ADPL150002, Ethics
Fall, 2015 4 Credits

Instructor: Eric Severson  
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Schedule: online, asynchronous

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Room: online

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This course introduces students to the main schools of ethical thought in the Western philosophical tradition. We examine works by philosophers such as Aristotle, Kant, and Mill, and we ask how the ethical systems developed by these figures can help us to think through issues like economic inequality, the treatment of animals, and euthanasia.

Course Objectives
1. The student will consider the concept of human responsibility, and particularly the scope of Christian responsibility.
2. The student will gain an understanding and appreciation of ethical philosophy.
3. The student will learn to analyze and critically evaluate ideas, arguments, and points of view.
4. The student will demonstrate knowledge across cultural, ethnic, age and gender context.
5. The student will demonstrate ethical knowledge and discernment as reflected in his or her capacity to thoughtfully and critically respond to the various ethical scenarios that we encounter in our readings and discussions.

Grading
Discussion, Reading, Attendance and Participation: 150 points
Book Reflection Paper: 100 points
Research Paper: 150 points
Proctored Final Examination 100 points

Total possible points: 500

Grades: A (460-500), A- (450-459), B+ (440-449), B (410-439), B- (400-409), C+ (390-399), C (360-389), C- (350-359), D (300-349), F (0-299).
WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports
All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)


Text(s)/Readings (Recommended: Purchase optional, excerpts provided in class)
  King, Martin Luther, Jr., “Letter from Birmingham Jail” (PDF provided in class)


Important Policies
http://www.bc.edu/content/bc/schools/adstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructor’s decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one
course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, 
but is not necessarily limited to, acts that violate the rights of other students, such as depriving another 
student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with 
either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center 
(learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for 
students with disabilities, (all other disabilities). Advance notice and appropriate documentation are 
required for accommodations. For further information, you can locate the disability resources on the 
web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Each week students will be expected to participate in active dialogue concerning the readings, 
lectures and course material. This requirement is equivalent to classroom attendance and participation, 
and it plays a critical role in this online environment.

Online learning is a challenge, and the environment of online classes requires careful 
maintenance and attention from all participants. Respectful online etiquette is absolutely mandatory. 
This course visits sensitive issues and provides theological challenges that require students to be open 
and vulnerable to one another in the class. Students must respect and honor the explorations and ideas 
that are discussed in the forums, and find ways to communicate with grace and warmth even when 
disagreeing. Furthermore, regular attention to conversational dynamics is required in the class. This 
means responses must be timely. Nothing undermines online learning as thorough as unanswered 
questions and incomplete conversations. Though the course is often asynchronous, students are 
expected to read and post in discussions several times each week so conversational threads don’t go 
cold. If a student does not meet class participation standards in an online environment, the professor 
may automatically fail the student.

Online courses rely on thoughtful and regular reflections on the course material. Students are 
expected to read online posts almost every day, and post meaningful, high quality responses at least 
three days each week. Attendance will be reflected in weekly discussion forum grades.

Deadlines
Late Work Policy: Papers will lose 10% possible value for every day late. Extensions will be 
denied except for reasons involving severe illness or a death in the family. No papers will be graded that 
are more than 5 days late. Late papers will receive a truncated evaluation, which means less 
commentary and explanation for scores and evaluations given. All papers due at midnight (Boston time) 
on the dates indicated in the syllabus.

Course Assignments (readings, exercises and/or experiences)
It is expected that 8 hours per week of your study time out will be spent on out of class assignments 
and exercises. These are listed below. Please note that some weeks will require more time and some 
weeks less time but the average is approximately 8 hours per week over the semester. In online courses 
“examinations” are less useful than measured assessment of student engagement in the material. The 
following three

1. Course Discussion (150 points – accumulated through 30 different dialogues)
Quality responses are considered discussion posts that either present a new topic/thread, or 
critically reflect on another person’s post or the professor’s questions. For posts to count toward 
participation and attendance, they should be several sentences long. Conversational discourse is
acceptable, but students should edit and proofread posts before they are submitted. Spelling and grammar problems often derail good conversation. The course schedule below outlines the posting expectations for each week.

