PHIL151001, Ethics (3 credit hours)
Boston College Summer Session 2016
Summer I, May 17 – June 24, 2016
Tuesdays and Thursdays, 6 – 9:15 p.m.

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Office Hours: by appointment

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.

Textbooks & Readings (Required)

1) Dostoyevsky, Fyodor *The Grand Inquisitor with Related Chapters from the Brothers Karamazov*  
   Constance Garnett translation, Hackett Publishing, 1993

2) Kierkegaard, Søren *Fear and Trembling*  
   Alastair, Hannay translation, Pinguin Classics, 1986
3) **Machiavelli, Niccolò The Prince**  

4) **Nietzsche, Friedrich Beyond Good and Evil, On the Genealogy of Morals (in Basic Writings of Nietzsche)**  

5) **Plato Four Texts on Socrates Plato's "Euthyphro," "Apology of Socrates, ""Crito," and Aristophanes' "Clouds"**  
Thomas G. West and Grace Starry West translation, Cornell University Press, 1998

6) **Sophocles Oedipus Tyrannus**  
Peter Meineck and Paul Woodruff translation, Hackett Publishing, 2000

7) **Williams, Tennessee Orpheus Descending**  
Dramatic Play Service Inc, 1995

**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. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

**Course Objectives**

1. The student will be able to differentiate between and discuss the uniqueness of the various philosophical approaches to ethics.
2. The student will be able to assess contemporary ethical dilemmas using the concepts learned in class.
3. The student will gain knowledge of eloquent and succinct philosophical expression, as demonstrated by an ability to compose philosophical essays and participate in philosophical discussion.
4. The student will be able to assess the impact of culture, gender, and age when seeking solutions to the ethical problems and will gain knowledge of the role of ethics in the political arena.

**Grading Guide**

<table>
<thead>
<tr>
<th>Participation/Attendance</th>
<th>15%/6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting Performances (x 3)</td>
<td>12%</td>
</tr>
<tr>
<td>Presentations (x 2)</td>
<td>16%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Short Essays (x 2)</td>
<td>20%</td>
</tr>
<tr>
<td>Etymologies Assignment</td>
<td>11%</td>
</tr>
</tbody>
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The undergraduate grading system for Summer Session 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. Transcripts are available through the [Office of Student Services](#).
Deadlines and Late Work
The paper copies of all of the written assignments, with the exception of the final essay, must be submitted in class. Email your final essay to: denishci@bc.edu. If you need an extension on your paper, you need to consult with me about it to make sure that you are granted extra time to complete the assignment. You cannot make up for the in class examinations. You must be present on the date of the exam in order to take it.

Course Assignments
It is expected that you will spend 6 hours per week 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 6 hours per week over the semester.

Acting Performances are at the heart of experiential learning. Give each performance your best effort! You are graded not on your acting skills, but on the level of preparation that goes into each performance. You are required to study the material your performance is based on and to discuss it with your fellow performers.

Presentations ask you to explain to your peers your understanding of the studied films, texts, and concepts. You are to design your presentations with an eye on encouraging class participation. These presentations are meant to be informative and entertaining. Share music, videos, curious facts, or anecdotes you think are pertinent to your presentation.

Reading Questions Prior to each class meeting you will be emailed several study questions. These questions will guide your viewing/reading. As the semester progresses, you will see questions asking you to revisit some of the concepts and reflect upon the current discussion in the light of the themes previously covered in class.

Short Essays are designed to test your capacity to present your analysis of the texts and films succinctly. Each short essay is dedicated to a specific topic covered by the time that the paper is due.

Etymology Assignment is designed to train you in the art of detecting the deeper linguistic and conceptual connections hidden in the most commonly used words.

Final Exam To be taken in class on Tuesday, June 21, 2016.

Final Paper (no less than 5 double-spaced pages or 1,500 words) Due by 12 p.m. on Thursday, June 23, 2016. You will be given a grading guide and a list of topics for the final paper.
Summer Session I  
May 17 – June 24, 2016

Unit 1 Ethics – Economy, Politics, Education
5/17 Tues. Introduction, Film (Wag the Dog, 1997), Acting
5/19 Thurs. Aristophanes’ Clouds, Case Studies (Videos: The Big Short, Political Debates; Articles: “The Decomposition of the University” from Bloom’s Closing of the American Mind), Plato’s Apology of Socrates
5/24 Tues. Plato’s Apology of Socrates, Acting, Rousseau’s Discourses, Case Studies (Videos: On Education “The Wall” and “Why We Build the Wall”; Articles: 2008 Fanny May Scandal, Silencing of Intellectuals and Educators)

Unit 2 Ethics – Business, Governance, Psychology
5/26 Thurs. First Short Essay Due in Class
      Film (There Will Be Blood, 2007), Freud Beyond the Pleasure Principle and General Theory of Neurosis, Case Studies (Videos: Historical Tyrants)
5/31 Tues. Acting, Machiavelli The Prince and Discourses on Livy, Case Studies (Errol Morris’s The Fog of War)
6/2 Thurs. Sophocles’ Oedipus Tyrannus, Dostoyevsky’s Crime and Punishment, Case Studies (Videos: Historical Tyrants, Excerpts from Ghandi, Severn Darden on Oedipus)
6/7 Tues. Acting, Hobbes’s Leviathan, Case Studies (Videos: Errol Morris’s The Unknown, Known Dori Laub Holocaust Survivor Interviews, Articles: Caruth’s Listening to Trauma)

Unit 3 Ethics – Systemic Injustice, Values, Religion
6/9 Thurs. Second Short Essay Due in Class
      Film (Django Unchained, 2012), Wagner’s Siegfried, Nietzsche’s The Case of Wagner
6/16 Thurs. Etymologies Due in Class
      Film (Leviathan, 2014), The Old Testament (Job), Dostoyevsky’s The Grand Inquisitor, Kierkegaard’s Fear and Trembling, (Videos: Hunger, Visuals: Appleyard, Caravaggio, Lievens, Rembrandt; Scholarly Articles on the “Ethical” in Kierkegaard)
6/21 Tues. Final Exam
6/23 Thurs. Final Essay Due by Noon via denischi@bc.edu
Written Work
Summer Session 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.

Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. Your attendance grade will be counted at 0% after 3 absences, whether these absences are excused or unexcused. If you are absent from class, it is your responsibility to contact me or your peers about assignments and lecture/discussion.

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 Summer Session 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) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity
Students in Summer Session 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.