

PHI 330: Contemporary Issues in Ethics, 3 Cr., Online Course
Fall 2019: August 26-December 9, 2019

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INSTRUCTOR INFORMATION

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Office hours: Mon. and Wed., 1:00-3:00 pm; Tues., 11:00 am-12:00 pm, and by appointment, Fidelis 329. Skype office hours TBD.

COURSE DESCRIPTION

What does it mean to be moral? What is the good life? How do we distinguish between right and wrong? What duties or responsibilities do we have to ourselves, other people, other creatures, or the environment? Are there foundations for our ethical beliefs? In this course we will address these questions by examining historical philosophical approaches to ethics, including virtue ethics, deontology, and utilitarianism, as well as contemporary adaptations of these approaches. In particular, we will examine discussions of health and ethics. We will analyze social determinants of health, social justice, and distribution of healthcare goods. Furthermore, we will consider relationships between human and non-human animal health and well-being. Drawing on existentialism and phenomenology, we will focus on first-person narratives of illness and disability, especially in light of the “good life.” Is illness necessarily bad? Can there be well-being during illness or disability? Finally, students will develop projects articulating their own conceptions of the good life. Students should expect to cultivate their abilities and reasoning skills to analyze texts critically, engage in thoughtful discussions, and to evaluate the application of these positions in everyday situations. Course requirements include weekly reading responses, online discussion, quizzes, a midterm essay, and a final project.

MOUNT MARY UNIVERSITY MISSION

Mount Mary University, an urban Catholic university for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the

programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

MOUNT MARY UNIVERSITY VISION STATEMENT

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

LEARNING OBJECTIVES AND ASSIGNMENTS

We will build on the following primary learning goals and objectives throughout the term.

At the end of the course, students will be able to:	Modes of Assessment
1. Identify and pose thoughtful questions of several philosophical theories of ethics,	ARRs Collaborative learning activities Essays Self-Assessments Final Project
2. Compare and distinguish substantively among at least two ethical theories,	Collaborative learning activities Essays Final Project
3. Analyze contemporary issues through the lens of a particular ethical theory	ARRs Contemporary Connection Collaborative learning activities Essays
4. Articulate and argue well for your own position in online discussions and written assignments	Collaborative learning activities Essays Final Project
5. Demonstrate tactfulness: an agility and proficiency in the method of philosophical conversation both in terms of listening and responding.	Collaborative learning activities Self-assessments
6. Cultivate the intellectual virtues of epistemic humility, intellectual curiosity, and open-mindedness	ARRs Self-assessments Collaborative learning exercises Essays

It is our shared responsibility to develop a learning community that allows for all involved to flourish. That requires serious, active work as well as patience and empathy. In order

to create the best of all possible shared learning environments, we will abide by the following statements and requirements:

DIVERSITY AND ACCESSIBILITY STATEMENT

Mount Mary University and the Department of Philosophy are committed to an educational environment that affirms the uniqueness, diversity, and integrity of all students. Similarly, the well-being and success of each student in this course are important to me. I will do my best to ensure that students from all backgrounds and perspectives will be served equitably. The diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful and inclusive of the many identities of students in terms of gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Thus, I encourage students registered in the course to discuss their learning styles and comprehension requirements with me.

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see me or

- Sarah Olejniczak, Vice President for Student Affairs
- olejnics@mtmary.edu
- 414-930-3372

Please contact me as soon as possible so we can work together to make optimal arrangements. All information will be held in the strictest of confidence.

Effective time management, note taking, reading, academic writing, study and test taking strategies are important skills to master for academic success. Work one-on-one with a Student Success Center (SSC) tutor to develop an individualized plan for academic success that reflects your individual needs, goals, and learning style. Appointments are encouraged / walk-ins are welcomed! Please contact the SSC for additional information or if you would like to schedule a group study session.

- Student Success Center, First floor of Haggerty Library
- Phone: 414-930-3026
- Email: mmu-ssc@mtmary.edu.

