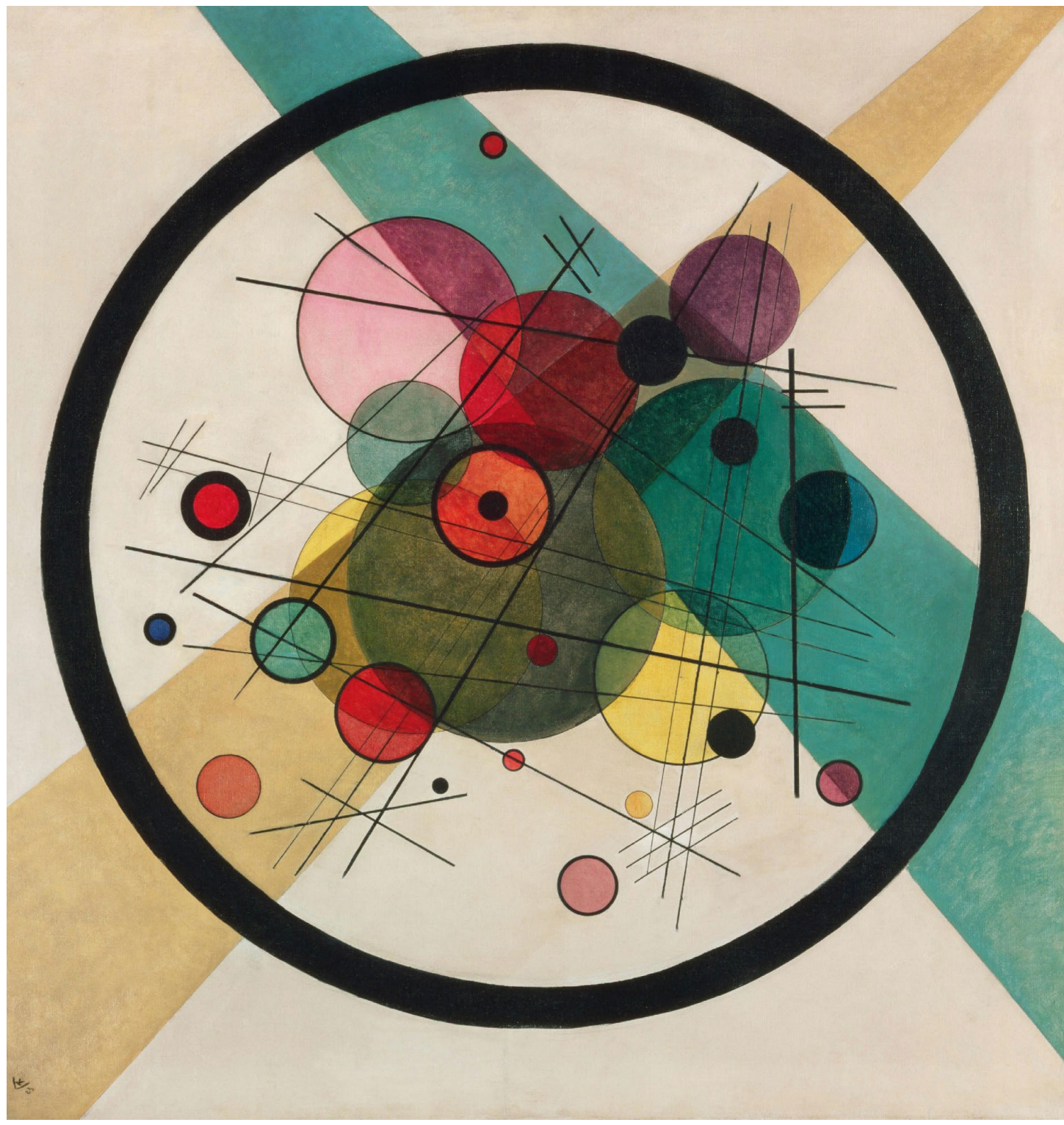


INTEGRATING PHILOSOPHY, POLITICS & ECONOMICS

Professor David Emmanuel Gray



INTEGRATING PPE

Time	Mon, Wed, Fri: 2:00PM–2:50PM
Location	Baldy Hall 108
Instruction Mode	LEC (Lecture) and P (In Person)
Credits	3.00
Prerequisite	PHI 185 (Model-Based Reasoning)

