

INTRODUCTION TO ETHICS

Philosophy 108 - Spring 2010

Lecture: T, Th 2:15 – 3:35 Hickman 138

Professor Holly Smith
Mr. Pavel Davydov
Mr. Ben Levinstein
Mr. Zachery Miller

1-18-2010

You are responsible for *all* the information in this syllabus. Read it carefully!

1. LECTURES AND DISCUSSION SECTIONS

The lectures are on Tuesday and Thursday 2:15 – 3:35 Hickman Hall 138.
All students must be enrolled in one of the following discussion sections:

- 01 (T, 3:45 – 4:40 PM) in HCK 210 – Mr. Levinstein
- 02 (T, 4:10 – 5:05 PM) in HCK 113 – Mr. Davydov
- 03 (T, 3:45 – 4:40 PM) in HCK 131 – Mr. Miller
- 04 (Th 12:50 – 1:45 PM) in HCK 202 – Mr. Levinstein
- 05 (Th 12:50 – 1:45 PM) in HCK 216 – Mr. Davydov
- 06 (Th 1:00 – 1:55 PM) in HSB 204 – Mr. Miller

2. OFFICE HOURS AND CONTACT INFORMATION

Professor Smith

Office: 3 Seminary Place, Room 111, College Avenue Campus; and the Douglass Cafe

Philosophy Department Office phone: 732-932-9861 (to leave messages only)

E-mail: hsmith@philosophy.rutgers.edu (The best way to contact Prof. Smith is via email. Please email Prof. Smith only after discussing your question with your TA.)

Office Hours: Thursday 11:00 – 12:00 at **3 Seminar Place, Room 110**; and Thursday from the end of class to 4:15 at **the Douglass Cafe**; and by appointment

Mr. Davydov

Office: 3 Seminary Place, Room 110

E-mail: pdavydov@eden.rutgers.edu

Office hours: Friday 2:00 – 4:00 P.M.

Mr. Levenstein

Office: 1 Seminary, Room OI6 (downstairs)

E-mail: balevinstein@gmail.com

Office hours: Wednesday, 2:00 – 4:00 P.M.

Mr. Miller

Office: 3 Seminary Place, Room 016 (downstairs)

E-mail: zachary.john.miller@gmail.com

Office hours: Wednesday, 11:00 – 1:00 at the Red Lion Café, in the basement of the College Avenue Student Center

NOTE: Students are often uncertain how to address an email message to their instructor. Although email messages can be somewhat informal, it is *not* appropriate to start them “Hey professor...” It *is* appropriate to start your email message “Dear Professor Smith:” or “Dear Mr. Davydov,” etc.

GENERAL COURSE INFORMATION

I. Course Goals

“I was first attracted to moral philosophy because, like Socrates, it seems to me that the most important question we face in life is how best to live.”

- David McNaughton

This course will introduce you to philosophical ethics – questions about right and wrong and good and evil that have puzzled and provoked thinkers for hundreds of years. We will read and discuss major Western ethical theories and important moral philosophers, and will also debate controversial moral dilemmas such as abortion and the morality of war. Your work on these topics will help develop your capacity to analyze texts and issues, to criticize and construct philosophical arguments, to present your thoughts in clear written form, and to become a more creative problem-solver. When you complete the course, you should be better prepared to recognize, confront, and think critically about difficult questions that we all encounter in our daily lives.

Thus the major goals of the course are to:

- familiarize you with major traditional theories, thinkers, and concepts in ethics,
- build your skills in analyzing and solving ethical problems, and defending your views both orally and in writing,
- enable you to understand, criticize, and construct philosophical arguments,
- assist your development of creative problem-solving techniques,
- help you improve your writing through the paper assignments and essay examinations.

Philosophy, like riding a bicycle, is best learned by doing it. For that reason lectures are an imperfect substitute for engaging in philosophical argument yourself. The discussion sections are your opportunity to participate actively in thinking and arguing about philosophical questions. **Attendance is required in the discussion sections.** You should plan not only to attend but also to contribute to the debates that will take place. (If in the past you've been somewhat shy about talking in class, this is a low-stakes chance to practice and develop self-confidence before you have to speak up during job interviews or other high-stakes occasions. Take advantage of it!) What you learn in these sessions will far outlast what you learn in the lectures.

