>Question:</b>	Based on your overall ratings of this instructor, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this instructor.
<b>Response Rate:</b>	38.89% (7 of 18)
1	she was always prepared, was able to break down or rephrase questions if we didn't understand, open to hearing what everyone said, always making the class fun and educational, you always left with a new topic of understanding 1000000% want to take more classes with her.
2	She's super awesome and engaging and perfect for a class that requires critical thinking on interesting topics.
3	My professor was by far my favorite throughout this semester. She was always available when I needed her and was very willing to help me. She made the class interesting and fun and made me want to learn. She pushed me intellectually through lecture and class discussions which helped me better understand the material. She was very fair with all aspects and I thoroughly enjoyed her as a human being and a teacher.
4	I think she was very enthusiastic and entertains to listen to. I liked that there was a lot of discussion in class and it was interesting to hear other people's opinions and views on certain topics. I liked that we could share our own views without being judged
5	I love the way she teaches and her attitude towards the material was amazing. She really makes you want to engage in conversation and learn more about everything having to do with philosophy. I love her taking notes style and her assessments.
6	I felt my instructor was very good at connecting Harry Potter to philosophy. She was very excited to teach in the class and kept the 10:40 class very lively for an earlier class.
7	Dr. Hupfer is amazing!! She is so enthusiastic and I learned SO much from her. I literally looked for courses she was teaching next semester because she is so great!



<b>Course:</b> FYS-1000 32 - FYS: Harry Potter	<b>Department:</b> First Year
<b>Responsible Faculty:</b> Elizabeth Hupfer	<b>Responses / Expected:</b> 18 / 20 (90%)

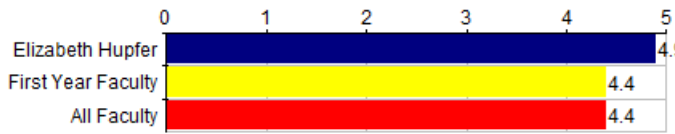


Course Questions Course Questions	FYS-1000 - 32			--- Period Comparisons ---					
	Course			First			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q1 Overall, this course was:	18	4.7	.45	889	4.2	94	17K	4.2	89
Q2 Overall, the extent to which I acquired new knowledge or skills in this course was:	18	4.6	.49	888	4.2	86	17K	4.3	77

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Course Questions Course Questions	FYS-1000 - 32	
	Course	
	N	
Q3 I am taking this course because it is:	18	

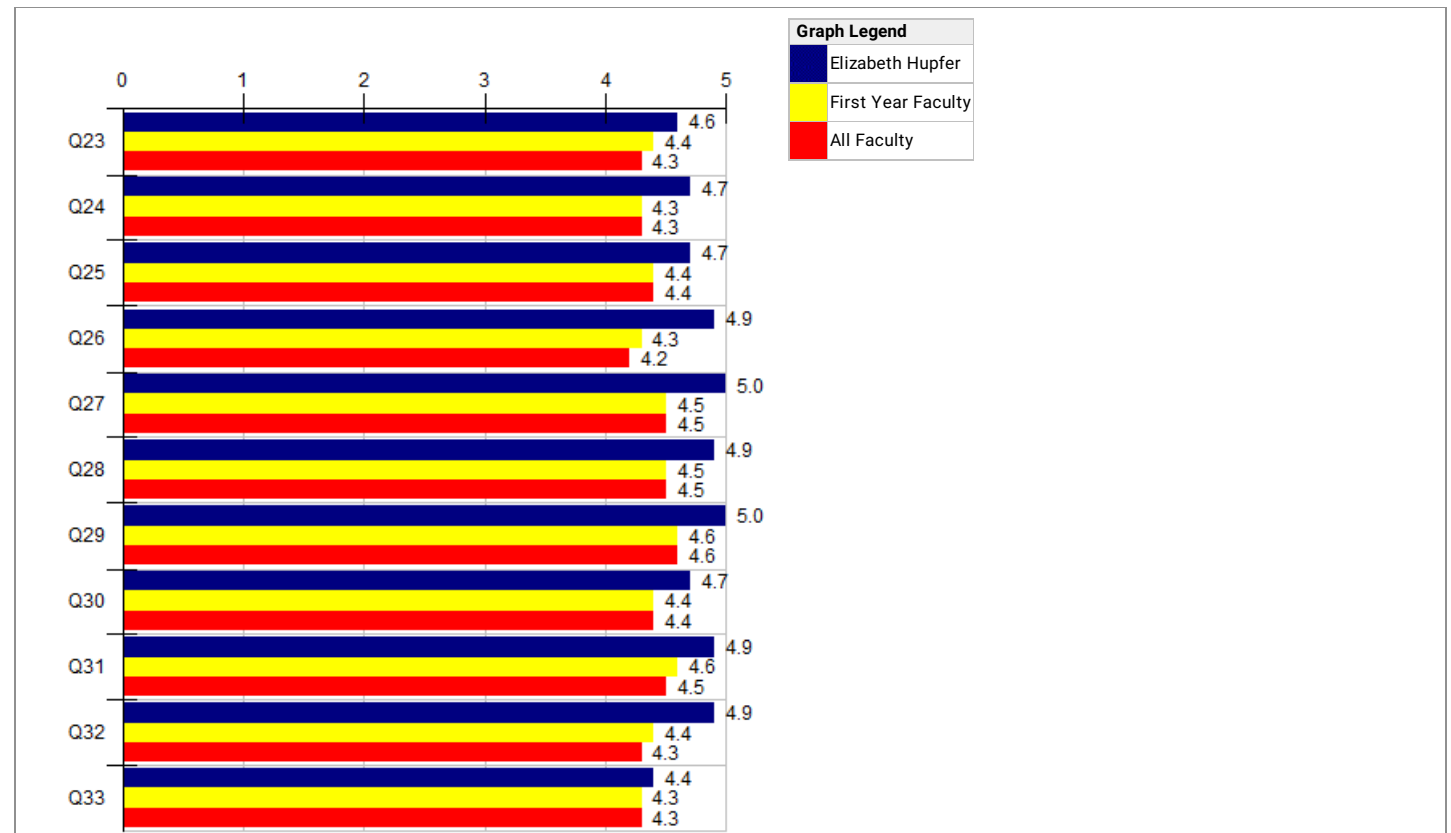
Choices / Values: A General Education Requirement | A Major Requirement | An Elective | Some Other Required Course



Graph Legend	
<span style="color: blue;">■</span>	Elizabeth Hupfer
<span style="color: yellow;">■</span>	First Year Faculty
<span style="color: red;">■</span>	All Faculty

Instructor Questions Instructor Questions	Elizabeth Hupfer			--- Period Comparisons ---					
	Individual			First			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q22 Overall, the instructor of this course was:	18	4.9	.31	889	4.4	94	20K	4.4	86

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)



Instructor Questions	Elizabeth Hupfer			--- Period Comparisons ---					
	Individual			First			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q23	18	4.6	.59	887	4.4	65	20K	4.3	66
Q24	18	4.7	.58	884	4.3	84	19K	4.3	77
Q25	18	4.7	.45	873	4.4	89	19K	4.4	82
Q26	18	4.9	.31	887	4.3	96	19K	4.2	94
Q27	18	5.0	0	889	4.5	98	20K	4.5	96
Q28	18	4.9	.23	887	4.5	97	20K	4.5	94
Q29	18	5.0	0	889	4.6	96	20K	4.6	94
Q30	18	4.7	.45	883	4.4	76	20K	4.4	76
Q31	18	4.9	.23	889	4.6	91	20K	4.5	88
Q32	18	4.9	.23	885	4.4	99	20K	4.3	94
Q33	18	4.4	.83	859	4.3	48	19K	4.3	51

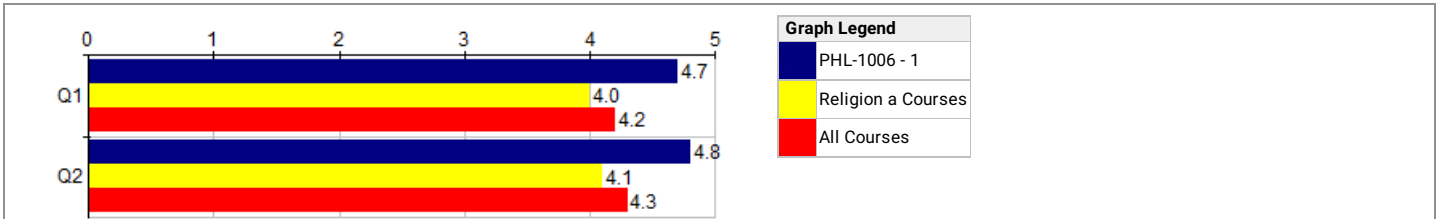
Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)

<b>Question:</b>	Based on your overall ratings of this course and what you have learned this semester, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this course.
<b>Response Rate:</b>	83.33% (15 of 18)
1	overall i think Hupfers teaching style is great i learn a great deal from it and i am able to learn quickly and efficiently.
2	The strengths for me were to learn more about philosophy.
3	The strengths of this class is that it takes old theories and relates them to new pop culture.
4	The strengths of this class is how well Dr. Hupfer explains and examines the philosophy of Harry Potter. I give an excellent rating because she is always there to help you whether it is for your essays, discussion posts. Also, Dr. Hupfer makes the class fun by teaching the theory and then watching an example video about what we had just learned. This class has helped me with thinking about things critically and in more detail and answering the question why.
5	Strengths that were developed throughout this course were note taking skills, in class discussions and writing skills.
6	Something to improve on is connecting everything back to harry potter.
7	Loved that the course was about Harry Potter and Philosophy, It wasn't a drag to go to this class, I enjoyed being there. Not really any room for improvement for the course.
8	I love the idea of learning about different philosophers through the use of Harry Potter. It is interesting to learn about the different houses of other students and how well they know the HP universe. I loved learning how ideas by philosophers tied in with the course.

9	I learned to approach moments in my life with a philosophical view and apply my new intellect to the situations
10	I learned a lot more about Harry Potter and views of philosophers and learned that philosophy is not my thing.
11	I learned many different ethical theories and how they apply to not only the book but my life. It was really enjoyable being able to out load with the whole class and not always having to raise our hands.
12	I gained improvement in writing skills and note-taking skills.
13	I feel like it was an incredibly interesting course that took topics some would consider boring and related them to an exciting series, Harry Potter, which gave it a refreshing new take.
14	I don't see an room for improvement for this course.
15	Did great involving critical thinking.

<b>Faculty:</b>	Elizabeth Hupfer
<b>Question:</b>	Based on your overall ratings of this instructor, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this instructor.
<b>Response Rate:</b>	66.67% (12 of 18)
1	the professor is funny and easy to talk to.
2	personally i think the instructor did their job perfectly and i cannot provide any opinion that would improve their teaching style
3	She was truly an amazing instructor, you can really tell that she cares for what she teaches and how she teaches it. This allows all the material to be engaging and interesting to learn.
4	She brought such a vibrant energy to the classroom that never failed to boost my energy to learn.
5	Really nice and enthusiastic. Allowed for students to discuss and made attempts to build relationships.
6	None
7	My overall rating for this class would be an excellent because she not only talks about the readings but she teaches us in a way in which is different from others teachers. The way she teaches us is in more detail and more so in common sense.
8	I loved Dr. Hupfer, she made interesting topics even more fun. Her teaching style makes her by far my favorite teacher.
9	I feel like Professor Hupfer was an amazing teacher and I learned a lot from her. I hope to take another one of her classes because I appreciated her teaching-style and how she treated us in class.
10	Dr. Hupfer is a professor who is concerned and wants to see students succeed and does not want them to miss out on an opportunity and is willing to work with the student if they are willing to help themselves.
11	Dr. Hupfer always made the short class time fun and eventful. She showed class and spunk at the same time and through her knowledge of Harry Potter was able to make us engaged in conversation and respectful towards the other students and her.
12	A strength of my teacher was that she was able to keep us engaged and always asking questions. She could have shown more Harry Potter

<b>Course:</b> PHL-1006 1 - Logic and Critical Thinking	<b>Department:</b> Religion a
<b>Responsible Faculty:</b> Elizabeth Hupfer	<b>Responses / Expected:</b> 25 / 30 (83.33%)

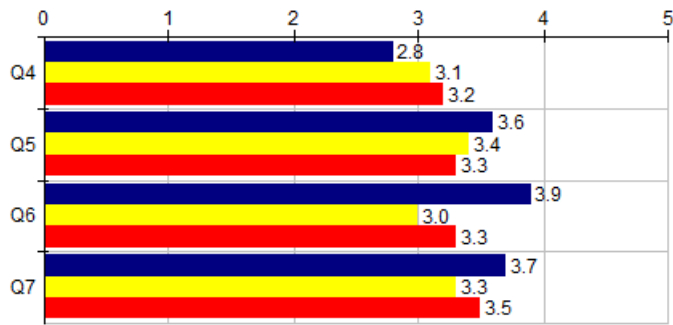


Course Questions Course Questions	PHL-1006 - 1			--- Period Comparisons ---					
	Course			Religion			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q1 Overall, this course was:	25	4.7	.47	769	4.0	92	17K	4.2	86
Q2 Overall, the extent to which I acquired new knowledge or skills in this course was:	25	4.8	.40	769	4.1	96	17K	4.3	92