Instructor	Professor David Emmanuel Gray
Contact	📍 Park Hall 118, ✉️ degray@buffalo.edu
Student Meetings	Weekdays: 11:30AM–1:30PM, or by appointment

Course Overview

Description

This is a project-based capstone course exploring advanced issues at the intersection of Philosophy, Politics, and Economics (PPE). Each discipline explores complex social problems with its own toolkit, and with its own set of questions. The goal of this course will be to integrate these different approaches into a richer lens on how we can confront complex social issues.

Purpose & Student Learning Outcomes

Integrating PPE is a senior capstone course whose purpose is to have you...

- Complete a group project that
- Challenges you to work together with your classmates
- Using the knowledge and skills that you all have developed throughout the PPE program to
- Make the world a better place.

In order to achieve that purpose, there are four learning outcomes for this course. By this May, you will better be able to...

1. Examine a social problem from multiple perspectives,
2. Integrate those insights to devise a solution to that problem,
3. Carry out the necessary steps to implement that solution,
4. Present your work to the general public, and
5. Do all of the above while working as a team with your peers.

In addition, this course also has a secondary purpose of assisting in your professional development, preparing you for life after graduation.

Everything you do in this course has those purposes and learning outcomes in mind. **If you ever feel that what you are doing is not going in those directions, let me know and we will adjust accordingly.**

Course Structure

This course will not operate in the same way that the bulk of your other courses do. This course is designed to be project-based and student-directed. As such my role as instructor is to point you in the right direction and offer guidance where it is needed.

First and foremost, it is your responsibility as a team, to...

- Formulate a clear project that it is feasible to complete over the course of a semester with approximately 100 person hours of work available per student;
- Organize yourselves into a effective team, including a division of labor in a manner that plays to your team members' strengths;
- Develop a team organizational infrastructure to ensure efficient communication, sharing of information, and meeting planning;
- Research issues germane to your project, ensuring that your work is informed by philosophical, political, and economic considerations;
- Organize your output into coherent action; and
- Present your project motivation, results, and assessment in a clear, accessible manner in both a written report and an oral presentation to the instructor, other faculty, and other relevant stakeholders.

Announcements & Other Communication

I will email important information to you throughout the semester, so routinely check your UB email for updates. Otherwise, I will gladly answer your questions, discuss your work, or respond to your concerns. Please see me at my office or get in touch with me via email.

Learning Resources

There are no textbooks to buy for this course. I have posted all the readings, along with assignments, course materials, and a schedule on UB Learns.

Requirements & Grading

Your individual grades for this course will be determined on the basis of both my assessment of your work as well as the assessments of your peers. Each of you will complete individual professional development tasks along with regular write ups on your reflections and contributions to the project during the semester. I will also solicit feedback from you about the contributions of your teammates.

Your final grade in the course will be determined as follows:

- | | |
|---------------------------------------|-----|
| • Professional development tasks | 10% |
| • Individual write ups | 15% |
| • Experiential Learning Network badge | 10% |
| • Evaluations of your team's dynamics | 5% |
| • Team milestones | 20% |
| • Final team written report | 20% |
| • Final team oral presentation | 20% |

Unless you are notified of otherwise, the grading scale is as follows:

93.0–100.0	A	87.0–89.9	B ⁺	77.0–79.9	C ⁺	67.0–69.9	D ⁺
90.0–92.9	A ⁻	83.0–86.9	B	73.0–76.9	C	60.0–66.9	D
		80.0–82.9	B ⁻	70.0–72.9	C ⁻	0.0–59.9	F

Your final course grade will be on the same 100-point scale, with the assignments weighted as indicated by the percentages above.

Participation & Attendance

This course is based on the principle of experiential learning, where you learn not only from me but from your discussions and interactions with your classmates. As such, participation and attendance are very important to your success in this class.