II. Course website

Materials relevant for the course are available on **Sakai@Rutgers**, the electronic course platform offered by Rutgers. To access these materials, go to <http://sakai.rutgers.edu/> and find the course website for *01:730:108:01 Sp10*. Please note that you will need a Rutgers NetID to access Sakai. If you normally use a non-Rutgers email program (e.g., gmail or hotmail), you should arrange to have your Rutgers email forwarded to your other email address so that you will automatically receive announcements from the course. You must use your NetID to access the course website, for example to retrieve another copy of this syllabus, or to access course assignments or required readings.

Once you're at the Sakai website, log in using your NetID. When you are logged in, you will go to "My Workspace." This is your start page as well as your personal workspace that no one else can see. Across the top of "My Workspace" you will see a series of tabs. These tabs will help you navigate between different class and project worksites on Sakai. The tab for this course is labeled **01:730:108:01 Sp10**. Click on the tab to enter the class worksite. All students in the course should have been automatically joined to the site. If you cannot find the tab for the class, contact your TA. (Note that if you registered late

or are paying tuition late, it will take about 24 hours after you register for a course to get access to Sakai. Also note that if you subsequently encounter problems with your computer or your financial aid status at the university, your access to Sakai and to your Rutgers email will be temporarily cut off. In addition, occasionally the Sakai site itself goes down temporarily. **For this reason you should make sure you have personal copies of crucial materials from this class, such as the syllabus and paper assignments, either printed or downloaded to your computer.)**

On the class website, the "Announcements" button will open a page containing messages to all class members about such events as class cancellations or changes in assignments. Important announcements will also be sent out as emails to each class member. *Make sure you set your Sakai options so that you will receive all high-priority announcements.* **Critically important announcements (such as a class cancellation notice, or your TA's failure to receive your submitted paper) will be sent to you during the semester, and you must ensure that you will see these, either by frequently checking your Rutgers email account, or by arranging for it to automatically forward messages to your regular non-Rutgers email account.**

The "Resources" button will open a page containing a number of folders. The folder labeled "Syllabus and Reading Lists" contains a copy of the course syllabus (and any future revisions of this) and a shorter list of required readings and assignments. The folder "Other required readings" contains required readings that are only available on Sakai. The folder "Paper assignments" will contain copies of the paper assignments. The folder "Grading Information" contains information on the grading scale used in the course, and an explanation how grades on your papers will be determined. The folder "Writing Tips" contains several documents offering advice on how to write a philosophy paper, how to improve your writing skills, and how to deal with common puzzlements about apostrophes, appropriate use of pronouns, etc. The folder "PowerPoint slides" contains the PowerPoint slides from the lectures (these will usually be available by midnight the night before lecture so that you can print them out and take notes on the slides if you wish). The folder "Optional News Reports" contains the full-text optional news reports (in alphabetical order by author's last name) mentioned in the Syllabus. "Optional Other Readings" contains other optional readings. "Useful Websites" contains links to several of the websites mentioned in this syllabus as well as others that may prove useful. To view the contents of a folder, click on its name, e.g., "Optional News Reports." To return to the "Resources" page from within that folder, click on the small return arrow button near the top of the Sakai page.

WHEN USING SAKAI, NOTE THAT YOU SHOULD NOT USE YOUR COMPUTER'S "BACK" BUTTON TO RETURN TO A PREVIOUS PAGE IN SAKAI. THIS WILL CAUSE TROUBLE. INSTEAD, CLICK ON THE

RELEVANT SAKAI BUTTON (e.g., if you want to return to the "Resources" tool from the "Announcements," tool, click on "Resources," or if you are inside a sub-folder within one of the tools, click on the little return arrow at the top of the Sakai page to return to the higher-level folder).

III. Course texts

(A) The *required* readings are listed under "**REQ**" on the syllabus below, and are drawn from the following sources, which should be purchased:

"**Timmons**" = Mark Timmons, *Conduct and Character* (Fifth Edition; Belmont, California: Thomson Wadsworth, 2006) – available in the Rutgers Bookstore as well as New Jersey Books.