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Course Questions Course Questions	PHL-1006 - 1	
	Course	
	N	
Q3 I am taking this course because it is:	25	

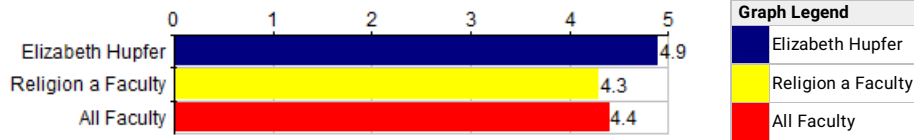
Choices / Values: A General Education Requirement | A Major Requirement | An Elective | Some Other Required Course



Graph Legend	
<span style="color: blue;">■</span>	PHL-1006 - 1
<span style="color: yellow;">■</span>	Religion a Courses
<span style="color: red;">■</span>	All Courses

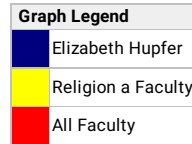
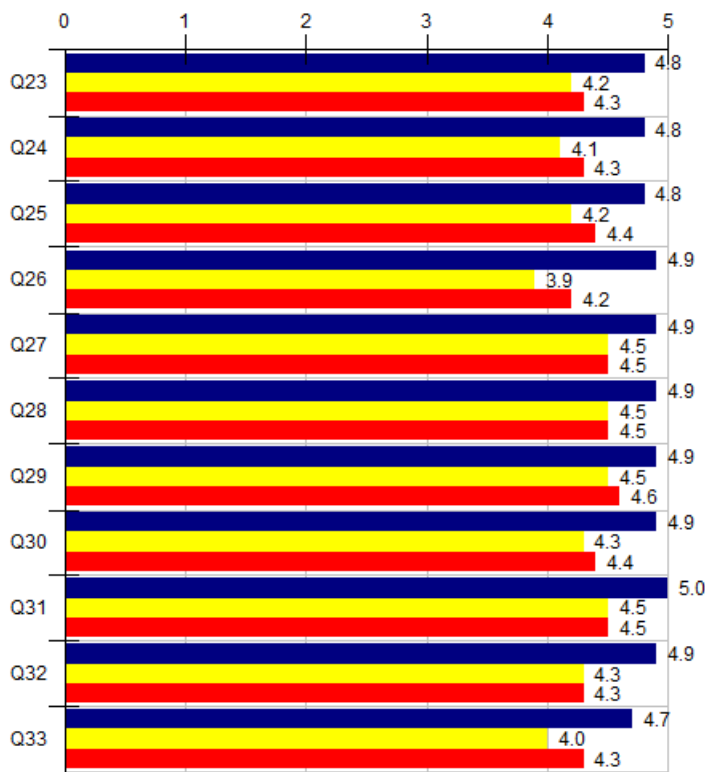
Course Questions Course Attitudes and Behaviors	PHL-1006 - 1			--- Period Comparisons ---					
	Course			Religion			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
<b>Q4</b> Compared to other classes I took this semester, the workload in THIS CLASS was:	25	2.8	.54	769	3.1	30	17K	3.2	19
<b>Q5</b> Compared to my usual performance, I expect my grade in THIS CLASS to be:	25	3.6	.64	768	3.4	87	17K	3.3	75
<b>Q6</b> Compared to the other classes on my schedule at the start of the term, my desire to take THIS CLASS was:	25	3.9	.71	768	3.0	92	17K	3.3	82
<b>Q7</b> Compared to other classes I took this semester, the amount of effort I put into THIS CLASS was:	25	3.7	.87	768	3.3	85	17K	3.5	67

Choices / Values: Much Higher=5 | Higher=4 | Equal=3 | Lower=2 | Much Lower=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)



Instructor Questions Instructor Questions	Elizabeth Hupfer			--- Period Comparisons ---					
	Individual			Religion			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q22 Overall, the instructor of this course was:	25	4.9	.32	768	4.3	90	20K	4.4	85

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)



Instructor Questions	Elizabeth Hupfer			--- Period Comparisons ---					
	Individual			Religion			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q23	25	4.8	.37	767	4.2	85	20K	4.3	87
Q24	24	4.8	.43	753	4.1	94	19K	4.3	83
Q25	23	4.8	.38	737	4.2	96	19K	4.4	90
Q26	25	4.9	.32	759	3.9	94	19K	4.2	93
Q27	25	4.9	.27	766	4.5	92	20K	4.5	90
Q28	25	4.9	.27	761	4.5	98	20K	4.5	92
Q29	25	4.9	.27	765	4.5	86	20K	4.6	86
Q30	25	4.9	.27	761	4.3	92	20K	4.4	91
Q31	25	5.0	.20	765	4.5	92	20K	4.5	89
Q32	25	4.9	.32	766	4.3	92	20K	4.3	91
Q33	23	4.7	.56	699	4.0	89	19K	4.3	79

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)

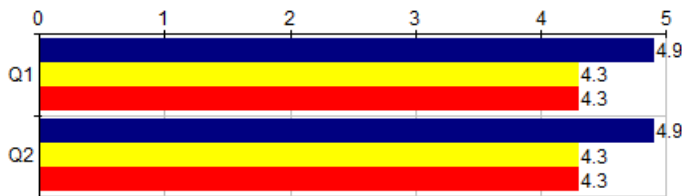
<b>Question:</b>	Based on your overall ratings of this course and what you have learned this semester, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this course.
<b>Response Rate:</b>	72.00% (18 of 25)
1	This course was structured very clearly and easy to approach
2	The material was very interesting.
3	The major strength of this course of how applicable the information in class can apply to daily situations. I like that I can learn this and apply it to various aspects of my life and conversations.
4	The critical thinking portion of the course really showed, particularly with the logic sections.
5	Strengths would be a very effective lecture and easy note-taking in class, also assignments help understand the content better.
6	Spend more time on biases/fallacies. The other areas were perfect length
7	Liked the class a lot. Learned a lot of very strange concepts that are actually relative in every day life.
8	I think this course gives a good look into logic in a way that makes you interested and want to learn more.
9	I think the class is run super efficiently, and all the homework assignments prepare us very well for the tests and class. The demonstrations and notes given in class were easy to understand and great visual aids.



10	I really enjoyed every aspect of this class and cannot think of any areas of improvement at this time.
11	I have learned how to do arguments and truth tables
12	I don't really see any issues with this course. This was overall my favorite class. I learned a lot about logic this semester.
13	I did not know what to expect when I took this course. However, I am so glad I took it. It is difficult to rewire my brain to not think "this is true, this isn't" because just because I think it T/F doesn't mean I am right. I also love the fact that I now know how to tell if something is T/F.
14	I absolutely loved this course!
15	Great teaching style Made it easy to understand material
16	Dr. Hupfer made the course very interesting and made the difficult material easy to understand.
17	Dr. Hupfer explained everything very well
18	Dr. Hupfer explains things very well and makes the material easy to understand.

<b>Faculty:</b>	Elizabeth Hupfer
<b>Question:</b>	Based on your overall ratings of this instructor, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this instructor.
<b>Response Rate:</b>	72.00% (18 of 25)
1	she is very passionate about this topic.
2	Very good at explaining material and concepts and also was engaging and fun to have.
3	Very enjoyable person and class
4	This professor is one of my favorites now! She made coming to class fun for me and was very enthusiastic in her teaching. She spent an appropriate amount of time on each section and really made sure every student understood.
5	The textbook at times was hard to follow but, the professor explained the concepts in class and made it clear what the text was saying.
6	The instructor's major strength was consistently being high energy and explaining complicated things in a simplified way.
7	The instructor was very enthusiastic about the course and made the long class bearable.
8	She was wonderful. She teaches at a good pace and makes it simple so you can understand. She is very organized and returns graded tests back fast. There are no weak areas.
9	She is very clear in her expectations and breaks down the material so it is easily understandable
10	I think that Dr. Hupfer made things relatable to us on a level that made this interesting. She used modern videos and other pictures that made it easier to understand versus just using the book.
11	I think she is very very nice. I don't think she could be mean to a student if she tried. Absolutely love her.
12	Honestly my favorite professor. She was very energetic and helpful. She used great examples and really wanted her students to do well.
13	Her passion for this subject was clear in every class. She always came in with a good mood and positive attitude. She is the reason this class was so fantastic.
14	Great teaching style Says "um" very often Overall, best professor I've had this semester
15	Dr. Hupfer is probably one of the best professors I have had thus far in my college career. Her enthusiasm and positive attitude every day was certainly an aspect that made class more fun and interesting.
16	Dr. Hupfer was very knowledgeable about the material and always came to class ready to teach.
17	Dr. Hupfer is extremely helpful with students who have questions regarding the material. She also goes over course material very well in class, clearing up in misunderstandings I had. My only complaint with the course is the homework, I did not like having homework that we hadn't gone over in class yet because if I misunderstood the content I would have to relearn it the following day. Thankfully, I was able to relearn the material because Dr. Hupfer did a great job of explaining. I am also grateful Dr. Hupfer took the fact that it was new material into consideration when grading the homework.
18	Dr. Hupfer is perhaps the best professor I've had at High Point. I found her incredibly down to earth, extremely intelligent, and capable of controlling a classroom with her energy and class structure. She was available outside of class to advise me--not one of her advisees--and show me a great deal of respect, care, and reassurance. I'm excited to take classes and continue working with her in the future.

<b>Merged Courses:</b>	CSI-3010 1 - (E) SL: Civic Rep/Soc Innov PHL-3010 1 - (E) SL: Civic Rep/Soc Innov	<b>Department:</b>	Religion a
<b>Responsible Faculty:</b>	Elizabeth Hupfer	<b>Responses / Expected:</b>	12 / 18 (66.67%)



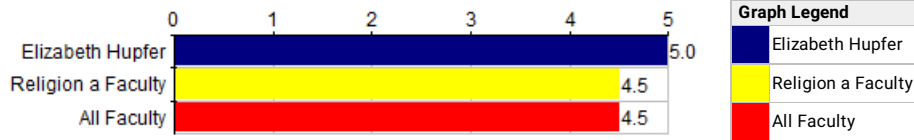
Graph Legend	
Blue	PHL-3010 1/CSI-3010 1 - 1
Yellow	Religion a Courses
Red	All Courses

Course Questions Course Questions	PHL-3010 1/CSI-3010 1 - 1			--- Period Comparisons ---					
	Course			Religion			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q1 Overall, this course was:	12	4.9	.28	853	4.3	91	15K	4.3	93
Q2 Overall, the extent to which I acquired new knowledge or skills in this course was:	12	4.9	.28	852	4.3	95	15K	4.3	91

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

Course Questions Course Questions	PHL-3010 1/CSI-3010 1 - 1	
	Course	
	N	
Q3 I am taking this course because it is:	12	

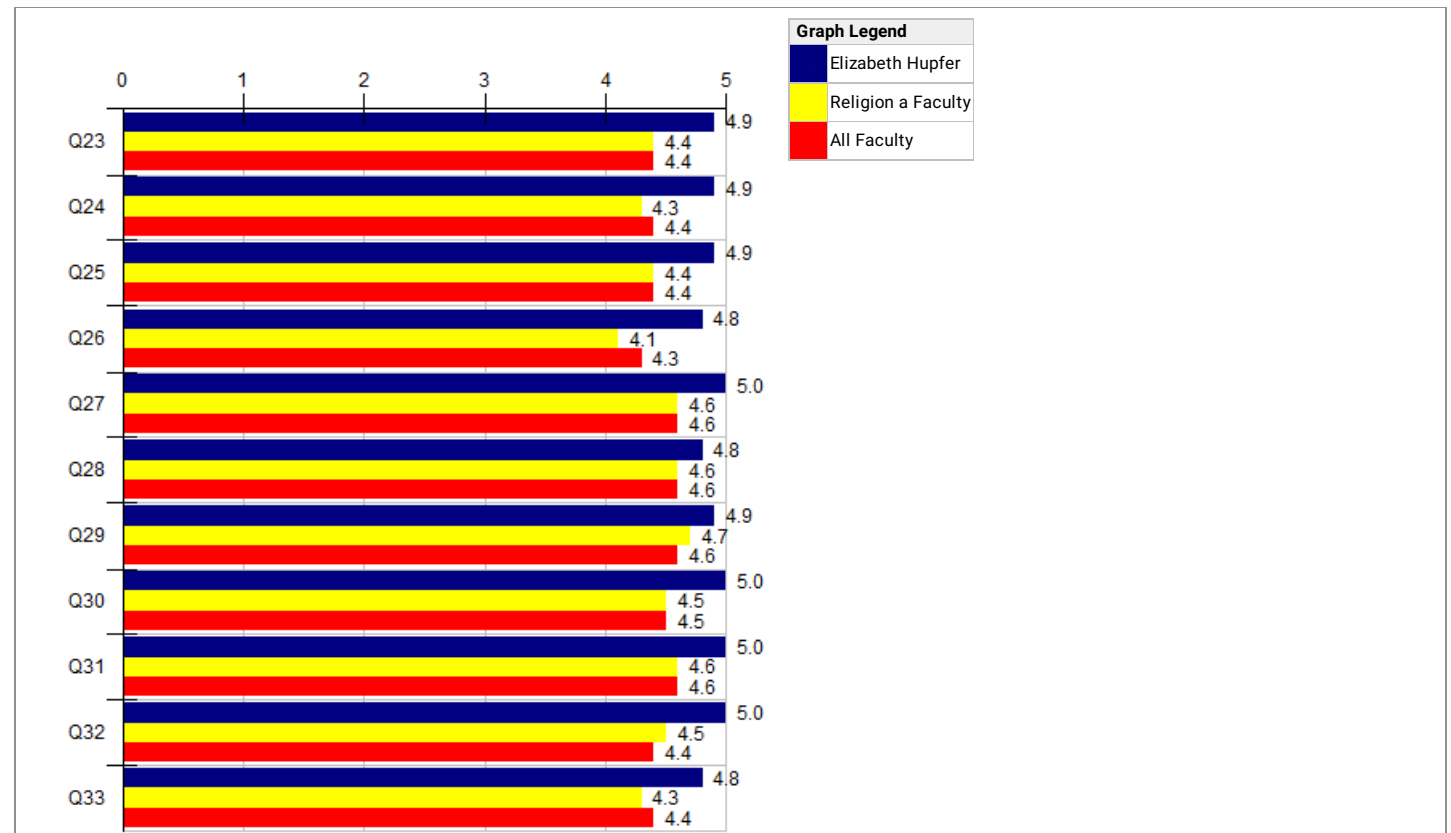
Choices / Values: A General Education Requirement | A Major Requirement | An Elective | Some Other Required Course



