

# PHIL 3100 Ethics

Spring 2018

Location: Social Science Bldg 3010

Meeting Time: MWF 9:00a–9:50a

**Instructor:** Paul Boshears, PhD  
**Office:** Pilcher Bldg, Rm. 140

**Email:** [pfb8249@kennesaw.edu](mailto:pfb8249@kennesaw.edu)  
**Office Hour:** MWF 10:00a–11:00a  
*by appointment only*

## Course Communication

I'm very much looking forward to our time together this semester. If you'd like to discuss matters with me outside of our class meeting times, the best way to reach me is through my email address listed above. You are invited to join me in my office during my office hours posted above.

## Electronic Communications

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.**

## Course Description

This course is a study of the major approaches to ethical thought and the applicability of these approaches to selected issues in the humanities, sciences, and professional areas including business, medicine, and education.

*In this class you will learn about the different ways that people from a variety of cultures and historical contexts have responded to perennial problems and how those responses have sculpted our contemporary situation.*

## Learning Objectives

**PHIL 3100** satisfies one of the Philosophy Program's upper division major requirements. Students completing this course will be able to accomplish the following:

- To describe, in a variety of media, the main tenets of major ethical theories and philosophers.
- To identify specific moral problems and apply ethical theories to them.
- To discuss and explain how a range of moral perspectives rely upon contextual reference for evaluations of specific moral problems.

For more information about the Philosophy program's requirements and associated learning outcomes, please visit <http://hp.hss.kennesaw.edu/programs/bap/>

## “What Will I Get From This Class?”

Through the close study of a selection of philosophers and thinkers, you will be able to identify and evaluate some of the processes and critical debates that have sculpted human history. **Learning Outcome 1**

With this knowledge you will be able to situate your thinking—and the thinking of others—in a philosophically-informed context. **Learning Outcome 2**

As you complete this course you will demonstrate your critical thinking acumen by completing multi-modal writing activities such as in-class writings and discussions, generating a critical evaluation of a thinker discussed in class, and creating and revising a philosophical essay. **Learning Outcome 3**

You will be assessed on your ability to effectively communicate your identification, analysis, and evaluations of arguments and truth-claims. **Learning Outcome 4**

It is my expectation that through this process you will discover and address personal biases by presenting convincing reasons and support for the conclusions you've drawn from class-related activities. **Learning Outcome 5**

## **Required Texts and Materials**

Singer, Peter. *The Life You Can Save: How to Do Your Part to End World Poverty*. New York: Random House, 2010.

Wong, David B. *Natural Moralities: A Defense of Pluralistic Relativism*. New York: Oxford University Press, 2006.

Additional required readings will be made available to students through our online learning space.

## **Electronic Device Policy**

Because this is a lecture- and discussion-based course in which the majority of your grade is determined by how you contribute to the discussions in this class, **all cell phone use and laptop use during class time will be construed as disruptive student behavior.**

*“But, Dr. Boshears, I have become really fast at typing notes in my lecture courses...”*

I believe you and I commend you.

**I have designed this course to cultivate your critical thinking and learning habits.**

You will see, when you complete this course with me, that there is a significant difference between typing dictation-style notes and the kind of notes that you generate when you handwrite what you’re hearing.

Your handwritten notes, typically, are paraphrases and **your paraphrasing activity is a sophisticated mode of learning.**

Furthermore, the recent literature on student success and electronic device use suggests student success in lecture and discussion-based courses is adversely impacted by their use of electronic devices and laptops.

For example Zhu, Kaplan, Dershimer, & Bergom, (2012) found that “75% of the students [...] acknowledged that bringing their laptops to class increased the amount of time they spent on activities unrelated to learning, such as checking email and social networking.” Respondents to Fried (2008) reported, “laptop-use by other students as the aspect of the class that was most distracting, followed closely by their own laptop-use.” Further underscoring the negative impact on course performance due to electronic device use in class, Beth Fisher from Washington University in St. Louis summarizes the Fried study so,

Fried found a significant, negative relationship between in-class laptop use and course grade. Follow-up correlational analysis also revealed that higher levels of laptop use were associated with lower student-reported levels of attention, lecture clarity, and understanding of the course material.<sup>1</sup>

In other words, laptops are not welcome in our class.