Given the importance of attendance, I will take roll promptly at the start of each class meeting. If you are not sitting in your seat at that time, you will be marked absent. If you show up after that—even if you are only late by 5 seconds—then you will be marked as late. However, if you show up more than 10 minutes late, you remain marked as absent.

Most importantly, **students with more than 8 unexcused absences will automatically fail this course.** For this calculation, 2 late arrivals will count as an unexcused absence. An absence may be excused only upon you completing a make-up assignment that we both agree upon.

PPE in Practice Capstone Project

Final Team Written Report Due Date

Sunday, May 14 at 11:59PM, Buffalo (Eastern Standard) Time.

This report has no grace period, so late reports will not be graded unless your team has requested and I have granted a reasonable accommodation.

Final Team Oral Presentation Date

TBA during our scheduled final exam period.

Be sure to check UB's final exam schedule, once it is posted, for when and where we will meet for your team presentations.

Given the nature of these presentations, they will only be rescheduled under documented, absolutely catastrophic circumstances.

Project Task

Make the world better.

Here's What I Want You to Do

During the third week of class (after the enrollment deadline has passed), you will be assigned to a team of 4 to 5 students. At the end of the semester (see the dates above), your team will submit a 10-page final report and conduct a 15–20 minute presentation. Before then, though, there will be weekly milestones to complete along the way.

Your main task as a team is to think about how to make the world demonstrably better and then actually do it. That is, you must identify a problem in the world (whether local, national, or global) and address it in some tangible way.

Keep in mind that successfully solving a small, though genuine, social problem is almost certainly a big win! Meanwhile, writing a policy brief that no one (besides me) will read is not very impressive.

To help your team complete its project, it has been provided with \$1,000.

For your final report and final presentation, your team must answer the following questions:

1. What is the problem that you are addressing? Why this problem? In answering this, make sure the following is clear: (A) which domain (local, national, or global) you are primarily concentrating upon and (B) how understanding and addressing this problem is informed by philosophical, political, and economic considerations.
2. Who are the relevant stakeholders for addressing this problem? (That is, who does this problem affect? Whose legitimate cooperation do you need to support your efforts?) What stakeholder support and resistance did you expect? How did this align with what actually happened?
3. How did you interpret the imperative to make the world better? What values (moral, political, economic, etc.) did you focus on? Why?
4. How did you decide about the tradeoffs between what's most desirable in itself and what's most feasible? What were the economic constraints/scarcities that shaped your response? What were your opportunity costs?
5. What theoretical tools from philosophy, political science, and/or economics were helpful for thinking about and addressing this problem?
6. What data did you need for better understanding and/or addressing this problem? Could you get it?

7. How did you allocate labor in your team? What obstacles (of group dynamics) did you expect to encounter and how did you preemptively plan to overcome them? What obstacles did you in fact encounter, and how did you then respond?
8. Did you add value to the world, taking into account the combined costs of your time, effort, and any money spent? How can you commensurate your inputs with your outputs?
9. Did you succeed or fail, and by what standards should we judge you? What did you learn? What would you have done differently?
10. In light of what you were (and were not) able to achieve, what would be a good next step in making the world better?

Here's Why I Want You to Do It

The purpose of this project is to challenge you to use, in some concrete way, the knowledge and skills that you have developed throughout the PPE program. In particular, the goal is for you to work together with your teammates in a collaborative way to engage with an important social issue.

More specifically, this project is essential for you to achieve the major learning outcomes (from page 1) for this course:

1. Examine a social problem from multiple perspectives,
2. Integrate those insights to devise a solution to that problem,
3. Carry out the necessary steps to implement that solution,
4. Present your work to the general public, and
5. Do all of the above while working as a team with your peers.

Finally, I see all this as fulfilling my deeper mission to cultivate your cognitive and affective capacities for critical reflection and practical deliberation with others while engaging in meaningful, coordinated, and collective action on important social problems. Such skills will serve you extremely well in your future endeavors upon graduation.

Here's How to Do It

In completing this project, you will also be earning a badge from UB's Experiential Learning Network. This has the advantage of organizing the project into a meaningful sequence.

