# Course Description

This course surveys some international problems: hunger, depletion or inequitable distribution of resources, and violence. It identifies human values involved and provides a philosophical consideration of some possible solutions.

We will apply ethical theories to issues of global scope and case studies. In particular, we will focus on global inequality and economic justice; legal punishment; environmental ethics and global climate change; animal rights; stem-cell research, cloning, and genetic engineering; human rights; violence, war, and terrorism; and other global issues

Prerequisite: ENG 101

# Course Learning Outcomes (CLO)

* **CLO1**: Analyze a variety of aesthetic, literary, cultural, and ideological ethical traditions.
* **CLO2**: Apply traditional ethical theories to daily philosophical questions.
* **CLO3**: Evaluate and reflect upon the relationship of the Divine to the human experience.
* **CLO4**: Apply critical-thinking skills to ethical topics of individual and group behavior.

**Program Learning Outcomes (PLO)**

* **PLO1**: The ability to clearly and effectively prepare written business communications. (ULO 1, 2, 4)
* **PLO2**: Business students will apply knowledge and skills to make appropriate business decisions. (ULO 1, 2, 3, 4)
* **PLO3**: The student will be able to apply ethical and moral decision-making principles to business situations. (ULO 2, 3, 4)
* **PLO4**: The student will demonstrate decision-support tools required for business professionals. (ULO 2, 3, 4)
* **PLO5:** The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. (ULO 1, 2, 4)

# Required Course Materials

Van Camp, J. C., Olen, J. & Barry, V. (2009). *Applying ethics: A text with reading* (10th ed.).New York, NY: Cengage Learning.

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# Suggested Point Values

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| --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Point Value** |
| **Week 1** |  |  |  |
|  | Learning Activities |  | 10 |
|  | Discussion Question 1 |  | 5 |
|  | Discussion Question 2 |  | 5 |
|  | Week One Personal Reflection Paper |  | 5 |
|  | Week One Quiz |  | 10 |
| **Week 2** |  |  |  |
|  | Learning Activities |  | 10 |
|  | Discussion Question 1 |  | 5 |
|  | Discussion Question 2 |  | 5 |
|  | Discussion Question 3 |  | 5 |
|  | Week Two Personal Reflection Paper |  | 5 |
|  | Week Two Quiz |  | 10 |
| **Week 3** |  |  |  |
|  | Learning Activities |  | 10 |
|  | Discussion Question 1 |  | 5 |
|  | Discussion Question 2 |  | 5 |
|  | Human Cloning Post |  | 5 |
|  | Capital Punishment Post |  | 5 |
|  | Week Three Personal Reflection Paper |  | 5 |
|  | Week Three Quiz |  | 10 |
| **Week 4** |  |  |  |
|  | Learning Activities |  | 10 |
|  | Discussion Question 1 |  | 5 |
|  | Discussion Question 2 |  | 5 |
|  | Team Debate |  | 10 |
|  | Week Four Personal Reflection Paper |  | 5 |
|  | Week Four Quiz |  | 10 |
| **Week 5** |  |  |  |
|  | Learning Activities |  | 10 |
|  | Discussion Question 1 |  | 5 |
|  | Discussion Question 2 |  | 5 |
|  | Globalization and Social Justice Post |  | 5 |
|  | Term Paper |  | 10 |
| **Total Points** |  |  | **100** |

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| Week One: Traditional Ethical Theories | | |  |  |
| ***Learning Objectives*** | | | ***Alignment*** |  |
| * 1. Analyze deontological, utilitarian, and virtue ethics. | | | CLO1 |  |
| * 1. Determine the role of deontological, utilitarian, and virtue ethics in daily personal experiences. | | | CLO2 |  |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | | ***Alignment*** | ***AIE Hours*** |
| **Read** Chapter 1 of *Applying Ethics*. | | | 1.1 |  |
| **Kantian Ethics**  **Watch** the video “Kantian Ethics: Groundwork for the Metaphysics of Morals” from YouTube located at <http://youtu.be/7wbTKt-76xw>  **Respond** to the following questions in the Kantian Ethics blog forum:     * What are two key takeaway points presented in the video? * Do you agree or disagree with the presenter’s interpretation? Why or why not? | | | 1.1, 1.2 | Lecture Activity and Blog Post – Review resources and posts response = **1 hour** |
| **Utilitarianism**  **Watch** the video “John Stewart Mill: Utilitarianism” from YouTube located at <http://youtu.be/OrLN_iRIP_4>  **Respond** to the following questions in the Utilitarianism blog forum:   * What are two key takeaway points presented in the video? * Do you agree or disagree with the presenter’s interpretation? Why or why not? | | | 1.1, 1.2 | Lecture Activity and Blog Post – Review resources and posts response = **1 hour** |
| **Virtue Ethics**  **Watch** the video “Virtue-Based Ethics—Aretaic” from YouTube located at <http://youtu.be/vP3PYr6Tt3E>  **Respond** to the following questions in the Virtue Ethics blog forum:   * What are two key takeaway points presented in the video? * Do you agree or disagree with the presenter’s interpretation? Why or why not? | | | 1.1, 1.2 | Lecture Activity – Review resources and posts response = **1 hour** |
| **Lecture Presentation: Moral Reasons**  **View** the lecture presentation[“Moral Reasons Review”](http://cloud.ensemblevideo.com/app/plugin/embed.aspx?ID=bLNpxD5k8UWOsqJnPZiBvg&displayTitle=false&startTime=0&autoPlay=false&hideControls=false&showCaptions=false&)and be prepared to discuss on the Discussion Board (see below for details).  **Respond** to the following questions in the Moral Reason discussion forum:   * In what way is Aristotle’s virtue ethics a different kind of ethical theory from that of Kant and Mill? Do you think that this makes it more or less applicable to issues of practical moral concern? Explain your answer fully, drawing on the original texts to support your view. | | | 1.1, 1.2 | Lecture Activity – Review resources and posts response = **1 hour** |
| **Total** | |  |  | **4 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | | ***Alignment*** | ***AIE Hours*** |
| **Term Paper Preparation**  The final assignment in this course is a Term Paper due in Week 5.  **Read** the assignment directions in Week 5.  **Consider** topics for your paper from the end of chapter essay readings.  **Submit** your topic choice to your instructor for approval by Week 3. | | |  |  |
| **Total** |  | |  | **0 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | | ***Alignment*** | ***AIE Hours*** |
| **Discussion Question 1: Principle of Utility**  **Post** an initial response to the following question in the Principle of Utility discussion forum:  Should the principle of utility be the ethical method used in all cases? Why, or why not? If so, what are some positive consequences of this ethical theory? If not, what are some negative consequences?  **Respond** to the posts of five of your peers. Identify if you agree with their ideas on the principle of utility. Why or why not? | | | 1.1, 1.2 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Discussion Question 2: Ethical Theory**  **Post** an initial response to the following question in the Ethical Theory discussion forum:  What are some of the differences between Aristotle’s virtue ethics, Kant’s deontological ethics, and Mill’s utilitarianism? Explain your answer fully, using the original texts to support your view. What is your stance for each one?  **Respond** to the posts of five of your peers. Identify if you agree with their ethical stance. Why or why not? | | | 1.1, 1.2 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Week One Personal Reflection** **Paper**  **Choose** one of the ethical theories covered this week that you support.  **Explain** in 150 to 350 words the following questions:   * Why do you support this theory? * How does this theory apply to your personal experiences? * Is there one particular theory you disagree with? Why?   **Submit** your completed paper in Blackboard. | | | 1.1, 1.2 | Reflection Paper = **1 hour** |
| **Week One Quiz**  **Complete** the quiz for this week located in the Week One Learning Module folder.  **Submit** the completed quiz in Blackboard. | | | 1.1 | Quiz = **1 hour** |
| **Total** | |  |  | **4 hours** |