Your grade and the grades of your peers will likely be better off without it.

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1 [teachingcenter.wustl.edu/2015/08/laptop-use-effects-learning-attention/](http://teachingcenter.wustl.edu/2015/08/laptop-use-effects-learning-attention/)

## Situating this Class

**The mission of the Department of History & Philosophy** is to provide the highest quality in teaching such that students gain deepened understandings of their own culture, as well as the cultures and world views of others. Through the execution of this mission students are expected to embrace the importance of life-long learning, possess enhanced written and oral communication skills, and be prepared to serve as able advocates for the betterment of society.

I have designed this class to satisfy one of the Upper Division major requirements Philosophy Program. The Program expects that Philosophy majors demonstrate:

- General knowledge of philosophical traditions and their social and historical contexts;
- knowledge of varied philosophical questions, problems, and issues; relevant social and historical contexts; and various methodological approaches to them;
- an ability to conduct philosophical research;
- an ability to read and think critically; and
- an ability to communicate effectively both orally and in writing.<sup>2</sup>

As a Philosophy major, you are a member of the Kennesaw School of Comparative Philosophy, which describes itself in the following manner:

*Founded on the premise that philosophy extends beyond the boundaries established by the Western canon, the Kennesaw School focuses on pedagogical practices that value concrete experience over ahistorical categories and methods of analysis, diversity over homogeneity, and ambiguity over identity, and is therefore primarily concerned with doing philosophy from within various cultural contexts for the sake of creating a dialogical space that moves beyond a simple accounting of similarities and differences between traditions worldwide.<sup>3</sup>*

From this description we understand that our time together in this program will be spent documenting the work of critical thinking and communicating.

My role in this class is to provide an environment in which each of you can articulate your thinking through text-based media. In order for this environment to cohere among us, I task myself with observing and inducing discussions between us.

**It is my great privilege to work with you here** because I was once a student, like you, here at Kennesaw State.

I will spend this semester with you learning about your struggles and aspirations.

This class is designed to hone your reading, writing, and thinking habits.

In this class we are going to read challenging texts and we are going to find ourselves thinking differently about ourselves and how our works are situated in the world.

I will be assessing both the clarity of the arguments you put forward and the evidence you provide to support those arguments in your writing.

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<sup>2</sup> For more information regarding the Philosophy Program, please see <http://hp.hss.kennesaw.edu/programs/bap/>

<sup>3</sup> For more information regarding the Kennesaw School of Comparative Philosophy, read the description provided by Dr. Andrew Whitehead in the *Journal of World Philosophies* ([https://scholarworks.iu.edu/iupjournals/index.php/jwp/pages/view/kennesaw\\_state\\_university](https://scholarworks.iu.edu/iupjournals/index.php/jwp/pages/view/kennesaw_state_university)) and peruse the website of the Philosophy Student Association (<http://philosophystudentassociation.com/about>)

## Course Assessments

*The majority of your final grade in this class will be based on your writing assignments and your in-class discussion of the assigned materials.*

Further details about these assignments will be provided in class and online.

### **Class discussion: (20%)**

*Learning Outcomes 1, 2, 3, 4, 5*

You are expected to arrive at each class meeting having read and written notes about the assigned readings.

You must prepare one question in response to the reading. We will use your question to guide our discussions.

These discussions are designed to help you and I find meaningful ways of communicating our understandings of the materials.

### **Reading Outlines (30%)**

*Learning Outcomes 1, 2, 3, 4*

Provide an original one sentence summary of each paragraph of a reading you've selected.

Please provide a sentence explaining where the author's argument "clicked" for you.

These assessments are designed to gauge your comprehension of the course materials.

These assignments are designed to facilitate and enhance your reading and note-taking practices.

### **Argument Outlines (30%)**

*Learning Outcomes 1, 3, 4*

Using your reading notes and class notes, create an outline of an argument we've studied this semester.

There are three dimensions to this assignment:

- 1) You are expected to identify the author's written and implied presuppositions.
- 2) You will also need to present the logical relationships between their presuppositions and their conclusions.
- 3) You will identify at least two items in their arguments where you see an error in their logic, where they are factually wrong, or where they've made an error by omitting important information.