"**(CP)**" = Course pack: additional required readings which are available in a course pack that can be purchased at the Rutgers Bookstore.

"**(SAK)**" = A few other required readings that will be available on Sakai (in the folder "Other required readings" in the "Resources" tool).

NOTE: Several copies of *Conduct and Character* and of the *Course Pack* will be available in the Douglass Library for those of you who would rather read the materials in the library than purchase them. However, this will not be a very convenient method of accessing these materials. If you know someone who took Philosophy 108 during the Spring of 2009, the readings in the course pack for that course are identical with the ones in our course pack, so you could buy or borrow last year's edition.

(B) In addition, I have provided *optional* readings that are reports of current events relevant to some of our topics. These are marked **OPTIONAL NEWS REPORTS** and are available (listed alphabetically by author's last name) through Sakai in the "Optional News Reports" folder under "Resources." You are not required to read these articles, but may find them interesting as updates on recent events related to the controversies we will be discussing. These articles are marked **(SAK)** on the syllabus below. If you discover an additional news report that you believe your classmates would find interesting and relevant to our topics, please bring it to the attention of your TA and we will try to make it available.

IV. Graded assignments

The course includes several different kinds of assignments in addition to the readings:

(A) **Required attendance in discussion section.** See Section V and VII below.

(B) In-class quizzes on the various materials we will read

Every lecture, starting with the lecture on January 21, will include an in-class quiz on the reading material assigned for the day. Each quiz will consist of one True/False question based either on the material covered in the lecture or in the readings assigned for the day. There are 26 in-class quizzes. If you take the quiz but answer incorrectly, you will get 22 points; if you answer correctly, you will receive 40 points. If you are absent and do not take the quiz, you will receive a 0 score for that quiz. At the end of the term, we will drop the two lowest grades you have received on quizzes. Thus, if you missed two or more lectures, we will drop two 0 grades. If you took all the quizzes but received several grades of 22, we will drop two 22 grades. If you miss more than two lectures, and have a serious excuse (e.g., a medical excuse, or family emergency) for absences beyond two days, your TA will arrange for make-up quizzes at your request.

We are using in-class quizzes because extensive research shows that people understand and remember material much longer if they are asked about it immediately after learning it. Thus this strategy is intended to help you remember this material and alert you to any misunderstandings you might have. This is the reason for giving you 22 points even if you answer the quiz incorrectly. The correct answers will be posted through a Sakai announcement within 48 hours of the quiz.

(C) Mid-Term examination

The mid-term examination will be given during class on **March 4**. It will cover all the materials covered in the course up to that date, and will be assigned a letter grade. It will consist of several 20-minute essay questions, and you will have some choice of questions. You must take the mid-term examination to pass the course.

(D) Papers

There are two paper assignments. The first will be three – five pages long, while the second will be five – seven pages long (double-spaced and printed, not hand-written). Topics will be assigned later, but will involve your analysis and argument about one of the topics discussed in class. No outside reading will be required. The first paper is due **February 23**, while the second paper is due **April 20**. It will not be possible to rewrite your paper for a different grade. Papers must be submitted both in hard copy and electronically. In order to reassure you that others are not cheating by plagiarizing materials in their papers, electronic submissions will be via Turnitin.com. Instructions for Turnitin.com submissions will be included on the paper assignment sheet. You must turn in the two required papers in order to pass the course.

NOTE: If you would like to improve your writing generally, you should avail yourself of the free personal tutoring, or the Online Writing Lab, available through the Plangere Writing Center (for information, check <http://plangere.rutgers.edu>). Drop-in tutoring is not available (except through the Online Writing Lab), so if you would like to use the personal tutoring service, sign up for the relevant start date for spring term sessions.

(E) Final examination

The final examination will be held in our classroom from **9:00 AM to 11:00 AM on Monday, May 10**. (NOTE THIS START TIME IS ONE HOUR **LATER** THAN THE TIME ON THE EXAMINATION SCHEDULE!)

