PHIL1510, Introduction to Ethics (3 Credits)
Summer Semester, 2019
Boston College
July 1 – August 16, 2019 (7 week summer session)
Online, with Synchronous Video Meetings Wednesdays, 6-8:00 p.m.

Instructor: Dr. Eric Severson  
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Office: no campus office, office hours in Canvas  
Telephone: 617 237-0105
Schedule: Wednesdays, 6:00-8:00 p.m.; hybrid, with required weekly synchronous online meetings

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 explore the concept of human responsibility, and particularly the scope of Christian and Jesuit responsibility.
2. The student will gain an understanding and appreciation of ethical philosophy, particularly as it connects to practical living and social justice.
3. The student will analyze and critically evaluate ideas, arguments, and points of view.
4. The student will demonstrate knowledge across cultural, ethnic, age, ability 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.

Textbooks & Readings (Required)


**Canvas**

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. Canvas provides the entirety of course interaction for this online course. Students taking this course must access Canvas nearly every day, throughout the semester, and use the Canvas interface to watch lectures and videos, submit work, interact with classmates, track grades and many other functions. Please keep in mind that this course is the equivalent, in credits, to a full semester, which is 17 weeks long. Fitting the course into 7 weeks means students, and faculty, will need to be participating for significant amounts of time most days of the week.

**Some pointers for thriving in online courses:**

- The most effective internet browser is Google Chrome; this is the browser that most often will play the media, display content accurately, and minimize crashes. Nevertheless, all programs can crash so I recommend that you type your posts in a word processing program (like Google Docs) that auto-saves your work to the cloud. Please do not ask for extensions or accommodations because of “crashing” browsers or computers; it is your responsibility to make sure your work is protected. If you write your posts in Google Docs (or some other cloud-saving application), your work won’t disappear if your computer or browser crashes.

- Pay close attention to the requirements for our asynchronous discussions, listed below in the course assignment section. This includes number of posts, quality/length of posts, number of days you’re required to post, number of discussion responses you’re expected to post to your professor and peers, etc. The importance of quality and consistent discussion cannot be overstated: that is how we meet together as a class. If you cannot routinely log into Canvas and participate in the classroom discussion, then this class is not for you. The discussion in this course is worth 33% (200 out of 600) of the overall grade, and it is impossible to make up work if the course moves past a particular weekly discussion session.

- In the very first academic forum of the course (Week 1, Forum 2) I will provide an example of a substantive post and an example of a conversational post. These are the two types of posts that I am looking for in your weekly discussions, described in the assignment section below. These examples can give you a feel for the length and depth expected out of these postings, though you should feel free to design the posts to best fit your style of communication.

- You are encouraged to provide academic citations or links to the work you refer to in your posts, but formal bibliographical references are not required.

- If you have questions about the online forums of a general sort, please feel free to post them in the “Ask the Professor” forum at the top of the Canvas page. If your questions are personal in nature, I encourage you to email me at eric.severson@bc.edu. Emailed and posted questions should be addressed with approximately one business day, often more quickly.

**Course Etiquette**

It is crucial that we maintain a healthy discourse in this online class. When posting online, please abide by the following rules for online discussion:

- Strive to make posts that are directly related to the course material. It helps if you provide quotations in your post from the assigned reading.

- Do your best to show, through the post, that you engaged the reading thoughtfully and personally.
Though it is fine to sometimes be funny and informal, your posts should be carefully composed and understandable. You should review and edit them before adding them to the discussion. Sometimes you may feel the need to provide lengthy posts (me too!). Do your best to be concise, and limit the number of long posts you add to a conversation. In face-to-face classes, a longwinded student can nullify healthy conversation; the same thing can happen in online courses.

It is important to review the work of your classmates before you adding to the discussion in any given forum. Take care not to repeat questions or comments that already appear in that same forum (or on other forums in the course).

Your “conversational” posts can be brief, but they should be more than “I agree with this.” What part of the post do you like or dislike? Why? What passages from the reading do you find relevant to your classmates post? What events or ideas in the world come to mind as you read these conversations?

It is inevitable that students will disagree with one another, as well as the professor. This is healthy and helpful for good conversation. Be sure you respect the opinions of others, and ask positive questions that seek answers and explanations without condescension or judgment. Be open-minded.

Never make insulting remarks or personal attacks, not even as a joke. Find other ways to be funny.

