

ETHICAL THEORY

Units 9.0
Time Monday, Wednesday: 3:00PM–4:20PM
Location CMUQ 1031
Website <http://www.andrew.cmu.edu/user/degray/ET16/>
Assistant Asma Al-hemaidi, ✉ ahemaidi@qatar.cmu.edu

Instructor Professor David Emmanuel Gray
Contact 📠 CMUQ 1039, ✉ degray@cmu.edu, 🐦 @ProfessorDEG
Office Hours Sunday, Tuesday, Thursday: 9:30AM–11:30AM
Twitter Hashtag #ET16

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.

My primary goal throughout this course is to cultivate your cognitive and affective capacities for practical deliberation and debate about moral issues. Sometimes this deliberation may occur by yourself about your own life choices, while at other times it may involve reasoning with and securing the cooperation of other people. By immersing you in this deliberative process, I intend to equip you to better understand and express your own convictions on difficult moral issues.

Objectives

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

- Assess competing claims concerning the demands that morality places on a person’s actions and decisions,
- Form considered judgments about what you critically assess 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.

Submitting Assignments

To encourage proper citation of sources, all assignments must be submitted to Blackboard. If any problems occur, please email me a copy of your assignment *before* it is due. I will then submit it for you. See pages 2 and 14 for more information about my academic integrity policy.

Announcements & Other Communication

I post important information on the course website, 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.

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 involve out-of-class participation, class summaries, one analytic summary, one position paper, and three interpretative analyses. Please refer to pages 3 and 4 for details.

The total points will vary from assignment to assignment. However, each assignment’s grade is ultimately scaled to a score from 0 to 5. Unless you are notified of otherwise, the grading scale is 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 pages 3 and 4.

If 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.

Readings

All readings are posted on the course website. You are expected to read all assigned material according to the class schedule on pages 5 and 6.

Participation & Attendance

Every class meeting will involve all of us actively *doing* philosophy, rather than passively absorbing what others may say about philosophical issues. As such, participation and attendance are very important to your success in this class. See below for this course’s strict absence policy and page 3 for more on how participation and attendance affect your grade.

Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* free absences. There is one exception: You and I agree on a reasonable accommodation *prior* to an assignment’s due date or the day you miss class. I consider arrangements after the fact only in extraordinary, documented circumstances. See page 2 for more about such accommodations. Regardless, *students missing more than six classes—whether these absences are excused or not—will automatically fail the class.*

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, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will miss 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 still carry a penalty: your grade on the assignment may be reduced (since you may 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 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, I encourage you to talk with me to learn how to improve on future assignments.

Photography & Recording Etiquette

To maintain an open academic environment I ask you to refrain from taking photographs or making audio and/or video recordings during class.

Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless I tell you otherwise, you must silence mobile phones prior to class and 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.*

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 assignments, and seeking help whenever you are struggling. See page 14 for the academic honor code for this course.

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 first-person pronouns "I", "me", "my", etc.) 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). Please see page 13 for more information on how to properly cite the claims and ideas of others in your assignments.

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, 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. To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. See page 15 for a sample form. The course website also contains templates for these.

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 to hear.

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 first meet with the student for an explanation. If I remain convinced that there is a violation, I write a letter to the Associate 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.

Assignments

Reading

Most days of class have an assigned reading (see the schedule on pages 5 and 6) that you are expected to have read and thought about *before* class. This allows 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 this material is not like reading a novel or a textbook. 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 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.

Reading questions: To help guide you in this process, I post reading questions on the course website that will highlight the concepts and arguments that will frame our class discussions of that material. The questions primarily have you demonstrate your comprehension of the readings' main claims and arguments.

Participation + (10% of Final Grade)

Class attendance and participation are very important in understanding and retaining the class material. I therefore do my best to make our class meetings worthwhile and time well spent. I also take special care to create environments 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.

Out-of-class participation is done through the social media site Twitter. This platform provides a valuable—dare I say fun?—way to engage with your fellow students about the course material outside of our class meetings. You are required to tweet *a minimum of five 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 **#ET16**. Without that hashtag, I cannot collect and review your tweets.