The examination will be cumulative – i.e., cover the material from the whole course – but will emphasize the material after the midterm examination. It will consist of essay questions. You must take the final exam to pass the course.

V. Grading

All grading will be done "blind" to avoid any inadvertent biases in assessing your work. Your papers and examinations will be identified by your student number, not your name.

The rubric (set of criteria) we will use for evaluating your papers is available in the "Grading information" folder on the Sakai site under "Resources." You should read this before starting to write each paper.

The grading scale (**41 – 38 points = A, etc.**) is also available in the "Grading information" folder on the Sakai site under "Resources."

At the end of the term, we will utilize a rough curve in order to even out any systematic differences in evaluations by different teaching assistants. Note this may mean that your final course grade is slightly lower than you expected, given your grades on individual assignments.

In calculating your overall grade, weights ascribed to each of the assignments for the course are as follows:

Attendance in discussion section.....	5 %
In-class quizzes (cumulative).....	15 %
1 st paper.....	15 %
Mid-term examination.....	20 %

2 nd paper.....	20 %
Final examination.....	25 %
Total.....	100 %

In addition, if your overall grade is on a borderline, your TA will favorably take into account your class room participation. In other words, if you have been an active and constructive participant in classroom discussion, this will help your grade if it would otherwise be on the borderline between two grades. Asking questions that you worry might be “stupid” questions will *not* penalize you (and remember, if you’re puzzled by something, it’s a good bet that other students in the class are also puzzled). So plunge into the discussions!

Your grades will be available to through the School of Arts and Sciences (SAS) Gradebook. To access your grade, go to SAS Gradebook website. (Go to the SAS website (<http://sas.rutgers.edu>) and click on the logo for the Gradebook in the lower left-hand corner.) Once you’re in the Gradebook, follow directions. It is a good idea to check your grades periodically to ensure none of your assignments have been overlooked by mistake.

VI. Late submissions and absences

If you have a doctor's or other serious excuse (such as a severe family emergency) for submitting assigned work late, you will not be penalized. **Your TA has the final authority to decide whether or not you have a legitimate excuse of this sort.** If you submit your paper late without such an excuse, your grade will be lowered as follows:

You will lose one point for each **calendar day** a paper is submitted late, up to nine days. (For example, suppose your paper is due on Tuesday, and you submit it without excuse on Thursday. If you would have received a "36" grade on the paper if it had been submitted on Tuesday, it will actually receive a "34" grade. If the paper is submitted ten or more days late, it will receive a grade no higher than "22," regardless of the grade it would have received if submitted on the due date, and the grade may be lower than 22). The "late" clock stops when the paper has been submitted in either its hard copy or its electronic form, whichever arrives first (to make it easier for you to submit a late paper in between meetings of the class).

If you have a doctor's or other official excuse for having to miss the mid-term examination or the final examination, we will arrange for you to take a make-up examination at a different time.

VII. Attendance policy

Philosophy is difficult, and not readily learned on one's own. Moreover, it is best learned by engaging in discussions about it. Although most of the readings are relatively short, many of them are dense and difficult. For these reasons we **require attendance in all the discussion sections starting in the second week of the semester, i.e., January 26.** Cumulative attendance in discussion section will provide 5% of your grade, according to the following schedule. This schedule refers only to *unexcused* absences. If you provide your TA with a satisfactory serious excuse (such as illness, family or personal emergency) for an absence, it will not count as an absence.

- If you miss 3 or fewer discussion section meetings, you will receive a 39 (A) for attendance.
- if you miss exactly 4 discussion section meetings, you will receive a 36 (B+) for attendance.
- if you miss exactly 5 discussion section meetings, you will receive a 33 (B) for attendance.
- if you miss exactly 6 discussion section meetings, you will receive a 30 (C+) for attendance.
- if you miss exactly 7 discussion section meetings, you will receive a 27 (C) for attendance.
- if you miss exactly 8 discussion section meetings, you will receive a 24 (D) for attendance.
- if you miss 9 or more discussion section meetings, you will receive a 0 (F) for attendance.

