

INTRODUCTION TO ETHICS

LSHS 100 01
Spring 2008, Georgetown University
School of Continuing Studies

Class Information

- Tuesdays 7:00pm-9:55pm
- January 15-April 22
- Room 202, White-Gravenor Hall

Overview

“For we are debating no trivial question, but the manner in which a man ought to live.”
Socrates, as reported by Plato in the “Republic” (c. 390BC) 352d¹.

A signature piece of a Jesuit education is the study of ethics. Ethical issues have been debated and discussed throughout history and many of the issues which confronted society in classical times are still with us today. As society grows more complex, ethical issues also grow more complex. While all core courses in the Bachelor of Arts in Liberal Studies curriculum explore human values and moral issues in particular historical contexts, in this required core course students are introduced to the classical issues in ethics and are required to think, speak and write critically about the three most influential ethical theories: 1) virtue ethics (Aristotle), 2) duty ethics (Kant), and 3) consequential ethics (Bentham and Mills). Students will also make oral and written presentations on modern and contemporary interpretations of these traditional theories. Finally, the traditional theories are applied to critical ethical issues confronting society today. Applied ethics topics include social justice, bioethics, the right to life, capital punishment, just and unjust war, the war on terrorism, and political ethics.

Georgetown is a center for the study of ethics:

- Georgetown is the oldest Jesuit university in the country and remains committed to the tenets of a Jesuit education: passion for quality; study of the humanities and sciences; an emphasis on ethics and values; the importance of religious experience; and a commitment to being person-centered.
- The School of Continuing Studies offers numerous courses and advanced degrees in ethics and related subjects. The Liberal Studies program offers a concentration in “Ethics and the Professions.” A student may also obtain a masters degree in the same concentration, “Ethics and the Professions.”
- Kennedy Institute for Ethics: the world’s oldest and most comprehensive academic bioethics center.

¹ Page 63 of Cahn and Markie text.

- Dr. Edmund Pellegrino, emeritus professor of medicine and medical ethics, is the Chairman of the President's Council on Bioethics.
- Georgetown offers many social justice and service opportunities, see university website.
- Georgetown Law Center has a "Journal of Legal Ethics".

Instructor

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Professor Lewis is the former Counsel to the Chairman of the Ethics Committee for the U.S. House of Representatives. He is available before and after each class and you may e-mail questions at any time. He is also available by appointment.

Learning Objectives

After completing this course, a student should be able to:

- Define what ethics is.
- Apply a standard method of analysis to ethical questions and moral dilemmas.
- Discuss the three major ethical theories.
- Discuss modern and contemporary interpretations of the three major ethical theories.
- Apply each of the three major ethical theories to applied ethical problems.
- Discuss the ethics theories of Socrates, Plato, the Sophists and the Stoics
- Discuss virtue ethics.
- Discuss the ethics theories of Hobbes, Hume and More.
- Discuss the duty theory of ethics.
- Discuss utilitarianism and the consequential theory of ethics
- Discuss the relationship between religion and ethics.
- Discuss the concept of cultural relativism.
- Discuss subjectivism in ethics.
- Discuss psychological egoism.
- Discuss ethical egoism.
- Discuss ethics and the social contract.
- Explain the difference between morality and etiquette.
- Discuss the relationship between ethics and human rights.
- Discuss the relationship between ethics and law.

Textbooks

- Robert L. Arrington, "Western Ethics." Paperback. Blackwell, 1998. ISBN-13 978-0631194163
- Steven M. Cahn and Peter Markie, "Ethics, Theory, and Contemporary Issues" Paperback. Oxford University Press USA (3d Ed. 2005). ISBN-13 978-0195178401
- Michael Harvey, "The Nuts and Bolts of College Writing" Hackett Publishing (2003)
- Arrington and Cahn & Markie are available at the Georgetown University Bookstore. Harvey is available online from the publisher or Amazon.com, etc. We the Writing Center for additional information about Harvey.