TEXTBOOK AND MATERIALS

- Textbook: *Being Ethical: Classic and New Voices on Contemporary Issues*, ed. Shari Collins, Bertha Alvarez Manninen, Jacqueline M. Gately, and Eric Comerford, Broadview Press, 2016. ISBN: 9781554812981 / 1554812984
- Taylor, Sunaura. *Beasts of Burden: Animal and Disability Liberation*. New York: The New Press, 2017. ISBN 9781620971284 (also available as e-book)
- Other texts will be available on Canvas;
 - Asch, Adrienne. "Why I Haven't Changed My Mind about Prenatal Diagnosis: Reflections and Refinements." In *Prenatal Testing and Disability Rights*, ed. Erik Parens and Adrienne Asch, 234-260. Washington, DC: Georgetown University Press, 2007.
 - Foot, Philippa. "Killing and Letting Die." In *Contemporary Moral Problems*. Edited by James E. White. Cengage Learning, 2011, pp. 165-172.
 - Garland-Thomson, Rosemarie. "The Case for Conserving Disability." *Journal of Bioethical Inquiry*, vol. 9, no. 3, 2012, pp. 339–55.
 - Garland-Thomson, Rosemarie. "My 'Orphan Disease' Has Given Me a New Family." *The New York Times*, 26 Oct. 2017. NYTimes.com, <https://www.nytimes.com/2017/10/26/opinion/my-orphan-disease-has-given-me-a-new-family.html>.
 - Glazebrook, Trish. "Women and Climate Change: A Case-Study from Northeast Ghana." *Hypatia*, vol. 26, no. 4, 2011, pp. 762–782.
 - Nussbaum, Martha C. "Non-Relative Virtues: An Aristotelian Account," *Midwest Studies in Philosophy*, XIII, 1998, pp. 32–53.
 - Kittay, Eva Feder. "At the Margins of Moral Personhood." *Ethics* 116, no. 1, 2005, pp. 100–131.
 - Wolf, Susan M. "Gender, Feminism, and Death: Physician-Assisted Suicide and Euthanasia." In *Feminism and Bioethics: Beyond Reproduction*. New York, NY: Oxford University Press; 1996: 287-317.

TECHNOLOGY REQUIREMENTS & ACCESSING COURSE MATERIALS

The requirements of this course are completed via an online course management system called Canvas. The directions below provide guidance on how to access the learning environment and navigate the required components of the course.

Logging on to Canvas course site:

1. Open internet browser.
2. Type in the following URL (website) address: mtmary.Canvas.edu
3. Find the User ID box on the top right of the page
4. Type in your User ID (last name, first initial). Do **not** include “@mtmary.edu”
5. Type in your password (case sensitive)
6. Click on Login.
7. Courses are listed under “Dashboard”.
8. Select the desired course, i.e. “PHI 330 Contemporary Issues in Ethics”

It is the student’s responsibility to have the equipment necessary to complete all course assignments. Technical problems are not an excuse for late or incomplete work. Students will be able to complete course assignments on a campus computer should a personal computer problem arise. Students must have access to a word processing program, Adobe Reader, Skype, and an internet browser. Questions regarding technology or troubleshooting should be referred to Mount Mary’s IT department. They can be reached:

- Monday - Thursday: 7:30 am - 6:30 pm
- Friday: 7:30 am - 4:30 pm
- Saturday and Sunday: Closed (Open from 8:00 am - 12:00 pm the first two Saturdays of each semester)

In Person: Haggerty Library, Lower Level - Room 016

By Phone: 414-930-3048 (x3048 from your new campus phone)

By Email: mmu-helpdesk@mtmary.edu

NETIQUETTE

Netiquette, or net etiquette, is important because it allows us to create a shared set of expectations and values for our interactions with one another. Whereas in face to face conversations, we might be able to tell specifically what someone means by her intonation, gesture, posture, or immediate chance to clarify, online courses pose some challenges and advantages. One advantage is that we have greater opportunities to deliberate on what we say before we share it; one challenge is that we don’t always have the immediate context surrounding a claim. So, netiquette helps to establish a space for discussion that helps to mitigate misunderstandings and cultivate respect. To that end,

1. Treat everyone with respect.
2. Use clear and concise language. Be respectful of readers’ time and attention. Avoid swear words and colloquialism, unless used in quotation marks while using a text.