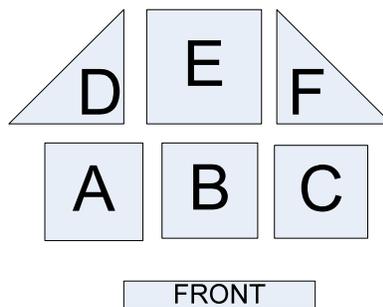
We also strongly encourage (but do not require) attendance in all the lectures. If you must miss one of the lectures, you would be wise to arrange to obtain notes from another student. Although attendance at the lecture is not required, poor attendance will adversely affect your understanding of the material and your ability to earn a strong grade. Note also that your grade will be directly diminished if poor attendance prevents you from taking many of the daily in-class quizzes.

VIII. Classroom conduct

This is a very large lecture class. Student conduct in large lectures has the potential to seriously degrade the ability of other students to focus on the material being discussed. Such activities as holding private conversations, passing notes, texting or talking on cell phones, arriving late and tripping on toes while climbing into one's seat,

reading newspapers, checking one's Facebook page, and taking naps all create an atmosphere in which high quality teaching and serious learning are very difficult. To foster an atmosphere more conducive to thinking and learning, the following policies will be in effect in this course:

- Cell phones, pagers, and similar devices must be turned off before the class begins. In a serious emergency (such as grave family illness) you may leave your cell phone on if you anticipate a call connected with the emergency. Please place your phone in "vibrate" mode. In this case, sit at the end of a row near an exit, and leave the lecture room immediately to answer the phone. **Do not return during that lecture.**
- Private conversations, passing notes, texting, reading newspapers and taking naps are not permitted. If you anticipate that you will not be able to stay awake and attentive during class on any particular day, don't come to class. Your sleeping in class is rude to the instructor and distracting to other students.
- Students are expected to arrive on time and to stay for the entire class. Because the bus system sometimes makes on-time arrival impossible, I request that the **front two rows of seats in Section D** (see diagram) be left empty for late-comers. If you arrive late, take a seat in one of these rows, and do so as quietly as possible. If you can't stay for the entire lecture, don't come at all, since your departure will distract other students trying to listen to the lecture: instead arrange to borrow notes from another student.



- I will end the class on time. Do not start packing up your papers until the class has been dismissed.
- Some students like to take notes on their laptops. Unfortunately this can be highly distracting to other students. If you want to use your laptop to take notes, please sit in the **outside seats of Sections D and F** (there are some electrical outlets along these walls), or the **back two rows of Section E**.

IX. Student participation in lecture

Although discussion in a large lecture cannot be as active as in the discussion sections, nonetheless I will encourage it whenever possible. I also want to respond to student questions about the material and topic assigned for the day. If you email me (hsmith@philosophy.rutgers.edu) by 9:00 the evening before a lecture, describing a question you would like to see addressed, if possible I will work a discussion of it into the lecture. *Copy your TA on your email.* If I can't address your question in lecture, your TA will try to cover it in the next discussion section.

X. Lunch-with-the-professor program

In order to make it possible for me to become better acquainted with you individually, the Office of the Vice President for Undergraduate Education has provided financial support so that I can invite a number of you to join me for lunch throughout the term. Announcements will be made later about how to sign up for these lunches if you are interested.

XI. Cheating and plagiarism

Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it may give you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Student Conduct, and we will recommend penalties appropriate to the gravity of the infraction. Possible penalties include failing the course, suspension, or even permanent expulsion from Rutgers. The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/integrity.shtml>. I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy:

"Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted

statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc, need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, other materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. "

A SPECIAL NOTE: Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. **All** information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too!

Judgments about plagiarism can be subtle. If you have any questions, please feel free to ask for guidance from your TA.

PHIL 108 CLASS SCHEDULE

Read selections before the lecture for which they are assigned, so that you are prepared for the in-class quiz. Even more important, read them before the discussion section in which they will be discussed! Because philosophical argumentation can be unfamiliar and difficult, you should plan on reading each selection **at least twice** in order to maximize your understanding of it – ideally, read it before lecture or discussion section, and then again after lecture.

Jan 19: Introduction

REQ: Timmons, *part of* Chapter 1 "Introduction to Moral Theory," pp. 1 – 8.