Recommended but not required:

- The Chicago Manual of Style, 15th ed. (University of Chicago Press 2003).
- Alasdair MacIntyre, "A Short History of Ethics." Paperback. Routledge, (1st Ed. March 7, 2006). ISBN-13 978-041527474 (an edition from Notre Dame press may also be available at the bookstore instead)
- Will Durant, "The Story of Philosophy." Paperback. Pocket, 1991. ISBN-13 978-0671739164

Grading

Grades will be determined as follows:

- 90% to 100% = A
- 80% to 89% = B
- 70 % to 79 % = C
- 60 % to 69 % = D
- 59% and below = F

An "A" constitutes outstanding work; "B" work is good, above what is required by the assignment; "C" is satisfactory, meets basic requirements of the assignment; "D" is a minimal pass; "F" is failure. Grades are not curved, i.e., you earn the grade you deserve and are not evaluated against your classmates (the entire class can get an "A" if you are all outstanding or nobody gets an "A" if no one is outstanding)

Attendance

Attendance is mandatory. Students are expected to attend all meetings of the course. Students who miss more than two class sessions may be involuntarily dropped from the class. If you need to miss a class, it is your responsibility to make sure any assignments are submitted on time. It is also your responsibility to get the lecture notes, handouts, etc., from a classmate.

Assignments

This is a demanding course. Weekly assignments include class preparation, class participation, written assignments, discussion topics, moral dilemmas, and extensive readings. Students will also lead discussions on assigned topics on a regular basis. There is also a midterm oral presentation and a midterm paper. Course work cumulates with a comprehensive final paper. Attendance is required and sessions will include material that is not in the reading assignments and for which students are responsible. The course will be taught through the three assigned texts, additional required readings, lectures, and class discussion. Liberal Studies courses engage students in reading, reflection, writing, and discussion, all of which are important elements of this course. Each student will be expected to actively participate in each class. A specific student will be assigned in advance to discuss each assigned reading.

- Class participation will count for 25% of the course grade. Students should be prepared to answer questions during class and to discuss the required reading material in detail. As part of class participation, **students are expected to actively participate in each class discussion**. As part of class participation, students will participate in each class discussion, submit a detailed discussion question prior to each class via Blackboard, answer a weekly “moral dilemma” via Blackboard, and take turns at leading discussions on assigned readings. Each of the below components make up one-fourth of the class discussion grade (6.25%).
- Weekly discussion participation: For each class you will be graded on the amount and quality of your participation. You may expect to be called on at any time to discuss any reading. You may anticipate that you will have to explain/defend your statement to both the instructor and other students in the class. If you make a statement, anticipate the questions you will receive. During class 4 on virtues and character, each student will make a brief presentation about a modern moral leader. This oral presentation will be updated during the final class. There are twelve assignments, the top ten grades will be used to formulate the final grade. Thus, each assignment will count as .625% of the total course grade.
- Weekly discussion questions: Sunday night prior to each class, unless otherwise indicated, each student will join the Blackboard open-thread discussion about the next class and post a detailed discussion question based on the readings for the class. Other students are encouraged, but not required to post comments on the questions posted by their colleagues. There are twelve assignments, the top ten grades will be used to formulate the final grade. Thus, each assignment will count as .625% of the total course grade. Spend between 15-30 minutes on each assignment.
- Weekly moral dilemma: Sunday night prior to each class, unless otherwise indicated, each student will post their opinion to the weekly moral dilemma on Blackboard. One student will be assigned in advance to lead the discussion in class. Each student may anticipate leading the discussion on a moral dilemma once during the course. There are twelve assignments, the top ten grades will be used to

formulate the final grade. Thus, each assignment will count as .625% of the total course grade. Spend between 15-30 minutes on each assignment.