In particular, your team will be following the PEARL model:

- **Preparation:** Setting goals and intentions, establishing context, and acquiring necessary skills.
- **Engagement:** Making a plan and executing it, while getting feedback from me, other advisors, and the relevant stakeholders.
- **Adding Value:** Making positive impact in collaboration with your core partners and stakeholders.
- **Reflection:** Examining your experiences and achievements through various lenses, creating a narrative that connects the experience with your learning and professional goals.
- **Leverage:** Building on your engagement and experience toward creating even greater impact beyond the project itself.

Beyond that, it is extremely important to emphasize that every project turns out to be at least 100% harder than you would expect. There are always unforeseen obstacles. Teams that start early usually overcome the obstacles; teams that start late usually fail.

In other classes, you might be wait until the night before an assignment is due and still pass, but no one can do this project a week before it's due. Start working on your project earlier than you think you need to.

PPE in Practice Capstone Project (Continued)

Here's How It Will Be Graded

Milestones: Each group milestone will be graded pass/fail. Failed milestones may be redone once (in response to my feedback) in an attempt to pass.

Otherwise, the ratio of passed milestones to the total number of assigned milestones will be normalized to the 100-point scale for determining letter grades (from page 1). This will be your team's base grade for the milestones, which will be the same for everyone on your team.

Final Report: Your team's final written report will receive a grade based on the 100-point scale for determining letter grades (from page 1). This will be your team's base grade for the report, which will be the same for everyone on your team.

Final Presentation: Your team's final oral presentation will also receive a grade based on the 100-point scale for determining letter grades (from page 1). However, this grade will be determined in consultation with other audience members (which will not only include me and your other classmates, but also other PPE faculty and any relevant stakeholders we are able to invite to attend).

Similar to the milestones and final report, this will be your team's base grade for its final presentation, which, again, will be the same for everyone on your team.

Peer Evaluations: At regular intervals, you and your teammates will be doing peer evaluations assessing everyone's individual contributions to the milestones, report, and presentation. As I am able, I will also be observing and assessing this as well.

These peer evaluations will then be used to determine your *individual* grades for the milestones, the report, and the presentation. That is, your personal grades for each of those three assignments will be modified according to how your teammates (and I) evaluate your personal contribution to them. Your individual grades for those assignments will then be raised or lowered accordingly.

Side Note: Peer evaluations and their impact your individual grades is based on a scheme from Kaufman, Felder, and Fuller (2000), which is adapted from Brown (1995). Their research is persuasive in showing that the scheme is reliable with few problems. Even so, I always reserve the right to disregard any ratings that look suspicious, especially in light of what I am able to observe of your team's dynamics.

In any case, we will be talking a lot this semester about teamwork, trying to diagnose and resolve problems with group dynamics early on. As a result, my hope is that such individual modifications will be minimal.

References

- Brown, R. W. (1995). Autorating: Getting individual marks from team marks and enhancing teamwork. *1995 Frontiers in Education Conference Proceedings*, 3C2.15–3C2.18
- Kaufman, D. B., Felder, R. M., & Fuller, H. (2000, April). Accounting for individual effort in cooperative learning teams. *Journal of Engineering Education*, 89(2), 133–140.

I have copies of both these articles if you are interested in reading them.