# Notes

The learning activities and assignment this week introduce students to traditional ethical theories and how those theories can apply to daily situations.

# Learning Resources, Activities, and Assignments

## Required:

* **Discussion question 1:** The question asks students to explore and discuss on a deeper level and topical level the principle of utility and the possible consequences of this ethical theory.
* **Discussion question 2:** The discussion asks students to differentiate the viewpoints of popular philosophers with three ethical standpoints and then relate these to their personal ideals. This activity builds an understanding of the philosophers and builds a relation on a personal level.
* **Week One Personal Reflection:** Forthis reflection activity, students examine one of ethical theories covered in the week and how it relates to their personal experiences.
* **Week One Quiz:** This assignment gauges students’ factual knowledge of the ethical theories introduced this week in a quantitative fashion.

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## Supplemental:

* **Term Paper Preparation:** This activity prompts students to begin thinking about the Week 5 research paper.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Considering certain kinds of reasons: moral reasons
2. Trying to arrive at the best moral reasons for acting
3. Choosing the morally right course of action
4. Ethical relativism
5. *Ethical relativism*: Moral truths are not absolutely true but true relative to some particular standards.
6. Cultural relativism: Moral truths are not absolutely true but are relative to a particular society. Whether an act is right or wrong depends on the moral norms of society and not on an absolute standard.
7. *Individual relativism*: Moral truths are not absolute but are relative to individuals. Whether an act is right or wrong depends on the convictions of the person performing it and not on an absolute standard.
8. The principle of utility (the greatest-happiness principle): The moral principle that we should produce the *greatest balance of happiness over unhappiness*, giving equal consideration to the happiness and unhappiness of everyone who will be affected by our actions.
9. Test that can be applied
   1. Individual *acts*
   2. Individual ethical *rules*
10. Fairness
11. The Golden Rule
12. Kantian respect for persons
13. Never use other people merely as a means to your own end.
14. Recognize that persons are autonomous beings.
15. Proper human excellences
16. Virtues
17. Character traits and activities that are distinctively human
18. Eudaimonia
19. Happiness, total well-being
20. The human being’s natural purpose
21. Fulfilling our social roles, making proper use of reason
22. The will of God
23. Natural law: the system of divine moral laws (Aquinas)
24. Differing religious traditions
25. Can statements based on faith be the basis of moral reasoning and argument?
26. Principles of social morality
27. Social justice: what makes a society a just one?
28. Individual rights:
    1. Natural rights: rights we are all born with (Locke, Jefferson, Nozick)
    2. Mutual agreement behind the veil of ignorance (Rawls)
29. Equality principle
30. Difference principle
31. More principles of social morality
32. Equality
    1. Equal treatment under the law
    2. Equal opportunity
33. The general welfare
34. Public decency and morality
35. Pluralism and freedom
36. Individual freedom
37. Social utility of pluralism
38. Moral virtue
39. Aristotle
    1. Moral virtues: acquired by exercising them
    2. Moral goodness: a quality disposing us to act in the best way when we are dealing with pleasures and pains
    3. “Virtue” defined: a disposition of the soul in which, when it has to choose among actions and feelings, it observes the mean relative to us
40. Respect for persons
41. Immanuel Kant
    1. The ultimate worth of persons
    2. Moral agents: law-givers to themselves
    3. Realm of ends
    4. Categorical imperative
    5. Never act in such a way that I could not also will that my maxim should be a universal law
    6. Act so that you treat humanity as an end and never merely as a means
    7. Idea of the will of every rational being as making universal law
42. Utilitarianism
43. John Stuart Mill
    1. Principle of utility (greatest-happiness principle): choose the action that creates the greatest happiness for all concerned
    2. Happiness: pleasure and the absence of pain
44. A theory of justice
45. John Rawls
    1. A conception of justice as fairness
    2. Based on social contract theory
    3. Assumes original position of equality
    4. But all are behind a “veil of ignorance”
    5. Two principles of justice
    6. Each has equal right to the most extensive basic liberty compatible with similar liberty for others.
    7. Inequalities are to everyone’s advantage and attached to positions open to all.
46. Ethics of care
47. Virginia Held
    1. Feminist approach to ethics
48. Features of the ethics of care
    1. Moral salience of attending to needs of others for whom we take responsibility
    2. Values emotion, rather than rejecting it
    3. Questions universalistic and abstract theories, favoring individualistic approaches
    4. Rethinks public and private spheres
    5. Conception of “person” as relational and interdependent, not individualistic