This assignment is designed to facilitate your reading and note-taking practices.

This assignment also demonstrates how you are comprehending and evaluating the course materials.

### **Book Review: (20%)**

*Learning Outcomes 1, 2, 3, 4, 5*

This is a two-part assignment. Based on the outlines of the arguments and content of the assigned readings you will generate a review (between 1500 and 2000 words) of the assigned book.

You will then be asked to revise your initial review based on the comments provided by your peers.

Your final version of your book review will serve as a final project for the course.

This assignment demonstrates the ways in which you have developed in response to the materials covered in this course.

This assignment enables you to practice writing as a recursive process and also provides you an opportunity to practice a genre of writing expected of professional philosophers.

### **Midterm Grade Notification**

You will have access to your grades through our online learning space. Your final grade is contingent upon your daily discussion and participation, writing assignments, and performance on the reading quizzes; as such, your final grade may change dramatically by the end of the semester.

## **Assessing Learning Outcomes**

I will ask you to complete three short assessments of learning during this semester:

- 1) On the first day you will be given a **Prior Knowledge Assessment**,
- 2) around the middle of the term I will arrange for a **Learning Outcomes Assessment**,
- 3) and on the final day of our classes I will ask you to complete a second **Learning Outcomes Assessment**.

I will use these tools to help gauge your learning as well as to identify ways I can better support how you learn. You will receive a participation grade for these activities.

## **Makeup Exams and Late Assignments**

All students are required to meet course deadlines. Late work will not be accepted unless there are extenuating circumstances, such as those mentioned in the attendance policy below.

Students who are absent because of their participation in university-approved activities, such as field trips and extracurricular events, will be permitted to make up the work missed during their absences.

## **Grading and Rubrics for this Class**

### **Grading Scale**

Students are evaluated on the following scale:

A	90 – 100 %
B	80 – 89 %
C	70 – 79 %
D	60 – 69 %
F	< 60 %

I — Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

### **Student Evaluation**

Your constructive assessment of this course plays an indispensable role in shaping education at Kennesaw State and it is critical to my development as a scholar and professor.

I have designed this course to include several opportunities for discussion between us about your learning activities and ways in which I can guide you as you develop your learning strategies.

**Rubric for Assessing Participation**

We are expected to act according to the highest ethical, professional, and scholarly standards.

We can do our best work when we foster the best performances from one another; to that end, I will use the following to evaluate the quality of your work in our class:

	Unsatisfactory (1 point)	Needs Development (2 points)	Strong Work (3 points)
<b>Criterion #1</b> Listening	Projects lack of interest or disrespect for others	Sometimes displays lack of interest in comments of others	Actively and respectfully listens to peers and professor
<b>Criterion #2</b> Preparation	Exhibits little evidence of having read or thought about assigned material	Sometimes arrives unprepared or with only superficial preparation	Arrives fully prepared with all assignments completed and notes on reading, observations, questions
<b>Criterion #3</b> Quality of Contributions	Comments reflect little understanding of either the assignment or previous remarks in our class	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of fellow students	Comments are relevant and reflect understanding of: assigned text(s), previous remarks of fellow students, and insights about assigned material(s)
<b>Criterion #4</b> Impact on the Class	Comments do not advance the conversation or are actively harmful to it	Comments sometimes advance the conversation but sometimes do little to move it forward	Comments frequently help move the class conversation forward
<b>Criterion #5</b> Frequency of Participation	Seldom participate and is generally not engaged	Sometimes participates but at other times is “tuned out”	Actively participates at appropriate times

**Letter Grades According to Rubric**

A: 14–15

B: 11–13

C: 8–10

D: 6 – 7

F: < 6

## Rubric for Assessing Writing

I will use this rubric to assess the writings you create in response to the readings in this course.