Course Schedule

wk	Date	Topic/Reading	Assignment*
1	1/30 (Mon)	Introduction to the Course & Capstone Project Read the syllabus closely, especially the description of the PPE in Practice Capstone Project (on page 2). I suspect you all will have many questions, which I will want to address in detail.	
	2/1 (Wed)	Brainstorming Projects Brennan, J. (2018). The ethics project: Teaching business ethics through student-created entrepreneurial action. <i>Journal of Business Ethics Education</i> , 15, 285–302. EngageMedia & Video4Change Network. (n.d.). <i>Types of social change</i> . https://toolkit.video4change.org/what-is-impact/types-of-social-change/	
	2/3 (Fri)	Brainstorming Projects (Continued)	
	2/4 (Sat)		Team Member Evaluations #1 due at 11:59PM (midnight).
2	2/5 (Sun)		Individual Write Up #1 due at 11:59PM (midnight).
	2/6 (Mon)	Defining a Problem Spradlin, D. (2012, September). Are you solving the right problem? <i>Harvard Business Review</i> . https://hbr.org/2012/09/are-you-solving-the-right-problem	Professional Development Task #1 due at 11:59PM (midnight).
	2/7 (Tue)		Team Member Evaluations #2 due at 11:59PM (midnight).
	2/8 (Wed)	Guest Presentation by Julia Dietz (UB CAS, 2022), Paralegal, Vinal & Vinal, PC, and Co-Founder, UB Homework Helpers In her presentation, Julia Dietz will discuss her PPE in Practice Capstone Project from Spring 2022, which resulted in the creation of UB Homework Helpers. This organization tutors high school students in the Buffalo Public Schools system.	
	2/10 (Fri)	Guest Presentation by Peter Rizzo (UB CAS, 2007), Owner, Community Planning & Development Associates, LLC In his presentation, Peter Rizzo will discuss his research on school zone speed cameras in the City of Buffalo and how those cameras imposed differential burdens on different communities within the city. This work proved decisive in the city removing those cameras.	
3	2/12 (Sun)		Individual Write Up #2 due at 11:59PM (midnight).
	2/13 (Mon)	Team Dynamics & Decision Making Kantor, D. (2012). Action stances. In <i>Reading the room</i> (pp. 23–47). Jossey-Bass.	Professional Development Task #2 due at 11:59PM (midnight).
	2/14 (Tue)		Team Member Evaluations #3 due at 11:59PM (midnight).
	2/15 (Wed)	Team Dynamics & Decision Making (Continued)	
	2/17 (Fri)	Establishing Team Expectations Oakley, B., Brent, R., Felder, R. M., & Elhajj, I. (2004). Turning student groups into effective teams. <i>Journal of Student Centered Learning</i> , 2(1), 9–34.	

* All times are for Buffalo (Eastern Standard) Time.

Course Schedule (Continued)

wk	Date	Topic/Reading	Assignment*
4	2/20 (Mon)	Moral Value Timmons, M. (2013). [Chapter 1]. In <i>Moral theory: An introduction</i> (2nd ed., pp. 1–21). Rowman & Littlefield.	Professional Development Task #3 due at 11:59PM (midnight).
	2/21 (Tue)		Team Milestone #1 due at 11:59PM (midnight).
	2/22 (Wed)	Writing the Problem Statement EnterpriseWorks/VITA. (n.d.). <i>Low-cost rainwater storage system</i> . https://hbr.org/resources/pdfs/magazine/2012/09/are-you-solving-the-right-problem/EnterpriseWorks-VITA-Challenge.pdf <i>Also reread:</i> Spradlin, D. (2012, September). Are You Solving the Right Problem? <i>Harvard Business Review</i> . https://hbr.org/2012/09/are-you-solving-the-right-problem	Team Member Evaluations #4 and Individual Write Up #3 all due at 11:59PM (midnight).
	2/24 (Fri)	Team Meetings This class is set aside for your team to work on its Team Milestone #2.	
5	2/27 (Mon)	Stakeholder Management Freeman, R. E. (2009). Managing for stakeholders. In T. L. Beauchamp, N. E. Bowie, & D. G. Arnold (Eds.), <i>Ethical theory and business</i> (8th ed., pp. 56–68). Prentice Hall.	Professional Development Task #4 due at 11:59PM (midnight).
	2/28 (Tue)		Team Milestone #2 due at 11:59PM (midnight).
	3/1 (Wed)	Stakeholder Analysis Vodafone Qatar. (2015). <i>Towards a sustainable journey: Sustainability report 2014</i> . [Business report]. https://www.vodafone.qa/files/dmfile/VodafoneQatarGRISustainabilityReport2014_English.pdf <i>Also reread:</i> Freeman, R. E. (2009). Managing for stakeholders. In T. L. Beauchamp, N. E. Bowie, & D. G. Arnold (Eds.), <i>Ethical theory and business</i> (8th ed., pp. 56–68). Prentice Hall.	Team Member Evaluations #5 and Individual Write Up #4 all due at 11:59PM (midnight).
	3/3 (Fri)	Team Meetings This class is set aside for your team to work on its Team Milestone #3.	ELN Task #1 due at 11:59PM (midnight).
6	3/6 (Mon)	The Values of PPE Defending Price Gouging Evans, L. (2013, December 16). Uber's snow storm surge pricing gouged New Yorkers big time. <i>Gothamist</i> . http://gothamist.com/2013/12/16/uber_surge_pricing.php Zwolinski, M. (2008, July). The ethics of price gouging. <i>Business Ethics Quarterly</i> , 18(3), 347–378.	Professional Development Task #5 due at 11:59PM (midnight).
	3/7 (Tue)		Team Milestone #3 due at 11:59PM (midnight).
	3/8 (Wed)	The Values of PPE Rejecting Price Gouging Nicas, J. (2020, March 14). He has 17,700 bottles of hand sanitizer and nowhere to sell them. <i>The New York Times</i> . https://nyti.ms/2YIhul Snyder, J. (2009, April). What's the matter with price gouging? <i>Business Ethics Quarterly</i> , 19(2), 275–293.	Team Member Evaluations #6 and Individual Write Up #5 all due at 11:59PM (midnight).
	3/10 (Fri)	Team Meetings This class is set aside for your team to work on its project.	ELN Task #2 due at 11:59PM (midnight).