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| Week Two: Philosophers and Contemporary Ethical Issues: Abortion and Euthanasia | |  |  |
| ***Learning Objectives*** | | ***Alignment*** |  |
| * 1. Identify contemporary and traditional philosophers. | | CLO1 |  |
| * 1. Explain the positions of contemporary and traditional philosophers on abortion and euthanasia. | | CLO2, CLO3 |  |
| * 1. Integrate perspectives of philosophers with one’s own personal view of abortion and euthanasia. | | CLO2, CLO4 |  |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***AIE Hours*** |
| **Read** Chapter 4 & 5 of *Applying Ethics*. | | 2.1 |  |
| **Roe vs. Wade**  **Watch** the video “Roe v. Wade Documentary” from YouTube located at <http://youtu.be/9HI4PwjJFuk>  **Respond** to the following questions in the Roe vs. Wade blog forum:   * Pick two pro or con points presented in the video. Do you agree or disagree with the points chosen? Why or why not? * How might your perspective differ from one of the philosophers in the readings? | | 2.2, 2.3 | Lecture Activity and Blog Post – Review resources and posts response = **1 hour** |
| **Dr. Jack Kevorkian**  **Watch** the video “Dr. Jack Kevorkian interviewed by Dr. Sanjay Gupta part 2” from YouTube located at <http://www.youtube.com/watch?v=AK07JUKGJCc&feature=share&list=PL9297EEF3762F553C>  **Respond** to the following questions in the Dr. Jack Kevorkian blog forum:   * Pick two pro or con points presented in the video. Do you agree or disagree with the points chosen? Why or why not? * How might your perspective differ from one of the philosophers in the readings? | | 2.2, 2.3 | Lecture Activity and Blog Post – Review resources and posts response = **1 hour** |
| **Lecture Presentation: Abortion**  **View**the lecture presentation Abortion located on Blackboard. | | 2.3 | Lecture Activity – Review resources and posts response = **1 hour** |
| **Lecture Presentation: Euthanasia**  **View** the lecture presentation [“Euthanasia”](https://cloud.ensemblevideo.com/app/plugin/embed.aspx?ID=mqKHoLD1K0-dPm09Ma8xyA&displayTitle=false&startTime=0&autoPlay=false&hideControls=false&showCaptions=false&) and be prepared to post to the blog.  **Respond** to the following questions in the Euthanasia discussion forum:   * Do you believe that there is any moral difference between killing and letting die? Why, or why not?   + If you think that there is, defend your view against the criticisms of Rachels.   + If you think that there is not, does this mean that you are morally responsible for the deaths of people who you could have saved, but did not—including those persons who die of preventable starvation in distant countries? | | 2.2, 2.3 | Lecture Activity – Review resources and posts response = **1 hour** |
| **Total** |  |  | **4 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***AIE Hours*** |
| **Discussion Question 1: Morality of Abortion**  In Ch. 4 of *Applying Ethics*, has Judith Jarvis Thomson succeeded in showing the morality of abortion? If so, explain why. If not, explain why.  **Post** your response in the Morality of Abortion discussion forum.  **Respond** to the posts of five of your peers. Identify if you agree with their ideas. Why or why not? | | 2.2 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Discussion Question 2: James Rachels**  In Ch. 5 of *Applying Ethics*, what is your view of the ethical differences between “killing” and “letting die”? How would you respond to James Rachels’ criticisms of this distinction?  **Post** your response in the James Rachels discussion forum.  **Respond** to the posts of five of your peers. Identify if you agree with their ideas. Why or why not? | | 2.2, 2.3 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Discussion Question 3**  **Choose** a philosopher from Chapter 5 of *Applying Ethics* and explain if there is any difference between ordinary and extraordinary treatment. If so, why? If not, why not? What is your perspective on this topic?  **Respond** to the posts of five of your peers. Identify if you agree with their ideas. Why or why not? | | 2.2, 2.3 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Week Two Personal Reflection Paper**  **Choose** one of the ethicists covered this week that you support.  **Explain** in 150 to 350 words why you support his or her position on abortion or euthanasia.  **Answer** the following in your paper:   * Why do you support this theory? * How does this theory apply to your personal experiences? * Is there one particular theory you disagree with? Why?   **Submit** your completed paper in Blackboard. | | 2.1, 2.2, 2.3 | Reflection Paper = **1 hour** |
| **Week Two Quiz**  **Complete** the quiz for this week located in the Week Two Learning Module folder.  **Submit** the completed quiz in Blackboard. | | 2.1 | Quiz = **1 hour** |
| **Total** |  |  | **5 hours** |

# Notes

The learning activities and assignment this week encourage students to further explore traditional and contemporary philosophers and the positions taken on abortion and euthanasia.

# Learning Resources, Activities, and Assignments

## Required:

* **Discussion question 1:** The question asks students to discuss the perspective of one of the contemporary philosopher on the morality of abortion. The discussion encourages to students to understand the philosopher’s perspective in relation to their personal view on the issue.
* **Discussion question 2:** The discussion asks students to explore the stance of one of the contemporary philosopher on active and passive euthanasia. This activity builds an understanding of the philosopher and relates this to personal views on the issue.
* **Discussion question 3:** This activity encourages students to self-reflect and use critical thinking skills on their standpoint on the difference between ordinary and extraordinary treatment.
* **Abortion Post:** This assignment gets students involved in viewing case studies on abortion and provides interpretation with regard to a personal point of view.
* **Week Two Personal Reflection:** This reflection activity asks students to further explore a chosen ethicist covered in the week and how the theory relates to their personal experiences.
* **Week Two Quiz:** This assignment gauges students’ factual knowledge on ethical theories introduced this week in a quantitative fashion.

## Supplemental:

There are no Supplemental Activities this week.

# Content Outline

Please use this Content Outline to guide students through the course material.