3. Remember to keep your tone neutral. It can be hard to decipher sarcasm or “joking” in written work. Err on the side of being formal in your online manners.
4. Be careful sharing personal information online (both yours and other’s).
5. Don’t assume that people will know what you are getting at in your writing. Add more explanation than you might normally include.
6. Always be respectful of others’ opinions even when they differ from your own. When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
7. Ask questions before assuming anything. Again, because tone online can be difficult to determine, ask a clarifying question before getting upset or making assumptions.
8. If you feel that anything inappropriate is going on, contact the professor right away so that it can be addressed.
9. For any behavioral issue the faculty will follow the guidelines in the student handbook.
10. Remember that we have a shared responsibility to create and model the kind of community we want to have.

TIME COMMITMENTS

This course is 3 credits. Students can expect to spend a minimum of nine hours per week on our course. The success of the course depends on self-motivated work and allowing enough time to engage with the material and one another in a deep, sustained way.

LATE OR MISSING WORK

All submitted work, including discussion forum posts, have specific due dates. Students may submit work early, but late work will be marked down one letter grade per day late. The due dates also mark attendance. Thus, if a student does not submit a complete assignment by the due date and time, she will be considered absent for that class. Mount Mary expects students to attend all classes, including those taught online. This policy is based on the belief that the student and the instructor have something to contribute to every class, and that an absence is detrimental to a student’s academic achievement. Therefore, every absence will harm your grade for the course.

All work must be submitted via Canvas, not by e-mail. Students are responsible for keeping track of assignment due dates, submissions, and your grade. I aim to return students’ graded work to them in 1 week.

ASSIGNMENTS AND GRADING

1. Active Reading Responses (ARRs)	20%
2. Self-Assessments	10%
3. Contemporary Connections	5%
4. Collaborative Learning Activities	20%
5. Essay	20%
6. Final Paper	25%

1. Active Reading Responses (ARRs)

It is important that you develop the habit of “active” reading. This assignment is designed to help you do that. As you read, I urge you to highlight significant passages and even include in the margins of the text questions and ideas you have about what you are reading. These texts will be challenging, but will also be rewarding through active reading and discussion. This assignment enables you to prepare better for discussion by working through the text to determine both what you understand and where you have questions. Thus, the responses are a *shared responsibility*. Instructions for the responses are on Canvas under “Pages” under “Course Guidelines.” **Responses must be submitted via Canvas by 11:59pm the day they are due.**

2. Self-Assessments

Once everyone has submitted their ARR, I post the anonymized ARR for the class as a whole to view. This is your opportunity to reengage with the text, consider what points of interpretation you got right, what points you may have overlooked; what points are now clearer and what points more obscure. By examining your peers’ interpretations of the texts, you can also become a stronger philosophical reader and thinker. You will submit a weekly self-assessment (200-300 words) in which you address these questions and also raise any lingering questions you have about the text. These responses should be substantive. Self-assessments are due Saturdays at 11:59 pm.

3. Contemporary Connections

Part of the aim of this course is to shed light on issues we face in everyday life. You will choose a reading to present an example that demonstrates or challenges the main issue in the reading for the day. The example can be a news story, journal article, event, film, etc., and must be from within the past ten years. There will be a “Contemporary Connections” board in the discussion forum. For your post, you will give

- a weblink to the example

- a paragraph-length overview of the example, including a bit of background information and discussion of whether the source is reliable
- a paragraph-length explanation of how the example does or does not reflect the reading and why.
- a question to frame our discussion.

The other students in the course will also respond to that post and the question posed. I will announce on Sundays which replies must be made as part of that week's collaborative learning activity.

4. Collaborative Learning Activities

Philosophy is rooted in dialogue, meaning that it is not done well alone or in isolation. Our aim is to cultivate a learning community that fosters deep philosophical inquiry. In each module, there will be a series of activities for you to collaborate with your classmates to enhance and deepen your learning. Possible activities include online forum discussions, small group discussions, group note taking, and other types of work. Information on specific assignments are on Canvas. I will announce on Sundays what the following week's activity will be. While the activity as a whole will be due on the following Saturday, other pieces, such as initial posts, may be due earlier in the week.

5. Essays

The essay will be a critical analysis and response paper of 1200-1900 words (approximately 3-4 pages), typed and double-spaced. The essays provide you the opportunity to demonstrate familiarity with the texts by answering a particular prompt, which I will provide you. Students are welcome to come up with their own prompt, but it must receive my approval ahead of time. This assignment connects to learning goal of being able to identify, explain, and pose thoughtful questions of several philosophical theories of contemporary issues in ethics; compare and distinguish substantively among at least two theories; analyze contemporary issues through the lens of a particular theory; and articulate and argue well for your own position in written assignments. More specific guidelines for the essays will be on Canvas.