- Leading discussion: On a rotating basis assigned in advance, students will take turns leading the discussion on the strengths and weaknesses of each assigned reading. Each student may anticipate leading the discussion on a reading three to four times during the course. Thus, each assignment will count as about 1.5% of the total course grade. Spend an hour preparing for each assignment.
- Brief weekly written assignments (one page single space) based on the readings will count for 25% of the course grade. Each assignment will focus on the weekly readings and a specific writing issue (citation format, grammar, punctuation, style, etc.) Spend no more than an hour on each assignment. Concentrate on accuracy, grammar and your opinion on the question. There are twelve assignments, the top ten grades will be used to formulate the final grade. Thus, each assignment will count as 2.5% of the total course grade.
- A midterm oral presentation and five-seven page paper on the topic of the oral presentation will count for 25% of the course grade. Students will be expected to answer questions based on the oral presentation. The oral presentation will count for 1/3 of the grade and the paper will count for 2/3 of the grade. A written outline of the paper and the presentation will be due two weeks before the paper. A draft of the paper is due one week before the paper. The midterm paper is due at 11:59 p.m. on Sunday March 9, 2007 (**two days before the oral presentation**). This will allow classmates to read the papers and be prepared to discuss the presentations of other students.
- A twelve-fifteen page final paper will count for the final 25% of the course grade: the topic will be assigned during the semester but will include a topic discussed in the applied ethics portion of the semester. A written outline of the paper will be due two weeks before the paper. A draft of the paper is due one week before the paper.

Access to Blackboard, the internet and e-mail is required. Students are allowed to use laptops in class to take notes. Students need a Georgetown NetID to obtain access to Blackboard.

Assignments in the course outline may change depending on factors such as the pace of the class and availability of guest speakers. **Check Blackboard and e-mail regularly for updates.**

Submitting Assignments

Any written assignments are prior to the start of class unless otherwise specified.

Important: no credit will be given for any assignment that is submitted late without the prior approval of the instructor. “Prior approval” means that the student must communicate with the instructor before the assignment’s deadline.

Written assignments must be submitted electronically **prior to class**, on **both** Blackboard and Turnitin.com. An assignment will not be counted as submitted until it has been uploaded to **both** Web sites. Printed assignments will **not** be accepted and will earn no credit. Similarly, assignments submitted by e-mail will **not** be accepted and will earn no credit.

All work for this class should be typed double-spaced, spell-checked, have one-inch margins, and use 12 –point font (Times New Roman preferred). List your last name next to each paper number. Microsoft Word is preferred. Use **Chicago** format. Each written assignment, including the weekly assignments, will require a statement that the Georgetown Honor Code has been complied with for that paper.

- To submit an assignment in Blackboard, do the following:
 - Go to the assignments/reading page on Blackboard
 - Click on the link for the appropriate class (one for each week and for the final paper)
 - Go to the end of the assignment and click on the “>>View/Complete” link
 - Click on the browse button to attach the file containing your written assignment. (For best results, make sure your filename consists of only letters or numbers). There should not be any other symbols or characters in the filename)
 - Attach the file
 - Complete all other items on the assignment page
 - Click on the Submit button at the bottom of the page
 - Look for the confirmation indicating that your assignment has been uploaded. Note: at this point, your gradebook will show an exclamation point, indicating that your instructor has received the assignment but has not yet graded it. If you see a padlock icon instead, it means that you did **not** successfully submit the file and that you should repeat the above steps to submit it. If you are still having problems, contact the Support Center at help@georgetown.edu and indicate what message you received after you clicked on the Submit button
- To submit an assignment to Turnitin.com, do the following:
 - Go to www.turnitin.com. The first time you go to the site you will click on the link “new user” and create a user profile. To do this you will need the following information:
 - Class ID: **2122833**

- Password (also known as class enrollment password: **Aristotle1**)
- Once you have set up your account you can login and click on the link for this class. Then click on the correct assignment and upload your paper

Writing

Writing is an important part of the Liberal Studies program and is emphasized in all courses, particularly in core course such as Introduction to Ethics. All students are strongly encouraged to take advantage of the resources offered by the Georgetown Writing Center, located at 217A Lauinger Library. Tutors are available. Liberal Studies students may also contact the Liberal Studies Writing Services Coordinator, Kathryn Temple, at Templek@georgetown.edu.