Chapter 4 of *Applying Ethics*:

1. Central question: What is a “person”?
2. Biological category: Homo sapiens
3. Ethical status: moral agent
4. Political status: legal recognition
5. Moral positions on abortion
6. Conservative: Abortion is never morally justified or, at most, justifiable only to save the mother’s life.
7. Liberal: Abortion is always morally justifiable, regardless of the reasons or the time in fetal development.
8. Intermediate or moderate: Abortion is morally acceptable up to a certain point in fetal development and/or with some reasons, though not all.
9. “Why Abortion Is Immoral” Donald Marquis
10. Killing a fetus is just as immoral as killing an adult human being.
11. Both the fetus and the adult human being are deprived of all value of their future.
12. Contraception is not wrong, as it does not deny something a human future of value.
13. “A Defense of Abortion” Judith Jarvis Thomson
14. Assume the anti-abortion premise: that a fetus is a person from the moment of conception.
15. What are the consequences for abortion rights if we assume that premise?
16. Even if the fetus is a person from the moment of conception, are all abortions necessarily wrong?
17. Focus on rights (not consequences) of fetus, of mother, of third-parties
18. “On the Moral and Legal Status of Abortion” Mary Ann Warren
19. Defense of the extreme liberal position
20. Critique of both pro and con positions in the abortion debate
21. The fetus is not a person and thus abortion is not immoral.
22. Defends her position against criticism that it permits infanticide.
23. “Virtue Theory and Abortion” Rosalind Hursthouse
24. Addresses how Aristotelian virtue theory would consider abortion issues
25. Concerned with the morality (not the legality) of abortion
26. Uses analysis of what a “virtuous woman” would do to make the abortion decision

Chapter 5 of *Applying Ethics*:

1. What is the significance of “personhood” in considering euthanasia?
2. Assignment of basic patient rights
3. To refuse treatment
4. To be treated with dignity
5. Point at which we are no longer a person
6. Definition of death
7. Point at which termination is no longer “murder”
8. Ordinary vs. extraordinary treatment:
9. Does this distinguish permissible from impermissible euthanasia?
10. Ordinary: all medicines, treatments, procedures that offer reasonable hope of benefit but do not involve excessive pain
11. Extraordinary: unusual, extremely difficult, dangerous, inordinately expensive, offer no reasonable hope of benefit
12. Killing vs. allowing to die
13. Active vs. passive euthanasia
14. Are they of equal moral status?
15. Does the distinction solve the euthanasia issue?
16. Voluntary vs. nonvoluntary
17. Voluntary euthanasia: A decision for euthanasia made by the patient
18. Nonvoluntary euthanasia: A decision made by someone else, not the patient
19. Involuntary euthanasia: A decision made by someone else, when the patient never expressed a preference
20. Assisted suicide
21. The act of terminating the life is carried out by the patient but with assistance from medical personnel
22. U.S. Supreme Court: no right to assisted suicide, but states may permit if they wish
23. The right to refuse treatment
24. Living wills
25. What to do about defective newborns
26. “The Wrongfulness of Euthanasia” J. Gay-Williams
27. (Active) euthanasia is always wrong
28. Violates the nature and dignity of persons
29. Self-interest (e.g., possibility of new treatment, family pressure)
30. Practical effects (e.g., slippery slope to nonvoluntary euthanasia)
31. “Voluntary Active Euthanasia” Dan W. Brock
32. Defends voluntary active euthanasia
33. Value of individual self-determination or autonomy
34. Value of individual well-being
35. Moral goals of physicians are consistent with voluntary active euthanasia
36. “Active and Passive Euthanasia” James Rachels
37. No moral difference between active and passive euthanasia
38. Rejects the American Medical Association distinction between active and passive
39. Kantian respect for persons
40. Utilitarian consequences
41. Distinction leads to decision making on irrelevant grounds
42. “Gender, Feminism, and Death: Physician-Assisted Suicide and Euthanasia” Susan M. Wolf
43. Feminist perspective on the ethics of assisted suicide and euthanasia
44. Women are at greater risk for inadequate pain relief, depression, suicidal thoughts
45. Women might feel more pressure to consent to assisted suicide or euthanasia, when men would not