Because the aim is to develop your voice and your argument in relation to the texts, we will have peer writing workshops prior to the final submission. Participating in the workshop, as well as a draft, and a reflection on the revision process, will count toward the essay grade.

The first essay pre-write is due on **September 14**, the peer review is due **September 21**, and the final submission **September 28** at **11:59pm**.

6. Final Project

The final project is your opportunity to provide an answer to a question regarding contemporary ethics. It is up to you what question you address. To answer your question, you have the opportunity either to

1. create a work (an artwork, piece of music, podcast, dialogue, short story, video, etc.) and provide a 1100-1500 word written analysis and explanation of the work that draws on one of the theories we discussed this semester. Or,
2. write a 1500-1800 word research paper analyzing a theory or contemporary issue in ethics.

Both project formats require a proposal for the project (paragraph length is sufficient), which must be submitted via Canvas by **October 7**. The proposal should articulate the question you will be asking, some suggestions of how you will answer it, and which project format you have chosen.

Final projects are due by **October 17**. Students may include a photograph, video, or audio file of their works if they wish to retain the original. More detailed guidelines will be available on Canvas

Project Breakdown for Option 1:

Proposal	10%
Creative work	25%
Paper	65%

Project Breakdown for Option 2:

Proposal	10%
Paper	90%

GRADING STANDARDS

Detailed rubrics for grading assignments will also be posted on Canvas.

- A, Expert: The work primarily demonstrates especially skillful and in-depth understanding, analysis, synthesis, and insight
- B-A/B, Proficient: The work primarily demonstrates competent understanding, analysis, synthesis, and insight with some depth
- C, Apprentice: The work primarily demonstrates basic understanding, analysis, synthesis, and insight, but requires further development

- D. Novice: The work primarily demonstrates incomplete or inaccurate understanding, analysis, synthesis, and insight;

Your grades will be recorded on our class site. I am happy to discuss outcomes and strategies for maintaining or improving your development in the course in person or via phone. For your privacy and in compliance FERPA, grades will not be discussed over e-mail. If you have a question about a particular grade, I ask that you first read through my comments and criteria and then schedule an appointment with me to discuss it.

COMMUNICATION

Students are expected to check their Mount Mary email accounts regularly. The best way to contact me is via email. I will generally respond to all emails within twenty-four hours, except possibly on weekends. I will respond to emails before 8pm, so do not wait until the last minute to contact me. Emails between us, as well as among your classmates, are professional correspondences and should reflect that degree of formality. Twice a week I will be available for virtual office hours – one morning and one evening session using Skype for Business. I am more than happy to answer questions or bounce around ideas, but try first to verify whether your questions have already been answered in the syllabus or other course correspondences.

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the “Question Forum” which you can access under “Discussion Forum” on Canvas. This is an open forum, and you are encouraged to give answers and help each other. If you have a concern and send me a message, you can expect a response within two days.

ACADEMIC INTEGRITY

Mount Mary is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present

another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Associate Dean for Academic Affairs. The policy and procedures are included in the Mount Mary Student Handbook, the Undergraduate Bulletin and online at mtmary.edu/handbook.htm and my.mtmary.edu

COURSE CALENDAR

BE= *Being Ethical: Classic and New Voices on Contemporary Issues*

BB= *Beasts of Burden*

The course is organized into five units. These units will follow this general pattern (all times are Central Standard Time):

Sunday, noon: Unit opens. Introductory materials are posted (usually a brief biographical video from the web, along with a set of guiding questions for the reading).

Monday, 11:59pm: ARRs Groups 1 & 2 due

Wednesday, 11:59 pm: ARRs Groups 3 & 4 due

Thursday, 11:59 pm: Discussion forum initial posts (if assigned) due

Saturday, 11:59 pm: Collaborative learning activity closes

Saturday, 11:59 pm Self-Assessment due

N.B. The reading questions and questions for consideration are to prompt your thinking. You do not need to submit answers to them or specifically address them in ARRs or posts.