OPTIONAL NEWS REPORT:

(SAK) Wasley, Paula. "Students Want Stronger Focus on Social Responsibility," *The Chronicle of Higher Education*, April 18, 2008.

(SAK) Sally Satel, "Desperately Seeking a Kidney," *The New York Times*, December 16, 2007.

Jan 21: Psychological Egoism

REQ: Timmons, Chapter 2 "Egoism," readings by Plato and *part of* Shoemaker, pp. 16 – 24.

Jan 26: Ethical Egoism; Evaluating Moral Theories

REQ: Timmons, Chapter 2 "Egoism," *remainder of* Shoemaker, pp. 24 – 34.

Timmons, *remainder of* Chapter 1, "Introduction to Moral Theory," pp. 8 - 13

Jan 28: Consequentialism I

REQ: Timmons, first two readings (Bentham and Mill) in Chapter 5 "Consequentialism," pp. 88 - 99.

(CP) William Shaw, "The Consequentialist Perspective," from Russ Schafer-Landau, ed., *Ethical Theory* (Malden, Massachusetts: Blackwell Publishing Ltd., 2007), pp. 462 - 468.

OPTIONAL NEWS REPORT:

(SAK) Gardiner Harris: "British Balance Benefit vs. Cost of Latest Drugs," *The New York Times*, December 3, 2008.

Feb 2: Consequentialism II

REQ: Timmons, *part of* third reading (Darwall) in Chapter 5 "Consequentialism," pp. 100 - 105.

OPTIONAL NEWS REPORT:

(SAK) Seth Mydans, "Recalculating Happiness in a Himalayan Kingdom," *The New York Times* 5-7-09

Feb 4: Applied Issue I: Genetic Engineering

REQ: (CP) Ronald Dworkin, "Playing God: Genes, Clones, and Luck" from John Arthur, ed., *Morality and Moral Controversies*, (7th ed.; New Jersey: Pearson Prentice Hall, 2005), pp. 230 - 235.

(CP) Michael J. Sandel, "The Case Against Perfection," from Mark Timmons, ed., *Disputed Moral Issues* (New York: Oxford University Press, 2007), pp. 348 - 357.

OPTIONAL NEWS REPORTS:

(SAK) Choe Sang-Hung, "South Korea Stretches Standards for Success," *The New York Times* 12-23-09.

(SAK) Gina Kolata, "After Setbacks, Small Successes for Gene Therapy," *The New York Times* 11-6-2009/

(SAK) Eric Konigsberg, "Beloved Pets Everlasting?" *The New York Times* 1-1-09

(SAK) Nicholas Wade, "In New Way to Edit DNA, Hope for Treating Disease," *The New York Times* 12-29-09

Feb 9: Ross's Pluralism

REQ: Timmons, first and second readings (Sartre and Ross) from Chapter 9 "Pluralism and Particularism," pp. 230 - 236.

OPTIONAL NEWS REPORT:

(SAK) Adam Liptak, "When Law Prevents Righting a Wrong," *The New York Times*, May 4, 2008

Feb 11: Rule Utilitarianism

REQ: Timmons, *remainder of* third reading (Darwall) and fourth reading (Hooker) in Chapter 5 "Consequentialism," pp. 105 – 114.

Feb 16: Applied Issue II: The Duty to Aid the Poor

REQ: (SAK) Peter Singer, "Famine, Affluence, and Morality," in *Philosophy and Public Affairs*, Vol. 1, No. 3 (Spring, 1972), pp. 229 - 243.

OPTIONAL NEWS REPORTS:

(SAK) David Leonhardt, "Economix: What \$1.2 Trillion Can Buy," *The New York Times*, January 17, 2007. Retrieved January 26, 2007 from *The New York Times Select* (<http://select.nytimes.com>).

(SAK) Nicholas D. Kristof, "Attack of the Worms," *The New York Times*, July 2, 2007. Retrieved July 3, 2007 from *The New York Times Select* (<http://select.nytimes.com>).