Students in this course who have questions about writing format and citation should use “The Nuts and Bolts of College Writing” by Michael Harvey which is online at the website for the Georgetown Writing Center (www.edu/departments/english/writing/wcenter.htm). It is also a required text for this course. Click on Resources. Then click on the link to “Nuts and Bolts.” Scroll down and click on “Evidence” and then scroll down to “Citing webs sites” and click on the link to **Chicago** style, which is the style used in this course. Use the Chicago style document formats, basic citation style and bibliography provided by the “Nuts and Bolts” link to Chicago style. Chicago style is based on The Chicago Manual of Style, 15th ed. (University of Chicago Press 2003).

Students in this course are required to submit outlines and drafts of the midterm and final written assignments in advance of the due date for the paper. In researching and writing papers, students should use the links to “Thinking,” “Style,” “Structure,” “Evidence,” “Mechanics,” and the background information on the home page of “Nuts and Bolts.”

Your writing must be factually accurate. Errors, even seemingly minor ones, will have a severe impact on the grade. Similarly, your writing must conform to academic standards. Written assignments and discussion postings should not contain grammatical or spelling errors.

Oral Presentations

Students will make three formal oral presentations to the class. The first will be during the class on virtue ethics and character (class 4), the second will be as part of the midterm grade (class 9) and the third will be during the last class, a reassessment of the presentation made during the virtue ethics class (class 14).

Subjects for the presentation on virtue ethics and character will focus on modern and contemporary moral leaders. Students will select a subject from the following list (or select another subject with the approval of the instructor) and make an initial presentation during class 4 on whether they think their subject has displayed the virtue of courage and if they believe the subject demonstrated an Aristotelian vice. At the conclusion of the

course, during class 14, student will reassess their initial determination. Possible subjects include, but are not limited to: Frederic Passy, Henry Dunant, Mahatma Gandhi, Dr. Albert Schweitzer, Michael Collins, Pope John XXIII, Sen. Paul Douglas, Bill Wilson, Rev. Horace McKenna, Rep. Charles Bennett, Mother Teresa, Nelson Mandela, Pope John Paul II, Jimmy Carter, Sen. Robert F. Kennedy, Dag Hammarskjold, Kim Dae Jung, Admiral James Stockdale, Cesar Chavez, Elie Wiesel, Rev. Martin Luther King, Rev. Desmond Tutu, Rev. Mychal Judge, Rep. Joel Hefley, Tenzin Gyatso (the Dali Lama), Sen. John McCain, Bernard Kouchner, Dr. Wangari Muta Maathai, Dr. Muhammed Yunus, Rep. John Lewis, Oscar Arias, Betty Williams, Mairead Corrigan, Aung San Suu Kyi, Shirin Ebadi, Al Gore, and Rigoberta Menchu.

Subjects for the midterm oral presentation will focus on modern and contemporary moral philosophers not covered in the class or since John Stuart Mill. Students will select a subject from the following list (or select another subject with the approval of the instructor). The list of subjects includes, but is not limited to: Jean Jacques Rousseau, Voltaire, Herbert Spencer, Henry Sidgwick, John Dewey, Alfred Whitehead, C.D. Broad, G. E. Moore, Ludwig Wittgenstein, C.S. Lewis, Isaiah Berlin, Avery Dulles, Gertrude Anscombe, W. D. Ross, H.A. Prichard, Charles Stevenson, Stephen Toulmin, Kurt Baier, R.M. Hare, John Rawls, John Hick, Alasdair MacIntyre, Sir Bernard Williams, Carol Gilligan, Virginia Held, Martha Nussbaum, Susan Wolf, Stanley Hauerwas, Hon. John Noonan, Lawrence Kohlberg, Rev. John Dunne, Hon. Richard Posner, Peter Singer, Bernard Steigler, and Thomas Hurka.