UNIT 1: THEORETICAL FOUNDATIONS

WEEK 1, Aug. 25-31

Monday

- Read: Syllabus, Orientation packet
- Read: BE, "Section I: Theoretical Foundations", 13-1
BE, Aristotle, selection from *Nicomachean Ethics*, 20-29
- Consider: What sorts of possibilities for ethical deliberation might virtue ethics afford us? Is virtue specific enough? General enough? How might we use an account of virtue to face contemporary moral dilemmas?
- Complete Syllabus Quiz by 11:59 p.m.

Wednesday

- Read: BE, Immanuel Kant, selection from *Groundwork for the Metaphysics of Morals*, 30-42
- Consider: Kant emphasizes the role of reason and autonomy in morality, particularly when it comes to our treatment of others. How are we to understand autonomy? What sorts of other considerations might we have?
- ARR Due, 11:59 p.m.
- Introduction post to discussion forum due, 11:59 pm

Thursday

- Initial discussion post for collaborative learning activity due, 11:59 p.m. Saturday
- Collaborative learning activity closes, 11:59 p.m.
- Self-assessment due, 11:59 p.m.

WEEK 2, Sept. 1-7

Tuesday

- Read: BE, John Stuart Mill, selection from Utilitarianism, 53-62
BE, John Rawls, "Distributive Justice," 63-70
- Consider: Both Mill and Rawls are concerned with preserving individual liberties or needs while still advancing the common good or consensus in society. Should the individual and the society have the same moral weight? How do we choose, if either, which we ought to prioritize?
- ARR Due for Groups 1 & 2, 11:59 p.m.

Wednesday

- Read: BE, bell hooks, "Theory as Liberatory Practice," 90-97
BE, Nel Noddings, selection from Caring, 618-622
- Consider: Noddings argues that many traditional theories of morality are, implicitly or explicitly, overly masculine or ignore the experiences of women. Does hooks offer an alternative Noddings might be sympathetic to? Should we consider gender when working out a moral theory?
- ARR 2 Due for Groups 3&4, 11:59 p.m.

Saturday

- Collaborative learning activity closes, 11:59 p.m.
- Self-assessment due, 11:59 p.m.

UNIT 2: BIRTH

WEEK 3, Sept. 8-14

Monday

- Read: BE, "Section VI. Re-Conceiving (Issues In) Reproductive Ethics," 369-75
BE, Bertha Alvarez Manninen, "Pleading Men and Virtuous Women: Considering the Role of the Father in the Abortion Debate," 411-423
BE Shari Collins and Eric Comerford, "Anonymous Sperm Donation: A Case for Genetic Heritage and Wariness for Contractual Parenthood," 424-435
- Consider: Does knowledge of our past have anything to do with our moral development? Do we have a right to any kind of knowledge about ourselves?

Does the decision of a potential child carry greater weight than the wishes of a living adult? How do we determine who has rights and to what? Do discussions of rights help in cases like the ones discussed? Is an account of virtue adequate?

- ARR Due for Groups 1 & 2, 11:59 p.m.

Wednesday

- Read: Adrienne Asch, "Why I haven't changed my mind about prenatal diagnosis: reflections and refinements" on Canvas
Eva Feder Kittay, "At the Margins of Moral Personhood" on Canvas
- Consider: Both Asch and Kittay worry that many philosophers arguing about the nature of disability, particularly in terms of prenatal diagnosis, misunderstand disability. Should considerations of ability factor into reproductive decisions? Do some lives carry any greater or lesser moral consideration?
- ARR 2 Due for Groups 3 & 4, 11:59 p.m.

Saturday

- Collaborative learning activity closes, 11:59 p.m.
- Self-assessment due, 11:59 p.m. Sunday
- **First Essay Pre-Write due, 11:59 p.m.**

UNIT 3: LIFE AND IDENTITY

WEEK 4, Sept. 15-21

Monday

- Read: Martha Nussbaum, "Non-Relative Virtues: An Aristotelian Account" BE, Iris Marion Young, "Five Faces of Oppression," 71-89
- Consider: Why does Nussbaum turn to capabilities? How are those capabilities expressed in other cultures? Is her account as universal as she makes it out be? Young argues that her account of oppression is more flexible, and therefore preferable, to other accounts. In what way is this true?
- ARR Due Groups 1 & 2, 11:59 p.m.