Feb 18: Applied Issue II: The Duty to Aid the Poor, continued

REQ: (CP) John Arthur, "Equality, Entitlements, and the Distribution of Income," in George Sher, ed., *Moral Philosophy*, (Second Edition; Belmont, California: Wadsworth Thomson, 2001), pp. 705 - 719.

OPTIONAL NEWS REPORTS:

(SAK) Editors, "Failing the World's Poor," *The New York Times*, September 24, 2008.

(SAK) Jared Diamond, "What Is Your Consumption Factor?" *The New York Times*, January 2, 2008.

(SAK) Donald G. McNeil Jr., "A \$10 Mosquito Net is Making Charity Cool," *The New York Times*, June 2, 2008.

Feb 23: The Divine Command Theory **FIRST PAPER DUE IN LECTURE**

REQ: Timmons, first and second readings (Mortimer and Timmons) from Chapter 3 "Ethics by Authority," pp. 35 - 48.

OPTIONAL NEWS REPORT:

(SAK) John Tierney, "Are Scientists Playing God? It Depends on Your Religion," *The New York Times*, November 20, 2007.

(SAK) Phil Zuckerman, "The Virtues of Godlessness," *The Chronicle of Higher Education*, January 30, 2009

Feb 25: Cultural and Ethical Relativism

REQ: Timmons, third and fourth readings (Benedict and Rachels) from Chapter 3 "Ethics by Authority," pp. 49 - 60.

(CP) Carolyn Fluehr-Lobban, "Cultural Relativism and Universal Rights,"

from Christina Sommers and Fred Sommers, eds., *Virtue and Vice in Everyday Life* (7th ed.; Belmont, Ca.: Thomson Wadsworth, 2007), pp. 149 - 153.

OPTIONAL NEWS REPORTS:

(SAK) Anne Barnard, "Hindu-Muslim Family's Choice of Cremation Arouses Anger," *The New York Times*, October 4, 2008.

(SAK) Aisha Labi, "Turkey's Constitutional Court Halts Bid to Ease Ban on Head Scarves at Universities," *The Chronicle of Higher Education*, "Today's News" June 6, 2008 (<http://chronicle.com/daily/2008/06/3133n.htm>)

(SAK) Rebecca Goldstein, "A View of the Truth: Spinoza's Faith in Reason," *The New York Times*, July 31, 2006

Mar 2: The Role of Psychology and Evolution in Ethics

REQ: (SAK) Steven Pinker, "The Moral Instinct," *The New York Times* (January 13, 2008), pp. 1 – 15.

OPTIONAL NEWS REPORT:

Martin A. Nowak, "Generosity: A Winner's Advice," *Nature* Vol. 456 (4 December 2008)

Mar 4: MIDTERM EXAMINATION

Mar 9: Natural Law Theory I

REQ: Timmons, first two readings (St. Thomas Aquinas and C.E. Harris) from Chapter 4 "The Natural Law Theory," pp. 61 - 78.

OPTIONAL NEWS REPORT:

Laurie Goodstein, "U.S. Bishops Urged to Challenge Obama," *The New York Times*, November 11, 2008.

Mar 11: Natural Law Theory II

REQ: Timmons, second and third readings (Philippa Foot and Emmett Barcalow) from Chapter 4 "The Natural Law Theory," pp. 79 - 87.

Mar 16 & 18: SPRING RECESS

Mar 23: Killing vs. Letting Die

REQ: (CP) James Rachels, "Active and Passive Euthanasia," in David Boonin and Graham Oddie, eds., *What's Wrong?* (Oxford: Oxford University

Press, 2005), pp. 44 – 47.

(CP) Winston Nesbitt, “Is Killing No Worse Than Letting Die?” in David Boonin and Graham Oddie, eds., *What’s Wrong?* (Oxford: Oxford University Press, 2005), pp. 48 – 51.

Mar 25: Kant’s Moral Theory I

REQ: **Timmons**, first two readings (Kant and Glasgow) from Chapter 6 "Kantian Ethical Theory," pp. 115 - 138.

Mar 30: Kant’s Moral Theory II

REQ: **Timmons**, second and third readings (O’Neill and Feldman) from Chapter 6 "Kantian Ethical Theory," pp. 139 - 150.

