

Ethical Theory

Units 9.0
Time Monday, Wednesday: 1:30PM–2:50PM
Location CMUQ 1190
Website <http://www.andrew.cmu.edu/user/degray/ET14/>

Instructor Professor David Emmanuel Gray
Contact CMUQ 1039, degray@cmu.edu, [@ProfessorDEG](https://twitter.com/ProfessorDEG)
Office hours Sunday, Monday, Tuesday, Wednesday: 3:00PM–5:00PM

Course Overview

Description

Every day, even in very subtle ways, we make judgments of value that shape our lives and our conduct. Ethics is the branch of philosophy that attempts to provide a systematic account of the source and nature of moral value, its relationship to other kinds of value, and the practical implications of accepting a given conception of morality. As such, ethics is ultimately concerned with the most fundamental of questions: “What ought I do?”

In this course, we examine attempts to answer this practical question while also developing a framework that allows us to articulate the specific sources of disagreement that distinguish competing moral theories. To that end, we begin the course by using Shelly Kagan’s analysis of normative ethics to develop a taxonomy that will facilitate our ability to adjudicate between moral theories on a reasoned basis. We then proceed through an analysis of the three most influential theories from the Western intellectual tradition: the utilitarianism of John Stuart Mill, the deontological theory of Immanuel Kant, and the virtue ethics of Aristotle. By the end of the semester, you should better understand and express your own convictions on difficult moral issues.

Course Materials

The following are the required textbooks for the course:

- Shelly Kagan, *Normative Ethics*.
- John Stuart Mill, *Utilitarianism and On Liberty*, edited by Mary Warnock.
- Immanuel Kant, *Groundwork of the Metaphysics of Morals*, revised edition, edited by Mary Gregor and Jens Timmermann.
- Aristotle, *Nicomachean Ethics*, edited by Sarah Broadie and Christopher Rowe.

You are expected to read all the assigned material according to the class schedule on pages 3 and 4.

Objectives

By the end of this term, I expect that you will be able to:

- Assess competing claims concerning the demands that morality place on a person’s actions and decisions,
- Form considered positions concerning what you judge to be the most defensible account of morality, and
- Communicate your analysis of these issues through both verbal and written discourse.

I have designed each course requirement with these objectives in mind.

Announcements & Other Communication

I will post important information on the course webpage, so please routinely check it for updates. Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office hours or get in touch via email.

Submitting Assignments

To encourage proper citation of sources, all assignments must be submitted to Blackboard. If any problems occur when trying to submit, please email me a copy of your assignment *before* the assignment’s due date/time. I will then submit it for you. Please refer to page 5 for more information about my academic integrity policy.

Requirements & Grading

Philosophy is a full-contact sport, but conducted as a cooperative process. Together we wrestle with arguments and not attack those making them. Classes will typically follow an instructor-guided seminar format, driven by discussion of the readings and the arguments they contain. As a result, the quality of the course depends critically on your individual attention and participation. The purpose of us coming together as a class is to learn and engage in philosophical activity as a group.

I strongly encourage you to discuss the course’s material outside of class with your fellow classmates, friends, and family, as well as with me. Even so, all your work must be done independently, unless otherwise noted. You are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

Assignments include in- and out-of-class participation, class summaries, 2 analytic summaries, and 4 position papers. Please refer to page 2 for details.

The total points will vary from assignment to assignment. However, each is ultimately scaled to a score from 0 to 5. Unless you are notified of otherwise, the grading distribution will be as follows:

4.00–5.00	A	2.00–2.99	C	0.00–0.99	R
3.00–3.99	B	1.00–1.99	D		

Your final course grade will be on the same 5-point scale, with each assignment weighted as indicated on page 2. (The wise student will realize this provides a chance to recover if you do extremely poorly on an assignment.)

If during the semester you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to meet with me. Please note, however: due to Family Educational Rights and Privacy Act (FERPA) regulations, *I will not transmit grade information over email*. All discussion of grades must be done face-to-face with me.

Participation & Attendance

Every class meeting will involve all of us actively *doing* philosophy together, rather than passively absorbing what others may say about philosophical issues. As such, attendance and participation are very important. I expect you to show up to class on time, participate thoughtfully, ask questions when you are confused, take notes, and have a grasp of what was accomplished in each meeting. *Attendance is therefore required without exception, and anyone showing up more than 10 minutes late will be politely asked to leave and come back (on time) to our next class meeting.* To enforce this policy, I will promptly take attendance at 1:30PM. If you arrive after I have called your name, then you will be marked as tardy. Please refer to page 2 for more details.

Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* “free” absences. Furthermore, *students missing more than six classes will automatically fail the class.* There is one exception: You and I agree on a reasonable accommodation *prior* to the due date or the day you are missing class. I will consider arrangements after the fact only in extraordinary, documented circumstances. I recognize this is extremely demanding. *If you do not feel that you can satisfy this, please enroll in another course.*

Assignments

Reading

Most days of class will have an assigned reading (see the schedule on pages 3 and 4) that you will be expected to have read and thought about *before* class. This will allow us to devote more time to discussing and assessing the texts rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Keep in mind that reading philosophy is not like reading a novel or a textbook. The majority of these readings are trying to provide reasons to *convince you* to accept a position. Therefore they require critical attention. There will be times when you must read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread sections if necessary. In some cases, multiple readings of the entire text may be necessary. I expect that you will take notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

To help guide you in this process, I will post reading questions on the course website that will highlight the concepts and arguments that will frame our class discussions of that material. Some questions have you demonstrate your comprehension of the readings' main claims and arguments, while others solicit your considered judgments about whether you agree or disagree the readings on those issues.

Participation

Class attendance and participation are very important in understanding and retaining the class material. I will therefore do my best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment in which you feel comfortable asking questions and expressing your views about the course material. To that end, I expect both in- and out-of-class participation from you.

In-Class Participation (10% of Final Grade)

Your base in-class participation grade will be on the 5-point scale from page 1, and it will consist of your overall grade on all graded assignments. For example, if the weighted average of your grades on the assignments is a 3.57, then your base participation grade is also a 3.57, or a B. At the end of the semester, I first calculate your base in-class participation grade this way and then raise or lower it based on consideration of the items below.

Absences, tardy arrivals, and other distracting behavior impact your participation grade in the following ways: each unexcused class absence will lower your participation grade by 1.0 point (one letter grade), while each time you are tardy will lower it by 0.5 points (one-half letter grade). More than six absences, however, constitute automatic failure of the entire course. Sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, or similar behavior will be treated as an absence or as tardiness depending on the particulars of the circumstances.

Active and productive class participation, on the other hand, boosts your participation grade by up to 1.0 point (one letter grade). Also, if you have perfect attendance with no tardy arrivals, your participation grade will be automatically boosted an additional 1.0 point (one letter grade).

Note that it is possible that your participation grade can go negative because of penalties. On the other hand, it is also possible that your participation grade could go well above 5.0 points. Strive for the latter!

Missing Class?

If you are missing a class, you can email me a 600-word write up about the material you miss that day. All this write up should do is answer all the posted reading questions for that class. If I receive this write up by 1:30PM the day you are absent, your absence is excused without penalty. If I receive it by 11:59PM that night, your absence is *not* excused but will instead be treated as a tardy.

Out-of-Class Participation (10% of Final Grade)

The social media site Twitter provides a valuable—dare I say fun?—way to engage with the course material outside of class. During the course, you are required to tweet a *minimum of 5 times* between each class meeting. Tweets should be (1) relevant, (2) substantive, and (3) respectful. To allow me to collect your course-related tweets, each tweet must contain the course hashtag #ET14. Without that hashtag, I cannot collect your tweet.

Each tweet is graded pass/fail. Your overall out-of-class participation grade will be determined at the end of the course by (1) taking the number of tweets you posted (capped at 5 tweets between each class) and dividing this by the total number required (there are 27 between-class periods, so a total of 135 tweets is expected), and (2) normalizing this ratio to the 5-point scale from page 1. See pages 6 and 7 for more details about using Twitter.

Class Summaries (10% of Final Grade)

For the first five minutes of each class, a student will randomly be selected (by the roll of dice) to present a short summary of our previous class meeting. You all are expected to have gone over your course notes and distilled them into a succinct analysis of the most important and/or interesting issues we discussed. The person chosen is expected to present to the class the fruits of that distillation. While you are free to consult with your classmates and their course notes outside of class, you may only use your own notes during your in-class presentation.

Do not organize this presentation like a book report, where you proceed chronologically through each and every moment of our previous class. This will be extremely confusing for your audience, and you are more likely to miss important details. Instead, *organize your presentation thematically around the different issues* that we discussed, regardless of the order in which they were covered during the class. Reviewing the reading questions and seeing how we answered them will help you organize your presentation in this way while also ensuring that you fully address all the relevant points.