* All times are for Buffalo (Eastern Standard) Time.

Course Schedule (Continued)

wk	Date	Topic/Reading	Assignment*
7	3/13 (Mon)	Social Entrepreneurship Prahalad, C. K. (2014). The market at the bottom of the pyramid. In <i>The fortune at the bottom of the pyramid: Eradicating poverty through profits</i> (Revised & Updated 5th Anniversary ed., pp. 27–46). Prentice Hall.	Professional Development Task #6 due at 11:59PM (midnight).
	3/14 (Tue)		Team Milestone #4 due at 11:59PM (midnight).
	3/15 (Wed)	Limits to Social Entrepreneurship Karnani, A. (2009, Winter). Romanticizing the poor. <i>Stanford Social Innovation Review</i> , 7(1), 38–43.	Team Member Evaluations #7 and Individual Write Up #6 all due at 11:59PM (midnight).
	3/17 (Fri)	Team Meetings This class is set aside for your team to sort any business that needs to be done before spring break. In particular, I expect that you ensure that you all are making solid headway on your Team Milestone #5, which is due right after Spring Break.	ELN Task #3 due at 11:59PM (midnight).
	3/22, 24	 Spring Break	
8	3/27 (Mon)	Crisis Clinic & Team Meetings The first half of this class will involve a “crisis clinic” activity concerning team dynamics. After that, the rest of class is set aside for your team to regroup, making sure you all are on track for completing your Team Milestone #5.	
	3/28 (Tue)		Team Milestone #5 due at 11:59PM (midnight).
	3/29 (Wed)	Cost-Benefit Analysis Fernando, J. (2022, June 27). <i>Opportunity cost formula, calculation, and what it can tell you</i> . Investopedia. https://www.investopedia.com/terms/o/opportunitycost.asp Schmidt, D. (2001). A place for cost-benefit analysis. <i>Philosophical Issues</i> , 11, 148–171.	Team Member Evaluations #8 and Individual Write Up #7 all due at 11:59PM (midnight).
	3/31 (Fri)	Team Meetings This class is set aside for your team to work on its Team Milestone #6.	
9	4/3 (Mon)	Effective Altruism MacAskill, W. (2015). Worms and water pumps. In <i>Doing good better</i> (pp. 1–14). Avery.	Professional Development Task #7 due at 11:59PM (midnight).
	4/4 (Tues)		Team Milestone #6 due at 11:59PM (midnight).
	4/5 (Wed)	(In)Effective Altruism Manne, K. (2022, June 30). <i>Against swooping in</i> . Substack. https://katemanne.substack.com/p/against-swooping-in	Team Member Evaluations #9 and Individual Write Up #8 all due at 11:59PM (midnight).
	4/7 (Fri)	Team Meetings This class is set aside for your team to work on its Team Milestone #7.	
10	4/10 (Mon)	Team Meetings From this date forward, class meetings will primarily be devoted to you working with your team to make progress on your project. As needed, I will set aside days where I can lead class discussions to cover concepts and materials needed for your projects.	Professional Development Task #8 due at 11:59PM (midnight).
	4/11 (Tue)		Team Milestone #7 due at 11:59PM (midnight).
	4/12 (Wed)	Team Meetings	Team Member Evaluations #10, and Individual Write Up #9 all due at 11:59PM.
	4/14 (Fri)	Team Meetings	

* All times are for Buffalo (Eastern Standard) Time.

