COURSE DESCRIPTION
This course explores various theories in normative ethics. Normative ethics provides systematic answers to questions such as, “How should we act?” “How should we live?” and “What does it mean to be a good or virtuous agent?” The three major theories in normative ethics are virtue ethics, deontology, and utilitarianism. We will learn about the basic principles of these theories through texts written by their primary representatives, namely Aristotle, Immanuel Kant, Jeremy Bentham, and John Stuart Mill, and by considering various contemporary inflections of these ethical positions. We will also take a look at a variety of texts from the feminist ethics of care. While exploring these various strands in normative ethics we will regularly look at how they apply to concrete moral cases and issues. This will allow us to critically examine our attitudes towards issues like abortion, world-hunger, torture, racism, as well as our complex relationships to non-human animals and to human beings with sever cognitive disabilities.

LEARNING OUTCOMES
In addition to gaining a solid understanding of the abovementioned strands in normative ethics and acquiring the skills for thinking and debating critically about a number of pertinent ethical questions, students are expected to develop the skill of carefully reading philosophical texts (for some starting-tips on how to inculcate this skill, see ‘Reading Philosophical Texts’ below). Students will also learn how to construct a written philosophical argument, which will be tested during a midterm debate and in a final exam.

COURSE REQUIREMENTS
- You are required to keep up with the readings for the course.
- You are required to attend class regularly (For Fordham’s policy on attendance and lateness see below).
- You are required to participate in class discussions.
- You are required to submit four online quizzes.
- You are required to participate in one group-debate.
- You are required to partake in the final exam.

GRADE BREAKDOWN
- Class Participation: 17.5% (attendance 7.5%, active participation 10%)
- 4 Short Multiple Choice Exams Online: 30% (7.5% per exam)
- Midterm Debate: 20%
- Final Exam: 32.5%
MINI-QUIZZES
There will be four short quizzes on 1) Cahn Chapters 5-7 & 9 + Kant's moral philosophy; 2) Utilitarianism; 3) Virtue Ethics; and 4) Feminist Ethics/Ethics of Care (the quizzes will be made available on black board and will each contain roughly 5 questions).

MIDTERM MORAL DEBATE
At the beginning of the semester students will pair up in groups of four. Each group will be given one newspaper article that captures a moral dilemma, problem, or tragedy. Two members of each group will represent the ideas of Utilitarian ethics and two members will represent the ideas of Kantian ethics to take a stance on the article on question (the two students representing the same ethical theory must use that theory to defend differing stances with regard to the topic at hand). Further details of the debate will be discussed in class.

FINAL EXAM
The final exam will consist of a multiple-choice part, which students are expected to take from home (via blackboard) and one essay-question part, which students are expected to take in class at the end of the course. Details will be discussed in class.

CLASS ROOM RULES
Philosophical questions often provoke heated discussions. Please be respectful of your fellow students' opinions. When we disagree with one another we have to give argued reasons for it. Required respectful behavior towards your fellow students and professor also includes: listening when someone else is talking, not looking at your phone during class and arriving on time. When you are more than 10 minutes late it will count as an absence. Unless you have a note from disability services you are not allowed to bring in your laptop or other electronic equipment in class.

POLICY ON ATTENDANCE AND TARDINESS
Students are permitted two unexcused absences in the course. A total of three absences mandate a reduction of one full letter grade for the course. More than three absences mandate a failing grade for the course, unless there are extenuating circumstances, such as the following: 1) an extended illness requiring hospitalization or visit to a physician (with documentation); 2) a family emergency, e.g. serious illness (with written explanation); 3) observance of a religious holiday. Attendance and tardiness policies are enforced as of the first day of classes for all registered students. If registered during the first week of the add/drop period, the student is responsible for any missed assignments and coursework. For significant tardiness on a given day, the instructor will consider such lateness as an absence for the day. Students failing a course as a result of poor attendance should consult with an academic advisor to discuss options.

ACADEMIC HONESTY AND INTEGRITY
Access to essays and articles on the Internet has made plagiarism increasingly tempting and easy. However, in addition to it being illegal, plagiarism is disrespectful to the original authors, your teacher, and ultimately yourself. Do not be tempted: it is just as easy to plagiarize, as it is for me to catch you (believe me, it gives me no pleasure to say that I catch plagiarizing students almost every semester). You are in school to learn something, so just do your work and you will do well and get much more out of it!
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Compromising your academic integrity through plagiarism may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university. Plagiarism is the unacknowledged use of someone else's work as one's own in all forms of academic endeavor (such as essays, theses, examinations, research data, creative projects, etc), intentional or unintentional. Plagiarized material may be derived from a variety of sources, such as books, journals, internet postings, student or faculty papers, etc. This includes the purchase or "outsourcing" of written assignments for a course. For more information on our academic honesty policy see:

DA NOTICE

Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, course work, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services (Rose Hill - O'Hare Hall, Lower Level, x0655 or at Lincoln Center – Room 207, x6282).