Keep in mind that you will only have five minutes to present; I will ask you to stop after that time is up. Every student will present at least once. Otherwise, the particular time and frequency of presentations will be entirely random. Each class summary will be graded according to the 5-point grading scale from page 1. If you are selected but not present (due to either an unexcused absence or tardy arrival), you receive a 0. Your overall class summary grade is determined at the end of the semester by taking the average of the individual class summary grades you earned. See page 8 for the grading rubric.

Analytic Summaries (15% of Final Grade)

There will be 2 analytic summaries, each of which will count for 7.5% towards your final course grade. Each consists of a brief (≈750-word) summary of an argument presented in the reading, but without providing any critical commentary of that argument. These summaries will be due the day *before* we discuss the argument in question together in class. The purpose of these analytical summaries is to practice taking a longer argument and, in your own words, condensing it down to a concise statement of (1) the argument's main conclusion, (2) the set of premises, reasons, or evidence that are offered as support for that conclusion, and (3) how those premises are supposed to support or otherwise entail the conclusion. See page 9 for the grading rubric.

Position Papers (55% of Final Grade)

There will be 4 position papers, each of which will count for 13.75% towards your final course grade. Each consists of a sustained (≈1,200-word) argument supporting a particular claim or conclusion. The purpose of this paper is to practice building a reasoned argument in support of a position of your own on an issue raised by the readings and discussed in class. For this paper, you are asked to (1) state concisely your central claim(s) or thesis; (2) demonstrate how this thesis is supported or entailed by premises, reasons, or evidence; and (3) explain how these premises are plausible in their own right or difficulty to deny. See page 10 for the grading rubric.

Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	8/25 (Mon)	Introduction		Analytic summary #1 topic posted.
	8/27 (Wed)	Concepts in Normative Ethics (Unit #1) <i>Normative Ethics</i> , chapter 1.	22	
2	8/31 (Sun)			Analytic summary #1 due by 12:00PM (noon) via Blackboard.
	9/1 (Mon)	Concepts in Normative Ethics <i>Normative Ethics</i> , sections 2.1 & 2.2.	17	
	9/3 (Wed)	Concepts in Normative Ethics <i>Normative Ethics</i> , sections 2.3, 2.4 & 2.6.	25	
3	9/8 (Mon)	Concepts in Normative Ethics <i>Normative Ethics</i> , sections 3.1 & 3.2.	15	Analytic summary #2 topic posted.
	9/10 (Wed)	Concepts in Normative Ethics <i>Normative Ethics</i> , sections 3.4 & 3.5.	12	
4	9/14 (Sun)			Analytic summary #2 due by 12:00PM (noon) via Blackboard.
	9/15 (Mon)	Concepts in Normative Ethics <i>Normative Ethics</i> , sections 5.1 & 5.2.	18	Position paper #1 topic posted.
	9/17 (Wed)	Concepts in Normative Ethics <i>Normative Ethics</i> , section 5.3.	8	
5	9/22 (Mon)	Concepts in Normative Ethics <i>Normative Ethics</i> , sections 6.1–6.3.	24	
	9/24 (Wed)	Concepts in Normative Ethics <i>Normative Ethics</i> , sections 6.4 & 6.5.	28	
6	9/28 (Sun)			Position paper #1 due by 12:00PM (noon) via Blackboard.
	9/29 (Mon)	John Stuart Mill (Unit #2) Jeremy Bentham, <i>An Introduction to the Principles of Morals and Legislation</i> , chapters 1 and 4 (pp. 17–22 & 41–43 in <i>Utilitarianism and On Liberty</i>).	9	
	10/1 (Wed)	John Stuart Mill <i>Utilitarianism</i> , chapter 1, entire & chapter 2, paragraphs 1–17 (pp. 181–194 in <i>Utilitarianism and On Liberty</i>).	14	
	10/6, 8	 Eid Al-Adha Break		
7	10/13 (Mon)	John Stuart Mill <i>Utilitarianism</i> , chapter 2, paragraphs 9–22 & chapter 3, entire (pp. 189–198 & 203–209 in <i>Utilitarianism and On Liberty</i>).	17	
	10/15 (Wed)	John Stuart Mill <i>Utilitarianism</i> , chapter 2, paragraphs 19–25 & chapter 4, entire (pp. 195–202 & 210–215 in <i>Utilitarianism and On Liberty</i>).	14	
8	10/20 (Mon)	John Stuart Mill <i>Utilitarianism</i> , chapter 5 (pp. 216–235 in <i>Utilitarianism and On Liberty</i>).	20	Position paper #2 topic posted.
	10/22 (Wed)	John Stuart Mill <i>On Liberty</i> , chapter 1 (pp. 88–98 in <i>Utilitarianism and On Liberty</i>).	11	

Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
9	10/27 (Mon)	John Stuart Mill <i>On Liberty</i> , chapter 2 (pp. 99–130 in <i>Utilitarianism and On Liberty</i>).	32	
	10/29 (Wed)	John Stuart Mill <i>On Liberty</i> , chapter 3 (pp. 131–146 in <i>Utilitarianism and On Liberty</i>).	16	
10	11/2 (Sun)			Position paper #2 due by 12:00PM (noon) via Blackboard.
	11/3 (Mon)	Immanuel Kant (Unit #3) Groundwork of the Metaphysics of Morals, editor's introduction, paragraphs 1–14, preface, entire & first section, paragraphs 1–7 (pp. ix–xv & 3–12).	17	
	11/5 (Wed)	Immanuel Kant Groundwork of the Metaphysics of Morals, editor's introduction, paragraphs 15–20 & first section, paragraphs 8–22 (pp. xv–xvii & 13–20).	12	
11	11/10 (Mon)	Immanuel Kant Groundwork of the Metaphysics of Morals, editor's introduction, paragraphs 21–36 & second section, paragraphs 1–41 (pp. xvii–xxiii & 21–37).	21	Position paper #3 topic posted.
	11/12 (Wed)	Immanuel Kant Groundwork of the Metaphysics of Morals, editor's introduction, paragraphs 37–46 & second section, paragraphs 42–79 (pp. xxiii–xxviii & 37–51).	24	
12	11/17 (Mon)	Immanuel Kant <i>Normative Ethics</i> , chapter 7.2.	16	
	11/19 (Wed)	Immanuel Kant <i>Normative Ethics</i> , chapter 7.4.	15	
13	11/23 (Sun)			Position paper #3 due by 12:00PM (noon) via Blackboard.
	11/24 (Mon)	Aristotle (Unit #4) <i>Nicomachean Ethics</i> , book I, chapters 1–5, 7 & 13 (pp. 95–98, 100–103 & 109–110).	10	Position paper #4 topic posted.
	11/26 (Wed)	Aristotle <i>Nicomachean Ethics</i> , book II, chapters 1–7, and book III, chapters 6–9 (pp. 111–120 & 132–138).	17	
14	12/1 (Mon)	Aristotle <i>Nicomachean Ethics</i> , book VI (pp. 176–189).	13	
	12/3 (Wed)	Aristotle <i>Nicomachean Ethics</i> , book I, chapters 5 & 7–9 & book X, chapters 6–8 (pp. 97–98, 100–105 & 249–254).	14	
	12/6 (Sun)			Position paper #4 due by 12:00PM (noon) via Blackboard.

Policies

Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, etc. . . will inevitably lead to legitimate conflicts over your time. If you expect that you will be missing class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations will still carry a penalty: your grade on the assignment may be reduced (since you will be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I will promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation will not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, but recognize that it was not due to a fault in the grading, I encourage you to talk with me to learn how to improve on future assignments.

Cell Phones, Laptops, and Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless you are told otherwise, I therefore expect you to silence mobile phones prior to class and to not use them during class. *All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.*

Video Taping and Audio Recording

Your classmates and I have a reasonable expectation to not be recorded in this course. Therefore, videotaping and audio recording are prohibited without our expressed, unanimous permission.

Students with Disabilities

In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations should be made during the first week of the term, except for unusual circumstances, so arrangements can be made. Students are required to register for disability verification and for determination of reasonable academic accommodations. For more information, visit

<http://www.cmu.edu/hr/eos/disability/students/index.html>

Sexual Harassment Policy

It is the policy of the university that no male or female member of the university community (i.e., students, faculty, administrators, or staff) may sexually harass any other member of the community. For more information on Carnegie Mellon University's sexual harassment policy, visit

http://www.cmu.edu/policies/documents/SA_SH.htm

Academic Integrity

Academic integrity is embodied by commitments to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your written assignments, and seeking help whenever you feel that you are struggling.