Discussion will be scored as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>students read all assigned readings, respond thoughtfully to each question, and interact with other students.</td>
</tr>
<tr>
<td>4</td>
<td>strong achievement of assignments and readings; a few responses could have been more probing or thoughtful. If any of your assignments are late you cannot receive higher than a 4.</td>
</tr>
<tr>
<td>3</td>
<td>satisfactory achievement of assignments and responses, though several areas could have shown more thoughtful and careful reflection. Late work will quickly lower your grade to this level.</td>
</tr>
<tr>
<td>1-2</td>
<td>some late or missing work, or unsatisfactory responses. Significant missing work or failure to interact responsibly and helpfully with the class.</td>
</tr>
<tr>
<td>0-1</td>
<td>unsatisfactory performance in this aspect of the course.</td>
</tr>
</tbody>
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2. **Book Reflection** (100 points)

Write a four-page (1200 word minimum) reflection on Eric Severson’s *Scandalous Obligation*. Reflect on some theme within the book you choose that you find stimulating or helpful (or stimulatingly unhelpful) with regard to responsibility and ethics. This paper should be written carefully and according to the same standards as the term paper (see above). Avoid general assessments of the book, using this reflection paper to reveal your careful engagement of a narrow slice of the arguments made by Severson. Though not required per se, external resources may be necessary to validate claims made in this reflection paper, and all citations should be properly formatted according to the Chicago/Turabian citation style (consider using this online tool for citation formatting: http://www.bibme.org/chicago). As will all academic writing, students should develop a narrow and clearly stated thesis, an obvious outline for the agenda of the paper, and support all claims with quotations and references to the book. Though some summary of the text is necessary to provide a reflection and response, the majority of the thoughts expressed in the paper should be student reflections.

Papers will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar, spelling, sentence structure, readability, consistency of notations/spacing/pagination</td>
<td>(20%)</td>
</tr>
<tr>
<td>Careful engagement of the text(s) under consideration</td>
<td>(20%)</td>
</tr>
<tr>
<td>Logical connectedness of the paragraphs/points, visibility of a structure/outline, transitions between points/paragraphs</td>
<td>(20%)</td>
</tr>
<tr>
<td>Thesis development, quality of argument, appropriate length/word count</td>
<td>(20%)</td>
</tr>
<tr>
<td>Strength of conclusions, scope of argument</td>
<td>(20%)</td>
</tr>
</tbody>
</table>

3. **Research Paper** (150 points)

Write a formal research paper of at least 2,250 words (12pt, double space, 1” margin, conformed to Turabian) reflecting on some current injustice or moral problem that impacts people in the world today. The paper should demonstrate rigorous and careful research regarding the situation, various perspectives on the injustice, and possible responses to the problem. The paper should make extensive use of at least two ethical theories. Through this assignment, students should demonstrate a solid grasp of the way ethical theory operates with respect to the topic (i.e. which theories you are using to address a problem, how ethical theory identifies or evaluates the injustice). Significant deductions will be incurred for poor formatting, failure to follow directions, and lack of adequate research. Since this is a “research paper” students should utilize 5-10 sources in writing a unique thesis about one of the topics
covered in the course.

Students are encouraged to contact the professor by email to propose a topic for research. Students should avoid generic and broad term paper topics (i.e. “Abortion: Pros and Cons”) and strive to write a paper that explores the issue with significant creativity and depth (i.e. The Ethics of Clothing: Where Target Gets Its Threads). Topics can be related to issues discussed in class, but should be much narrower and deeper in scope.

Common problems on this assignment include: 1) failing to identify which ethical theories are active in a particular debate, 2) failing to identify a clear thesis and itinerary for the paper, 3) lacking proper research and resources, particularly from the field of ethics, and 4) lacking adequate editing, formatting and paper structure. These problems will result in significant deductions. The professor cannot stress in strong enough terms the danger and consequences of plagiarism on this assignment. An exhaustive description of what Dr. Severson considers plagiarism is linked as “Avoiding Plagiarism” in the course modules. Various writing tools, including a “Writing Guide” website built by Dr. Severson, will also be made available in the course modules.