	1 point	2 points	3 points	4 points
<b>Criterion #1</b> Identification of critical issue	Critical issue not identified	Critical issue identified but with no evidence of understanding context	Critical issue identified with evidence of understanding social, cultural, political context	Critical issue clearly identified with evidence of deep understanding of social, cultural, political context
<b>Criterion #2</b> Thorough and insightful analysis	Analysis is incomplete with no indication of critical thinking	Analysis is simplistic or vague with little indication of critical thinking	Analysis is complete with clear use of critical thinking	Analysis is thorough and insightful with sophisticated critical thinking
<b>Criterion #3</b> Clear and logical organization	Organization is not clear and logical and does not help to support claim	Organization is at times clear and logical and only partially helps to support claims	Organization is clear and logical and helps to support claims	Organization is very clear and logical and helps to strongly support claims
<b>Criterion #4</b> Proper grammar, spelling and punctuation.	Many grammatical, spelling and punctuation errors with no evidence of proofreading	Several distracting grammatical, spelling or punctuation errors with little evidence of proofreading	One or two grammatical, spelling or punctuation errors that are not overall distracting	No grammatical, spelling or punctuation errors

### Letter Grades According to Rubric

A: 15–16

B: 12–14

C: 9–11

D: 6 – 8

F: < 6

## Policies Governing this Class

### **Attendance Policy:**

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

- Class attendance is required.
- Three (3) unexcused absences will result in the lowering of the final grade by one letter grade.
- Failure to come to class with adequate materials for producing work will result in a recorded absence for that day.
- Failure to arrive on time will be recorded as half an absence, so for example, arriving late to class twice during the semester will be recorded as one absence. Similarly, leaving class early will be recorded as half an absence.

Roll will be taken at the beginning of each class. Information missed due to tardiness or absence will be the responsibility of the student. Absences may be excused due to illness, religious holidays or other extreme circumstances as defined by the University, but it is the student's responsibility to notify the instructor and to give a written notification in advance of their absence.

For clarification of your obligations regarding Attendance Policies on campus:

<http://catalog.kennesaw.edu/content.php?catoid=24&navoid=2171#attendancepolicy>

### **Academic Integrity Statement**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

If you believe that I have breached these ethical standards, please follow the guidelines communicated in the Student Handbook ([catalog.kennesaw.edu/index.php?catoid=32](http://catalog.kennesaw.edu/index.php?catoid=32)) and refer to the Faculty Handbook ([handbooks.kennesaw.edu/docs/faculty\\_handbook.pdf](http://handbooks.kennesaw.edu/docs/faculty_handbook.pdf)).

### **Disruptive Student Behavior Policy**

Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process.

Disruptive class behavior for this purpose is defined by the instructor.

Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.

For additional information on this policy see the Department of Student Conduct and Academic Integrity: [scai.kennesaw.edu/faculty/general-misconduct.php](http://scai.kennesaw.edu/faculty/general-misconduct.php).



## **Plagiarism**

In this class I will ask you to give textual support for your arguments about the materials we read. This means you are going to be asked to paraphrase or quote what the authors we read state. Consequently, there is a greater opportunity to knowingly or unknowingly plagiarize.

Plagiarism will not be tolerated. **KSU defines plagiarism as**, “direct quotations from other sources into work required to be submitted for credit without indicating them as such by quotation marks, block quotes or other appropriate formatting. Incorporating the work of someone (e.g. ideas, theories, data, figures, graphs, programs, electronic based information, illustrations, etc.) into a paper or project without due acknowledgement.”

## **ADA Compliance**

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, [sss.kennesaw.edu/sds](http://sss.kennesaw.edu/sds).

Contact information is as follows:

SDS Email: [sds@kennesaw.edu](mailto:sds@kennesaw.edu)

Primary number for Kennesaw campus: 470-578-2666

Primary number for Marietta campus: 678-915-7244

*It is necessary for me that this class be accessible to you.*

*Not all of us learn in the same ways. I want to work with each of you to ensure that we are learning together.*

***If you need accommodations, you have a right to have these met, so it’s best to notify instructors as soon as possible.***

**Note that KSU also prohibits Self-Plagiarism**, which is defined as, “Submitting any work for credit which was not authored specifically and originally for the assignment in question without the prior permission of the professor receiving that assignment. Most commonly, this means submitting the same, or substantially the same, paper or other assignment for credit in more than one class.”