In this class, there are two typical violations of academic integrity. The first involves **plagiarism**. Examples of this include cutting-and-pasting material from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference. To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using the pronoun "I") and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes both the ideas of your classmates and any assistance you receive from the Academic Resource Center (ARC). So if a classmate says something you want to use in your own writing, then you should simply cite it, for instance, as "from a conversation with X". Similarly, if you seek assistance from the ARC, then you should also cite it, for instance, as "X from the ARC helped me improve the grammar and spelling in this paragraph". If you receive more thorough assistance from the ARC, e.g., spanning most/all of your assignment, then be sure to clearly indicate this in a footnote at the end of the paper.

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating your expansion of someone else's ideas? All of these tasks are important in philosophy, so do not be ashamed when you are doing them. I honestly do not expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your papers.

The second type of academic integrity violation concerns **using the notes of a classmate during an in-class summary presentation**. Now I absolutely encourage you all to consult with each other (and with me) about the course material, but I expect that you use this as a reference for putting together your own notes and improving your own understanding. Simply reading from another's notes during the presentation is usually an embarrassing and futile exercise where you fumble and cannot coherently summarize anything. If you actually understand the material by putting it into your own words, your presentation will be far easier for you and a joy for us.

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I will first meet with the student for an explanation. If I remain convinced that there is a violation, I will write a letter to the Dean of Academic Affairs indicating that the student in question submitted plagiarized material. Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarizing a paper is worse than for not having written that paper at all. Plagiarism is also a violation of the community standards at Carnegie Mellon University. As such, there may be further penalties imposed by a University Academic Review Board. For more information, see the section on "University Policies" in the most recent edition of *The Q Word: Undergraduate Student Handbook & Planner*.

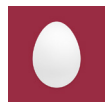
If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far gentler in these ways.

Twitter & This Course

In order to encourage you to engage more fully with the course material outside of class time, we will all be using the social media site Twitter. In particular, I want you to use Twitter to post your thoughts about the course readings, ask questions when confused about those readings or other course elements, respond to your classmates' posts and questions, and connect course topics to current events. I assure you that making those connections will make this class far more interesting for all of us. I will be regularly checking on and responding to your tweets while using them to help me structure what I cover during class. Do feel free to follow me on Twitter (@ProfessorDEG). I also suggest that you use Twitter to follow not only people who share your interests but also leaders within your future fields. You may be surprised to see them post about ethical issues related to their areas of expertise! Very soon, I hope that you are even able to use knowledge gained from this class to post a response to them.

For assessment purposes, you are required to tweet *a minimum of 5 times* between each class meeting. Tweets should be (1) relevant, (2) substantive, and (3) respectful. By *relevant*, I mean that it your tweet is clearly connected to some aspect of ethics, ethical theory, or the course.

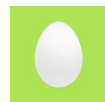
Not Relevant



Student A @saywhat

I sure hope the professor brings karak to class today!

Relevant

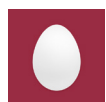


Student B @superstar

This NYT article has a good example of allowing vs causing harm to happen www.nytimes.com/2014/...

By *substantive*, I mean more than giving generic commentary, retweeting someone else's post, or simply presenting a quote from the text. For instance, do not simply say that you agree or disagree with something: go further by giving some sense of your reasoning/justification behind your position. Similarly, a relevant retweet or quote from the text is great, but follow it up some interesting commentary of your own about it (the #pt hashtag is useful here). While I will only count your substantive comment as one of your tweets, the retweet or the quote will provide that comment with valuable context.

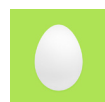
Not Substantive



Student A @saywhat

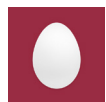
You are wrong.

Substantive



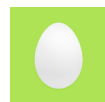
Student B @superstar

I disagree. Whether you allow or cause harm, you still could have prevented that harm from happening. They're morally the same.



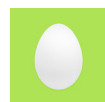
Student A @saywhat

RT @WSJ: Why some MBAs are reading Plato and Kant <http://on.wsj.com/1fuAOrL>



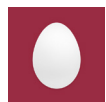
Student B @superstar

RT @WSJ: Why some MBAs are reading Plato and Kant <http://on.wsj.com/1fuAOrL>



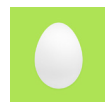
Student B @superstar

More abstract thinking about ethical issues seems like something we need in CMU-Q's BA program! #pt



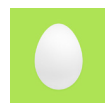
Student A @saywhat

"It is for the political expert too, then, to reflect about the soul"



Student B @superstar

"It is for the political expert too, then, to reflect about the soul"



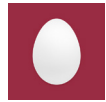
Student B @superstar

Aristotle is onto something here! How can a politician get people to do things when she doesn't know how individuals work? #pt

Twitter & This Course (Continued)

By *respectful*, I mean that you critically assess the arguments others are making and not attack the person making that argument. It is fine to disagree with others—I want you to disagree, even with me!—but it is disrespectful to besmirch another person’s integrity or character. Indeed, resorting to such personal attacks only suggests that your position is the one which is weak and without substance.

