COURSE REQUIREMENTS, ETC.

Class will convene at 7:50 a.m. (or 10:20 a.m.) every Monday, Wednesday, and Friday. You should be seated and ready to begin our work together promptly at the beginning of the period. As I am never late for class, there is no good reason for you to be late either. Moreover, since we will organize for the day right at the beginning of each class, it is disruptive when we have to readjust for late arrivals. Just don’t be late—please plan accordingly. Cell phones blowing up will not be tolerated—please respect your classmates and your instructor in this regard: turn the cell phone off or, better, don’t bring it into the classroom.

Students are expected to attend all classes, although “roll” will not be taken after the final registration list is established. I will treat you as mature and responsible adults, and I assume that you will conduct yourselves in just that manner. Excessive absences will be noted, and my concern might be expressed, but no direct penalty to the final grade will be assigned on that account.

It is expected that the reading assigned for a particular day will be done prior to class on that date, as the classroom work for that day will build upon that assigned reading.

You will be called upon to respond to the readings and discussion points, and your participation grade will be determined by your responses: keeping up with the readings and regular attendance, in that sense, are indispensable elements of the course.

REQUIRED TEXT.

James P. Sterba, ed. MORALITY IN PRACTICE, 7th edition

GENERAL EDUCATION STATEMENT.

Courses that satisfy this rubric will have two foci. One focus is an introduction to two or more theoretical frameworks for reflection upon a moral life. A second focus is
multiple realms of application for these frameworks—that is, two or more significant contemporary issues that will be explored in light of these theoretical considerations. These courses should advance toward several outcomes:

(1) The student learns that moral issues are typically more complex than they appear to be and that informed decision-making about them requires interdisciplinary understanding.

(2) The student has occasion to grapple with her or his own values and moral position-taking.

(3) The student’s capacity for moral discernment, criticism, and argument is enhanced.

ASSESSMENT OF STUDENT’S LEARNING.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
</tr>
<tr>
<td>In-class writing</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

Again, whether you attend class or not is your business. However, there will be in-class writing (not announced in advance), small group discussions, and general seminar discussion, all of which will contribute to my assessment of your quiz and participation grades. Obviously, absence from class will be reflected in that component of your final grade. (You should always assume that you will have to write about a reading assignment, although such writing might not actually be required.)

You may miss one in-class writing assignment, with the right to do a make-up assignment during the last week of the semester, (Absence due to College related events, e.g. field trips or athletic events, is an exception to this rule.) Any additional absences will result in a score of zero for each of the missed assignments.

SYLLABUS.

Aug.  29    Introduction to the course

            31    Introduction, continued

Sep.  2     Introduction, continued

            The Distribution of Income and Wealth

            5     NO CLASS—Labor Day

            7     Reading #1, Hospers
9  Reading #2, Nielson
12  Reading #3, Sterba
14  Reading #4, Rawls
16  Reading #6 (Wyman v. James) and Reading #7 (Player v. Doe)

Near and Distant Peoples
19  Reading #8, Hardin
21  Reading #9, Singer
23  Reading #10, Blum
26  Reading #11, Rachels
28  Readings #12, Maren
30  Reading #13 (Anderson)

Abortion and Euthanasia

Oct. 3  Reading #14, Thomson
5  Reading #15, Marquis
7  Reading #16, Warren
10  NO CLASS—FALL BREAK
12  Reading #17, Markowitz
14  Readings #18, Rachels)
17  19 (Steinbock)
19  Readings #21 (Assisted Suicide: the Brief of the Amici Curiae) and #22 (Washington v. Glucksberg)
21  EXAMINATION
Sex Equality

24  Reading #27, Okin
26  Reading #28, Sterba
28  Reading #29, Sommers
31  Reading #30, Friedman

Animal Liberation and Environmental Justice

Nov.  2  Reading #61, Singer
      4  Reading #62, Pollan
      7  Reading #63, Taylor
      9  Reading #65, Warren

11  Readings #66 (from the Animal Welfare Act), #67 (Amendments to the Animal Welfare Act), and #68 (Tennessee Valley Authority v. Hill)

Punishment and Responsibility

14  Readings #69 (Menninger) and #70 (Brandt)
16  Readings #71 (Lewis) and #72 (Pincoffs)
18  Readings #73 (Haag) and #74 (Reiman)

21  Reading #75 (Gregg v. Georgia)
23  NO CLASS—THANKSGIVING BREAK
25  NO CLASS—THANKSGIVING BREAK

War and International Terrorism

28  Reading #76, Sterba
30  Reading #77, Nathanson

Dec.  2  Reading #78, Sterba

5   Reading #79, Leiser

7   Reading #80, Sterba

9   Reading #81, United Nations Security Council Resolution 1441

12  Optional Review Session

____________________________________, Final Examination (date and time to be
determined by the Registrar)