Graph Legend	
<span style="color: blue;">■</span>	Elizabeth Hupfer
<span style="color: yellow;">■</span>	Religion a Faculty
<span style="color: red;">■</span>	All Faculty

Instructor Questions Instructor Questions	Elizabeth Hupfer			--- Period Comparisons ---					
	Individual			Religion			All		
	N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q22 Overall, the instructor of this course was:	12	5.0	0	851	4.5	94	17K	4.5	92

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)



Instructor Questions		Elizabeth Hupfer			--- Period Comparisons ---					
		Individual			Religion			All		
		N	Mean	Std Dev	N	Mean	Pct Rnk	N	Mean	Pct Rnk
Q23	The instructor's efforts to stimulate my interest in the course were:	12	4.9	.28	853	4.4	85	17K	4.4	86
Q24	The instructor's concern for my progress in this course was:	11	4.9	.29	838	4.3	93	17K	4.4	88
Q25	The availability of the instructor outside of class was:	11	4.9	.29	823	4.4	97	16K	4.4	89
Q26	The timeliness with which the instructor returned graded materials was:	12	4.8	.37	854	4.1	95	17K	4.3	88
Q27	The degree to which the instructor was prepared for class was:	12	5.0	0	852	4.6	95	17K	4.6	93
Q28	The degree to which the instructor followed the syllabus was:	12	4.8	.37	853	4.6	81	17K	4.6	79
Q29	The respect the instructor showed me was:	12	4.9	.28	852	4.7	82	17K	4.6	79
Q30	The instructor's use of examples and illustrations was:	12	5.0	0	849	4.5	95	17K	4.5	94
Q31	The instructor's enthusiasm in class was:	12	5.0	0	854	4.6	93	17K	4.6	92
Q32	The instructor's ability to explain course material with clarity was:	12	5.0	0	853	4.5	95	17K	4.4	95
Q33	The degree to which the instructor's use of technology helped me learn was:	12	4.8	.43	796	4.3	89	16K	4.4	81

Choices / Values: Excellent=5 | Good=4 | Fair=3 | Poor=2 | Very Poor=1  
**Pct Rnk:** Percentile Rank (100 is best, calculated vs. precise Mean)

<b>Question:</b>	Based on your overall ratings of this course and what you have learned this semester, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this course.
<b>Response Rate:</b>	66.67% (8 of 12)
1	This class is very enlightening and encourages learning beyond my normal scope. I honestly took this class because it looked interesting and it definitely was that. I have enjoyed the service learning portion of it with my students, and have really enjoyed the class itself.
2	The main strength of this class was the discussion we had on various topics. I appreciated how patience and considerate the professor was during the service-learning process.
3	Particular strengths for this course are the interactions between classmates, the discussions, and open communication. I can't think of areas of improvement at the time. Maybe the service learning hours need to be adjusted.
4	I thought that this course was really interesting, there were parts that tied into my major which made it even more interesting. I learned a lot of new terms and information on ethics as well as a significant amount of knowledge on foreign aid that I never knew about.
5	I really enjoyed the lectures and the open discussions we had. I learn best with lecture/discussion and I felt like the course was structured well.
6	I have learned a lot in this course. I was able to apply the subjects that we were studying in this class in the real world during my volunteering aspect of this class. Recognizing that this year has forced classes to make adjustments to how they usually proceed I understand that the aspects that I struggled with were a result of this forced change.
7	I can't think of anything to change--this class was outstanding.

8 A big strength of this class is that the topics/materials we cover relate to ongoing things in the world currently. We relate ethics to real-world examples which is interesting and helps putting theories into context. Areas of improvement are that sometimes I find the readings too complicated for what we actually discuss in class about them.

<b>Faculty:</b>	Elizabeth Hupfer
<b>Question:</b>	Based on your overall ratings of this instructor, please describe more specifically what you perceive to be the particular strengths and any areas of improvement for this instructor.
<b>Response Rate:</b>	66.67% (8 of 12)
1	We have been joking throughout the semester that Dr. Hupfer is one of the only professors we know that could make ethics fun. Her enthusiasm for the course materials coupled with humor made the course something that I looked forward to.
2	She did an amazing job with this, she was always very enthusiastic with us, and made sure that we were always engaged in what we were discussing. I know that I was able to learn a lot of new things because I was so engaged in the material. I would most definitely take another one of her classes!
3	Professor Hupfer is an incredible professor. She is engaging, helpful, and encouraging. She opens a safe space for people to share their thoughts and struggles, and also explains how philosophers approach these issues. I can imagine this is a very hard class to teach, especially in our current climate, but it is so important and she does such a great job!
4	Particular strengths would include this instructor enjoyed philosophy and was able to teach it in a simplified manner. Also, She always included jokes and related her teachings to events happening today. Areas of improvement include nothing. She was amazing and very funny.
5	One of my favorite professors of all times. It is clear to see that the professor loves what she does. She is an amazing professor who truly cares about her students on an individual level. I wish I could be in her class forever.
6	I think that this instructor was fantastic. I enjoyed every class that I came to and looked forward to what I was going to get to learn. Dr. Hupfer also did a amazing job with working with the students that were struggling with the volunteering part of this class and was extremely flexible with addressing all the new issues that would arise.
7	Dr.Hupfer is fantastic. She rolled with the changes Covid forced upon us, and the class was great.
8	Dr. Hupfer is so enthusiastic about what she teaches and truly gets me excited and interested in topic I would never expect I would enjoy learning about.

# Sample Syllabi

# **Civic Responsibility and Social Innovation**

Spring 2021 (CSI/SL 3010)

Tuesday/Thursday 9:45-11:25

Couch 127

**Professor:** Dr. Beth Hupfer

**Office:** David R. Hayworth Hall 216

**Office Hours:** *By appointment*

**Email:** [ehupfer@highpoint.edu](mailto:ehupfer@highpoint.edu)

## **Course Description:**

This course challenges students to examine theories of justice and apply these theories to their lived experience. During the course, students will learn normative ethical theories and contextualize these theories within social justice issues such as poverty, racism, sexism, sustainability, charity, etc. As a service learning course, students will not merely study theories, but analyze how these theories play out in the real world with their community partners. In this course, we will study questions such as: “How do we know what right action is?”; “What kind of distribution of resources is fair?”; and “How does racism and sexism impact our community?”; “How do we know when we are helping or hurting the community?” Students should leave the class with an understanding of the inescapable connection between justice and the community.

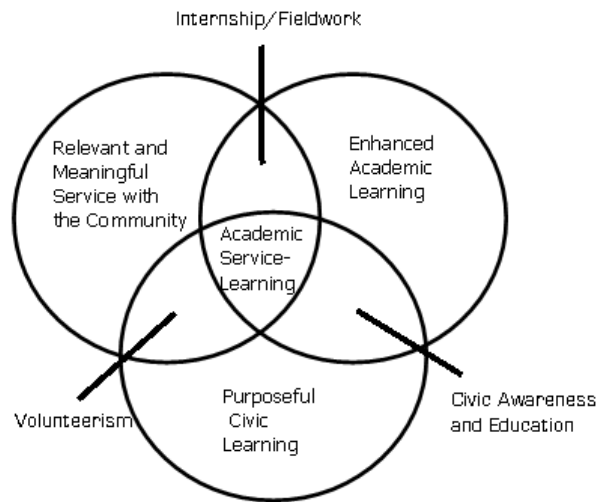
## **Service Learning:**

All students in the course are required to spend 25 hours in service to the organization with which they are paired in the course. Before beginning your service hours, you will receive an orientation to service learning as a pedagogy, agree to the Service Learning Code of Professional and Ethical Behavior, and sign a Partnership Agreement. You must begin your service learning experience *by Tuesday January 26<sup>th</sup>* as it is necessary for your Context Analysis.

All students in the course will be required to abide by the policies set forth by the HPU Service Learning Program in its Service Learning Code of Professional and Ethical Behavior and Partnership Agreement. Failure to abide by these policies will be treated as a breach of the University’s Honor Code and you may be referred to the Honor Council for punishment. You are expected to take the initiative to complete your required service hours and you are responsible for the penalties to your grade if you do not complete the hours.

Service learning is not an internship or simply volunteering – it is a pedagogical model that will deepen your understanding of the course material by exposing you first-hand to the ethical issues we discuss in class. You will perform service work that aids our local community and that service work will advance your thinking about ethics and education.

The following Venn Diagram illustrates the three central components of a service learning pedagogy and how it is different from other activities. The Diagram is a synthesis of two sources: [http://www.csus.edu/cec/director\\_msg.stm](http://www.csus.edu/cec/director_msg.stm) and



**Learning Objectives:**

1. Synthesize knowledge from the theory of the course and the practical service experience to reflect on one's role in civic life.
  - i. *Assessment:* Issue Analysis, Future Social Change Project
2. Demonstrate understanding of normative moral theory by describing and explaining it and correctly defining its key terms.
  - i. *Assessment:* Attendance and Participation, Exam 1, Exam 2
3. Demonstrate commitment to understanding and addressing the challenges facing the Piedmont Triad by engaging the community through authentic conversation and leadership.
  - i. *Assessment:* Context Analysis, Issue Analysis, Future Social Change Project
4. Develop appreciation of diversity through engagement with people who are different from them.
  - i. *Assessment:* Context Analysis, Issue Analysis, Future Social Change Project

**Materials:**

1. All readings posted on Blackboard as PDFs.

**Grading:**

1. Participation: 10%
2. Context Analysis: 15%
3. Exam 1: 15%
4. Exam 2: 15%
5. Issue Analysis: 15%
6. Future Social Change Project: 30%



*Participation (10%):* Students are expected to attend classes during class time. Attendance exceptions include the following circumstances: 1) illness or quarantine; 2) a family emergency; 3) OARS (Office of Accessibility Resources and Services)-approved online accommodations; 4) other reasons pre-approved by your instructor; or 5) a religious holiday or university-approved trip. Documentation of OARS accommodations must be provided to the professor during the first week of classes. Official notification of illness, quarantine, or family emergency must be provided to the professor within 48 hours of the first missed class. Pre-approval for any other reason must take place one week prior to the missed class. For all students, assignments are due at the assigned time. You are responsible for all class material from days you are not in attendance. Attendance concerns will be flagged in Starfish, and you may be involuntarily withdrawn from the course if you miss *more than four classes during the term or do not begin your service on time.*

Percentage	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

*Context Analysis (15%):* Students must complete a context analysis of their partner organization, its history, its clientele, its mission, its future, etc. It will involve research into the organization. The Context Analysis should be around 1,500 words. Any paper not uploaded to Turnitin will receive a 0. See the Context Analysis Rubric on Blackboard for more information.

*Exam 1 and 2 (15% each):* I will give you 6 possible exam questions a week before the exam for you to study. On the exam day I will select 3 questions from those 6 for you to answer. You will not know which 3 questions will be chosen until exam day. You will be required to write a short essay of around 300 words per question (the equivalent of about 1-1 1/2 page typed, double-spaced). You are allowed to study with classmates in preparation for the exam, but you are not allowed to use any outside sources to study (internet, books, etc.). Outside sources will likely make things more confusing, and increases the risk of unintentional plagiarism. More information will be given as the exam approaches.

*Issue Analysis (15%):* Students must complete an issue analysis of the topic they have chosen for their future social change project. Students are responsible for selecting a general area where they want to focus in consultation with the professor and their site supervisor (for instance, tutoring, food insecurity, job skills, policy change, etc.). It should be 1,000-1,500 words. See the Issue Analysis Rubric on Blackboard for more information.

*Future Social Change Project (30%):* During the final exam period, (or the last day of class for graduating seniors), students will present their future social change project to the class, their HPU faculty/staff mentors, and their site supervisors. See Blackboard for grading details.