Course Schedule (Continued)

wk	Date	Topic/Reading	Assignment*
11	4/17 (Mon)	Team Meetings	Professional Development Task #9 due at 11:59PM (midnight).
	4/18 (Tue)		Team Milestone #8 due at 11:59PM (midnight).
	4/19 (Wed)	Team Meetings	Team Member Evaluations #11, and Individual Write Up #10 all due at 11:59PM.
	4/21 (Fri)	Team Meetings	
12	4/24 (Mon)	Team Meetings	Professional Development Task #10 due at 11:59PM (midnight).
	4/25 (Tue)		Team Milestone #9 due at 11:59PM (midnight).
	4/26 (Wed)	Team Meetings	Team Member Evaluations #12 due at 11:59PM (midnight).
	4/28 (Fri)	Team Meetings	
13	5/1 (Mon)	Team Meetings	
	5/2 (Tue)		Team Milestone #10 due at 11:59PM (midnight).
	5/3 (Wed)	Team Meetings	Team Member Evaluations #13 due at 11:59PM (midnight).
	5/5 (Fri)	Team Meetings	
14	5/8 (Mon)	Team Meetings	
	5/10 (Wed)	Team Meetings	Team Member Evaluations #14 due at 11:59PM (midnight).
	5/12 (Fri)	Team Meetings	ELN Task #4 due at 11:59PM (midnight).
15	5/14 (Sun)		PPE in Practice Capstone Project Final Team Report and Team Member Evaluations #15 all due at 11:59PM (midnight).
	5/15 (Mon)		ELN Task #5 due at 11:59PM (midnight).
	5/17 (Wed)		ELN Task #6 due at 11:59PM (midnight).
	5/19 (Fri)		ELN Task #7 due at 11:59PM (midnight).
	TBA	PPE in Practice Capstone Project Final Presentations Check UB's final exam schedule, once it is posted, for when and where we will meet for your final team presentations.	Team Member Evaluations #16 due at 11:59PM.

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Course Policies

Reasonable Accommodations

You are a human being with all the usual challenges associated with human finitude. Illness, family emergencies, job interviews, other professors, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will be unable to turn in an assignment on time, please notify me as soon as possible and we can agree on a reasonable accommodation.

Please recognize that most reasonable accommodations will require that you use a free pass, receive a reduced grade on an assignment, or do additional work. This is done to keep things fair between you and your classmates—after all you are asking for extra consideration that they do not get. So when you propose a reasonable accommodation, please reflect on what would preserve that fairness.

Challenging an Assignment Grade

I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is graded to challenge that grade. To do so, you must provide a clear written explanation (email is preferred) outlining your reasons for why you believe the grade you earned is mistaken. I take all such requests extremely seriously, with a spirit of humility. I will then meet with you, as necessary, to work on resolving things satisfactorily.

Of course, I always encourage you to talk with me about how you may improve on future assignments!

Sharing Course Materials

All my course materials, available digitally or distributed in hardcopy during class, are protected by copyright laws. You may use these materials and make copies for your own personal use, but unauthorized distribution and/or uploading of course materials without my written permission is strictly prohibited.

Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless I tell you otherwise, you must silence mobile phones prior to class and not use them during class. All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.

Photography & Recording Etiquette

To maintain an open academic environment that encourages class discussions about potentially controversial, sensitive, and/or personal issues, I ask that you please refrain from taking photographs or making audio and/or video recordings during class.

If you know you are going to be absent from class in advance and would like an audio recording of our class meeting, let me know. I will ask the class' permission to record that meeting. If everyone is comfortable with that, I will do so and make it available to you. However, any such recordings may not be shared with anyone else and all copies must be destroyed by the end of the course.