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

In-class participation influences your base participation grade based on consideration of the items below.

Distracting behavior during class lowers your base participation grade. Each time you are caught sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, doing homework for another class, or engaging in other similar behavior will reduce your participation grade between 0.25 points (one-quarter of a letter grade) and 1.00 point (one full letter grade) depending on the particulars of the circumstances.

Active and productive class participation, on the other hand, boosts your participation grade by up to 1.00 point (one full letter grade).

Note that it is possible that your participation grade goes negative because of penalties. On the other hand, it is also possible that it could go above 5.00 points. Strive for the latter!

Class Summaries (10% of Final Grade)

I expect that during each class meeting you are taking notes, paying close attention to what we are covering, asking questions when confused, and, by the end of class, grasping what we accomplished. After each class you should then review your course notes and distill them down into a succinct analysis of the most important and/or interesting issues covered that day. You should also consult the reading for that day to fill in any gaps of material that you might have not fully understood. Given that most of our meetings involve critically assessing one or more positions on an issue, the distillation process endeavors to understand these positions and how the class analyzed them.

The fruits of this process is assessed at the beginning of each class, where *one* student will be randomly selected (by the roll of a die) to present a five-minute **verbal summary** of our previous class meeting. Being confused about the previous class, or having been absent from it, is not an excuse: you always have permission to consult the notes—but *nothing* more—of a classmate. Indeed, I highly encourage you all to consult with each other and compare course notes *outside* of class, but you may only use your own notes during your in-class presentation. Keep in mind that you only have five minutes to present; I will ask you to stop after that time is up.

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 likely to miss important points. Instead, *organize your verbal summary around how we answered the posted reading questions*, regardless of the order in which they were addressed during class. Doing so provides a natural organization while ensuring that you cover all the relevant issues. If there were no posted reading questions for that class, then summarize the two or three most important ethical issues we addressed during class.

Every student will do at least one class summary. Otherwise, the particular time and frequency of verbal class summaries is entirely random. Each verbal class summary is 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 0.00 (R). 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 a sample grading rubric.

Missing Class? Late to Class?

It is extremely important that you are caught up on the course material and not falling behind. Therefore, I will take attendance promptly at the start of each class at 3:00PM. If you are not sitting in your seat at that time—regardless of whether you are absent or merely thirty-seconds late to class—you are *required* to email me a written class summary of that day's class before 11:59PM the next day.

A **written class summary** is a brief (≈750-word) write up about that day's material, following the structure and criteria of the regular, verbal class summaries discussed above. The only difference is that this summary is written and should follow the "General Technical Requirements for Written Assignments" (on page 13). Please use the template provided on the course website in doing so.

Each written class summary is graded according to the 5-point grading scale from page 1. The same criteria as the verbal class summaries will be applied in calculating this grade, and it will be included in the average of your verbal class summary grades. Failure to email me this write up before 11:59PM the next day will result in a 0.00 (R) for that assignment. See page 9 for a sample grading rubric.

Assignments (Continued)

Analytic Summary (10% of Final Grade)

There will be one analytic summary. This consists of a brief (≈750-word) summary of an argument presented in the reading but without providing any critical commentary of that argument. The analytic summary is due the day before we discuss the argument in question together in class. The purpose of this analytical summary is to practice taking a longer argument and, in your own words, condensing it down to a concise statement of (1) the argument's central position (or main thesis), (2) the set of premises, reasons, and/or evidence that is offered as support for that position, (3) why these premises, reasons, and/or evidence are thought plausible in their own right or difficult to deny, and (4) how these premises, reasons, and/or evidence are supposed to support or otherwise entail the central position. See page 10 for the grading rubric.

Position Paper (10% of Final Grade)

There will be one position paper. This 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 a given issue discussed in class. For the position paper, you must (1) state concisely your central position (or main thesis) on the issue; (2) demonstrate how this position is supported or entailed by premises, reasons, and/or evidence; and (3) explain how these premises, reasons, and/or evidence are plausible in their own right or difficult to deny. See page 11 for the grading rubric.