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| Week Three: Philosophers and Contemporary Ethical Issues: Genetic Engineering, Stem Cell Research, Human Cloning, and Capital Punishment | | |  |  |
| ***Learning Objectives*** | | | ***Alignment*** |  |
| * 1. Identify contemporary and traditional philosophers. | | | CLO1 |  |
| * 1. Explain the positions of contemporary and traditional philosophers on genetic engineering, stem cell research, human Cloning, and capital punishment. | | | CLO2, CLO3 |  |
| * 1. Integrate perspectives of philosophers with one’s own personal view of genetic engineering, stem cell research, human Cloning, and capital punishment. | | | CLO2, CLO4 |  |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | | ***Alignment*** | ***AIE Hours*** |
| **Read** Chapters 6 & 7 of *Applying Ethics*. | | | 3.1, 3.2 |  |
| **Inside Death Row**  **Watch** the video “Inside Death Row with Trevor McDonald” Episode 2 from YouTube located at <https://youtu.be/pTVigW357H4?list=PLptMQlY6j0-EFaUqcvvurgNXsAbL9qWGF>  **Respond** to the following questions in the Inside Death Row blog forum:   * Pick two pro or con points presented in the video. Do you agree or disagree with the points chosen? Why or why not? * How might your perspective differ from one of the philosophers in the Ch. 7 readings? | | | 3.2, 3.3 | Lecture Activity and Blog Post – Review resources and posts response = **1 hour** |
| **Lecture Presentation: Genetic Engineering**  **View** the lecture presentation [“Genetic Engineering”](https://cloud.ensemblevideo.com/app/plugin/embed.aspx?ID=xLVyv39oFEiW808qR7FG5w&displayTitle=false&startTime=0&autoPlay=false&hideControls=false&showCaptions=false&) and be prepared to post to the Discussion Board.  **Respond** to the following question in the Genetic Engineering discussion forum:   * Do you believe that capital punishment is morally justified? Justify your answer. | | | 3.3 | Lecture Activity – Review resources and posts response = **1 hour** |
| **Total** | |  |  | **2 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | | ***Alignment*** | ***AIE Hours*** |
| **Term Paper Preparation**  **Submit** your term paper topic for instructor approval. | | |  |  |
| **Total** |  | |  | **0 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | | ***Alignment*** | ***AIE Hours*** |
| **Discussion Question 1: Human Cloning**  **Pick** a philosopher from Chapter 6 of *Applying Ethics*.  **Describe** whether the philosopher views human cloning as ethical or unethical. What is your perspective on the topic? Provide rationale.  **Post** your response in the Human Cloning discussion forum.  **Respond** to the posts of five of your peers. | | | 3.2, 3.3 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Discussion Question 2: Capital Punishment**  **Pick** a philosopher from Chapter 7 of *Applying Ethics*.  **Describe** whether the philosopher views capital punishment as ethical or unethical. What is your perspective on the topic? Provide rationale.  **Post** your response in the Capital Punishment discussion forum.  **Respond** to the posts of five of your peers. | | | 3.2, 3.3 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Human Cloning Blog Post**  **Pick** a case study from the end of the Chapter 6 of *Applying Ethics* on genetic engineering, stem cell research, and human cloning.  **Research** the topic of genetic engineering, stem cell research, and human cloning further.  **Summarize** your findings and interpret this information in regard to your point of view.  **Cite** sources according to APA guidelines.  **Post** your summarized findings in the Human Cloning Post blog forum.  **Read** the postings of other classmates and provide feedback. | | | 3.3 | Blog Post – Review resources and posts response = **1 hour** |
| **Capital Punishment Blog Post**  **Pick** a case study from the end of Chapter 7 of *Applying Ethics* on capital punishment.  **Research** the topic of capital punishment further.  **Summarize** your findings and interpret this information in regards to your point of view.  **Cite** sources according to APA guidelines.  **Post** your summarized findings in the Capital Punishment Post blog forum.  **Read** the postings of other classmates and provide feedback. | | | 3.3 | Blog Post – Review resources and posts response = **1 hour** |
| **Week Three Personal Reflection Paper**  **Choose** one of the ethicists covered this week that you support.  **Explain** in 150 to 350 words why you support his or her position on genetic engineering, stem cell research, human cloning, or capital punishment.  **Answer** the following in your paper:   * Why do you support this theory? * How does this theory apply to your personal experiences? * Is there one particular theory you disagree with and why?   **Submit** your completed paper in Blackboard. | | | 3.1, 3.2, 3.3 | Reflection Paper = **1 hour** |
| **Week Three Quiz**  **Complete** the quiz for this week located in the Week Three Learning Module folder.  **Submit** the completed quiz in Blackboard. | | | 3.1 | Quiz = **1 hour** |
| **Total** | |  |  | **6 hours** |

# Notes

The learning activities and assignment this week encourage students to further explore traditional and contemporary philosophers and the positions taken on genetic engineering, stem cell research, human cloning, and capital punishment.

# Learning Resources, Activities, and Assignments

## Required:

* **Discussion question 1:** The question asks students to discuss the perspective of one of the philosophers introduced this week and the stance on human cloning. The discussion encourages to students to understand the philosopher’s perspective in relation to their personal view on the issue.
* **Discussion question 2:** The discussion asks students to explore the stance on one of the philosophers introduced this week and the stance on capital punishment. This activity builds an understanding of the philosopher on a more personal level for the student.
* **Human Cloning Post:** This assignment gets students involved in viewing case studies on genetic engineering, stem cell research, and human cloning, and provides interpretation with regard to a personal point of view.
* **Capital Punishment Post:** This assignment gets students involved in viewing case studies on capital punishment and provides interpretation with regard to a personal point of view.
* **Week Three Personal Reflection:** This reflection activity asks students to further explore a chosen ethicist covered in the week and how the theory relates to their personal experiences.
* **Week Three Quiz:** This assignment gauges students’ factual knowledge on ethical theories introduced this week in a quantitative fashion.

## Supplemental:

* **Term Paper Preparation:** Student submit their term paper topic choice for instructor approval.

# Content Outline

Please use this Content Outline to guide students through the course material.

Chapter 6 of *Applying Ethics*:

1. What is genetic engineering?
2. Scientific alterations in human possibilities
3. Gene therapy
4. Stem cell research
5. Human cloning
6. Scientific alterations in animal and plant life
7. Modified grains tolerant of disease and drought
8. Cloned animals
9. Why clone humans?
10. Creating replacement tissue (spare parts)
11. Producing a fully developed human being for infertile couples
12. Reproducing outstanding humans in history
13. Moral and legal issues of cloning
14. Do people have a right to reproduce by any available means?
15. Do other societal concerns override any such rights?
16. Will there be harmful effects on the cloned twin?
17. How will family relationships be redefined?
18. Could persons be cloned without their consent?
19. Would cloning be immoral because it is “unnatural”?
20. Stem cell research
21. Ethical issues overlap cloning and abortion issues
22. Adult stem cell research is less controversial but does not hold as much promise for treatment of disease
23. Another issue: whether federal funding is appropriate or whether this research should be funded only with private funds, due to the ethical controversy
24. “The Case Against Perfection” Michael J. Sandel
25. Ethical issues presented by rapid developments in technology
26. Inadequate: familiar appeals to autonomy, fairness, individual rights
27. Must consider more traditional questions, which verge on theology
28. Moral status of nature
29. Proper stance of human beings toward the given world
30. “Moral Status of Cloning Humans” Michael Tooley
31. There is nothing intrinsically immoral about human cloning.
32. No one has a right to a genetically unique nature.
33. Cloning does not restrict the open future of individuals.
34. Cloning promises to be very beneficial to society.
35. Happier and healthier individuals
36. Solution to infertility
37. Saving lives
38. “The Morality of Killing Human Embryos” Bonnie Steinbock
39. Controversy over embryonic stem cell research is similar to that over abortion:
    1. When does human life begin?
    2. What is the moral status of the human embryo?
40. Review of different approaches to “moral status”
41. Conclude: permissible to use human embryos in research as they lack moral status
42. “Stem Cells, Biotechnology, and Human Rights: Implications for a Posthuman Future” Paul Lauritzen
43. Too much narrow focus on stem cell research, whether embryonic or adult
44. Instead, focus on the prospect of transforming the contours of human life, our attitudes toward the natural world