The official guidelines to which you are expected to adhere are located here: [scai.kennesaw.edu/KSU%20Codes%20of%20Conduct%202016-2017%20edits.pdf](http://scai.kennesaw.edu/KSU%20Codes%20of%20Conduct%202016-2017%20edits.pdf).

Indiana University’s School of Education has an excellent website for learning about plagiarism, here: [www.indiana.edu/~tedfrick/plagiarism/](http://www.indiana.edu/~tedfrick/plagiarism/)

I will issue extra credit toward your final grade if you pass and receive a verified certificate from IU’s Plagiarism Certification Test, here: [www.indiana.edu/~plag/test.html](http://www.indiana.edu/~plag/test.html). This assignment can replace the value of points lost through an unexcused absence.

## **Subject to Change**

This course syllabus provides a general plan for the course. With the exception of grading and attendance policies, deviations may be necessary and written notification of any changes will be provided.

## Class Calendar

Week	Date	In Class	Assignment	Total Pages
1	Monday, 8 January	CLASSES CANCELLED PER KSU ADMINISTRATION		
	Wednesday, 10 January	Review syllabus, class introductions  Syllabus affirmation	Read Tompkins, "Some Notes on How To Ask a Good Question about Theory...." <i>L.A. Review of Books' Avidly</i> , (2016): 1–3.  Read Wong, "Introduction," xi–xvii.	10
	Friday, 12 January	Discuss Tompkins + Wong	Read Wong, "Pluralism and Ambivalence," 5–16  <b>Reading Outline Assigned</b>	12
<b>***Monday, 15 Martin Luther King Day of National Service; University is closed.***</b> <i>Last Day of Drop/Add is Tuesday, 16 January</i>				
2	Wednesday, 17 January	Discuss Wong  <b>Reading Outline Due</b>	Read Wong, "Confucian Examples of the Familiar Yet Different," 16–28	13
	Friday, 19 January	Discuss Wong	Read Wong, "Pluralistic Relativism," 29–41  <b>Argument Outline Assigned</b>	13
3	Monday, 22 January	Discuss Wong  <b>Argument Outline Due</b>	Read Wong, "The Cultural Evolution of Morality," 41–51	11
	Wednesday, 24 January	Discuss Wong	Read Wong, "Constraints Having to Do with the Necessary Balancing of Self- and Other-Concern," 51–59	9
	Friday, 26 January	Discuss Wong	Read Wong, "The Constraint of Justifiability to the Governed," 59–68  <b>Reading Outline 2 Assigned</b>	10
4	Monday, 29 January	Discuss Wong  <b>Reading Outline 2 Due</b>	Read Wong, "Commonalities and Differences across Moralities..." 68–75 "Explaining the Nature of Radical Moral Disagreement," 76–83	14
	Wednesday, 31 January	Discuss Wong	Read Wong, "The Case of Community-Centered vs. Rights-Centered Moralities," 83–91	9
	Friday, 2 February	Discuss Wong	Read Wong, "The Plurality of Ways to React to Difference," 92–100  <b>Argument Outline 2 Assigned</b>	9

Week	Date	In Class	Assignment	Total Pages
5	Monday, 5 February	Discuss Wong <b>Argument Outline 2 Due</b>	Read Wong, "Objections to a Fixed Human Nature...", 100–111	12
	Wednesday, 7 February	Discuss Wong	Read Wong, "The Moral Implications of our Social Nature," 115–124	10
	Friday, 9 February	Discuss Wong	Read Wong, "Relative Centrality of Aspects across Culture," 124–130 <b>Reading Outline 3 Assigned</b>	7
6	Monday, 12 February	Discuss Wong <b>Reading Outline 3 Due</b>	Read Wong, "Evidence for the Necessity of Nurturing Effective Identities," 130–145	16
	Wednesday, 14 February	Discuss Wong	Read Wong, "Community and Liberal Theory," 146–158	13
	Friday, 16 February	Discuss Wong	Read Wong, "Taking Community Seriously in Rawls," 159–170 <b>Argument Outline 3 Assigned</b>	12
7	Monday, 19 February	Discuss Wong <b>Argument Outline 3 Due</b>	Read Wong, "Communitarian Commitment to Equality?" 170–176	7
	Wednesday, 21 February	Discuss Wong	Read Wong, "Moral Reasons—Internal and External," 179–186	8
	Friday, 23 February	Discuss Wong	Read Wong, "Consideration of Possible Objections," 186–193 <b>Reading Outline 4 Assigned</b>	8
8	Monday, 26 February	Discuss Wong <b>Reading Outline 4 Due</b>	Read Wong, "Externalism or Internalism?" 193–201	9
	Wednesday, 28 February	Discuss Wong	Read Wong, "Morality and Need," 202–211	10
	<b>***Last Day to Withdraw without Academic Penalty Is February 28***</b>			
	Friday, 2 March	Discuss Wong	Read Wong, "Xunzi and the Problem of Morality's Relation to Human Nature," 211–220 <b>Argument Outline 4 Assigned</b>	10