Academic Integrity

Academic integrity is embodied by commitments to honesty, trust, fairness, respect, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your assignments, and seeking help whenever you are struggling. This is laid out in the academic honor code for this course. You are also expected to sign an agreement to adhere to that code.

In this class, the typical violation of academic integrity involves *plagiarism*. Examples of this include cutting-and-pasting material without proper citation, paraphrasing ideas from external sources without attribution, and borrowing ideas from a classmate without reference and/or acknowledgment.

To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using first-person pronouns "I", "me", "my", etc.) and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes the ideas of your classmates and any assistance you receive from the Center for Excellence in Writing (CEW) and from me. Please see the course Formatting Requirements for more information on how to properly cite the claims and ideas of others in your assignments.

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating your expansion on their ideas? All of these tasks are important, so do not be ashamed when you are doing them. I honestly do not expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your assignments.

To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. Please remember that **assignments without a properly filled out Commitment to Academic Integrity Form will earn an automatic 0 (zero)**. Templates for the assignments that include this form are posted on UB Learns.

While I treat violations of academic integrity on a case-by-case basis, I carefully follow the University at Buffalo's process of consultative resolution. According to this process, when I suspect an academic integrity violation, I first meet with the student for an explanation. If, after that meeting, I remain convinced that there is a violation, I will report it to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office. This protects the student's right to appeal.

Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. Again, the student retains the right to appeal any such decision.

In particularly severe cases, or when the student has committed previous academic integrity infractions, there may also be further penalties imposed by the Academic Integrity Office. For more information, please visit their website:

<https://academicintegrity.buffalo.edu>

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact will be far more generous in these ways.

University Policies

Accommodations for Students with Disabilities

The University at Buffalo is committed to providing reasonable accommodations for equal access to this course for all students. To access accommodation services, you must initiate the request with Accessibility Resources at Student Life.

If Accessibility Resources determines that your request for accommodation is reasonable, they will provide you with an Accommodation Memo. Keep in mind that you will need a new Accommodation Memo each semester. (If you are a returning student and your needs have not changed, you can simply contact Accessibility Resources for an updated Accommodation Memo.)

Once you receive your Accommodation Memo, it is your responsibility to inform faculty and staff of any accommodations that they may need to know about. The Accessibility Resources staff will explain in more detail how (and when) to share this Accommodation Memo with others.

For more information, please visit

<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

Sex Discrimination & Sexual Harassment

The University at Buffalo is committed to ensuring that all members of our community can work and learn in a safe environment, free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking.

For my part, I am committed to preserving a classroom and university environment in which each student can contribute and learn free from discrimination, harassment, and sexual misconduct. I am also committed to supporting survivors and those impacted by intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, and so on.

Please note that **all University at Buffalo faculty members are required to report disclosures of sexual misconduct to the Office of Equity, Diversity and Inclusion (EDI)**. If you disclose an incident of sexual misconduct to me in- or outside of the classroom (with the exception of disclosures in assignments), I am required to share that with EDI. EDI, will, in turn, reach out to provide support, resources, and the option to meet. EDI will keep all information private, and will only proceed with an investigation with the consent of the student, or if there is a risk to the health or safety to the reporting student or others if the university does not take action.

For more information, please contact the University at Buffalo's Title IX Coordinator at 716-645-2266, or visit

<http://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment.html>

For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

Support for Students' Health & Wellness

Take care of yourself. Do your best to maintain a healthy lifestyle by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

If you are struggling with strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences, know that you are not alone. There are many helpful resources available, and an important part of the university experience is learning how to ask for help. Asking sooner rather than later is almost always helpful.

Counseling, Health Services, and Health Promotion are here to help. To schedule an appointment with a counselor, visit their office in 120 Richmond Quad or call 716-645-2720.

If you or someone you know is feeling suicidal or in danger of self-harm, call the University Police to speak to the counselor on call at **716-645-2222** or the Erie County Crisis Services 24-hour hot-line at **716-834-3131**. You may also find support via the Crisis Text Line by **texting "GOT5" to 741-741**.

If the situation is life threatening, call **911**.