Grading deductions will be incurred for spelling and grammatical errors, improper documentation (beware of relying on treacherous internet sources). Barbara MacKinnon’s textbook provides an excellent introduction to writing papers for an ethics course (her Appendix, which starts on page 566).

Research papers will be scored according to the following grading rubric:

<table>
<thead>
<tr>
<th>Rubric Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar, spelling, sentence structure, readability, consistency of notations/spacing/pagination</td>
<td>20%</td>
</tr>
<tr>
<td>Quality of research, accuracy of citations, connection of thesis to the scholarly field, use of primary sources</td>
<td>20%</td>
</tr>
<tr>
<td>Logical connectedness of the paragraphs/points, visibility of a structure/outline, transitions between points/paragraphs</td>
<td>20%</td>
</tr>
<tr>
<td>Thesis development, quality of argument, appropriate length/word count</td>
<td>20%</td>
</tr>
<tr>
<td>Strength of conclusions, scope of argument (whether or not the paper accounts for the range of opinions on the topic), overall presentation of thesis</td>
<td>20%</td>
</tr>
</tbody>
</table>

4. **Proctored Final Exam** (100 points):

During the final week of the course students will take a final exam, utilizing an approved proctor. The final exam will be a cumulative test, with most of the focus on student comprehension and application of ethical theory. The exam will be composed of eight essay questions, and students will be required to respond to five of the eight essay prompts (20 points per response).

Students must find their own proctor for this exam, and get emailed approval from the professor to use this person to supervise the exam. In your request, please copy-in the proctor and provide a brief introduction. The exam will be typed, taken under the supervision of the approved proctor, and emailed upon completion to the professor. The exam is “closed book;” no notes or resources may be accessed during the examination period. In the week before the final exam the professor will provide a thorough summary of the topics to be covered on the exam.
Course Schedule

Unit 1: Before Ethics, Responsibility

Week 1: August 31-September 5

Monday
- Watch “Course Introduction” video
- Read the “Meet your Instructor” page
- Post on the “Introduce yourself” forum

Tuesday
- Interact with several classmates in the “Introduce yourself” forum
- Watch mini-lecture on “Fault and Responsibility”
- Read Scandalous Obligation, Introduction and Chapter 1

Wednesday
- Reading Discussion Forum: Week 1, Forum 1. Three quality posts required, along with ongoing conversation (always part of the conversation expectation). The discussion thread is a great place to experiment with ideas and opinions, and to generously encourage similar contributions from your classmates. Please do not limit your postings to this numeric requirement – be a good conversation partner, even if it means you “speak up” more than can be required in the syllabus. Students should write specific posts (quotations from the book help!) about ideas or examples in the book that were interesting, controversial, challenging, offensive, etc. The book Scandalous Obligation was written to be a catalyst for discussion. It is perfectly acceptable, and even encouraged, for students to disagree with the book or challenge its approach to responsibility. Students may post their “three quality discussion posts” in many different ways. Feel free to post thoughts on the lecture as well as the reading assignment.

Thursday
- Watch mini-lecture on “The Ring of Gyges”
- Read excerpt from Plato, Republic (Mackinnon, Ethics, 78-82) and Scandalous Obligation, Chapter 2
- Reading Discussion Forum: Week 1, Forum 2. Three quality posts required, along with ongoing conversation in the forums from earlier in the week. Create your own discussion thread or participate meaningfully in the threads created by classmates. You may post about the reading from the Republic, the lecture or the reading from Scandalous Obligation. Please pay attention to the threads that you have started and the threads that you have commented on. Few things are more detrimental to online learning than dangling questions and lively conversations that have been abandoned.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). By now, dozens of important discussions are underway in the three discussion forums from this week. Please use the time between Friday and Saturday evening to participate in several of these conversations.