Georgetown Honor System

All students are required to follow Georgetown's honor code unconditionally. Nothing less can be expected in any class, in particular a class on ethics. All students are required to read the honor code material located at www.georgetown.edu/honor, and in particular the following documents: "Honor Council Pamphlet," "What is Plagiarism?," "Sanctioning Guideline," and "Expediting Sanction Process."

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge: "In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown Community, as we live and work together." **Each student in this course will be required to sign a copy of the honor code and submit it to the professor. In addition, each student will be required to print the code at the end of each written assignment submitted for this class and indicate that you have abided by the pledge for that assignment.**

Plagiarism

Plagiarism is the presentation of someone else's ideas or work as your own, or without proper acknowledgement and according to Dean Kiernan, it is the worst crime a scholar can commit. The sources for all information and ideas in your papers must be documented using **Chicago**

style. In addition, all quotations must be identified as quotations, using quotation marks and documentation of the sources of the quotation. Anything less than these standards is plagiarism and will be treated as such. Plagiarized work will be reported to Georgetown's Honor Council, see above. If the council finds the work has been plagiarized, the work will receive an **F** for a first offense; a second plagiarism will earn an **F** for the course.

Turnitin.com

Students agree that by taking this course all required papers will be subject to submission for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site. The class id is **2122833** and the class enrollment password is **Aristotle1**

Disabilities

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202 687-8354 or arc@georgetown.edu. All such accommodations must be arranged through the Center, not directly with the professor.

Other Student Resources

There are many health, safety and wellness services offered to students at Georgetown. Georgetown has a wellness website at <http://wellness.georgetown.edu> that I recommend bookmarking and visiting often.

In addition, on the main Georgetown website (www.georgetown.edu), under the link for Campus and Community are additional links for health services, counseling services, the Academic Resource Center, spirituality, services and social justice, arts and culture. Also visit be.georgetown.edu and look under the practicalities link.

Snow and Other Emergencies

During inclement weather or other emergencies, check <http://preparedness.georgetown.edu> or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will not meet, but written assignments will be due as usual. You may email or call me for additional information. The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up at Student Access +.

COURSE OUTLINE

Reminder: check Blackboard and e-mail for updates, readings and assignments may change or be updated

Class and Topic	Readings Due	Assignments Due
Class 1 (Jan. 15): Introduction	Blackboard: Read the postings on the Academic Integrity Page; Read the “Ethics Chronology” and “Guideline to Reading Philosophy.” Take the “Basic Moral Orientation”	
Class 2 (Jan. 22): Socrates and the Sophists	Arrington, Chapter 1 Cahn and Markie, Historical Sources Introduction by Alasdair MacIntyre; Plato: “Euthyphro,” “Crito,” “Phaedo”	Written assignment on Socrates/Honor Code Discussion leaders: TBA Post discussion question on Blackboard by Jan. 20 Post analysis of weekly “moral dilemma” on Blackboard by Jan. 20
Class 3 (Jan. 29): Plato	Arrington, Chapter 2 Cahn and Markie, Plato: Excerpts from Plato, “The Republic”	Written assignment on Plato Outline on oral presentation on modern moral leaders Discussion Leaders: TBA Post discussion question on Blackboard by Jan. 27 Post analysis of weekly “moral dilemma” on Blackboard by Jan. 27
Class 4 (Feb. 5): Virtue and Character Ethics-Aristotle; Final Student Presentations	Arrington, Chapter 3 Cahn and Markie, Aristotle: “Nicomachean Ethics”; James Rachels: “The Ethics of Virtue”; Susan Wolf, “Moral Saints”; Martha Nussbaum, “Non-Relative Virtues: An Aristotelian Approach”	Written assignment on Aristotle Student presentations on modern moral leaders Discussion Leaders: TBA Post discussion question on Blackboard by Feb. 3