Chapter 7 of *Applying Ethics*:

1. The nature of punishment
2. Must involve pain, harm, or another unpleasant consequence
3. Must be administered for an offense against a law or rule
4. Must be administered to someone who has been judged guilty of an offense
5. Must be imposed by someone other than the offender
6. Must be imposed by rightful authority
7. The aims of punishment
8. Do these justify capital punishment?
9. Retribution: “eye for an eye,” justice
10. Prevention of crime: people don’t commit crimes if they are in jail or executed
11. Deterrence of crime: discourage people from committing crimes
12. Reform and rehabilitation: does this make sense for capital punishment?
13. Retentionist and abolitionist
14. Retentionist: supports retaining or reinstituting capital punishment
15. Abolitionist: opposes capital punishment
16. “Speech in Favor of Capital Punishment” John Stuart Mill
17. Utilitarian argument in support of capital punishment
18. Capital punishment is more humane than life in prison
19. Well-run Courts of Justice address the criticism that innocent people might be executed
20. “A Life for a Life” Igor Primoratz
21. Retributive argument in favor of capital punishment: eye-for-an-eye, justice
22. Consequences of capital punishment: irrelevant for purpose of justification
23. Meets demand for proportionality between the offense and the punishment
24. But this does not justify using torture against a torturer
25. Torture is absolutely wrong morally
26. Torture is indecent, inhuman, degrading
27. “On Deterrence and the Death Penalty” Ernest van den Haag
28. Retentionist argument
29. Protection of society does not justify death penalty.
30. Deterrence: psychological defense, even without data, to justify the death penalty
31. “Capital Punishment and Social Defense” Hugo Adam Bedau
32. Abolitionist
33. Analogy with self-defense does not justify capital punishment
34. Deterrence: no evidence that it deters murders
35. Moral principle: in the absence of data that capital punishment deters, we should use the less severe punishment

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| Week Four: Philosophers and Contemporary Ethical Issues: War, Terrorism, and Civil Liberties | |  |  |
| ***Learning Objectives*** | | ***Alignment*** |  |
| * 1. Identify contemporary and traditional philosophers. | | CLO1 |  |
| * 1. Explain the positions of contemporary and traditional philosophers on war, terrorism, and civil liberties. | | CLO2, CLO3 |  |
| * 1. Integrate perspectives of philosophers with one’s own personal view of war, terrorism, and civil liberties. | | CLO2, CLO4 |  |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***AIE Hours*** |
| **Read** Chapter 8 of *Applying Ethics*. | | 4.1 |  |
| **Civil Liberties**  **Watch** the video “Howard Schweber on Civil Liberties” from YouTube located at <http://youtu.be/sHKg2y-noWQ>  **Respond** to the following questions in the Civil Liberties blog forum:   * Pick two pro or con points presented in the video. Do you agree or disagree with the points chosen? Why or why not? * How might the presenter’s perspective differ from one of the philosophers in Chapter 8 of *Applying Ethics*? | | 4.1 | Lecture Activity and Blog Post – Review resources and posts response = **1 hour** |
| **Terrorism**  **Watch** the video “Noam Chomsky on Terrorism” from YouTube located at <https://www.youtube.com/watch?v=UWuT8d78yts>  **Respond** to the following questions in the Terrorism blog forum:   * Pick two pro or con points presented in the video. Do you agree or disagree with the points chosen? Why or why not? * How might Chomsky’s perspective differ from one of the philosophers in Ch. 8 of *Applying Ethics*? | | 4.1 | Lecture Activity and Blog Post – Review resources and posts response = **1 hour** |
| **Thou Shalt Not Kill**  **Watch** the video “The Rules of the Game: Just War Doctrine” from YouTube located at <http://youtu.be/4NfW_VdAPgE>  **Respond** to the following questions in the Thou Shalt Not Kill blog forum:   * What sort of military action does just-war doctrine permit and what sort does it proscribe? Is America's campaign against terrorism a just war? | | 4.3 | Lecture Activity – Review resources and posts response = **1 hour** |
| **Total** |  |  | **3 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***AIE Hours*** |
| **Discussion Question 1: Augustine and Aquinas**  **Post** an initial response to the following question in the Augustine and Aquinas discussion forum:  What is a *just* war, according to Augustine and Aquinas in Chapter 8? How do their views reflect the Judeo-Christian tradition?  **Respond** to the posts of five of your peers. Identify if you agree with their ideas on the principle of utility. Why or why not? | | 4.1, 4.2, 4.3 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Discussion Question 2: Just War**  **Post** an initial response to the following question in the Just War discussion forum:  Can a *just* war exist? Why or why not? Provide rationale and support your position with information from Chapter 8 of *Applying Ethics*.  **Respond** to the posts of five of your peers. Identify if you agree with their ideas on the principle of utility. Why or why not? | | 4.3 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Team Debate**  Researching a topic before debating provides more support and rationale for the side you represent. This provides armor and structure beyond emotional reasoning, as debates between teams get heated. This is a two-part assignment consisting of a debate between teams on the issues of terrorism and civil liberties. Complete Parts I and II to research and debate issues with your teammates.  **Part I**  **Part I of this assignment is due in the Team Debate discussion forum by Thursday of Week Four**.  **Break** up into small groups of 4 to 5 members or as assigned by your instructor. You will represent one of the two sides below:   * Positives of combating terrorism and acceptable costs of civil liberties * Negatives of combating terrorism and its impingement on civil liberties   Your instructor will provide guidance on which side your team will represent.  **Research** your assigned topic and incorporate different philosopher’s perspective to support your team’s position.  **Incorporate** 10 points that support your position in the research.  **Post** your team’s researched findings to the Team Debate discussion forum.  **Cite** your sources according to APA guidelines.  **Part II**  **Part II of this assignment must be completed by the end of Week Four.**  **Read** postings made by the opposing side and provide counter feedback.  **Prepare** to defend your position as the opposing team counters your posts.  **Use** proper APA citations when using sources to support your position. | | 4.2, 4.3 | Library Research and Group Project – One shared posting and reading of classmates’ postings = **2 hours** |
| **Week Four Personal Reflection Paper**  **Choose** one of the ethicists covered this week that you support.  **Explain** in 150 to 350 words why you support their position on war, terrorism, and civil liberties.  **Answer** the following in your paper:   * Why do you support this theory? * How does this theory apply to your personal experiences? * Is there one particular theory you disagree with and why?   **Submit** your completed paper in Blackboard. | | 4.2, 4.3 | Reflection Paper = **1 hour** |
| **Week Four Quiz**  **Complete** the quiz for this week located in the Week Four Learning Module folder.  **Submit** the completed quiz in Blackboard. | | 4.1 | Quiz = **1 hour** |
| **Total** |  |  | **6 hours** |

# Notes

The learning activities and assignment this week encourage students to explore philosophers and contemporary ethical issues including war, terrorism, and civil liberties.