Week 2: September 7-12

Monday
- Labor Day – no coursework

Tuesday
- Watch mini-lecture on “The Lines of Responsibility”
- Read Scandalous Obligation, Chapters 3-4
**Wednesday**
- Reading Discussion Forum: Week 2, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Thursday**
- Watch mini-lecture on “The Will to Power”
- Read Nietzsche, *Genealogy of Morals* (Supplemental Reading #1)
- Continue conversations from Forum 1.
- Reading Discussion Forum: Week 2, Forum 2. Three quality posts required, along with ongoing conversation in the forums from earlier in the week. Create your own discussion thread or participate meaningfully in the threads created by classmates. You may post about the reading from the lecture or from the Nietzsche reading. Please pay attention to the threads that you have started and the threads that you have commented on. Please provide pertinent quotations when you are commenting on passages and themes.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). By now, dozens of important discussions are underway in the three discussion forums from this week. Please use the time between Friday and Saturday evening to participate in several of these conversations.

**Week 3: September 14-19**

**Monday**
- Watch mini-lecture “Cities of Asylum”
- Read *Scandalous Obligation*, Chapter 5

**Tuesday**
- Reading Discussion Forum: Week 3, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Read *Scandalous Obligation*, Chapter 6
- Watch mini-lecture: “The Problem with Good Intentions”

**Thursday**
- Reading Discussion Forum: Week 3, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Pay attention to conversations underway from earlier in the week.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Week 4**

**September 21-26**

**Monday**
- Watch mini-lecture “Hakeldema”
- Read *Scandalous Obligation*, Chapter 7

**Tuesday**
- Reading Discussion Forum: Week 4, Forum 1. Three quality posts required, along with
ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Read *Scandalous Obligation*, Chapter 8
- Watch this video: [https://goo.gl/pd6oH2](https://goo.gl/pd6oH2)

**Thursday**
- Reading Discussion Forum: Week 4, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Week 5**
**September 28-October 3**

**Monday**
- Watch mini-lecture “Rent”
- Read *Scandalous Obligation*, Chapter 9

**Tuesday**
- Reading Discussion Forum: Week 5, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Read *Scandalous Obligation*, Chapter 10
- Read Martin Luther King, Jr., “Letter from Birmingham Jail” (Supplemental Reading #2)

**Thursday**
- Reading Discussion Forum: Week 5, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Week 6**
**October 5-10**

**Monday**
- Watch “Paper preparation” video
- Read *Scandalous Obligation*, Chapter 11-12

**Tuesday**
- Reading Discussion Forum: Week 6, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on either the “Faith and Knives” chapter or the (in)conclusion. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Watch “Introducing Søren Kierkegaard
- Read *Fear and Trembling*, Introduction

**Thursday**
- Reading Discussion Forum: Week 6, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.
- **Book Reflection Paper Due** on Saturday at midnight Eastern. Please pay close attention to the assignment description in the syllabus above.

**Week 7**
**October 12-17**

**Monday**
- Columbus Day: no classwork

**Tuesday**
- Watch mini-lecture “Programming Abraham”
- Read *Fear and Trembling*, Preface and Attunement
- Reading Discussion Forum: Week 7, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Watch mini-lecture “Two Knights”
- Read *Fear and Trembling*, Speech in Praise of Abraham and Preamble from the Heart

**Thursday**
- Reading Discussion Forum: Week 7, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Unit 2: Ethical Philosophy: The Theories**

**Week 8**
**October 19-24**

**Monday**
- Watch mini-lecture: “The Danger of Ethics: Jephthah’s Ghost”
- Read *Fear and Trembling*, Problema I and Problema II

**Tuesday**
- Reading Discussion Forum: Week 8, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Watch mini-lecture: “And Finally, Ethics”
- Read Ethics: Theory and Contemporary Issues, Chapter 1

**Thursday**
- Reading Discussion Forum: Week 8, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Week 9**
**October 26-31**

**Monday**
- Watch mini-lecture: “The Danger of Ethics: Jephthah’s Ghost”
- Read Fear and Trembling, Problema I and Problema II