Week	Date	In Class	Assignment	Total Pages
9	Monday, 5 March	Discuss Wong <b>Argument Outline 4 Due</b>	Read Wong, "A Fortunate Life," 220–235	16
	Wednesday, 7 March	Discuss Wong	Read Wong, "How Zhuangzi Combines the Detached and Engaged Perspectives," 235–246	12
	Friday, 9 March	Discuss Wong	Read Wong, "The Nature of Serious Moral Conflict," 246–260	15
10	Monday, 12 March	Discuss Wong	Read Wong, "Living in a Multicultural Society," 260–272 <b>Book Review Assigned</b>	13
	Wednesday, 14 March	Discuss Wong	Read Singer, "Saving a Child," 3– 12	10
	Friday, 16 March	Discuss Singer	Read Singer, "Is it Wrong not to Help?" 13–22 <b>Reading Outline 5 Assigned</b>	16
11	Monday, 19 March	Discuss Singer <b>Book Review Due</b>	Read Singer, "Common Objections to Giving," 23–33	8
	Wednesday, 21 March	Discuss Singer <b>Reading Outline 5 Due</b>	Read Singer, "Common Objections to Giving," 33–44	9
	Friday, 23 March	Discuss Singer	Read Singer, "Why Don't We Give More?" 45–54 <b>Argument Outline 5 Assigned</b>	10
12	Monday, 26 March	Discuss Singer <b>Argument Outline 5 Due</b>	Read Singer, "Why Don't We Give More?" 54–62	9
	Wednesday, 28 March	Discuss Singer	Read Singer, "Creating a Culture of Giving," 63–72	9
	Friday, 30 March	Discuss Singer	Read Singer, "Creating a Culture of Giving," 72–80	9
13	<b>***Spring Break: Saturday, 31 March–Friday, 6 April***</b>			
14	Monday, 9 April	Discuss Singer	Read Singer, "How Much Does it Cost to Save a Life..." 81–92	12
	Wednesday, 11 April	Discuss Singer	Read Singer, "How Much Does it Cost to Save a Life..." 93–104	12
	Friday, 13 April	Discuss Singer	Read Singer, "Improving Aid," 105–117 <b>Reading Outline 6 Assigned</b>	13

Week	Date	In Class	Assignment	Total Pages
15	Monday, 16 April	Discuss Singer <b>Reading Outline 6 Due</b>	Read Singer, "Improving Aid," 117–128	12
	Wednesday, 18 April	Discuss Singer	Read Singer, "Your Child and the Children of Others," 129–139	11
	Friday, 20 April	Discuss Singer	Read Singer, "Asking too Much?" 140–150 <b>Argument Outline 6 Assigned</b>	11
16	Monday, 23 April	Discuss Singer <b>Argument Outline 6 Due</b>	Read Singer, "A Realistic Approach," 151–162	12
	Wednesday, 25 April	Discuss Singer	Read Singer, "A Realistic Approach," 162–174	13
	Friday, 27 April	Discuss Singer	Read Singer, "Afterword," 175– 180	6
17	Monday, 30 April	Discuss Singer <b>LAST DAY OF CLASSES</b>	<b>Congratulations, you've read 470 pages this semester!</b>	
	Wednesday, 2 May	<b>***NO CLASS***</b>		
	Friday, 3 May	<b>Revised Book Review Due</b>		

This syllabus reflects a plan for the semester. Deviations may become necessary as the semester progresses.