To prepare for their future work, students must:

1. Write a strategy paper that should combine portions of the context analysis and issue analysis. It must include the project specifics, timeframe, and next steps. The paper

will be the background and roadmap for the student's future work. The entire paper should be about 3,000 words. It is due at the start of the final exam period in hardcopy and uploaded via Turnitin on Blackboard (worth 20%).

2. Conduct a formal 10-minute presentation. The presentation will engage the community partner, mentor, and fellow students in the potential strategy, informing them of the background and desired approach and then engaging people to help the student identify potential blind spots or ideas on how best to move forward (worth 10%).

### **Grading Policies**

If students have a reason in advance for not taking exams on the scheduled exam date, they must contact me at least a week before the exam with a documented excuse. Otherwise, students will not be allowed to make up the exam. In relation to the case studies, for each day that the paper is late I will take off a full letter grade (e.g., if you turn a paper in two days late, a paper that would have been an A is now a C). Each paper that is turned in on the due date but after the time deadline will be reduced a letter grade. No exceptions. *All papers must be turned in on Turnitin. When you upload a paper to Turnitin you will receive a confirmation email. If you do not receive this email then your paper has not been successfully uploaded. You are responsible for ensuring that your paper has been successfully uploaded. Papers not uploaded on Turnitin will receive a 0.* Any discussion post made after the deadline will receive a 0.

### **Class Guidelines**

Please come to class prepared. This means you have done the reading and are ready to discuss it critically. When you are in class make sure that your cell phone is silenced and put away. *Do not keep cell phones on your desk, in your lap, etc.* If you are seen using a cell phone during class you will be deducted participation points for the day which will harm your final grade in the class. **LAPTOPS ARE BANNED FROM CLASS** unless appropriate accommodations apply or you have been told to bring them for an activity.

### **Face Mask Policy**

In compliance with applicable federal, state or local orders, at HPU, students are required to wear face masks when indoors in all classrooms, labs, studios, and other public spaces (such as hallways, building entrances, public restrooms, in HPU transportation such as shuttles, and other common spaces). There is not enough evidence to support the effectiveness of masks with one-way valves or vents, gators, or face shields for controlling transmission of the virus, and thus these face coverings are not an acceptable substitute for cloth face masks. Exceptions may be made for the use of face shields with an approved medical excuse.

### **Use of Electronics**

Cell phone use during classes is prohibited including voice, text, video, or data. *Any audio, video, or photographic recording in the class, including the instructor's lecture/discussion, Blackboard sessions, or other classroom activity, is strictly prohibited unless authorized by the instructor and students in the class. This includes the unauthorized recording and screenshots of online classes, discussions, and online breakout rooms.* Violations of this policy will be reported to the Dean of the College of Arts and Sciences.

## **Plagiarism**

*I will not tolerate any type of plagiarism in this course*, and I reserve the right to use turnitin.com to check your writing. All in-class exams are independent and closed-book, and all sources in your papers must be cited fully. Any case of suspected (intentional or unintentional) plagiarism will be submitted to the University Honor Court (<http://www.highpoint.edu/studentconduct/adjudication-of-honor-code-violations/>). For information on what plagiarism means and how it is viewed see the High Point University Honor Code: <http://www.highpoint.edu/studentconduct/university-honor-code/>. I will not grade papers not uploaded to Turnitin.

## **From the Writing Center**

The Writing Center provides writing assistance for students at any level of study at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. For the 2020-21 academic year only, the Writing Center will be operated through Academic Services. To make an appointment, contact Dr. Craig Curty at [ccurty@highpoint.edu](mailto:ccurty@highpoint.edu).

## **Diversity & Inclusivity Statement**

High Point University is committed to fostering an inclusive learning and living environment. We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. Diversity in identity, thought, belief and perspective enrich the academic experience and is critical to your growth as a lifelong learner. It is our expectation that every member of our university community uphold a standard of civility and respect both inside and outside of the classroom. HPU Multicultural Affairs is a campus resource available to anyone seeking support or with questions about diversity and inclusion at High Point University. If you experience or witness an act of bias at HPU or would like to learn more about our Bias Reporting Process, please email [diversity@highpoint.edu](mailto:diversity@highpoint.edu).

## **Title IX Information**

If you or someone you know experiences stalking, intimate partner violence, sexual assault, or sex/gender-based discrimination please know, you are not alone. There are resources that can help:

- Title IX Coordinator: <http://www.highpoint.edu/title-ix/>
- You can also report using the online complaint form:  
[https://cm.maxient.com/reportingform.php?HighPointUniv&layout\\_id=20](https://cm.maxient.com/reportingform.php?HighPointUniv&layout_id=20)

*Confidential:*

- The Office of Counseling Services <http://www.highpoint.edu/counseling/>
- Business Hours: 336-888-6352
- After Hours: 336-841-9111 (Referred by Security)

## Accommodations

If you are a student with a disability and require academic accommodations due to a diagnosed disability, you must register with the Office of Accessibility Resources and Services (OARS) and submit the appropriate documentation. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Contact us at [oars@highpoint.edu](mailto:oars@highpoint.edu) or by telephone at 336-841-9026, for additional information. The Office of Accessibility Resource and Services is located on the 4<sup>th</sup> Floor of Smith Library.

## Reading Schedule

*All reading assignments should be completed before you arrive in class on that date*

### Week 1: Introduction to Ethics

T January 12: Introduction, no reading

Th January 14: Michael Sandel, "Doing the Right Thing" in *Justice*

### Week 2: Utilitarianism and Kant

M January 18: Mandatory SL Webex Orientation 6:00-7:00pm

T January 19: James Rachels, "The Debate Over Utilitarianism"

Th January 21: Onora O'Neill, "A Simplified Account of Kant's Ethics"

### Week 3: Relativism and Affluence

T January 26: James Rachels, "The Challenge of Cultural Relativism" ***Service Learning Partnership Agreement Due***

Th January 28: Tim Mulgan, "Introductory Lecture: Philosophy in the Age of Affluence" in *Ethics for a Broken World*

### Week 4: Justice

T February 2: Mulgan, "Rawls" in *Ethics for a Broken World*

Th February 4: No reading ***Context Analysis Due***

### Week 5: Sustainability

T February 9: Aldo Leopold, "Land Ethic"

Th February 11: Robert Bullard, "Environmental Justice for All"

### Week 6: Capabilities

T February 16: Martha Nussbaum, "Introduction" in *Women and Human Development* (1-15)

Th February 18: Same (15-33)

### Week 7: Exam 1

T February 23: Review

Th February 25: ***In-class Exam 1***

### **Week 8: Personal Obligations**

T March 2: Peter Singer, excerpt from *The Life You Can Save*

Th March 4: Kwamie Anthony Appiah, "Kindness to Strangers" in *Cosmopolitanism*

### **Week 9**

Spring Break, no class

### **Week 10: Aid**

T March 16: Roger Riddell, "A Good Thing?" and "Charity or Duty? The Moral Case of Aid" from *Does Foreign Aid Really Work?*

Th March 18: Riddell, "Does Official Development Aid Really Work?" from *Does Foreign Aid Really Work?*

### **Week 11: Aid Gone Wrong**

T March 23: Jonathan Katz, "Introduction" and "Prologue" in *The Big Truck that Went By: How the World Came to Save Haiti and Left Behind a Disaster*

Th March 25: Katz, "The Governor" in *The Big Truck that Went By*

### **Week 12: Race**

T March 30: Michelle Alexander, excerpt from *The New Jim Crow*

Th April 1: Ta-Nehisi Coates, excerpt from *Between the World and Me*, **Issue Analysis Due**

### **Week 13: Immigration**

T April 6: Stephen Macedo, "The Moral Dilemma of U.S. Immigration Policy: Open Borders versus Social Justice?"

Th April 8: Joseph H. Carens, "Migration and Morality: A Liberal Egalitarian Perspective"

### **Week 14: Exam 2**

T April 13: Review

Th April 15: **In-class Exam 2**

### **Week 15: Poverty and Pandemic**

T April 20: No class, Honors Day

Th April 22: "How the Pandemic Has Been Devastating for Children from Low-Income Families"

### **Week 16: Review**

T April 27: Review and Future Social Change Project

**Future Social Change Project due: Tuesday May 4<sup>th</sup> at 8:00-11:00am**

# Logic and Critical Thinking

Fall 2021: PHL 1006

Tuesday/Thursday 11:40-1:20

Phillips 222

**Professor:** Dr. Beth Hupfer (she/her)

**Office:** David R. Hayworth Hall 216

**Office Hours:** 12:00-1:00 MWF

10:30-11:30 TTh

By appointment

**Email:** [ehupfer@highpoint.edu](mailto:ehupfer@highpoint.edu)

## Course Description:

This course is designed to teach fundamental critical thinking skills and logic which students will be able to apply to any form of study and to their everyday lives. In the first half of the course students will learn how to identify cognitive biases, informal fallacies, and deductive versus inductive arguments. In the second half of the course students will learn the fundamentals of logic including symbolizing arguments, constructing truth tables, and recognizing valid versus invalid arguments. By the end of the course, students should be able to understand the inherent connection between critical thinking and contexts outside of philosophy such as law, religion, politics, marketing, journalism, and everyday conversations.

## Learning Outcomes:

Upon completion of this course students should be able to do the following:

1. Identify fallacious forms of reasoning in a variety of forms and contexts.
2. Construct truth tables to evaluate arguments.
3. Symbolize and recognize fundamental valid and invalid arguments.
4. Recognize and evaluate arguments in other disciplines and in everyday life.

## Materials:

*Critical Thinking*. 12<sup>th</sup> Edition. Brooke Moore and Richard Parker. McGraw-Hill (2016). ([https://www.amazon.com/Critical-Thinking-Brooke-Noel-Moore/dp/1259690873/ref=sr\\_1\\_2?keywords=critical+thinking+12&qid=1562699541&s=gateway&sr=8-2](https://www.amazon.com/Critical-Thinking-Brooke-Noel-Moore/dp/1259690873/ref=sr_1_2?keywords=critical+thinking+12&qid=1562699541&s=gateway&sr=8-2))

The textbook for the course should be in **hard copy** form. There are electronic materials available in addition to the textbook which students may purchase but they are not required for the course.

## Grading:

1. Participation: 10%
2. Weekly Assignments: 30%
3. Test 1: 10%
4. Test 2: 10%
5. Test 3: 10%
6. Test 4: 10%
7. Final Exam: 20%

*Participation (10%):* Attendance and participation on class days is an important aspect of your grade and of the course. I will take attendance every day. Each class day we will be reviewing new material and working on logic exercises. Since this is a Tuesday/Thursday class we will be covering a significant amount of material each class day. All of the material for the course builds on the previous material so it is your responsibility to make sure that you are up to date. For all students (including those who HPU has approved to take the course virtually), assignments are due at the assigned time. You are responsible for all class material from days you are not in attendance. Attendance concerns will be flagged in Starfish, and you may be involuntarily withdrawn from the course if you miss more than four classes during the term.

Percentage	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

*Weekly Assignments (30%):* Understanding Logic and Critical Thinking requires constant practice to hone your skill! For this reason there are homework assignments listed on the Reading Schedule below. *All assignments for the week must be turned in to me in hard copy form at the end of class every Thursday* (for information on late assignments see “Grading Policies and Late Work” below). The purpose of the weekly assignments is not to necessarily get every answer right, and we will go over many of the exercises in class either all together or in groups. Instead, the purpose is that you are actively learning and developing your reasoning abilities. This is imperative in order for you to do well in the class. Your lowest homework grade will be dropped.

Assignments will be graded by the following rubric:

- 100%: Weekly assignments turned in on time completed (or at least seriously attempted) and mostly right
- 75%: Weekly assignments turned in on time but only half-completed and mostly right
- 0%: Weekly assignments not turned in or mostly incomplete

*Tests and Final Exam (60%):* There will be 4 tests throughout the term worth 10% each and a final exam worth 20%. These test are closed book tests. The final exam is cumulative. More information will be provided before the first test.

### **Grading Policies and Late Work**

If students have a reason in advance for not attending the in-class exams, they must contact me at least a week before the exam with a documented excuse. Otherwise, students will not be allowed to make up the exam. In relation to the weekly assignments, if the week’s assignments are not turned in to me at the end of Thursday’s class the student may turn them in at the beginning of class the following Tuesday for 75%. Assignments turned in after this point receive a 0. Additionally, if you must miss class on a Thursday you may still receive full credit for the weekly assignments if you email them to be before the start of class. Do not email any assignments to me after this point; you must wait to turn them in the following Tuesday for 75%.

## University Remote Learning Statement

Unless otherwise noted, face-to-face attendance in classes, laboratories, and studios is required. A student may attend approved classes remotely ONLY if\*:

- (a) They are approved by the Office of Accessibility Resources and Services (OARS);
- (b) They are isolated because they have been diagnosed with COVID-19;
- (c) They are quarantined because they have been identified as a close contact to an individual diagnosed with COVID-19; or
- (d) They are an international student who has received special permission for remote access because they are unable to enter the United States due to COVID-19 restrictions.