If something happens in the discussion boards that makes you uncomfortable and you don’t know how to address it, please contact me at eric.severson@bc.edu.

**Grading**

Discussion, Reading, Attendance and Participation: 400 points (40%)
Attendance, Participation in Synchronous Zoom Sessions: 100 points (10%)
Book Reflection Paper: 150 points (15%)
Research Paper: 250 points (25%)
Final Exam (Proctored) or Video Presentation of Research: 100 points (10%)

**Total possible points: 1000**

Grades: A (93-100%), A- (90-92.9%), B+ (87-89.9%), B (83-86.9%), B- (80-82.9%), C+ (77-79.9%), C (73-76.9%), C- (70-72.9%), D (60-69.9%), F (0-59.9%).

**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.

The undergraduate grading system for Woods College is as follows: A (4.00), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), D+ (1.33), D (1.00), D- (.67), F (.00)
All students can access final grades through Agora after the grading deadline each semester. Students who complete course evaluations can access grades earlier, as they are posted.

**Deadlines and Late Work**

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. Weekly discussion forums conclude on Saturday at midnight, with no comments accepted after Sunday at midnight. 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)

1. **Weekly Zoom Session Attendance and Participation** (100 points, 6 meetings)

   Although this entire course occurs on Canvas, there are 6 synchronous, online, video meetings (Wednesday evenings, 6:00-8:00 p.m., zoom links provided in course calendar and in Canvas). Attendance is required at these meetings. If you miss a synchronous meeting, please contact the professor immediately for the make-up process.

2. **Online Course Discussion** (400 points, 16 different dialogues, 25 points each)

   Substantive 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.

   **An important note about weekly work on the discussion forums:** students should think of this class as similar to a discussion-based course in a classroom setting. You should “come to class” about 5 times a week, which would be the case in an intensive in-person class as well. When you log-on, you should expect to spend about an hour reading and writing responses in each visit. This amount of time should allow you to listen to each of your classmates and respond thoughtfully. Students who do not get involved in threads after 2 days may be considered “absent” for that discussion and marked for zero points. Discussion points **cannot be made up** by posting in a forum after the course has moved on to the next week. A missed forum is equivalent to a missed class in the face-to-face classroom environment. Since discussion has the largest point value in the course, students should expect significant grade consequences for failing to regularly participate.

   In most discussion forums, the expectation for full participation will be **three substantive posts, and three conversational posts**. These are approximate expectations; students are encouraged to participate naturally in discussion with their peers and professors, similar to face-to-face classroom discussions.

   **Substantive posts** include some specific reference to the text or lecture, and they serve to demonstrate the your engagement of the ideas you encounter from those sources. Substantive texts should provide evidence that you completed the reading. Quotations are recommended. Substantive posts do not have to begin threads – they can appear in the context of threads begun by other students. A post is considered substantive based on its length, depth, and engagement of the text/lecture.

   **Conversational posts** are shorter, and designed to facilitate ongoing conversation. Typical *conversational* posts are 1) questions put to classmates about their ideas, interpretations, work, 2) encouragement offered to classmates for their posts and ideas, 3) brief or anecdotal comments that help our online discussions feel like normal conversation.
Discussion will be scored as follows:

23-25 points: students read all assigned readings, respond thoroughly to each question, and interact thoughtfully with other students.

19-22: 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 14.

14-18: 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.

7-13: some late or missing work, or unsatisfactory responses. Significant missing work or failure to interact responsibly and helpfully with the class.

0-6: unsatisfactory performance in this discussion forum.

3. **Book Reflection** (150 points)

   Write a four-page (1350 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 the same written standards as the term paper (see below). 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 property formatted according the Chicago/Turabian citation style (consider using this online tool for citation formatting: http://www.bibme.org/chicago). As with 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:

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

4. **Research Paper** (250 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 gradingrubric:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</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>
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5. Final Exam, or Research Presentation Video (100 points)

During the final week of the course students will take a final exam during the Wednesday online synchronous meeting. 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). The exam will be typed, taken under the supervision of your computer camera, 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.