**Tuesday**
- Reading Discussion Forum: Week 9, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Watch mini-lecture: “And Finally, Ethics (Divine Command Theory)”
- Read Ethics: Theory and Contemporary Issues, Chapter 1

**Thursday**
- Reading Discussion Forum: Week 9, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Week 10**
**November 2-7**

**Monday**
- Watch mini-lecture: “The Cave of Thomas Hobbes”
- Read Ethics, Chapter 4 (not readings at end of chapter)
- Read Rand, The Virtue of Selfishness (excerpt, Supplemental Reading #3)

**Tuesday**
- Reading Discussion Forum: Week 10, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Watch mini-lecture: “Ethics of Utility”
- Read Ethics, Chapter 5 (include the Mill reading at end of chapter)

**Thursday**
- Reading Discussion Forum: Week 10, Forum 2. Three quality posts required, along with
ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Week 11**
**November 9-14**
- **Monday**
  - Watch mini-lecture: “Utilitarianism, Torture and the War on Terror”
  - Read *Ethics*, Chapter 19 (and readings at the end of the chapter)
- **Tuesday**
  - Reading Discussion Forum: Week 11, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.
- **Wednesday**
  - Watch mini-lecture: “The Pillars of Kantianism”
  - Read *Ethics*, Chapter 6 (not readings at end of chapter)
- **Thursday**
  - Reading Discussion Forum: Week 11, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.
- **Friday/Saturday**
  - Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Week 12**
**November 16-21**
- **Monday**
  - Watch mini-lecture: “Kant and the Geneva Conventions”
  - Read *Ethics*, Chapter 6 (just readings at the end of the chapter)
- **Tuesday**
  - Reading Discussion Forum: Week 12, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.
- **Wednesday**
  - Watch mini-lecture: “Of Nature and Virtue”
  - Read *Ethics*, Chapter 7-8 (not readings at end of chapters)
- **Thursday**
  - Reading Discussion Forum: Week 12, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.
- **Friday/Saturday**
  - Post at least three substantive comments in Forum 1 and three substantive comments in
Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Unit 3: Contemporary Ethical Issues**

**Week 13**
**November 23-28**
- **Monday**
  - Watch mini-lecture: “Contemporary Ethical Issues – Capital Punishment”
  - Read *Ethics*, Chapter 15 (not readings at end of chapter)
- **Tuesday**
  - Reading Discussion Forum: Week 13, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.
  - **Wednesday-Saturday:** Thanksgiving Recess – no online discussions

**Week 14**
**November 30-December 5**
- **Monday**
  - Watch mini-lecture: “Contemporary Ethical Issues - Abortion”
  - Read *Ethics*, Chapter 11 (*include* readings at end of chapter)
- **Tuesday**
  - Reading Discussion Forum: Week 14, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.
  - **Wednesday**
    - Watch mini-lecture: “Contemporary Ethical Issues – The Environment”
    - Read *Ethics*, Chapter 16 (*include* readings at end of chapter)
- **Thursday**
  - Reading Discussion Forum: Week 14, Forum 2. Three quality posts required, along with ongoing conversation.
- **Friday/Saturday**
  - Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Week 15**
**December 7-12**
- **Monday**
  - Watch “Final Exam Preparation” video
  - Secure approval for your final examination proctor
  - Watch mini-lecture: “Contemporary Ethical Issues – Gay Marriage”
  - Read *Ethics*, Chapter 12 (not readings at end of chapter)
**Tuesday**
- Reading Discussion Forum: Week 15, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Watch mini-lecture on “Contemporary Ethical Issues – Assisted Suicide”
- Read *Ethics*, Chapter 10 (readings at the end of the chapter)

**Thursday**
- Reading Discussion Forum: Week 15, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday**
- Final Examination, completed by Friday, midnight.

**Week 16**
**December 14 only**
- Submit research paper by Monday, December 14, midnight. Pay close attention to the requirements for this paper outlined in the syllabus above.