### EXPECTATIONS FOR REMOTE LEARNING

To ensure that students accessing classes remotely are successful, all remote students are asked to abide by these guidelines:

- Coordinate with your course instructor about how you will access the class lecture/discussion
- Be responsible for accessing all class materials and adhering to deadlines
- Verify that you have sufficient internet access to attend remotely
- Confirm that you have all the necessary equipment and software for completion of all course requirements
- Adhere to any other remote access policies put forth by the course instructor

Some courses are not available for long-term remote learning. Please check with Karen Naylon ([knaylon@highpoint.edu](mailto:knaylon@highpoint.edu)) about course availability.

### Class Guidelines

Please come to class prepared. This means you have done the reading and any assigned exercises. **Laptop and cell phone use is banned during class time** unless I have specified otherwise. This means that you may not keep cell phones on your desk, in your lap, etc. If you are seen using a cell phone during class you will be deducted participation points for the day which will harm your final grade in the class. *You must always bring your textbook to class* as well as paper and a writing utensil for note taking and exercises.

### Face Mask Policy

On Friday, August 13, 2021, the Guilford County Board of Commissioners implemented an indoor public space County-wide face mask mandate for residents, businesses, schools, and institutions of higher education. This mandate includes classrooms, laboratories, and studios and applies to all individuals whether they are unvaccinated or vaccinated against the COVID-19 virus. Since High Point University is located in Guilford County the University is required by law to comply with the Guilford County Face Mask Mandate. Note that **complimentary face masks are available at Concierge desks.**

### Use of Electronics

Cell phone use during classes is prohibited including voice, text, video, or data. *Any audio, video, or photographic recording in the class, including the instructor's lecture/discussion, Blackboard sessions, or other classroom activity, is strictly prohibited unless authorized by the instructor and students in the class. This includes the unauthorized recording and screenshots of online classes, discussions, and online breakout rooms.* Violations of this policy will be reported to the Dean of the College of Humanities and Behavioral Sciences.



## **Plagiarism**

*I will not tolerate any type of plagiarism in this course.* All in-class exams are independent and closed-book, and all weekly assignments must be your own work. Any case of suspected (intentional or unintentional) plagiarism will be submitted to the University Honor Court (<http://www.highpoint.edu/studentconduct/adjudication-of-honor-code-violations/>). For information on what plagiarism means and how it is viewed see the High Point University Honor Code: <http://www.highpoint.edu/studentconduct/university-honor-code/>.

## **Diversity & Inclusivity Statement**

High Point University is committed to fostering an inclusive learning and living environment. We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. Diversity in identity, thought, belief and perspective enrich the academic experience and is critical to your growth as a lifelong learner. It is our expectation that every member of our university community uphold a standard of civility and respect both inside and outside of the classroom. HPU Multicultural Affairs is a campus resource available to anyone seeking support or with questions about diversity and inclusion at High Point University. If you experience or witness an act of bias at HPU or would like to learn more about our Bias Reporting Process, please email [diversity@highpoint.edu](mailto:diversity@highpoint.edu).

## **Title IX Information**

If you or someone you know experiences stalking, intimate partner violence, sexual assault, or sex/gender-based discrimination please know, you are not alone. There are resources that can help:

- Title IX Coordinator: <http://www.highpoint.edu/title-ix/>
- You can also report using the online complaint form: [https://cm.maxient.com/reportingform.php?HighPointUniv&layout\\_id=20](https://cm.maxient.com/reportingform.php?HighPointUniv&layout_id=20)

*Confidential:*

- The Office of Counseling Services <http://www.highpoint.edu/counseling/>
- Business Hours: 336-888-6352
- After Hours: 336-841-9111 (Referred by Security)

## **Accommodations**

If you are a student with a disability and require academic accommodations due to a diagnosed disability, you must register with the Office of Accessibility Resources and Services (OARS) and submit the appropriate documentation. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Contact us at [oars@highpoint.edu](mailto:oars@highpoint.edu) or by telephone at 336-841-9026, for additional information. The Office of Accessibility Resource and Services is located on the 4<sup>th</sup> Floor of Smith Library.

## **Counseling Services**

Students may sometimes experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, substance use concerns, feeling down, or loss of motivation. Counseling Services is here to help year-round with these or other concerns you may experience. These services are covered in your student fees and are confidential. You may reach Counseling Services by calling 336-888-6352 or check out their website

at [www.highpoint.edu/counseling](http://www.highpoint.edu/counseling). Office hours are Monday-Friday from 8:30-5:00. Follow them on Instagram (@pantherprevention).

## **Reading Schedule**

All assignments for the week due at the end of class on Thursdays  
(All readings should be completed by class on the dates below; schedule subject to change with advanced warning)

### **Week 1: Introduction to Critical Thinking**

Tuesday, August 24: Introduction

Thursday, August 26: Chapter 1 pgs. 1-8

- *Assignment: Exercises 1-5 and 1-6 (pgs. 10-12, odd numbers only)*

### **Week 2: Cognitive Biases**

Tuesday, August 31: Chapter 1 pgs. 14-21

- *Assignment: Define each of the twelve Cognitive Biases from Chapter 1 in your own words and give an example you have created for each*

Thursday, September 2: Watch “Cognition: How Your Mind Can Amaze and Betray You”:

<https://www.youtube.com/watch?v=R-sVnmmw6WY>

- *Assignment: Write at least a full paragraph for question 1 and another for question 5 in Exercise 1-8 (pg. 19)*

### **Week 3: Test 1**

Tuesday, September 7: Catch-up and Review

Thursday, September 9: **Test 1**

### **Week 4: Informal Fallacies**

Tuesday, September 14: Chapter 6 pgs. 173-182

- *Assignment: Find an example of one of these fallacies (ad, news article, social media post, speech, TV show, meme, etc.) and bring it to class*

Thursday, September 16: Chapter 6 pgs. 182-188

- *Assignment: Exercises numbered 1 through 25 (pgs. 189-190)*

### **Week 5: Informal Fallacies**

Tuesday, September 21: Chapter 7 pgs. 195-204

- *Assignment: Find an example of one of these fallacies (ad, news article, social media post, speech, TV show, meme, etc.) and bring it to class*

Thursday, September 23: Chapter 7 pgs. 205-212

- *Assignment: Exercises numbered 1 through 25 (pgs. 214-215)*

### **Week 6: Test 2**

Tuesday, September 28: Catch-up and Review

Thursday, September 30: **Test 2**

### **Week 7: Kinds of Reasoning**

Tuesday, October 5: Chapter 2 pgs. 32-38

- *Assignment: Write a deductive and an inductive argument and label the premise(s) and conclusion(s)*

Thursday, October 7: Chapter 2 pgs. 38-44

- *Assignment: Exercises 2-4 and 2-6 (pgs. 46-47)*

### **Week 8: Fall Break**

### **Week 9**

Tuesday, October 19: Chapter 10 pgs. 298-304

- *Assignment: Create your own Modus Ponens, Affirming the Consequent, Modus Tollens, Denying the Antecedent, Chain Argument, and Undistributed Middle arguments.*

Thursday, October 21: No new reading

- *Assignment: Exercises 10-8 (pgs. 304-305)*

### **Week 10: Test 3**

Tuesday, October 26: Catch up and Review

Thursday, October 28: **Test 3**

### **Week 11: Symbolizing**

Tuesday, November 2: Logical Symbols (PDF on Blackboard)

- *Assignment: Exercises 10-2 (pg. 296)*

Thursday, November 4: No New Reading

- *Assignment: 10-3 (pgs. 296-297)*

### **Week 12: Symbolizing and Truth Tables**

Tuesday, November 9: Chapter 10 pgs. 284-291

- *Assignment: Write truth tables for the following 4 arguments:  $P \& Q$ ;  $P \vee Q$ ;  $P \rightarrow Q$ ; and  $P \rightarrow (Q \vee R)$*

Thursday, November 11: Chapter 10 pgs. 292-296

- *Assignment: Exercises 10-4 (numbers 1-10) and 10-5 (for those same 1-10) (pgs. 297-298)*

### **Week 13: Truth Tables**

Tuesday, November 16: No New Reading

- *Assignment: Exercises 10-4 (numbers 11-20) and 10-5 (for those same 11-20) (pgs. 297-298)*

Thursday, November 18: Chapter 10 pgs. 305-308

- *Assignment: Exercises 10-9 (odd numbers only) (pg. 310-311)*

### **Week 14: Test 4 Review**

Tuesday, November 23: Catch-up and Review

**Thanksgiving Break**

### **Week 15: Test 4 and Logic in the Wild: Being Tricked**

Tuesday, November 30: **Test 4**

Thursday, December 2: (Logic in the Wild Activities: Bring laptop to class) [On Trolling](#)

- *Assignment: The article above is a joke article, written by a philosopher pretending to be Aristotle, attempting to define a troll. Write out the premises and conclusions of the argument for defining trolls. Given what we have learned in the class about critical thinking, how would you define a troll?*

### **Week 16: Logic in the Wild: Supreme Courts and Songs**

Tuesday, December 7: (Logic in the Wild Activities: Bring laptop to class) [Supreme Court Arguments](#) (We will play this in class, but feel free to try it on your own)

- *Assignment: Select 2-3 lines from a song you like and translate it into symbolic logic (nothing inappropriate please!). Be prepared to share with the class.*

Thursday, December 9: Catch up and Review

**Final Exam: 3:30-6:30 on Tuesday December 14<sup>th</sup>** ([HPU Exam Schedule](#))



# HARRY POTTER: UNDERSTANDING GOOD AND EVIL

Fall 2021: FYS 1000-19  
David R. Hayworth Hall 102  
MWF 9:15-10:25

**Professor:** Dr. Beth Hupfer (she/her)

**Office:** David R. Hayworth Hall 216

**Office Hours:** 12:00-1:00 MWF

10:30-11:30 TTh

And by appointment

**Email:** [ehupfer@highpoint.edu](mailto:ehupfer@highpoint.edu)

## **Course Description:**

The struggle between good and evil has plagued academics and everyday people for centuries. Philosophers, theologians, psychologists, writers, and others have attempted to determine what it is that makes something—or someone—good and what makes them evil. In this course, we will examine this debate through the lens of J.K. Rowling’s famous Harry Potter series, and see how she, and her readers, utilize elements of the debate between good and evil.

This course will be divided into two parts. In the first, we will analyze what “good” is using thinkers such as Aristotle, Plato, and Kant, and how the Harry Potter universe can shed light on these theories. We will look at such questions as: Why is Harry’s courage viewed as a virtue? To be a good friend, do Malfoy’s cronies have to help him do harm? Is it ok for good people to break the rules? And what can S.P.E.W. and the psychology of Harry Potter readers tell us about discrimination in the real world? In the second part of the course, we will analyze what “evil” is using thinkers such as Descartes, Nozick, and Locke. We will look at such questions as: What if our whole world is a lie? Why might it be bad if we got everything we’ve ever desired from the Mirror of Erised? If you had an invisibility cloak (or Plato’s ring of Gyges) would you use it for evil? And why do we think death is the ultimate evil?

## **Big Question:**

The Big Question of the course is, “*How should we define ‘good’ and ‘evil’?*” Throughout the course we will be looking at different ways that theorists define “good” and “evil” from the Ancient Greeks to today. Character and plot devices from the Harry Potter universe will allow us to analyze concrete examples of good and evil against different conceptions of the terms. The purpose of this course is to allow students to leave with a better understanding of the complexity behind the debate between good and evil and apply these concepts outside of academia.

## **Learning Objectives:**

1. Identify and explain a source’s thesis.
  - i. *Assessment:* Short Papers, Midterm, Big Question Paper, Final Exam
2. Analyze what makes a reasonable, valid argument.
  - i. *Assessment:* Participation, Online Discussion, Short Papers, Midterm, Big Question Paper, Final Exam



3. Write clear argumentative essays.
  - i. *Assessment:* Short Papers, Big Question Paper
4. Connect complex philosophical, theological, and psychological concepts with everyday life outside of the classroom.
  - i. *Assessment:* Participation, Online Discussion, Big Question Paper, Final Exam

**Required Material:**

1. *Harry Potter and Philosophy: If Aristotle Ran Hogwarts*, ed. David Baggett and Shawn Klein, Open Court: 2004. (ISBN 13: 978-0812694550) (HP&P)
2. PDFs posted on Blackboard (PDF)

**Optional Material** (provided as PDFs on Blackboard when relevant):

1. *Critical Perspectives on Harry Potter*, ed. Elizabeth Heilman, (2<sup>nd</sup> Edition) Routledge: 2009.
2. *Ultimate Harry Potter and Philosophy*, ed. Gregory Bassham, Wiley: 2010.
3. The *Harry Potter* Series (1-7)

**The Harry Potter Series:**

This course assumes a familiarity with the Harry Potter series. You do not have to be able to ace a Harry Potter trivia challenge by any means, but *if you have little-to-no knowledge of the series, the overall plot, or the central characters, then this is not the course for you.* During the first week of class there will be a short summary of the series as part of the assigned reading. In addition, for each week I have suggested a chapter from the series which relates to that week’s subject to jog your memory. Reading these chapters is not a required part of the course, but you might find them helpful (and interesting!).