Interpretive Analyses (60% of Final Grade)

There will be three interpretive analyses, each of which will count 20% towards your final course grade. Each interpretive analysis consists of a more extended (≈1,500-word) analysis of an issue raised by the reading. The purpose of these analyses is to demonstrate your ability to (1) reconstruct and critically evaluate important philosophical arguments and (2) construct a reasoned argument in support of a considered position (or thesis). As such, these analyses combine the skills you will employ when doing your analytical summary and position paper. See page 12 for the grading rubric.

Six-Hour Grace Period

The analytic summary, position paper, and interpretive analyses have a six-hour grace period. This means that you are free to submit each of these assignments (via Blackboard) up to six hours *after* its posted due date/time without penalty. In sort, these five assignments have an automatic six-hour extension. However, I will only consider further extensions in extraordinary, documented circumstances.

Rough Drafts

Unless I say otherwise, you are not required to turn in any rough drafts. Of course, I will gladly meet with you to discuss your paper. However, if you are not asking a relatively simple technical question, please do not just email me your paper. Email conversations on subtle philosophical issues are seldom productive. Instead, schedule an appointment with me, bring two copies of your paper to that meeting (one for you and one for me), and together we will go over the areas of the paper with which you are struggling. Past experience shows that this method of reviewing rough drafts is the most effective.

If you do insist on emailing me your paper, keep in the following in mind:

1. If it is the weekend or after 5:00PM, the likelihood of me reading your paper immediately is slim. So expect any comments to arrive the next weekday at the earliest. Of course, if you have a simple, technical question, I usually respond much quicker, even on weekends.
2. I will only read your paper until I encounter one area for improvement, large or small, and I will inform you of it. This area typically involves something in the introductory paragraph. I seldom get more than two paragraphs into the paper. Needless to say, this will help ensure a well-written introduction, but otherwise it is a highly inefficient way for you to develop the more substantive parts of your paper.

In short, I highly encourage you to meet face-to-face with me about specific areas for which you require my assistance. Doing so will almost certainly make a huge difference in the quality of your final paper, and, in turn, my task of reading it will prove far more enjoyable..


Free Passes

You get two free passes to use during this course. One free pass may be exchanged for the following:

- A re-rolling of the die for a verbal class summary (keep in mind that you may be randomly selected again by the die),
- Not having to submit a written class summary (due to an absence or tardy),
- Any (up to 5) missed tweets for *one* between-class period, or
- A 24-hour extension for any written assignment.

For each free pass that you do not use by the end of the course, I will boost your participation grade by 0.25 (one-quarter of a letter grade). So use your two free passes wisely!

Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	8/22 (Mon)	Concepts in Normative Ethics (Unit #1)		Analytic summary topic posted.
	8/24 (Wed)	Shelly Kagan, <i>Normative Ethics</i> , "Preliminaries".	23	
2	8/29 (Mon)	Shelly Kagan, <i>Normative Ethics</i> , "Promoting the Good" & "Well-Being".	18	
	8/31 (Wed)	Shelly Kagan, <i>Normative Ethics</i> , "The Total View", "Equality" & "Consequentialism".	26	
3	9/4 (Sun)			Analytic summary due by 12:00PM (noon) via Blackboard.
	9/5 (Mon)	Shelly Kagan, <i>Normative Ethics</i> , "Deontology" & "Thresholds".	16	
	9/7 (Wed)	Shelly Kagan, <i>Normative Ethics</i> , "Doing and Allowing" & "Intending Harm".	13	
	9/12, 14	 Eid Al-Adha Break		
4	9/19 (Mon)	Shelly Kagan, <i>Normative Ethics</i> , "Demanding Too Much" & "Options".	19	Position paper topic posted.
	9/21 (Wed)	Shelly Kagan, <i>Normative Ethics</i> , "Rights".	9	
5	9/26 (Mon)	Shelly Kagan, <i>Normative Ethics</i> , "Foundational Theories", "Egoism" & "Virtues".	25	
	9/28 (Wed)	Shelly Kagan, <i>Normative Ethics</i> , "Act Consequentialism" & "Rules".	29	
6	10/2 (Sun)			Position paper due by 12:00PM (noon) via Blackboard.
	10/3 (Mon)	John Stuart Mill (Unit #2) Jeremy Bentham, <i>An Introduction to the Principles of Morals and Legislation</i> .	12	
	10/5 (Wed)	John Stuart Mill, <i>Utilitarianism</i> , "General Remarks" & "What Utilitarianism Is".	15	
7	10/10 (Mon)	John Stuart Mill, <i>Utilitarianism</i> , "What Utilitarianism Is" & "Of What Sort of Proof the Principle of Utility is Susceptible".	19	
	10/12 (Wed)	John Stuart Mill, <i>Utilitarianism</i> , "What Utilitarianism Is" & "Of the Ultimate Sanction of the Principle of Utility".	16	
8	10/17 (Mon)	John Stuart Mill, <i>Utilitarianism</i> , "On the Connexion Between Justice and Utility".	21	Interpretive analysis #1 topic posted.
	10/19 (Wed)	John Stuart Mill, <i>On Liberty</i> , "Introductory".	12	

Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
9	10/24 (Mon)	John Stuart Mill, <i>On Liberty</i> , "Of the Liberty of Thought and Discussion".	33	
	10/26 (Wed)	John Stuart Mill, <i>On Liberty</i> , "Of Individuality, as one of the Elements of Well-being".	17	
10	10/30 (Sun)			Interpretive analysis #1 due by 12:00PM (noon) via Blackboard.
	10/31 (Mon)	Immanuel Kant (Unit #3) Shelly Kagan, <i>Normative Ethics</i> , "Deontological Foundations" & "Universalizability".	19	
	11/2 (Wed)	Shelly Kagan, <i>Normative Ethics</i> , "Reflection".	16	Interpretive analysis #2 topic posted.
11	11/7 (Mon)	Christine M. Korsgaard, "Introduction to Kant's <i>Groundwork</i> ". Immanuel Kant, <i>Groundwork of the Metaphysics of Morals</i> , "Preface" & "First Section: Transition From Common to Philosophical Moral Rational Cognition".	24	
	11/9 (Wed)	Christine M. Korsgaard, "Introduction to Kant's <i>Groundwork</i> ". Immanuel Kant, <i>Groundwork of the Metaphysics of Morals</i> , "First Section: Transition From Common to Philosophical Moral Rational Cognition".	17	
12	11/14 (Mon)	Christine M. Korsgaard, "Introduction to Kant's <i>Groundwork</i> ". Immanuel Kant, <i>Groundwork of the Metaphysics of Morals</i> , "Second Section: Transition From Popular Moral Philosophy to the Metaphysics of Morals".	29	
	11/16 (Wed)	Christine M. Korsgaard, "Introduction to Kant's <i>Groundwork</i> ". Immanuel Kant, <i>Groundwork of the Metaphysics of Morals</i> , "Second Section: Transition From Popular Moral Philosophy to the Metaphysics of Morals".	25	
13	11/20 (Sun)			Interpretive analysis #2 due by 12:00PM (noon) via Blackboard.
	11/21 (Mon)	Aristotle (Unit #4) Aristotle, <i>Nicomachean Ethics</i> , Book I: "The Nature of Happiness".	12	Interpretive analysis #3 topic posted.
	11/23 (Wed)	Aristotle, <i>Nicomachean Ethics</i> , Books II & III: "The Excellences of Character".	20	
14	11/28 (Mon)	Aristotle, <i>Nicomachean Ethics</i> , Book VI: "The Excellences of Intellect".	20	
	11/30 (Wed)	Aristotle, <i>Nicomachean Ethics</i> , Books I & X: "True Happiness and the Life of Reflection".	16	
	12/4 (Sun)			Interpretive analysis #3 due by 12:00PM (noon) via Blackboard.