READING PHILOSOPHICAL TEXTS

If you are fairly new at reading philosophical texts you will notice that reading philosophy takes a special kind of concentration and patience. You could even say that it takes a certain amount of faith: even if you hardly understand anything on the first reading, you need to have faith that somehow you will start to have a better grasp of the text on the second and third reading (Believe me! It's really true!).

Because you are strongly encouraged to read all the material twice before each meeting I tend to assign between 10-35 pages of text a class, depending on the difficulty of the reading material. Here are some suggestions on how to cope with the texts for this semester:

- **On the first reading** DO NOT try to understand every word, every sentence or even every paragraph. Simply try to get a sense of the overall theme that the author is addressing.
- Place question marks in the margins when you do not understand something (yet) that seems important. You can pay extra attention to these passages on the second reading: they usually begin to make a lot more sense the second time around when you already have a lingering sense of where the author is going to end up.
- Highlight some of the central concepts that keep appearing in the text, such as "freedom", or "reason", or "passion" and try to get a sense of the author's attitude towards these concepts. (As you will see, almost all of the philosophers we will be reading employ these concepts, but they all have their own way of defining them and giving them a certain place in their philosophies. You can think of the history of philosophy as one long discussion over the meaning of concepts like 'truth', 'reason', 'freedom', 'desire', 'the mind', 'the body' etc. This means that one of the big tasks for you as a reader is to figure out how the specific philosopher you are dealing with treats these concepts.)
- Try to isolate the paragraph(s) where the argument that the philosopher is unfolding comes
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to its conclusion.

REQUIRED COURSE MATERIAL (Available at Rose Hill Book Store)
- Exploring Ethics: An Introductory Anthology (Third Edition), Steven M. Cahn
- Immanuel Kant, Grounding for the Metaphysics of Morals (Hackett Classics) (Paperback)
- 4 Months, 3 Weeks, 2 Days (For Rent on Amazon: 

ALL OTHER REQUIRED COURSE MATERIAL WILL BE MADE AVAILABLE ON BLACKBOARD!

WEEKLY SCHEDULE

Week 1
The Meaning and Limits of Morality
- Cahn, Chapters 5, 6, 7

Moral Egoism & Kant’s Moral Law
- Cahn, Chapter 9
- Immanuel Kant, The Groundwork, First Section

Kant’s Kingdom of Ends
- Onora O’Neill, “A Simplified Account of Kant’s Ethics” (in Cahn)
- Kant, Groundwork, The Groundwork, Section 2, excerpts (focus on sections 1 through 4 as written down in the margins of the text).

First online Quiz due between 06/03 & 06/5

Week 2
A Kantian Analysis of the Wrongness of Torture
- David Sussman, What is Wrong with Torture
- Jean Amery, “Torture”

The Fathers of Utilitarianism
- Jeremy Bentham – An Introduction to the Principles of Morals and Legislation, Chapters 1, & 4 (BB)
- John Stuart Mill, “Utilitarianism” (in Cahn)
- Bernard Williams, Excerpt (In Class)

A Utilitarian vs. a Kantian Approach to World-Hunger
- Singer on World Hunger (in Cahn)
- Onora O’Neill on World Hunger (BB)
In Class viewing of: Singer's Effective Altruism Ted Talk

Second online Quiz due between 06/10 & 06/12

Week 3

Aristotle, Happiness and Virtue of Character
  • Nicomachean Ethics Books 1 & 2

Aristotle, Action, and Practical Wisdom
  • Nicomachean Ethics Book 3
  • Secondary Lit. T.B.D.

Virtue Ethical Theory and Abortion
  • Rosalind Hursthouse “Virtue Theory and Abortion” (in Cahn)
  • In Class Viewing of: 4 Months, 3 Weeks, 2 Days

Third online Quiz due between 06/17 & 06/19

Week 4

The Ethics of Care
  • Virginia Held, Virginia Held, “The Ethics of Care as Moral Theory,” (BB)
  • Eva Kittay, “The Personal is the Philosophical is the Political” (BB)

Ethics and Oppression
  • Iris Marion Young, “Five Faces of Oppression” (BB)
  • Ta-Nehisi Coates, Between the World and Me, Excerpts (in class)

Ethics and Oppression, Continued
  • Lisa Guenther, “Beyond De-humanization: a post-humanist critique of Intensive Confinement” (BB)
  • In Class Viewing of 13th

Fourth online Quiz due between 06/24 & 06/26

Week 5

Debates

Debates

Final Exam in Class (online portion of the exam is made available on 06/30 and due by 6/31)