**Grading:**

1. Participation: 6%
2. Online Discussion 1-2: 7%
3. Online Discussion 3-4: 7%
4. Short Papers (3): 30%
5. In-class Midterm Exam: 15%
6. Big Question Paper: 20%
7. Final Exam: 15%

Percentage	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

**Participation:** Attendance and participation on class days is an important aspect of your grade and of the course. I will take attendance every day. Students learn better when they ask questions and actively participate, and everyone enjoys the class more when there is discussion. I reserve the right to *withdraw* a student at any point in the term if they *miss four classes or more.*

**Online Discussion:** You are also expected to post on the Discussion Forum on Blackboard *at least 4 times* during the course of the term. Two of the posts are due by the midterm (7% of your grade), and two of the posts are due by the last day of class. These posts must be *on class material we have not yet covered in class*, so it is recommended that you post at least the night before the



reading is due in class. All posts must be around a paragraph, without grammar issues or typos, and written *completely* in your own words. A student's *original posts must be made at least one week apart in order for credit*. Discussion posts are all graded together at midterm and after the last day of class, so it is your responsibility to check and make sure you have written all posts and that they have successfully been posted on the forum. See the Discussion Grading Rubric on Blackboard for more information.

**Short Papers:** There will be 3 *short papers due* throughout the term (deadlines in the Reading Schedule below). These short papers should each be around *500 words* (1½-2 pages, double-spaced, 12 pt. font, 1-inch margins) and are worth 10 points each. Students may not work together on these papers, and they *cannot use material outside of class texts*. Prompts for the papers will be provided on Blackboard at least one week before the due date. Papers must be turned in *on Turnitin on Blackboard* otherwise the paper will receive a 0. *If you do not receive a confirmation email from Turnitin, then it has not been successfully uploaded*. You are responsible to making sure you get a confirmation email. Drafts are not required, but if students want to send me a draft, they must do so at least three days before the paper is due. More information on how to write a philosophy paper will be given before the first paper is due and is on the Short Paper Grading Rubric.

**Midterm:** The midterm is an *in-class* exam. I will give you 5 possible exam questions a week before the exam for you to study. On the exam day I will select 2 questions from those 5 for you to answer. You will not know which 2 questions will be chosen until exam day. You will be required to write a short essay of around 300 words per question (the equivalent of about 1 page typed, double-spaced). You are allowed to study with classmates in preparation for the midterm. More information will be given as the exam approaches.

**Big Question Paper:** The Big Question Paper should be around 1,000 words (4-5 pages, double-spaced, 12 pt. font, 1-inch margins). The purpose of this paper is to cite and analyze the texts that we have read (not including the Harry Potter series). A prompt will be provided, and students will be asked to analyze one of the aspects of the debate between good and evil studied in the course. If students want to submit a draft of their paper to me for discussion they must do so at least a week before the paper is due. More information on this paper, and on writing style, will be given later in the course.

**Final Exam:** The format for the final exam is the same as the midterm, and I will give you the possible exam questions a week in advance. The final exam is not cumulative.

### **Grading Policies**

If students have a reason in advance for not attending the in-class exams, they must contact me at least a week before the exam with a documented excuse. Otherwise, students will not be allowed to make up the exam. In relation to the papers, for each day that the paper is late I will take off a full letter grade (e.g., if you turn a paper in two days late, a paper that would have been an A is now a C). Each paper that is turned in on the due date but after the time deadline will be reduced a letter grade. No exceptions. Extra credit is not given. *All papers must be turned in on Turnitin. When you upload a paper to Turnitin you will receive a confirmation email. If you do not receive this email then your paper has not been successfully uploaded. You are responsible for ensuring*



*that your paper has been successfully uploaded. Papers not turned in in hard copy form and uploaded on Turnitin will receive a 0.*

### **Class Guidelines**

Please come to class prepared. This means you have done the reading and are ready to discuss it critically. When you are in class make sure that your cell phone is silenced and put away. *Do not keep cell phones on your desk, in your lap, etc.* If you are seen using a cell phone during class you will be deducted participation points for the day which will harm your final grade in the class. Laptops are not allowed in this course unless you are granted special permission. This is a discussion-based course, and the use of laptops significantly reduces discussion.

### **Plagiarism**

I will not tolerate any type of plagiarism in this course, and I reserve the right to use turnitin.com to check your writing. All in-class exams are independent and closed-book, and all sources in your papers must be cited fully, with some type of in-text citation and a “works cited” page. Any use of internet or other sources outside of course text will be considered plagiarism. Instances of plagiarism or cheating will result in a 0 for the assignment or for the course. Any case of suspected plagiarism will be submitted to the University Honor Court (<http://www.highpoint.edu/studentconduct/adjudication-of-honor-code-violations/>). For information on what plagiarism means and how it is viewed see the High Point University Honor Code: <http://www.highpoint.edu/studentconduct/university-honor-code/>.

### **Face Covering Policy**

On Friday, August 13, 2021, the Guilford County Board of Commissioners implemented an indoor public space County-wide face mask mandate for residents, businesses, schools, and institutions of higher education. This mandate includes classrooms, laboratories, and studios and applies to all individuals whether they are unvaccinated or vaccinated against the COVID-19 virus. Since High Point University is located in Guilford County the University is required by law to comply with the Guilford County Face Mask Mandate. Note that *complimentary face masks are available at Concierge desks.*

### **University Remote Learning Statement**

Unless otherwise noted, face-to-face attendance in classes, laboratories, and studios is required. A student may attend approved classes remotely ONLY if\*:

- (a) They are approved by the Office of Accessibility Resources and Services (OARS);
- (b) They are isolated because they have been diagnosed with COVID-19;
- (c) They are quarantined because they have been identified as a close contact to an individual diagnosed with COVID-19; or
- (d) They are an international student who has received special permission for remote access because they are unable to enter the United States due to COVID-19 restrictions.

### **EXPECTATIONS FOR REMOTE LEARNING**

To ensure that students accessing classes remotely are successful, all remote students are asked to abide by these guidelines:

- Coordinate with your course instructor about how you will access the class lecture/discussion
- Be responsible for accessing all class materials and adhering to deadlines
- Verify that you have sufficient internet access to attend remotely





- Confirm that you have all the necessary equipment and software for completion of all course requirements
  - Adhere to any other remote access policies put forth by the course instructor
- Some courses are not available for long-term remote learning. Please check with Karen Naylon ([knaylon@highpoint.edu](mailto:knaylon@highpoint.edu)) about course availability.

### **Use of Electronics**

Cell phone use during classes is prohibited including voice, text, video, or data. *Any audio, video, or photographic recording in the class, including the instructor's lecture/discussion, Blackboard sessions, or other classroom activity, is strictly prohibited unless authorized by the instructor and students in the class. This includes the unauthorized recording and screenshots of online classes, discussions, and online breakout rooms.* Violations of this policy will be reported to the Dean of the College of Humanities and Behavioral Sciences.

### **Writing Center**

The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. Visit <http://www.highpoint.edu/academicservices/writing-center/> to learn more. Go to <https://highpoint.mywconline.com/> to make an appointment. Appointments can only be made through the online portal. Writing Center tutors do not proofread or edit students' papers *for* them, but they do work *with* students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact Writing Center Director, Dr. Justin Cook at [jcook3@highpoint.edu](mailto:jcook3@highpoint.edu) or [\(336\) 841-2841](tel:3368412841).

### **Diversity & Inclusivity Statement**

We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. Diversity in identity, thought, belief and perspective enrich the academic experience and is critical to your growth as a lifelong learner. It is our expectation that every member of our university community uphold a standard of civility and respect both inside and outside of the classroom. HPU Multicultural Affairs (Slane 319) is a campus resource available to anyone seeking support or with questions about diversity and inclusion at High Point University. If you experience or witness an act of bias at HPU or would like to learn more about our Bias Reporting Process, please email [diversity@highpoint.edu](mailto:diversity@highpoint.edu).

### **Accommodations**

Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to the Office of Accessibility Resources and Services (OARS), 4<sup>th</sup> Floor Smith Library. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Contact us at <http://www.highpoint.edu/oars/contacts/>, or call Ms. Dana Bright, Director of OARS, at 336-841-9361, for additional information.

### **Counselling Services**

Students may sometimes experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, substance use concerns, feeling



down, or loss of motivation. Counseling Services is here to help year-round with these or other concerns you may experience. These services are covered in your student fees and are confidential. You may reach Counseling Services by calling 336-888-6352 or check out their website at [www.highpoint.edu/counseling](http://www.highpoint.edu/counseling). Office hours are Monday-Friday from 8:30-5:00. Follow them on Instagram (@pantherprevention).

## Reading Schedule

*All reading assignments should be completed before you arrive in class on that date*

### GOOD

#### Week 1 Introduction to Ethics and Harry Potter

Monday, August 23: Introduction to Ethics, No Reading

Wednesday, August 25: Harry Potter Book Summaries (PDF)

Friday, August 27: Excerpt from Aristotle's *Nicomachean Ethics* and summary of Virtue Ethics (PDF)

#### Week 2 Virtue Ethics: Aristotle and Hogwarts

Suggested HP Reading: *Goblet of Fire Chapter 34 "Priori Incantatem"*

Monday, August 30: Same, no new reading

Wednesday, September 1: Tom Morris, "The Courageous Harry Potter" (HP&P 9-21)

Friday, September 3: Same, no new reading

#### Week 3 Love and Friendship: Should Friends Help You Murder Dumbledore?

Suggested HP Reading: *The Deathly Hallows Chapter 33 "The Prince's Tale"*

Monday, September 6: Harald Thorsrud, "Voldemort's Agents, Malfoy's Cronies, and Hagrid's Chums: Friendship in Harry Potter" (HP&P 38-48)

Wednesday, September 8: Catherine and David Deavel, "Choosing Love: The Redemption of Severus Snape" (PDF)

Friday, September 10: Same, no new reading, **Short Paper 1 Due**

#### Week 4 Moral Principles: Bending the Rules at Hogwarts

Suggested HP Reading: *The Prisoner of Azkaban Chapter 10 "The Marauder's Map"*

Monday, September 13: Excerpt from Manuel Velasquez, "Do Consequences Make an Action Right?" (PDF)

Wednesday, September 15: Onora O'Neill, "A Simplified Account of Kant's Ethics" (PDF)

Friday, September 17: David Baggett, "Magic, Muggles, and Moral Imagination" (HP&P 158-171)



### **Week 5 Fate: Combining Foreknowledge with Freedom**

*Suggested HP Reading: Order of the Phoenix Chapter 37 “The Lost Prophecy”*

Monday, September 20: Excerpt from Manuel Velasquez, “Is Freedom Real?” (PDF)

Wednesday, September 22: Same, no new reading

Friday, September 24: Gregory Bassham, “The Prophecy Driven Life: Foreknowledge and Freedom at Hogwarts” (HP&P 213-226), **Short Paper 2 Due**

### **Week 6 Aesthetics: Is J.K. Rowling Always Right about Hogwarts?**

*Suggested HP Reading: The Deathly Hallows Epilogue “Nineteen Years Later”*

Monday, September 27: Aesthetic Appreciation Video:

<https://www.youtube.com/watch?v=NZ5duzln2wI>

Wednesday, September 29: Tamar Szabo Gendler, “Is Dumbledore Gay? Who’s to Say?” (PDF)

Friday, October 1: Same, no new reading,

### **Week 7 Midterm and Excellence**

*Suggested HP Reading: The Chamber of Secrets Chapter 11 “The Dueling Club”*

Monday, October 4: Podcast: *Harry Potter and the Sacred Text*, “Excellence” (start at 4:10- end at 26:00)

Wednesday, October 6: Review Day

Friday, October 8: **In-Class Midterm, Discussion Posts 1-2 Graded**

### **Week 8: Fall Break**

### **Week 9 Reading Harry Potter: A Fight Against Discrimination**

*Suggested HP Reading: Goblet of Fire Chapter 21 “The House Elf Liberation Front”*

Monday, October 18: Excerpt from “The Greatest Magic of Harry Potter: Reducing Prejudice” *Journal of Applied Social Psychology* (PDF)

Wednesday, October 20: Steven Patterson, “Kreacher’s Lament: S.P.E.W. as a Parable on Discrimination, Indifference, and Social Justice” (HP&P 105-117)

Friday, October 22: Excerpt from Sarah Worth, “Should Prisoners Read?” from *In Defense of Reading* (PDF)

## **EVIL**

### **Week 10 Deception: Descartes’s Evil Demon and the Boggarts**

*Suggested HP Reading: Prisoner of Azkaban Chapter 7 “The Boggart in the Wardrobe”*

Monday, October 25: Excerpt from Descartes’s *Meditations* (PDF)

Wednesday, October 27: David and Catherine Deavel, “A Skewed Reflection: The Nature of Good and Evil” (HP&P 132-42)

Friday, October 29: Continued (HP&P 142-7)



**Week 11 Desire: The Experience Machine and the Mirror of Erised**

*Suggested HP Reading: Sorcerer's Stone Chapter 12 "The Mirror of Erised"*

Monday, November 1: Excerpt from Nozick's "Experience Machine" (PDF)

Wednesday, November 3: Shawn Klein, "The Mirror of Erised: Why We Should Heed Dumbledore's Warning" (HP&P 92-104)

Friday, November 5: Same, no new reading, **Short Paper 3 Due**

**Week 12 The Occult: Harry Potter, Christianity, and Children**

*Suggested HP Reading: Sorcerer's Stone Chapter 4 "The Keeper of the Keys"*

Monday, November 8: Excerpt from Richard Abanes, *Harry Potter and the Bible: The Menace Behind the Magick* (PDF)