# Learning Resources, Activities, and Assignments

## Required:

* **Discussion question 1:** The question asks students to discuss the perspective of one of the traditional philosophers introduced this week and the stance on war. The discussion encourages to students to understand the philosopher’s perspective and relate this to Judeo-Christian traditions.
* **Discussion question 2:** The discussion asks students to explore their stance on a *just* war and provide support for their rationale. This activity encourages critical thinking and providing evidence when making a stand on a topic.
* **Team Debate:** This assignment gets students involved in working with a team to debate an argument in an academic fashion using valid support.
* **Week Four Personal Reflection:** This reflection activity asks students to further explore a chosen ethicist covered in the week and how the theory relates to their personal experiences.
* **Week Four Quiz:** This assignment gauges students’ factual knowledge on ethical theories introduced this week in a quantitative fashion.

## Supplemental:

There are no Supplemental activities this week.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Just-war theory
2. Jus ad bellum: proposals to justify the use of force in a particular type of situation
3. Jus in bello: the justice of particular types of actions within a war, whether or not that war was justified
4. Aquinas: influential theory of just war
5. Terminology in today’s world
6. Preemptive war
7. Violence and terrorism
8. Jihadism
9. Pacifism
10. Civil liberties
11. Security vs. safety?
12. Is the Constitution a mutual suicide pact?
13. Bill of Rights to the U.S. Constitution
14. First Amendment: free speech, freedom of association, academic freedom, freedom of religion
15. Fourth Amendment: protection against “unreasonable searches and seizures”
16. Sixth Amendment: right to a “speedy and public trial”
17. Seventh Amendment: right to a jury trial
18. Eighth Amendment: Excessive bail shall not be required, nor excessive fines, nor cruel and unusual punishments
19. “The Triumph of Just War Theory (and the Dangers of Success) Michael Walzer
20. Survey of development of just-war theory from Augustine to Aquinas to modern times
21. “Just war” has been used to justify and sometimes rationalize wars throughout history, by invoking its test of morality.
22. Today, just-war theory is useful to scrutinize and critique wars in our time.
23. “Violence, Terrorism, and Justice” R.G. Frey and Christopher W. Morris
24. How should we characterize “terrorism”?
25. The creation of terror
26. Random use of violence
27. Targeting of innocents and noncombatants
28. How should we evaluate the wrongness of “terrorism”?
29. Consequentialist moral analysis (results)?
30. Kantian moral analysis (justice, dignity)?
31. “Make Torture an Option” Alan M. Dershowitz
32. Torture: When is it justified to resort to unconventional techniques to interrogate witnesses?
33. Fifth Amendment protection against self-incrimination does not prohibit any technique, if evidence is not introduced at a criminal trial.
34. Judges should issue “torture warrants” so torture is conducted within the law.
35. “Torture and the Ticking Bomb” David Luban
36. The “ticking bomb” scenario does not justify the use of torture to interrogate prisoners.
37. The scenario is an intellectual fraud.
38. We must address questions of uncertainty, morality of consequences, and what the practice of torture does to our culture.

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| Week Five: Philosophers and Contemporary Ethical Issues: Globalization and Social Justice | |  |  |
| ***Learning Objectives*** | | ***Alignment*** |  |
| * 1. Identify contemporary and traditional philosophers. | | CLO1 |  |
| * 1. Explain the positions of contemporary and traditional philosophers on globalization and social justice. | | CLO2, CLO3 |  |
| * 1. Integrate perspectives of philosophers with one’s own personal view of globalization and social justice. | | CLO2, CLO4 |  |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***AIE Hours*** |
| **Read** Chapter 9 of *Applying Ethics*. | | 5.1 |  |
| **Social Justice**  **Watch** the video “Noam Chomsky: Keeping the Poor Frightened” from YouTube located at <http://www.youtube.com/watch?v=mmakLRxGbW8&feature=share&list=PL5148460CB3B366A7>  **Respond** to the following questions in the Social Justice blog forum:   * Pick two pro or con points presented in the video. Do you agree or disagree with the points chosen? Why or why not? * How might Chomsky’s perspective differ from one of the philosophers in the Ch. 9 readings? | | 5.1, 5.2, 5.3 | Lecture Activity and Blog Post – Review resources and posts response = **1 hour** |
| **Poverty**  **Watch** the video “US Homelessness & Poverty at an Alarming High” from YouTube located at <http://oppressedpeoplesonlineword.ning.com/profiles/blogs/us-homelessness-poverty-at-an-alarming-high>  **Respond** to the following questions in the Poverty blog forum:   * Pick two pro or con points presented in the video. Do you agree or disagree with the points chosen? Why or why not? * How might Pimpare’s perspective differ from one of the philosophers in the Ch. 9 readings? | | 5.1, 5.2, 5.3 | Lecture Activity and Blog Post – Review resources and posts response = **1 hour** |
| **Globalization & Class Warfare**  **Read**"[Sachs versus Ferguson on Occupy Wall Street](http://globalpublicsquare.blogs.cnn.com/2011/10/31/sachs-versus-ferguson-on-occupy-wall-street/)".  **Respond** to the following questions in the Globalization & Class Warfare blog forum:   * Pick two pro or con points presented in the video. Do you agree or disagree with the points chosen? Why or why not? * How might Niall Ferguson’s & Jeffery Sachs’s perspectives differ from one of the philosophers in the Chapter 9 readings? | | 5.2, 5.3 | Lecture Activity and Blog Post – Review resources and posts response = **1 hour** |
| **Total** |  |  | **3 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***AIE Hours*** |
| **Discussion Question 1: Citizenship**  **Post** an initial response to the following question in the Citizenship discussion forum:   * Does citizenship status make a difference in one’s ethical status? Why, or why not? Using an ethical theory from Chapters 1 and 9 of *Applying Ethics*, support your answer.   **Respond** to the posts of five of your peers. Identify if you agree with their ideas on the principle of utility. Why or why not? | | 1.2, 5.1, 5.2  5.3 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Discussion Question 2: Reverse Discrimination**  **Post** an initial response to the following question in the Reverse Discrimination discussion forum:   * Are programs of reverse discrimination ever justified? Provide rationale. When answering, use the views of Beauchamp, Wasserstrom, or Newton to support your stance.   **Respond** to the posts of five of your peers. Identify if you agree with their ideas on the principle of utility. Why or why not? | | 5.1, 5.2, 5.3 | Discussion Board – One posting and reading and replying to others = **1 hour** |
| **Globalization and Social Justice Blog Post**  **Pick** a case study from the end of Ch. 9 of *Applying Ethics* on globalization and social justice.  **Research** the topic of globalization and social justice further.  **Summarize** your findings and interpret this information in regard to your point of view.  **Cite** sources according to APA guidelines.  **Post** your summarized findings in the Globalization and Social Justice Post blog forum.  **Read** the postings of other classmates and provide feedback. | | 5.1, 5.2, 5.3 | Blog Post – Review resources and posts response = **1 hour** |
| **Term Paper**  **Choose** an essay at the end of the chapter readings as the focus for your paper.  **Write** a 5- to 7-page research paper in agreement or disagreement with the essay.  **Focus** on a particular philosophical perspective and provide rationale.  **Cite** a minimum of fivesources to support your evidence according to APA guidance.  **Use** the Term Paper Grading Rubric for guidance on how you may be graded.  **Submit** your completed Term Paper in Blackboard. | | Course | Library Research – One 5- to 7-page paper = **2 hour** |
| **Total** |  |  | **5 hours** |