	Blackboard: John F. Kennedy “Profiles in Courage” (summary); John McCain, “In Search of Courage” (Sep 2004)	Post analysis of weekly “moral dilemma” on Blackboard by Feb. 3
Class 5 (Feb. 12): From Aristotle to the Renaissance	<p>Arrington, Chapters 4-5</p> <p>Cahn and Markie, St. Augustine: “Enchiridion on Faith, Hope and Love” (selections); St. Thomas Aquinas: excerpts from “Summa Contra Gentiles” (selections)</p> <p>Blackboard: James B. Stockdale, “Courage Under Fire: Testing Epictetus's Doctrines in a Laboratory of Human Behavior”</p>	<p>Written assignment on ethics and religion</p> <p>Discussion Leaders: TBA</p> <p>Post discussion question on Blackboard by Feb. 9</p> <p>Post analysis of weekly “moral dilemma” on Blackboard by Feb. 9</p>
Class 6 (Feb. 19): Hobbes, Spinoza, Butler and Hume	<p>Arrington, Excerpts of Chapters 6-9</p> <p>Cahn and Markie, Hobbes: “Leviathan”; Butler, “Fifteen Sermons”; Hume: “An Enquiry Concerning the Principles of Morals” (selections)</p>	<p>Written assignment on Hobbes, Spinoza, Butler and Hume</p> <p>Discussion Leaders: TBA</p> <p>Post discussion question on Blackboard by Feb. 17</p> <p>Post analysis of weekly “moral dilemma” on Blackboard by Feb. 17</p>
Class 7 (Feb. 26): Duty Ethics-Emmanuel Kant and Hegel’s response	<p>Arrington, Chapters 10, excerpts of Chapter 11</p> <p>Cahn and Markie, Kant: "Fundamental Principles of the Metaphysic of Moral's (selections)" ; Philippa Foot, “Morality as a System of Hypothetical Imperatives”</p>	<p>Written assignment on Kant and Hegel</p> <p>Discussion Leaders: TBA</p> <p>Post discussion question on Blackboard by Feb. 24</p> <p>Post analysis of weekly “moral dilemma” on Blackboard by Feb. 24</p> <p>Outline of oral presentation and midterm paper</p>

<p>Class 8 (Mar. 4): Utilitarianism</p>	<p>Arrington, Chapter 12</p> <p>Cahn and Markie, Bentham: "Introduction to the Principles of Morals and Legislation (selections)"; John Stuart Mill: "Utilitarianism (selections)"; Bernard Williams: "A Critique of Utilitarianism"; Judith Jarvis Thomson, "The Trolley Problem"</p>	<p>Written assignment on Utilitarianism</p> <p>Discussion Leaders: TBA</p> <p>Draft of midterm oral presentation and midterm paper</p> <p>Post discussion question on Blackboard by Mar. 2</p> <p>Post analysis of weekly "moral dilemma" on Blackboard by Mar. 2</p>
<p>Class 9 (Mar. 11): Student Presentations</p>		<p>Midterm oral class presentations</p> <p>Midterm paper must be submitted by 12:59 pm Sunday March 9, 2008</p>
<p>No Class March 18</p>		
<p>Class 10 (Mar. 25): Nietzsche, Modern and Contemporary Ethics; Applied Ethics-Social Justice</p>	<p>Arrington, Chapters 13-14</p> <p>Cahn and Markie, James Rachels, "Introduction to Modern Ethical Theory"; Peter Singer, "Introduction to Contemporary Moral Problems"; Peter Singer: "Famine, Affluence and Morality"; John Arthur, "Famine Relief and the Ideal Moral Code"</p> <p>Others TBA- Nietzsche</p>	<p>Written assignment on social Justice and Nietzsche</p> <p>Discussion Leaders: TBA</p> <p>Post discussion question on Blackboard by Mar. 23</p> <p>Post analysis of weekly "moral dilemma" on Blackboard by Mar. 23</p>
<p>Class 11 (April 1): Applied Ethics-The Right to Life</p>	<p>Cahn and Markie, Judith Thomson, "A Defense of Abortion"; Mary Anne Warren "On the Moral and Legal Status of Abortion"; Don Marquis, "An Argument that Abortion is Wrong"; Rosalind Hursthouse</p>	<p>Written assignment on the right to life</p> <p>Discussion Leaders: TBA</p> <p>Post discussion question on Blackboard by Mar. 30</p>