Wednesday, November 10: Deborah Taub and Heather Servaty-Seib, "Is Harry Potter Harmful to Children?" (PDF 13-20)

Friday, November 12: Continued (PDF 21-7)

**Week 13 Power: Punishment and Lust for Power**

*Suggested HP Reading: Goblet of Fire Chapter 25 "The Egg and the Eye"*

Monday, November 15: David Williams and Alan Kellner, "Dumbledore, Plato, and the Lust for Power" (PDF)

Wednesday, November 17: Plato, "Glaucou's Challenge" excerpt from *The Republic* (PDF)

Friday, November 19: Same, no new reading, **Big Question Paper Due**

**Week 14 Personal Identity: Locke and Why We Can't Just Shoot Voldemort**

*Suggested HP Reading: Half-Blood Prince Chapter 23 "Horcruxes"*

Monday, November 22: Excerpt from Manuel Velasquez, "Is There an Enduring Self?" (PDF)  
Thanksgiving Break

**Week 15 Death: The Ultimate Evil?**

*Suggested HP Reading: Deathly Hallows Chapter 34 "The Forest Again"*

Monday, November 29: Jason Eberl, "Why Voldemort Won't Just Die Already: What Wizards Can Teach Us About Personal Identity" (HP&P 200-212)

Wednesday, December 1: Same, no new reading

Friday, December 3: Jonathan and Jerry Walls, "Beyond Godric's Hollow: Life After Death and the Search for Meaning" (PDF)

**Week 16 Endings and Beginnings**

*Suggested HP Reading: Deathly Hallows Chapter 35: "King's Cross"*

Monday, December 6: Same, no new reading

Wednesday, December 8: Review Day, **Discussion Posts 3-4 Graded**

**Final Exam: Wednesday December 15<sup>th</sup> at 8:00am-11:00am ([HPU Exam Schedule](#))**

# Morality of Globalization (PHL/GBS 3311)

Tuesday/Thursday 1:35-3:15

Couch Hall, 105

Spring 2020

*This course does not meet the Gen Ed requirement for Ethics*

*Pre-requisite: Prior course in Ethics*

**Professor:** Dr. Beth Hupfer

**Office:** David R. Hayworth Hall 216

**Office Hours:** *MWF*: 9:30-10:30

*TT*: 11:00-12:00

*And by appointment*

**Email:** [ehupfer@highpoint.edu](mailto:ehupfer@highpoint.edu)

## Course Description:

Globalization is a modern phenomenon, creating connections between disparate individuals and nations, and the goal of this course is to better understand the ethical issues surrounding our interconnected world. In the first half of the course we will examine how globalization impacts the world. Here we will define globalization in all of its complexity and investigate topics such as cultural relativism, cultural change, justice, and the environment. In the second half of the course we will examine how students' behaviors actually impact the world through globalization. Here we will investigate topics such as personal moral obligations, and how our consumption (what we buy, sell, trade, produce, eat, etc.) has profound impact across the globe. Throughout the course we will seek answers to questions such as, "Do I have obligations to strangers suffering far away?"; "How does globalization affect the culture of a nation?"; "How does what I buy affect people around the world?"; and "How can globalization be both helpful and harmful in different parts of the world?"

## Learning Objectives:

1. Students analyze connections and tensions between cultures caused by globalization and demonstrate self-awareness about how the students' cultural heritages impact their perspective of globalization. (GBS outcome 1)
  - a. *Assessment: Short Paper 1, Participation*
2. Students analyze processes that are affecting global interconnectedness and assess the significance of those processes. (GBS outcome 2)
  - a. *Assessment: Short Paper 1 and 2, Exams, Group Presentation, Term Paper*
3. Students describe ethical issues related to globalization and evaluate those perspectives in light of their own sense of personal and civic responsibility. (GBS outcome 3)
  - a. *Assessment: Short Paper 2 and 3, Participation*
4. Students demonstrate the ability to analyze and construct philosophical arguments. (PHL)
  - a. *Assessment: Exams, Group Presentation, Term Paper*

**Materials:**

All materials for the course can either be found as PDFs (marked “PDF” on the Reading Schedule) on Blackboard or as an ebook (marked “ebook” on the Reading Schedule) through the HPU library.

**Grading:**

1. Participation: 5%
2. Exam 1: 15%
3. Short Papers (3): 30%
4. Group Presentation: 10%
5. Term Paper: 15%
6. Exam 2: 25%

Percentage	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

*Participation (5%):* Attendance and participation on class days is an important aspect of your grade and of the course. I will take attendance every day. Students learn better when they ask questions and actively participate, and everyone enjoys the class more when there is discussion. This will be a hands-on class with in-class group work, projects, etc., and I expect everyone to come to class prepared to contribute. I reserve the right to withdraw a student at any point in the term if they miss four classes or more.

*Exams (15% + 25% = 40%):* There will be two in-class exams. I will give you 6 possible exam questions a week before the exam for you to study. On the exam day I will select 2 questions from those 6 for you to answer. You will not know which 2 questions will be chosen until exam day. You will be required to write a short essay of around 300 words per question (the equivalent of about 1-1½ page typed, double-spaced). In addition, for the final exam you will be required to write a take-home 1,000 word Global Studies Assessment Essay which must be copy and pasted into a survey for the global studies program (10% of the final exam grade).

You are allowed to study with classmates in preparation for the exam, but you are not allowed to use any outside sources to study (internet, books, etc.). Outside sources will likely make things more confusing, and increases the risk of unintentional plagiarism. More information will be given as the exam approaches.

*Short Papers (3) (10% each=30%):* There will be 3 short papers due throughout the term. These short papers should each be around 750 words (3 pages, double-spaced, 12 pt. font, 1-inch margins) and are worth 10% each. Prompts for the papers will be provided on Blackboard at least one week before the due date. The first short paper will be on the topic of defining globalization and how the homogenization of globalization affects specific cultures around the world (including our own). This paper is categorized under objectives 1 and 2 for the course. The second short paper will be on the topic of global justice and what it means for the structure of globalization to be fair. This paper is categorized under objectives 2 and 3. The third short paper will be on the topic of personal responsibilities, pinpointing how our humanitarian and consumerist habits impact specific people across the globe. This paper is categorized under objective 3.

Drafts are not required, but if students want to send me a draft, they must do so at least three days before the paper is due. More information on how to write a philosophy paper will be given before the first paper is due and is on the Short Paper Grading Rubric on Blackboard.

*Group Presentation (10%):* Students will be divided into groups to present on a topic of their choosing. To ensure that there is no overlap in topics chosen, the groups must submit their topics to me via email by (Thursday April 2<sup>nd</sup>). Presentations will be 20 minutes in length with 15 minutes of lecture (around 5 minutes per person, all members must present) and 5 minutes of Q&A. More information on presentations will be provided closer to time. See the Group Presentation Grading Rubric on Blackboard for more details.

*Term Paper (15%):* Students will be required to write a 2,000 word paper (around 7-8 pages, double-spaced) on the same topic as their group's presentation. This paper is due on the date of the group's presentation. Each student will write his/her paper on the aspect of the topic that s/he presented during the presentation. There can be no overlap in papers between group members. Drafts are not required but if students want to submit a draft of their paper to me they must do so at least a week before the day the paper is due. See the Term Paper Grading Rubric on Blackboard for more details.

### **Grading Policies**

If students have a reason in advance for not attending the in-class exams, they must contact me at least a week before the exam with a documented excuse. Otherwise, students will not be allowed to make up the exam. In relation to the papers, for each day that the paper is late I will take off a full letter grade (e.g., if you turn a paper in two days late, a paper that would have been an A is now a C). Each paper that is turned in on the due date but after the time deadline will be reduced a letter grade. No exceptions. *All papers must be turned in in hard copy form and on Turnitin. When you upload a paper to Turnitin you will receive a confirmation email. If you do not receive this email then your paper has not been successfully uploaded. You are responsible for ensuring that your paper has been successfully uploaded.*

### **Class Guidelines**

Please come to class prepared. This means you have done the reading and are ready to discuss it critically. When you are in class make sure that your cell phone is silenced and put away. Do not keep cell phones on your desk, in your lap, etc. If you are seen using a cell phone during class you will be deducted participation points for the day which will harm your final grade in the class. *Laptops are not allowed in this course unless you are granted special permission.* This is a discussion-based course, and the use of laptops significantly reduces discussion.

### **Plagiarism**

*I will not tolerate any type of plagiarism in this course, and I reserve the right to use turnitin.com to check your writing. All in-class exams are independent and closed-book, and all sources in your papers must be cited fully. Any case of suspected (intentional or unintentional) plagiarism will be submitted to the University Honor Court (<http://www.highpoint.edu/studentconduct/adjudication-of-honor-code-violations/>). For information on what plagiarism means and how it is viewed see the High Point University*



Honor Code: <http://www.highpoint.edu/studentconduct/university-honor-code/>. I will not grade papers not uploaded to Turnitin.

### **From the Writing Center**

The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. Go to <https://highpoint.mywconline.com/> to make an appointment. Appointments can only be made through the online portal. Appointments will be available starting January 21 for the Spring 2020 semester.

Writing Center tutors do not proofread or edit students' papers *for* them, but they do work *with* students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact Writing Center Director, Dr. Leah Schweitzer at [lschweit@highpoint.edu](mailto:lschweit@highpoint.edu) or 336-841-9106.

### **Diversity & Inclusivity Statement**

High Point University is committed to fostering an inclusive learning and living environment. We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. Diversity in identity, thought, belief and perspective enrich the academic experience and is critical to your growth as a lifelong learner. It is our expectation that every member of our university community uphold a standard of civility and respect both inside and outside of the classroom. HPU Multicultural Affairs (Slane 319) is a campus resource available to anyone seeking support or with questions about diversity and inclusion at High Point University. If you experience or witness an act of bias at HPU or would like to learn more about our Bias Reporting Process, please email [diversity@highpoint.edu](mailto:diversity@highpoint.edu).

### **Accommodations**

Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to the Office of Accessibility Resources and Services (OARS), 4<sup>th</sup> Floor Smith Library. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive.



## Reading Schedule

*All reading assignments should be completed before you arrive in class on that date*

### How Globalization Impacts the World

#### **Week 1: Introduction and Defining Globalization**

Tuesday January 14: No reading

Thursday January 16: Manfred Steger, *Globalization: A Very Short Introduction*: Chapter 1  
“Globalization: A Contested Concept” (ebook)

#### **Week 2: Ideologies and Relativism**

Tuesday January 21: Steger, *Globalization*: Chapter 7 “Ideologies of Globalization: Market Globalism, Justice Globalism, Religious Globalism” (ebook)

Thursday January 23: James Rachels, “The Challenge of Cultural Relativism” (PDF)

#### **Week 3: Globalization and Cultural Change**

Tuesday January 28: Steger, *Globalization*: Chapter 5 “The Cultural Dimension of Globalization” (ebook)

Thursday January 30: Kwame Anthony Appiah, *Cosmopolitanism*: “Cosmopolitan Contamination” (PDF), **Paper 1 Due**

#### **Week 4: Justice**

Tuesday February 4: John Rawls, excerpt from *A Theory of Justice* (PDF)

Thursday February 6: Same

#### **Week 5: Women and the Capabilities Approach**

Tuesday February 11: Martha Nussbaum, *Women and Human Development*: “Introduction” (PDF 1-15)

Thursday February 13: Same (15-33); **Paper 2 Due**

#### **Week 6: The Environment**

Tuesday February 18: Wennersten and Robbins, *Rising Tides: Climate Refugees in the 21<sup>st</sup> Century* (ebook pgs. 15-25)

Thursday February 20: Same (pgs. 26-35)

#### **Week 7: Midterm**

Tuesday February 25: Review

Thursday February 27: **Midterm Exam**

### How You Impact the World through Globalization

#### **Week 8: Personal Obligations**

Tuesday March 3: Peter Singer, excerpt from *The Life You Can Save* (PDF)

Thursday March 5: Appiah, *Cosmopolitanism*: “Kindness to Strangers” (PDF)

#### **Week 9**

Spring Break

**Week 10: Global Trade**

Tuesday March 17: Pietra Rivoli, *The Travels of a T-Shirt in the Global Economy*: “Made in China” (ebook 77-104)

Thursday March 19: Same (105-119)

**Week 11 Global Trade (cont.)**

Tuesday March 24: Rivoli “How Small Entrepreneurs Clothe East Africa with Old American T-shirts” and “Mitumba: Friend or Foe to Africa?” (ebook)

Thursday March 26: Rivoli, “The Race to the Bottom Speeds up” (ebook); **Paper 3 Due**

**Week 12: Consumption**

Tuesday March 31: David Swartz, *Consuming Choices: Ethics in a Global Consumer Age*: “Ethical Consumerism” (ebook)

Thursday April 2: Swartz, “Caveat Emptor?” (ebook); **Presentation Topic Due**

**Week 13: Topic: Student Choice**

*Options: Immigration, Patriotism, Refugees, Just War Theory, Terrorism, World Trade Organization, United Nations, Foreign Aid, Microfinance, Human Rights, Indigenous Rights, etc.*

Tuesday April 7: TBD

Thursday April 9: TBD

**Week 14: Topic: Student Choice**

Tuesday April 14: TBD

Thursday April 16: TBD

**Week 15**

Tuesday April 21: No Class, Honors Day

Thursday April 23: Presentations and Term Papers

**Week 16**

Tuesday April 28: Presentations and Term Papers; Review for Final Exam

**Final Exam on Scheduled Exam Date:** Monday, May 4<sup>th</sup> at 8:00am

# Business Ethics (PHL 2043-03)

MWF 2:00-3:10

Centennial Square 1

Spring 2021

**Professor:** Dr. Beth Hupfer

**Office:** David R. Hayworth Hall 216

**Office Hours:** *By appointment*

**Email:** [ehupfer@highpoint.edu](mailto:ehupfer@highpoint.edu)

## Course Description:

In this course we will explore the ethical implications of business and economics in our interconnected world. We will analyze issues including the role of ethics in corporate structures, whistleblowing, advertising, consumption, and the environment. We will seek answers to questions such as, “What do we owe to strangers?”; “Is the role of the corporation to benefit shareholders, employees, or the general public?”; “Does justice require affirmative action in hiring?”; and, “Do people have a right to affordable, life-saving pharmaceuticals?” Students should leave the class with an understanding of the inescapable connection between business and ethics that is often overlooked in the everyday life of the consumer.