# Notes

The learning activities and assignment this week encourage students to explore philosophers and contemporary ethical issues including globalism and social justice.

# Learning Resources, Activities, and Assignments

## Required:

* **Discussion question 1:** The question asks students to discuss their personal perspective on citizenship and apply an ethical theory from the readings.
* **Discussion question 2:** The discussion gets students to explore their stance on reverse discrimination with regard to one of the philosophers discussed this week. This activity encourages critical thinking and providing evidence when making a stand on a topic.
* **Term Paper:** This paper is a major research assignment encouraging a deeper exploration of philosophers studied throughout the class.

## Supplemental:

There are no Supplemental activities this week.

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# Content Outline

Please use this Content Outline to guide students through the course material.

1. Globalization
2. Rapid development of technology, trade, and culture that has brought nations together physically and symbolically
3. Interdependence of national economics
4. Improvements in high-speed transportation and communication
5. “Americanization” of popular culture around the world
6. What ethical obligations do we have to people in our own country and others?
7. What is the impact of technology and rapid change on our social and political structures?
8. Distributive justice
9. Entitlement conception of justice: we are entitled to keep what we earn rightfully
10. Justice as fairness: distribution of wealth to promote social justice
11. John Locke
12. Robert Nozick
13. John Rawls
14. Equality, need, and merit
15. Equality principle: Everyone ought to end up with an equal share of the wealth.
16. Principle of need: Everyone has an equal right to have economic needs satisfied.
17. Principle of merit: Distributing wealth based on who works hardest, individual *acts.*
18. Libertarianism, welfare liberalism, and socialism
19. Libertarianism
20. Nozick: All coercion is wrong, including transfer payments mandated by government.
21. Welfare liberalism (welfare capitalism)
22. Rawls: Supports capitalism, but also supports transfer payments to rectify economic injustices of capitalism
23. Socialism: Recognition of shared responsibilities (education, health care, child care) provided through tax system
24. Communism: Government ownership of means of production
25. “What We Owe to the Global Poor” Mathias Risse
26. What makes countries rich or poor?
27. Geography
28. Integration of markets
29. Institutions
30. Wealthier nations have an obligation to extremely poor nations: to develop governmental, legal, and cultural institutions that enable them to help themselves, but no further obligations
31. “Sweatshops and Respect for Persons” Denis G. Arnold and Norman E. Bowioe
32. Kant’s doctrine of respect for persons: useful for analyzing ethical issues in sweatshops around the globe
33. Duties of multinational corporations:
34. Respect for the law
35. Avoidance of coercion
36. Ensure safe working conditions
37. Adequate wages
38. Multinational corporations: responsible for the ethical practices of their subcontractors and supplies
39. “Illegal Immigrants, Health Care, and Social Responsibility” James F. Dwyer
40. Health care for illegal immigrants should be considered in terms of social justice and social responsibility.
41. Nationalists: People who have no right to be in a country should not have rights to benefits.
42. Humanists: All people have a basic human right to health care regardless of where they are.
43. “Female Genital Circumcision and Conventionalist Ethical Relativism” Loretta M. Kopelman
44. Rites of female genital mutilation should not be tolerated, even with cultural approval.
45. Ethical relativism: rejects possibility of judging other cultures with moral force
46. We know enough to condemn such practices as female mutilation, war, pollution, oppression, injustice, aggression.

# Breakdown of Academic Instructional Equivalencies

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|  |  |  | |
| **Week 1** |  | |  |
| Required |  | | 8 |
|  |  | |  |
| **Week 2** |  | |  |
| Required |  | | 9 |
|  |  | |  |
| **Week 3** |  | |  |
| Required |  | | 8 |
|  |  | |  |
| **Week 4** |  | |  |
| Required |  | | 9 |
|  |  | |  |
| **Week5** |  | |  |
| Required |  | | 8 |
|  |  | |  |
|  |  | |  |
| **Total Required Hours** |  | | 42 |
| **Total Supplemental Hours** |  | | 0 |
| **Total Hours** |  | | 42 |