	<p>“Virtue, Theory and Abortion”</p> <p>Blackboard: Hippocratic Oath <u>Roe v. Wade</u>, 410 US 113 (1973); John T. Noonan, Jr., “An Almost Absolute Value in History”; The President’s Council on Bioethics, “Monitoring Stem Cell Research, Appendix A: Notes on Early Human Development” (January 2004)</p>	<p>Post analysis of weekly “moral dilemma” on Blackboard by Mar. 30</p>
<p>Class 12 (April 8): Applied Ethics- Capital Punishment</p>	<p>Cahn and Markie: Ernest van den Haag: “A Defense of the Death Penalty”; Stephen Nathanson, “An Eye for an Eye: The Morality of Punishing by Death (selections)”</p> <p>Blackboard: <u>Gregg v. Georgia</u>, 428 US 153 (1976); 8th Amendment to the US Constitution; John Stuart Mill, “Speech in Favor of Capital Punishment,” April 21, 1868; Helen Prejean, “The Abolition of the Death Penalty: A Target for the XXI Century,” September 9, 2003; Text of Gov. George Ryan (Ill) Speech Commuting Illinois Death Penalty Sentences, Jan. 11, 2003; Evan Thomas and Martha Brant, “Injection of Reflection,” Newsweek online, Nov. 10, 2007</p>	<p>Written assignment on capital punishment</p> <p>Discussion Leaders: TBA</p> <p>Post discussion question on Blackboard by Apr. 6</p> <p>Post analysis of weekly “moral dilemma” on Blackboard by Apr. 6</p>
<p>Class 13 (April 15): Applied Ethics-Seminar on Just and Unjust War; War on Terror</p>	<p>Blackboard: Rob Elder, “Bonnie is Ticking; Do You OK Torture?,” August 24, 2004, Opinion, San Jose Mercury News; “Martin</p>	<p>Written assignment on the War on Terror</p> <p>Discussion Leaders: TBA</p>

	<p>Luther King, "Letter from Birmingham Jail" (1963); P. 107-243 Authorization for Use of Force in Iraq (October 11, 2002); Statement of Professor Neal Katyal of Georgetown University Law Center before the House Armed Services Committee, Mar. 29, 2007; James Turner Johnson, "Just War, As it Was and Is," First Things (January 2005); Memorandum for Alberto R. Gonzales, Counsel to the President, "Re: Status of Taliban Forces under Article of the Third Geneva Convention of 1949"; Albert Schweitzer, Nobel Lecture, November 4, 1954, "The Problem of Peace"</p>	<p>Post discussion question on Blackboard by Apr. 13</p> <p>Post analysis of weekly "moral dilemma" on Blackboard by Apr. 13</p> <p>Outline of final paper</p>
<p>Class 14 (April 22): Applied Ethics-Seminar on Ethics and Politics and Final Student Presentations</p>	<p>Blackboard: House Ethics Committee Letter to Rep. Tom DeLay, October 6, 2004; House Ethics Committee Letter to Rep. Chris Bell, November 18, 2004; Rep. Joel Hefley, "Ethics in the 110th Congress," Cong. Record p E2162 (Extension of Remarks), December 7, 2006 Highlights of House Ethics Rules (Revised May 2007); Code of Ethics for Government Service and Code of Conduct for House; John F Kennedy, "Profiles in Courage" (selections)</p>	<p>Written assignment on ethics and politics</p> <p>Discussion Leaders: TBA</p> <p>Student presentations on modern moral leader revisited</p> <p>Post discussion question on Blackboard by Apr. 20</p> <p>Post analysis of weekly "moral dilemma" on Blackboard by Apr. 20</p> <p>Draft of final paper</p>
<p>April 29</p>		<p>Final paper due: 11:59 p.m. on April 29</p>