Apr 1: (Kantian interlude) Applied Issue III: Terrorism

REQ: **(CP)** R. G. Frey and Christopher W. Morris, “Terrorism,” from John Arthur, ed., *Morality and Moral Controversies*, Seventh Edition (Upper Saddle River, New Jersey: Pearson Prentice-Hall, 2005), pp. 95 – 100.

Apr 6: Kant’s Moral Theory III

REQ: **Timmons**, second and third readings (O’Neill and Feldman) from Chapter 6 "Kantian Ethical Theory," pp. 139 – 150, continued.

Apr 8: Applied Issue IV: Our Duties Towards Animals

REQ: **(CP)** Peter Singer, "Down on the Factory Farm," from Tom Regan and Peter Singer, eds., *Animal Rights and Human Obligations* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976), pp. 23 - 32.

(CP) Peter Singer, "All Animals are Equal," from John Arthur, ed., *Morality and Moral Controversies*, (7th ed.; New Jersey: Pearson Prentice Hall, 2005), pp. 146 – 155.

OPTIONAL NEWS REPORTS:

(SAK) Natalie Angier, “Sorry, Vegans: Brussels Sprouts Like to Live, Too,” *The New York Times*, December 22, 2009

(SAK) Nicholas Kristof, “Humanity even for Nonhumans,” *The New York Times*, April 9, 2009

(SAK) Nicholas Kristof, “A Farm Boy Reflects,” *The New York Times*, July 31, 2008.

(SAK) Donald G. McNeil Jr., "When Human Rights Extend to Nonhumans," *The New York Times*, July 13, 2008.

Apr 13: Particularism

REQ: Timmons, third and fourth readings (McNaughton and Hooker) from Chapter 9 "Pluralism and Particularism," pp. 237 - 256.

Apr 15: Virtue Ethics I

REQ: Timmons, first and second readings (Aristotle and Hursthouse) from Chapter 7, "Virtue Ethics," pp. 151 - 172.

Apr 20: Virtue Ethics II SECOND PAPER DUE IN LECTURE

REQ: Timmons, second and third readings (Swanton and Hursthouse) from Chapter 7, "Virtue Ethics," pp. 172 - 194.

Apr 22: Applied Issue V: Abortion

REQ: (SAK) Don Marquis, "Why Abortion is Immoral," *The Journal of Philosophy*, Vol. 86, No. 4 (April, 1989), pp. 183 - 202.

OPTIONAL NEWS REPORTS:

(SAK) Denise Grady, "Parents Torn Over Fate of Frozen Embryos," *The New York Times*, December 4, 2008.

(SAK) Michael Rispoli, "Doctor can skip calling embryo 'human being'," *Home News Tribune*, 9-13-07

(SAK) Kirk Johnson, "Proposed Colorado Measure on Rights for Human Eggs," *The New York Times*, November 18, 2007.

Apr 27: Applied Issue V: Abortion, continued

REQ: (SAK) Judith Jarvis Thomson, "A Defense of Abortion," *Philosophy and Public Affairs*, Vol. 1, No. 1 (Autumn, 1971), pp. 47 - 66.

OPTIONAL NEWS REPORTS:

(SAK) Cornelia Dean, "Telling the Stories Behind the Abortions," *The New York Times*, November 6, 2007.

Apr 29: Rawls' Theory of Justice

REQ: (CP) John Rawls, "A Theory of Justice," from Russ Schafer-Landau, ed., *Ethical Theory* (Malden, Massachusetts: Blackwell Publishing Ltd., 2007), pp. 631 - 643.

OPTIONAL NEWS REPORTS:

(SAK) Robert F. Worth, "In Democracy Kuwait Trusts, but Not Much," *The New York Times*, May 6, 2008

(SAK) Adam Liptak, "A Hereditary Perk the Founding Fathers Failed to Anticipate," *The New York Times*, January 15, 2008.

MONDAY, MAY 10: FINAL EXAMINATION 9:00 AM - 11:00 AM

(NOTE THIS START TIME IS **ONE HOUR LATER** THAN THE TIME ON THE EXAMINATION SCHEDULE!)