## Material:

There are no required textbooks for the course. All material will be posted in the form of PDFs in Blackboard.

## Grading:

1. Attendance and Participation: 5%
2. Discussion Posts: 20%
3. Case Study Write-ups (3): 25%
4. Midterm Exam: 25%
5. Final Exam 2: 25%

Percentage	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

*Attendance and Participation:* Students are expected to attend classes during class time. Attendance exceptions include the following circumstances: 1) illness or quarantine; 2) a family emergency; 3) OARS (Office of Accessibility Resources and Services)-approved online accommodations; 4) other reasons pre-approved by your instructor; or 5) a religious holiday or university-approved trip. Documentation of OARS accommodations must be provided to the professor during the first week of classes. Official notification of illness, quarantine, or family emergency must be provided to the professor within 48 hours of the first missed class. Pre-approval for any other reason must take place one week prior to the missed class. For all students, assignments are due at the assigned time. You are responsible for all class material from days you are not in attendance. Attendance concerns will be

flagged in Starfish, and you may be involuntarily withdrawn from the course if you miss more than four classes during the term.

*Discussion Posts:* You will have 5 discussion post assignments on Blackboard throughout the term (click on “Discussions” on our course’s Blackboard page). *For weeks that have a discussion post (weeks 2, 4, 6, 12, and 14) you must post by **Wednesday at 5:00pm EST** in order to receive credit.* These are weeks that do not have other assignments due, and are noted on the Reading Schedule below. For each of these weeks you will need to write *1 original post and 1 reply post* to another student. You will not be able to see anyone else’s posts until you post. All posts must be around a paragraph, without grammar issues or typos, written *completely* in your own words, and reference the reading/theorists for the week. A sentence or two which does not reference the reading does not fulfill this requirement. On Fridays we will discuss any questions brought up in your posts and clear up any misunderstandings that seem to arise. *Your lowest discussion post grade will be dropped automatically at the end of the term.* To understand the requirements for posts, see the Discussion Grading Rubric on Blackboard for more information.

Weekly Discussion Assignments will be graded according to the following rubric:

<b>0</b>	You did not post or you did not post by Wednesday 5:00pm EST for the week the post was due. No late posts are accepted.
<b>50</b>	Your original post was too short and needed to be significantly expanded upon, your original post did not reference the reading/theorists for the week, your original post was a misunderstanding of the subject material, you did an original post but not a reply post, and/or your posts had too many grammatical mistakes/typos.
<b>75</b>	Your original post was short and needed to be expanded upon, your original post did not reference the reading/theorists for the week, your original post was a misunderstanding of the subject material, and/or your posts had too many grammatical mistakes/typos.
<b>85</b>	Your original/reply post was a slight misunderstanding of the subject material, your original/reply post needed to be expanded upon somewhat, and/or your posts had grammatical mistakes/typos.
<b>100</b>	Your original and reply posts were on time, well-written, quoted course material, and showed clear insight and thought on the week’s topic and readings.

*Case Study Write-ups:* There will be 3 case study write-ups due during the term. Write-ups must be uploaded on Turnitin via Blackboard by the start of class. When you turn something in to Turnitin you ought to receive a confirmation email. If you do not receive this email then it has not been successfully uploaded and you will not receive a grade for the assignment. See the Case Study Grading Rubric on Blackboard for more information on how to structure the write-ups. The topics for the case studies are all on Blackboard.

*Exams:* The midterm exam will be given on Monday February 22<sup>nd</sup> and the final exam will be given on the HPU scheduled exam date. More information will be given as the exam approaches.

## **Grading Policies**

If students have a reason in advance for not taking exams on the scheduled exam date, they must contact me at least a week before the exam with a documented excuse. Otherwise, students will not be allowed to make up the exam. In relation to the case studies, for each day that the paper is late I will take off a full letter grade (e.g., if you turn a paper in two days late, a paper that would have been an A is now a C). Each paper that is turned in on the due date but after the time deadline will be reduced a letter grade. No exceptions. *All papers must be turned in on Turnitin. When you upload a paper to Turnitin you will receive a confirmation email. If you do not receive this email then your paper has not been successfully uploaded. You are responsible for ensuring that your paper has been successfully uploaded. Papers not uploaded on Turnitin will receive a 0.* Any discussion post made after the deadline will receive a 0.

## **Class Guidelines**

Please come to class prepared. This means you have done the reading and are ready to discuss it critically. When you are in class make sure that your cell phone is silenced and put away. *Do not keep cell phones on your desk, in your lap, etc.* If you are seen using a cell phone during class you will be deducted participation points for the day which will harm your final grade in the class.

## **Face Mask Policy**

In compliance with applicable federal, state or local orders, at HPU, students are required to wear face masks when indoors in all classrooms, labs, studios, and other public spaces (such as hallways, building entrances, public restrooms, in HPU transportation such as shuttles, and other common spaces). There is not enough evidence to support the effectiveness of masks with one-way valves or vents, gators, or face shields for controlling transmission of the virus, and thus these face coverings are not an acceptable substitute for cloth face masks. Exceptions may be made for the use of face shields with an approved medical excuse.

## **Use of Electronics**

Cell phone use during classes is prohibited including voice, text, video, or data. *Any audio, video, or photographic recording in the class, including the instructor's lecture/discussion, Blackboard sessions, or other classroom activity, is strictly prohibited unless authorized by the instructor and students in the class. This includes the unauthorized recording and screenshots of online classes, discussions, and online breakout rooms.* Violations of this policy will be reported to the Dean of the College of Arts and Sciences.

## **Plagiarism**

I will not tolerate any type of plagiarism in this course, and I reserve the right to use turnitin.com to check your writing. Outside sources should not be used for the case study write-ups. Any use of outside sources will be counted as plagiarism. Any case of suspected plagiarism (intentional or unintentional) will be submitted to the University Honor Court (<http://www.highpoint.edu/studentconduct/adjudication-of-honor-code-violations/>). For information on what plagiarism means and how it is viewed see the High Point University Honor Code: <http://www.highpoint.edu/studentconduct/university-honor-code/>. I will not grade papers not uploaded to Turnitin.

### **From the Writing Center**

The Writing Center provides writing assistance for students at any level of study at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. For the 2020-21 academic year only, the Writing Center will be operated through Academic Services. To make an appointment, contact Dr. Craig Curty at [ccurty@highpoint.edu](mailto:ccurty@highpoint.edu).

### **Diversity & Inclusivity Statement**

High Point University is committed to fostering an inclusive learning and living environment. We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. Diversity in identity, thought, belief and perspective enrich the academic experience and is critical to your growth as a lifelong learner. It is our expectation that every member of our university community uphold a standard of civility and respect both inside and outside of the classroom. HPU Multicultural Affairs is a campus resource available to anyone seeking support or with questions about diversity and inclusion at High Point University. If you experience or witness an act of bias at HPU or would like to learn more about our Bias Reporting Process, please email [diversity@highpoint.edu](mailto:diversity@highpoint.edu).

### **Title IX Information**

If you or someone you know experiences stalking, intimate partner violence, sexual assault, or sex/gender-based discrimination please know, you are not alone. There are resources that can help:

- Title IX Coordinator: <http://www.highpoint.edu/title-ix/>
- You can also report using the online complaint form:  
[https://cm.maxient.com/reportingform.php?HighPointUniv&layout\\_id=20](https://cm.maxient.com/reportingform.php?HighPointUniv&layout_id=20)

*Confidential:*

- The Office of Counseling Services <http://www.highpoint.edu/counseling/>
- Business Hours: 336-888-6352
- After Hours: 336-841-9111 (Referred by Security)

### **Accommodations**

If you are a student with a disability and require academic accommodations due to a diagnosed disability, you must register with the Office of Accessibility Resources and Services (OARS) and submit the appropriate documentation. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Contact us at [oars@highpoint.edu](mailto:oars@highpoint.edu) or by telephone at 336-841-9026, for additional information. The Office of Accessibility Resource and Services is located on the 4<sup>th</sup> Floor of Smith Library.

## Reading Schedule

*All reading assignments should be completed before class on that date.  
Reading Schedule subject to change with instructor's advanced notification.*

### **Week 1: Introduction to Ethics**

M, January 11: Introduction, no reading  
W, January 13: James Rachels, "Ethical Egoism"  
F, January 15: James Rachels, "The Challenge of Cultural Relativism"

### **Week 2: Normative Ethics**

M, January 18: No Class  
W, January 20: James Rachels, "The Debate over Utilitarianism," *Discussion Post 1 Due by 5:00*  
F, January 22: Same (no new reading)

### **Week 3: Normative Ethics (cont.)**

M, January 25: Joseph DesJardins and John McCall, "Utilitarianism and the Free Market"  
W, January 27: Onora O'Neill, "A Simplified Account of Kant's Ethics"  
F, January 29: Normative Ethics and Self-driving Cars (no reading)  
*1<sup>st</sup> Case Study Due*

### **Week 4: Stockholders and Stakeholders**

M, February 1: Milton Friedman, "The Social Responsibility of Business Is to Increase Profits"  
W, February 3: R. Edward Freeman, "Managing for Stakeholders," *Discussion Post 2 Due by 5:00*  
F, February 5: Same (no new reading)

### **Week 5: Advertising and Disclosure**

M, February 8: John McCall, "Deceptive Advertising"  
W, February 10: David Holley, "Information Disclosure in Sales"  
F, February 12: Same (no new reading)

### **Week 6: Globalization**

M, February 15: Carol Gould, "Moral Issues in Globalization" (305-316)  
W, February 17: Same (316-320), *Discussion Post 3 Due by 5:00*  
F, February 19: Ursula K. Le Giun, "The Ones Who Walk Away from Omelas" and Review

### **Week 7: Social Justice**

M, February 22: *MIDTERM EXAM*  
W, February 24: John Rawls, "An Egalitarian Theory of Justice"  
F, February 26: Same (no new reading)

### **Week 8: Social Justice (cont.)**

M, March 1: Robert Nozick, "The Entitlement Theory"  
W, March 3: excerpt from Peter Singer's *The Life You Can Save*  
F, March 5: Same (no new reading)

**Week 9:**

Spring Break

**Week 10: Whistleblowing**

M, March 15: Michael Davis, "Some Paradoxes of Whistleblowing"

W, March 17: Ronald Duska, "Whistle-blowing and Employee Loyalty"

F, March 19: Same (no new reading)

*2<sup>nd</sup> Case Study Due*

**Week 11: Pharmaceuticals and CEOs**

M, March 22 : Richard T. DeGeorge, "Intellectual Property and Pharmaceutical Drugs: An Ethical Analysis"

W, March 24: Same (no new reading)

F, March 26: Jeffrey Moriarty, "Do CEOs Get Paid Too Much?"

**Week 12: Privacy**

M, March 29: Deborah Johnson, "Privacy"

W, March 31: Covid-19 Tracing and Privacy, *Discussion Post 4 Due by 5:00*

F, April 2: No Class

**Week 13: Diversity**

M, April 5: No Class

W, April 7: Tom Beauchamp, "Affirmative Action Goals and Hiring Promotion"

F, April 9: N. Scott Arnold, "Affirmative Action and the Demands of Justice,"

*3<sup>rd</sup> Case Study Due*

**Week 14: The Environment**

M, April 12: Norman Bowie, "Morality, Money and Motor Cars"

W, April 14: Online Sustainability Quiz (link on Blackboard), *Discussion Post 5 Due by 5:00*

F, April 16: Joseph DesJardins, "Sustainability: Business's New Environmental Obligation"

**Week 15 Consumption**

M, April 19: Juliet B. Schor, "Why Do We Consume So Much?"

W, April 21: Same (no new reading)

F, April 23: Tiffany Kary, "Fearful and Frugal: Coronavirus Wreaks Havoc on America's Psyche"

**Week 16: Recession and Review**

M, April 26: "Why This Recession Disproportionately Affects Women"

W, April 28: Course Review

**Final Exam during scheduled exam time: Thursday May 6<sup>th</sup> at 8:00-11:00am**