Alternatively, Students may prepare a short video discussion introducing their research topic and findings to classmates. This video must be posted on Canvas by August 14 (midnight), in the Week 7 Forum entitled “Research Presentations.” This video should be approximately 10 minutes. Presentations may include PowerPoint, video clips from other sources, photography, or other media, though these components are not required. What is required is a well-prepared, thoughtful invitation into the ethical issue that you researched. Invite classmates to see the way ethical theory functions in your deliberation, and offer insights into your research findings, deliberations and conclusions. There is wide range of ways of record and post video to Canvas, but sometimes students struggle with technical difficulties so please do not wait until the last minute to record and post your video. The purpose of these videos is to stimulate conversation, and allow you to answer questions from your classmates about your work. For this reason, late submissions will be steeply penalized (20% deduction per day).
In addition to posting the video, students will follow typical forum protocol in their discussion and response to students. Six posts are required in this forum, including three substantial and three conversational postings. In particular, students are expected to be responsive to the posts that other students make on their video thread.

**Written Work**

Woods College students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](mailto:ConnorsFamilyLearningCenter).  

**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.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Woods College courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- [The Connors Family Learning Center (CFLC)](http://www.bc.edu/sites/accessibility) coordinates services for students with LD and ADHD.
- [The Disabilities Services Office (DSO)](http://www.bc.edu/sites/accessibility) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).
Scholarship and Academic Integrity
Students in Woods College courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material 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. Please see the Boston College policy on academic integrity for more information.

Course Schedule

Unit 1: Before Ethics, Responsibility

Week 1: July 1-6
Monday
- Watch “Course Introduction” video
- Read the “Meet your Professor” page
- Watch “Introduction to the syllabus” video
- Post on the “Introduce yourself” forum (Week 1, Forum 1). Though it is not required, consider using a short video to introduce yourself to classmates. Learning how to record and post video to Canvas will be helpful for your final assignment of the course.

Tuesday
- Interact with several classmates in the “Introduce yourself” forum
- Watch mini-lecture on “Fault and Responsibility”
- Watch mini-lecture on “The Ring of Gyges”
- Read Scandalous Obligation, Introduction, Chapters 1-2
- Plato, Republic, excerpts (found in Mackinnon, Ethics, 78-82)
- Reading Discussion Forum: Week 1, Forum 2. Three “substantive” posts required, along with ongoing “conversational” posts (always part of the forum expectations). 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 or lecture 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.

Wednesday
- Read Scandalous Obligation, Chapter 3 (before class)

Synchronous Zoom Meeting 1: 6:00-8:00 (link in Canvas).
Theme: Lines of Responsibility
- Continue online conversations underway in Forums 1 and 2.

Thursday
- No class activities – Independence Day Holiday (be careful!)

Friday/Saturday
- Watch mini-lecture “Cities of Refuge”
- Read excerpt from and *Scandalous Obligation*, Chapter 4-5
- Reading Discussion Forum: Week 1, Forum 3. Three “substantive” posts required, along with ongoing “conversational” posts (always part of the forum expectations).
- Continue discussions that are underway from Week 1 Forums 1 and 2. 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.
- 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, and ensure you’ve met discussion requirements in all forums.

**Week 2: July 8-13**

**Monday**
- Read *Scandalous Obligation*, Chapter 6-7
- Watch mini-lecture “Hakeldema”

**Tuesday**
- Reading Discussion Forum: Week 2, Forum 1. Three substantive posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Create your own discussion thread or participate meaningfully in the threads created by classmates.

**Wednesday**
- Read *Scandalous Obligation*, Chapter 8 (before class)

Synchronous Zoom Meeting 2: 6:00-8:00 (link in Canvas).
Theme: Scapegoats and Ethics

- Continue online conversations underway in Forum 1.

**Thursday**
- Watch mini-lecture “Rent and Torn”
- Read *Scandalous Obligation*, Chapter 9-12
- Reading Discussion Forum: Week 2, Forum 2. Three substantive posts required, along with ongoing conversation in the forums from earlier in the week.
- Continue conversations from Forum 1

**Friday/Saturday**
- 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, and complete your posting responsibilities for each forum.

**Week 3: July 15-20**

**Monday**
- Read *Fear and Trembling*, Preface and Attunement
- Watch mini-lecture “Programming Abraham”

**Tuesday**
- Read *Fear and Trembling*, Speech in Praise of Abraham and Preamble from the Heart
- Watch mini-lecture: “The Danger of Ethics: Jephthah’s Ghost”
- Reading Discussion Forum: Week 3, Forum 1. Three substantive 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 *Fear and Trembling*, Problema I and Problema II (before class)

| Synchronous Zoom Meeting 3: 6:00-8:00 (link in Canvas). |
| Theme: The Danger of Ethics |

Thursday
- Watch mini-lecture: “And Finally, Ethical *Theory*”
- Read *Ethics: Theory and Contemporary Issues*, Chapter 1
- Reading Discussion Forum: Week 3, Forum 2. Three substantive 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
- 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, and complete your posting responsibilities for each forum.