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 candy to class today! #ET16

Relevant



Student B @superStar

This NYT article has a good example of allowing vs causing harm to happen www.nytimes.com/2014/... #ET16

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. #ET16

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 #ET16

Not Substantive



Student A @sayWhat

RT @WSJ: Why some MBAs are reading Plato and Kant <http://on.wsj.com/1fuA0rL> #ET16

Substantive



Student B @superStar

RT @WSJ: Why some MBAs are reading Plato and Kant <http://on.wsj.com/1fuA0rL> #ET16



Student B @superStar

More abstract thinking about ethical issues seems like something we need in CMU-Q's BA program? #pt #ET16

Not Substantive



Student A @sayWhat

"It is for the political expert too, then, to reflect about the soul" #ET16

Substantive



Student B @superStar

"It is for the political expert too, then, to reflect about the soul" #ET16



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 #ET16

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 #ET16

Respectful



Student B @superStar

I am worried that Qatarization will decrease the motivation of nationals to work hard and improve themselves #ET16

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.

Alternatively, it is fine if you use *multiple* Twitter accounts for this course. That is, you might use your regular account to tweet about things that your Twitter followers and friends may find interesting, while also using a disposable account to tweet about things you would rather not connect to your name. While juggling two different accounts can be tricky, this offers you the potential of having the best of both options.

For assessment purposes, I do require that you send me the name(s) of the account(s) you want me to track for this class and that you make sure those accounts' contents are publicly viewable. So even if accounts are not connected to your real names, 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 23rd.

When tweeting for this course, please always use the hashtag #ET16. This hashtag is essential since I will not be checking your accounts' 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 #ET16, 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!

Verbal Class Summary for 24 August, 2016: Grading Rubric

Student:
Grader:

Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
General Requirements				
Followed the conventions of standard English, with no errors hindering comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized to convey ideas clearly in a logical fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed the instructions concerning the summary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content				
Displayed preparedness and competency concerning the material being summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized the most important and/or interesting issues from the previous class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized how the previous class discussion answered that day's reading questions:				
q1: Define "normative ethics" and explain its relation to applied ethics and meta-ethics. How is morality distinct from how people actually behave, from customs and other beliefs about morality, from the law, and even from rationality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q2: How can one go about defending a theory in normative ethics? What are the four different ways that Kagan discusses and how does each of them help justify or warrant the acceptance of a particular moral theory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q3: What is meant by a "normative factor"? Give some examples and then explain the relationship between normative factors and the overall moral status of an action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q4: What is a "foundational theory" in normative ethics and what are its three primary functions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulted the assigned reading to fill in any gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, adroitly summarized the previous class discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Written Class Summary for 24 August, 2016: Grading Rubric

Student:
Grader:

Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
General Requirements				
Follows the "General Technical Requirements for Written Assignments" (on page 13 of the syllabus).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed the conventions of standard English, with no errors hindering comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized to convey ideas clearly in a logical fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed the instructions concerning the summary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content				
Displayed preparedness and competency concerning the material being summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized the most important and/or interesting issues from the previous class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized how the previous class discussion answered that day's reading questions:				
Q1: Define "normative ethics" and explain its relation to applied ethics and meta-ethics. How is morality distinct from how people actually behave, from customs and other beliefs about morality, from the law, and even from rationality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2: How can one go about defending a theory in normative ethics? What are the four different ways that Kagan discusses and how does each of them help justify or warrant the acceptance of a particular moral theory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3: What is meant by a "normative factor"? Give some examples and then explain the relationship between normative factors and the overall moral status of an action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4: What is a "foundational theory" in normative ethics and what are its three primary functions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulted the assigned reading to fill in any gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, adroitly summarized the previous class discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Analytic Summary: Grading Rubric

Student:
Grader:

Points Earned:
Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
General Requirements				
Follows the "General Technical Requirements for Written Assignments" (on page 13 of the syllabus).	0	-2	-4	-5
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this paper's topic.	0	-8	-16	-20
Introduction: Background & Statement of the Central Position				
Begins with a brief introductory paragraph that is no more than four sentences long.	0	-2	-4	-5
Clearly and correctly identifies the central position (or main thesis) of the Argument Under Analysis (AUA).	5	4	2	0
Clearly presents any background information and explains any terminology necessary for someone unfamiliar with the AUA to readily understand its central position. <i>(This criteria also applies to claims made the body of this paper.)</i>	15	12	6	0
Body: Justification of the Central Position				
Clearly and correctly identifies the principle premises, reasons and/or evidence offered in support for the central position by the AUA.	15	12	6	0
Clearly and correctly identifies why these premises, reasons, and/or evidence are thought to be plausible, compelling, and difficult to deny by the AUA.	25	20	10	0
Clearly and correctly identifies the structure of the inferences used to show how those premises, reasons, and/or evidence are supposed to entail the central position of the AUA.	25	20	10	0
Summarizes these elements of the AUA using the student's own words and neither those of the AUA's original author nor those of the professor.	5	4	2	0
Remains neutral concerning the merits and faults of the AUA.	5	4	2	0
Remains focused on the AUA's defense of its central position without being distracted by inessential details.	10	8	4	0
No Conclusion				
The paper ends once it has finished summarizing the AUA. There is no concluding paragraph summarizing the paper or explaining the consequences that result from accepting the AUA's central claim.	0	-2	-4	-5
Overall, demonstrates full comprehension of the AUA while adroitly summarizing its argumentative structure.	5	4	2	0

Position Paper: Grading Rubric

Student:
Grader:

Points Earned:
Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
General Requirements				
Follows the "General Technical Requirements for Written Assignments" (on page 13 of the syllabus).	0	-2	-4	-5
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this paper's topic.	0	-8	-16	-20
Introduction: Background & Statement of the Central Position				
Begins with a brief introductory paragraph that is no more than four sentences long.	0	-2	-4	-5
Clearly presents the central position (or main thesis) that the paper intends to defend in the introductory paragraph.	5	4	2	0
Clearly presents any background information and explains any terminology necessary for someone unfamiliar with the paper's topic to readily understand its central position. (<i>This criteria also applies to claims made in the body of this paper.</i>)	15	12	6	0
Body: Justification of the Central Position				
Clearly presents the principle premises, reasons and/or evidence in support of this paper's central position.	15	12	6	0
Clearly and persuasively explains why these premises, reasons, and/or evidence are plausible, compelling, and difficult to deny.	25	20	10	0
Clearly and persuasively explains the inferences used to show how these premises, reasons, and/or evidence support the central position.	25	20	10	0
Anticipates and persuasively responds to potential criticisms of its central position and supporting arguments.	20	16	8	0
Provides relevant and concise examples to help clarify and illustrate important points and concepts.	10	8	4	0
Remains focused on defending its central position without being distracted by inessential details.	10	8	4	0
Provides a generally compelling defense of its central position.	15	12	6	0
No Conclusion				
Ends once it has finished defending its position. There is no concluding paragraph summarizing the paper or explaining the consequences that result from accepting this paper's central claim.	0	-2	-4	-5
Overall, demonstrates full comprehension of the paper's topic while adroitly defending its position.	5	4	2	0

Interpretive Analysis: Grading Rubric

Student:
Grader:

Points Earned:
Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
General Requirements				
Follows the "General Technical Requirements for Written Assignments" (on page 13 of the syllabus).	0	-2	-4	-5
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this paper's topic.	0	-8	-16	-20
Introduction: Background & Statement of the Central Position				
Begins with a brief introductory paragraph that is no more than four sentences long.	0	-2	-4	-5
Clearly presents the central position (or main thesis) that the paper intends to defend in the introductory paragraph.	5	4	2	0
Clearly presents any background information and explains any terminology necessary for someone unfamiliar with the paper's topic to readily understand its central position. (<i>This criteria also applies to claims made in the body of this paper.</i>)	15	12	6	0
Body: Justification of the Central Position				
Clearly presents the principle premises, reasons and/or evidence in support of this paper's central position.	15	12	6	0
Clearly and persuasively explains why these premises, reasons, and/or evidence are plausible, compelling, and difficult to deny.	25	20	10	0
Clearly and persuasively explains the inferences used to show how these premises, reasons, and/or evidence support the central position.	25	20	10	0
Provides support for its claims from the relevant course texts.	20	16	8	0
Provides a plausible interpretation or an accurate description of the relevant material from the course texts.	20	16	8	0
Provides relevant and concise examples to help clarify and illustrate important points and concepts.	10	8	4	0
Remains focused on defending its central position without being distracted by inessential details.	10	8	4	0
Provides a generally compelling defense of its central position.	15	12	6	0
No Conclusion				
Ends once it has finished defending its position. There is no concluding paragraph summarizing the paper or explaining the consequences that result from accepting this paper's central claim.	0	-2	-4	-5
Overall, demonstrates full comprehension of the paper's topic while adroitly defending its position.	5	4	2	0

General Technical Requirements for Written Assignments

All written assignments are expected to satisfy the following:

1. Have a cover page consisting of a completed Commitment to Academic Integrity Form (you sign it by typing your name).
2. Be double-spaced.
3. Be written in 12PT, "Cambria" (the default MS Word font), or another similar serif-type font.
4. Have side-margins of 1 inch.
5. Have horizontal alignment that is fully justified.
6. Have no extra space between paragraphs.
7. Have each paragraph begin with a tab indentation.
8. Have the paper's total word count at the top left corner of the title page.
9. Have a descriptive title (see section on title pages below).
10. Have page numbers (see section on page numbering below).
11. Use footnote citations (see section on citing your sources below).

Yes, this is boring, and yes, it is pedantic. The point of 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 completed copy of the Commitment to Academic Integrity Form) and 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: 1,203	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 the	

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 Commitment to Academic Integrity Form). 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
pirates, like we have today, it was mixed with shredded tobacco.	

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:

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 pages 2 and 15 of the 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 (similar to how they are cited in the course syllabus' schedule), 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 January 22, 2014 from <http://www.rep.routledge.com/article/A022>.

Richard Kraut, "Plato", *The Stanford Encyclopedia of Philosophy* (2004), retrieved on January 22, 2014 from <http://plato.stanford.edu/entries/plato/>.

Thomas Brickhouse and Nicholas D. Smith, "Plato", *The Internet Encyclopedia of Philosophy*, retrieved on January 22, 2014 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.

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

Academic Honor Code for Ethical Theory

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, paper, or other assignment included in the course;
- Substitution for, or unauthorized collaboration with, another student or person in the commission of course requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate citations;
- False claims of performance or work that has been submitted by the student.

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

Each student in this class must also 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.
- Assist students in attributing the contribution of others by having them complete a Commitment to Academic Integrity Form for all written assignments.

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

Commitment to Academic Integrity Form: Sample

Place an X before each statement that is true and provide all the relevant information:

___ I collaborated with the following people:

___ I received help from the following people (this includes the professor, classmates, debate partners, course assistants, the Academic Resource Center (A.R.C.), friends, family members, and so on):

___ I provided help to the following classmates:

___ I worked alone.

___ I have cited any and all relevant sources in footnotes.

I understand that this assignment falls under the course's Academic Honor Code.

Today's Date: _____

Your Name: _____

ETHICAL THEORY

Honor Agreement

I hereby acknowledge that as a student in this class, I have read the Academic Honor Code for Ethical Theory, and intend to adhere to both the letter and spirit that it seeks to embody. If I am ever tempted to violate this code, I will seek help from the professor in order to find an alternative course of action. If I have any questions about this code, I will ask.

Today's Date: _____

Print Your Name: _____

Sign Your Name: _____