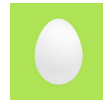
Not Respectful



Student A @saywhat

@aClassmate can slack and still be certain his government will spoon feed him with a diamond encrusted, golden spoon

Respectful



Student B @superstar

I am worried that Qatarization will decrease the motivation of nationals to work hard and improve themselves

This means that you need access to a Twitter account. If you do not have a Twitter account—or if you prefer not to use your personal account for this class—please do not hesitate to create a new, disposable account. *I strongly encourage you to create a disposable account if for any reason you prefer not to share your personal account for classroom activities.* Indeed, you are not required to have this account connected to your real name or any other personal details. In making these decisions, do keep in mind that *people outside of this class—and even outside of the Carnegie Mellon community—can see what you are saying.* For my part, I will never reveal to anyone (either inside or outside of this class) which student is connected to which Twitter account. I want you to be comfortable in having open and honest engagement with the course material.

For assessment purposes, I do require that you send me the name of the account you want me to track for this class and that you make sure that account’s contents are publicly viewable. So even if your account is not connected to your real name, I still know to whom that account belongs for determining out-of-class participation grades. Just to be clear: *I will not share your account information with anyone.* Please email me this information by 5:00PM on Tuesday, August 26TH.

When tweeting for this course, please always use the hashtag **#ET14**. This hashtag is essential since I will not be checking your account’s non-course-related tweets. Instead, I will be using an automated program to collect all tweets for me to read. So using that hashtag allows me to collect your course-related tweets. To summarize: if your tweet does not contain **#ET14**, then I will never see that tweet.

Finally, if you have any trouble using Twitter do not hesitate to seek help from me or one of your classmates. That said, your classmates probably know more about Twitter than I do, but I will do my best to resolve any technical issues!

Class Summary for Day Month, 2014: *Grading Rubric*

Student:

Normalized Grade:

Grader:

	Excellent	Satisfactory	Mediocre	Unacceptable
General Presentation Requirements				
<i>Followed the conventions of standard spoken English, with no errors hindering comprehension.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Organized to convey ideas in a transparent and logical fashion.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Followed the instructions concerning the presentation.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content				
<i>Displayed preparedness and competency concerning the material being summarized.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Clearly and compellingly summarized the most important and/or interesting issues from the previous class.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Clearly and compellingly summarized how the previous class discussion answered that day's reading questions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Overall, summarized the previous class discussion with adroit skill.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General Comments

Analytic Summary: *Grading Rubric*

Student:

Points Earned:

Grader:

Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
General Academic Paper Requirements				
<i>Follows the "General Technical Requirements for Written Assignments".</i>	0	-2	-4	-5
<i>Follows the conventions of standard written English, with no errors hindering comprehension.</i>	0	-2	-4	-5
<i>Organized to convey ideas in a transparent and logical fashion.</i>	0	-2	-4	-5
<i>Follows the instructions concerning the introduction and conclusion of this paper.</i>	0	-2	-4	-5
<i>Follows the instructions concerning the topic for this paper.</i>	0	-8	-16	-20
Content				
<i>Clearly provides any background information and explains any terminology necessary for someone unfamiliar with the Argument Under Analysis (AUA) to readily understand it.</i>	15	12	6	0
<i>Clearly and correctly identifies the main thesis (or conclusion) of the AUA.</i>	5	4	2	0
<i>Clearly and correctly identifies the principle premises or reasons offered as support for that main thesis by the AUA.</i>	25	20	10	0
<i>Clearly and correctly identifies the structure of the inferences used to show how the premises are supposed to entail the main thesis of the AUA.</i>	25	20	10	0
<i>Summarizes these elements of the AUA using the student's own words and not those of the AUA's original author.</i>	10	8	4	0
<i>Remains focused on the essential elements of the AUA without being distracted by inessential details.</i>	15	12	6	0
<i>Overall, demonstrates full comprehension of the AUA and explains it with adroit skill to the reader.</i>	5	4	2	0

General Comments

Position Paper: *Grading Rubric*

Student:

Points Earned:

Grader:

Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
General Academic Paper Requirements				
<i>Follows the "General Technical Requirements for Written Assignments".</i>	0	-2	-4	-5
<i>Follows the conventions of standard written English, with no errors hindering comprehension.</i>	0	-2	-4	-5
<i>Organized to convey ideas in a transparent and logical fashion.</i>	0	-2	-4	-5
<i>Follows the instructions concerning the introduction and conclusion of this paper.</i>	0	-2	-4	-5
<i>Follows the instructions concerning the topic for this paper.</i>	0	-8	-16	-20
Content				
<i>Clearly provides any background information and explains any terminology necessary for someone unfamiliar with the paper's topic to readily understand the position to be defended.</i>	15	12	6	0
<i>Clearly presents the main thesis (or conclusion) that the paper intends to defend.</i>	5	4	2	0
<i>Clearly presents the principle premises or reasons in support for that main thesis.</i>	15	12	6	0
<i>Clearly and persuasively explains why these premises or reasons are plausible, compelling, and difficult to deny.</i>	25	20	10	0
<i>Clearly and persuasively explains the inferences used to show how the premises are supposed to entail the main thesis.</i>	25	20	10	0
<i>Provides relevant and concise examples to help clarify its main points.</i>	10	8	4	0
<i>Remains focused on defending its main thesis without being distracted by inessential details.</i>	10	8	4	0
<i>Provides a generally compelling and convincing defense of its main thesis.</i>	15	12	6	0
<i>Overall, demonstrates full comprehension of the paper's topic while defending its position with adroit skill to the reader.</i>	5	4	2	0

General Comments

General Technical Requirements for Written Assignments

All written assignments are expected to satisfy the following:

1. Have a cover page consisting of a signed and dated copy of the course's Academic Honor Code (you sign by typing your name).
2. Adhere to the specified word count.
3. Be double-spaced.
4. Be written in 12PT, "Times New Roman" (or something very similar).
5. Have side-margins of 1 inch.
6. Have horizontal alignment that is fully justified.
7. Have no extra space between paragraphs.
8. Have each paragraph begin with a tab indentation.
9. Have the paper's total word count at the top left corner of the first page.
10. Have a descriptive title (see section on title pages below).
11. Have page numbers (see section on page numbering below).
12. Cite all quotes and other material with footnotes (see section on citing your sources below).

Yes, this is boring, and yes, it is pedantic. The point of all these requirements, however, is to allow me to focus more on the *contents* of your paper and not on your skills (or lack thereof) in design. Besides these should also be trivial to follow when using most word processing software. To help, *I have included a template satisfying these requirements on the course website.*

Title Pages: For the purposes of this course, your title information should occur *at the top of the second page* of your paper (after your signed copy of the course's Academic Honor Code) and only consist of (1) your paper's word count, (2) the assignment's name, (3) a descriptive and meaningful title, and (4) your name. The word count should be at the top left, while the rest should be centered. Everything should be single-spaced in the same font, size, and style as the rest of your paper. The following is an example:

Word Count: 703	Troy McClure – 2
Analytic Summary #1 John Stuart Mill's Argument Against Chocolate By Troy McClure	
Since the dawn of time, man has enjoyed chocolate. In the days of	

In order to be descriptive and meaningful, the title should give a good indication as to the contents of the paper—and you will have a better idea of this once you complete the paper. So do it last. Feel free to personalize it but do not go crazy.

While a title like "A Summary of Mill's Test of the Cognoscenti" is not very exciting, it is perfectly adequate for an analytical summary: it tells the reader the principle issue involved, that it is a summary, and what aspect of the text it covers. Similarly for "Happiness is the Foundation of Morality" as a title for a position paper: it specifies the issue, the principal authors involved, and whom you defend on that issue. Keep it simple and direct, being clever and witty takes up time better spent writing the paper itself.

Page Numbers: Page numbers should appear on the top-right of each page, starting on the second page (i.e., there should be *no* page number on the cover page with the Honor Code). Page numbers should otherwise be in the same font, size, and style as the rest of your paper, and have your name followed by a hyphen and the page number. The following is an example:

Troy McClure – 3
chocolate, like we have today, it was mixed with shredded tobacco. And

Citing Your Sources: All citations should be done in footnotes, following the rules below. Footnote text should otherwise be in the same font, size, and style as the rest of your paper. The following is an example:

that "it is better to be a human being dissatisfied than a fool satisfied".¹

¹ John Stuart Mill, *Utilitarianism*, p. 188.