**Week 4: July 22-27**

**Monday**
- Read “Introduction to Week 4”
- Watch “Writing for College” video
- Watch “Reflection Paper Preparation” video
- Watch mini-lecture: “The Cave of Thomas Hobbes”
- Read *Ethics*, Chapter 4 (not readings at end of chapter)

**Tuesday**
- Reading Discussion Forum: Week 4, Forum 1. Three substantive 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 *Ethics*, Chapter 5, including the Mill reading at end of chapter (before class)

| Synchronous Zoom Meeting 4: 6:00-8:00 (link in Canvas). |
| Theme: Consequentialism and Utilitarianism |

**Thursday**
- Watch mini-lecture: “Utilitarianism, Torture and the War on Terror”
- Read *Ethics*, Chapter 19 (and readings at the end of the chapter)
- Reading Discussion Forum: Week 4, Forum 2. Three substantive posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Continue participation in Forums 1 and 2.
- **Book Reflection Paper Due** on Saturday at midnight Eastern. Please pay close attention to the assignment description in the syllabus above.

**Week 5: July 29 – August 3**

**Monday**
- Read “Introduction to Week 5”
- Watch mini-lecture: “The Pillars of Kantianism”
- Watch mini-lecture: “Kant and the Geneva Conventions”
- Read “Research Paper Guide”
- Read *Ethics*, Chapter 6 (including readings at end of chapter)

**Tuesday**
- Reading Discussion Forum: Week 5, Forum 1. Three substantive 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 Confucius, *The Ethics of Confucius* (before class)

  Synchronous Zoom Meeting 5: 6:00-8:00 (link in Canvas).
  Theme: Deontology in the East (Confucian Ethics)

**Thursday**
- Watch mini-lecture: “The Planet: Caught Between Consequentialism and Deontology”
- Read *Ethics*, Chapter 16 (Environmental Ethics)
- Reading Discussion Forum: Week 5, Forum 2. Three substantive posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Continue participation in Forums 1 and 2.

**Week 6: August 5-10**

**Monday**
- Read *Ethics*, Chapters 7-8 (include readings at the end of the chapter)
- Watch mini-lecture: “Virtue Ethics and Natural Law”

**Tuesday**
- Reading Discussion Forum: Week 6, Forum 1 (standard forum posting requirements)

**Wednesday**
- Read *Ethics*, Chapters 9 (include readings at the end of the chapter. Read before class)

  Synchronous Zoom Meeting 5: 6:00-8:00 (link in Canvas).
  Theme: The Feminist Critique, and Care Ethics

**Thursday**
- Watch video: “Contemporary Ethical Issues – Human Reproduction”
- Read *Ethics*, Chapter 11 (include readings at end of chapter)
- Reading Discussion Forum: Week 6, Forum 2. Three substantive posts required, along with ongoing conversation.

**Friday/Saturday**
- Continue participation in Forums 1 and 2.

**Week 7: August 12-17**

**Monday**
- Watch mini-lecture: “Contemporary Ethical Issues – Animal Ethics”
- Read *Ethics*, Chapter 17

**Tuesday**
- Reading Discussion Forum: Week 7, Forum 1 (standard forum posting requirements).

**Wednesday**
- Post Research Presentation Video by midnight (see Course Assignment #5 above for
full instructions), and begin the participation in the Research Presentation forum.
- Continue conversation from Week 7, Forum 1 as well as Research Presentation discussion.

**Thursday**
- Watch mini-lecture on “Contemporary Ethical Issues – Assisted Suicide”
- Read *Ethics*, Chapter 10 (readings at the end of the chapter)
- Reading Discussion Forum: Week 7, Forum 2 (standard forum posting requirements).

**Friday/Saturday**
- Continue participation in Forums 1 and 2, as well as the “Research Presentation” forum.
- **Submit research paper by Saturday, midnight.** Pay close attention to the requirements for this paper outlined in the syllabus above.