You are required to properly cite all your sources (see the course syllabus for the academic integrity policy). Do this whenever you find yourself quoting or otherwise using the ideas of another person. When citing, please follow the rules below, keeping in mind that *you must cite all sources, even if you are only putting their ideas into your own words.*

For any text that was assigned for class, you only need to cite (1) the author, (2) the title, and (3) the page numbers, as in:

Shelly Kagan, *Normative Ethics*, pp. 2–3.

For Internet sources that were not assigned for class, you need to cite (as they are available) (1) the author, (2) the page title, (3) the editor, (4) the website name, (5) the publisher's location and name, (6) the date of publication (7) the date you accessed it, and (8) the URL, as in:

T.H. Irwin, "Aristotle" in E. Craig (Editor), *Routledge Encyclopedia of Philosophy* (London: Routledge, 1998), retrieved on September 15, 2012 from <http://www.rep.routledge.com/article/A022>.

Richard Kraut, "Plato", *The Stanford Encyclopedia of Philosophy* (2004), retrieved on September 15, 2012 from <http://plato.stanford.edu/entries/plato/>.

Thomas Brickhouse and Nicholas D. Smith, "Plato", *The Internet Encyclopedia of Philosophy*, retrieved on September 15, 2012 from <http://www.iep.utm.edu/p/plato.htm>.

"Aristotle", *Wikipedia, The Free Encyclopedia*, retrieved on September 15, 2012 from <http://en.wikipedia.org/wiki/Aristotle>.

For articles that were not assigned for class, you need to cite (1) the author, (2) the article title, (3) the periodical title, (4) the volume, (5) the date of publication, and (6) the page numbers, as in:

John Rawls, "The Domain of the Political and Overlapping Consensus", *New York University Law Review* 64 (1989), p. 235.

For books that were not assigned for class, you need to cite (1) the author, (2) the date, (3) the book title, (4) the publisher's information, and (5) the page numbers, as in:

John Rawls, *Political Liberalism* (New York: Columbia University Press, 1993), pp. 85–106.

In addition, you must also cite any outside sources. For example, if a classmate has something you want to use in your own paper, you must cite it, like this:

From a conversation with X.

From the notes of X.

Similarly, if you seek assistance from the Academic Resource Center (ARC), then you must also cite it in a footnote, for instance, as follows:

X from the ARC helped me improve the grammar and spelling in this paragraph.

If you receive more thorough assistance from the ARC, e.g., spanning most/all of your assignment, then be sure to clearly indicate this in a footnote at the end of the paper.

Exception: In any summary or position paper, you should cite the articles being addressed (i.e., the readings directly referenced in the topic prompt I assigned) only when you directly quote them. There is no need to cite them when putting their ideas into your own words; given the nature of these types of assignments, such citations are already assumed. However, you must still cite *any* additional material—regardless of whether it is an assigned course reading or not, and regardless of whether you are directly quoting, paraphrasing, or otherwise adapting another person's ideas.

If you are ever uncertain, please ask; do not assume.

Academic Honor Code

Section 1: Statement of Purpose

The fundamental objective of this course is to provide students with a high quality education while developing their sense of ethics and responsibility. Any instance of dishonesty hurts the entire community. It is with this in mind that the professor has set forth an Academic Honor Code for this class.

Section 2: Objectives

This Honor Code aims to cultivate a community based on trust, academic integrity and honor. It specifically aims to accomplish the following:

- Ensure that students and professor understand that the responsibility for upholding academic honesty lies with them;
- Prevent any students from gaining an unfair advantage over other students through academic misconduct;
- Ensure that students understand that academic dishonesty is a violation of the profound trust of the entire academic community.

Section 3: Student Responsibilities

The immediate objective of an Academic Honor Code is to prevent any students from gaining an unfair advantage over other students through academic misconduct. Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any presentation, essay paper, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, another student or person in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
- False claims of performance or work that has been submitted by the claimant.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor.

Each student in this class must sign an Honor Agreement affirming their commitment to uphold this Honor Code. This Honor Agreement may reappear on assignments to remind students of their responsibilities under this Academic Honor Code.

Section 4: Faculty Responsibilities

The professor is expected to create an environment where honesty flourishes. In creating this environment, the professor is expected to do the following:

- Make known to the class as specifically as possible what constitutes appropriate academic conduct as well as what comprises academic misconduct. This includes but is not limited to the use of previously submitted work, collaborative work on homework, etc.
- Avoid the reuse of paper topics;
- Include a section containing the academic integrity policy in the course syllabus.

The professor is also expected to provide clarification to any student questions concerning any of the above.