Wednesday

- Read: BE, Mark Orbe, "Negotiating Multiple Identities within Multiple Frames: An Analysis of First-Generation College Students," 131-43
Maria Lugones, "Playfulness and World-traveling," Canvas
- Consider: Both authors emphasize how we experience our identities in different ways and at different times. How do these kinds of intersecting identities factor into an account of morality? Is it possible to have an integrated "self"?
- ARR Due Groups 3 & 4, 11:59 p.m.

Saturday

- Collaborative learning activity closes, 11:59 p.m.
- Self-assessment due, 11:59 p.m.
- **First Essay Peer Review Due, 11:59 p.m.**

UNIT 4: CULTURE AND ENVIRONMENT

WEEK 5, Sept. 22-28

Monday

- Read: BE, "Environmental Ethics," 289-295
BE, Aldo Leopold, "The Land Ethic," 296-307
Trish Glazebrook, "Women and Climate Change: A Case-Study from Northeast Ghana," on Canvas
- Consider: Does the land have the same claim to moral status as, say, another human might? What sorts of moral consideration, if any, should we have for the environment? Aldo Leopold lived most his life in Wisconsin. What might he say about the state now? Why does Glazebrook think climate change would disproportionately affect women? Would that change how we do or don't think about climate change?
- ARR Due Groups 1 & 2, 11:59 p.m.

Wednesday

- Read: Beasts of Burden xiii-43
- Consider: Taylor begins with a story about a chicken truck. How does that inform her inquiry? What is ableism? What are some different accounts of disability? How do questions about human and nonhuman factor into these accounts? How does Taylor connect cognitive empathy to animal disability?
- ARR Due Groups 3 & 4, 11:59 p.m.

Saturday

- Collaborative learning activity closes, 11:59 p.m.
- Self-assessment due, 11:59 p.m.
- **First Essay Due, 11:59 p.m.**

UNIT 5: HEALTH, WELL-BEING, AND DEATH

WEEK 6, Sept. 29-Oct. 5

Monday

- Read: BB 47-97

- Consider: In what ways have discussions about language informed beliefs about nonhuman animals and people with disabilities? Why does Taylor think we need to crip animal ethics? How might other thinkers we've discussed respond to criticisms of ableism? What conclusions might we draw from Booe's story?
- ARR Due Groups 1 & 2, 11:59 p.m.
- Last day to drop course with "W" grade

Wednesday

- Read: BB 101-155
- Consider: Why does Taylor object to Singer's account? How does she see animal and disability oppression and liberation as connected?
- ARR Due Groups 3 & 4, 11:59 p.m.

Saturday

- Collaborative learning activity closes, 11:59 p.m.
- Self-assessment due, 11:59 p.m.

WEEK 7, Oct. 6-12

Monday

- Read: BB 157-223
- Consider: What is nature? How do claims about nature inform attitudes about humans and nonhumans? How are concerns about nonhuman animals connected to concerns about human economic, environmental, or biological welfare?
- ARR1 Due Groups 1 & 2, 11:59 p.m.
- **Final Project Proposal Due, 11:59 p.m.**

Wednesday

- Read: Rosemarie Garland-Thomson, "The Case for Conserving Disability"
"My 'Orphan Disease' Has Given Me a New Family"
- Consider: Why does Garland-Thomson think disability should be conserved? How do the preferences of the expectant parent weigh against the moral claims of a potential human?
- ARR Due Groups 3 & 4, 11:59 p.m. Saturday
- Collaborative learning activity closes, 11:59 p.m.
- Self-assessment due, 11:59 p.m.

WEEK 8, Oct. 13-17

Monday

- Read: Philippa Foot, "Killing and Letting Die," on Canvas

Susan Wolf, "Gender, Feminism, and Death: Physician Assisted Suicide and Euthanasia," on Canvas

- Consider: Why is Foot interested in teasing out the difference between killing and letting die? What is the trolley example meant to demonstrate? What conclusion does she ultimately come to? Would you agree or disagree with her claim? Why does Wolf think we need an account of gender and feminism when thinking about euthanasia? Does a consideration of particular identities change whether we find an action morally permissible or not?
- ARR1 Due All Groups, 11:59 p.m.

Wednesday

- Final Projects Due, 11:59 p.m.
- Final course discussion

***Students taking this course for 4 credits, rather than 3, will submit their final projects at the end of the semester. I will communicate separately about how the second half of the semester will proceed.

The syllabus and schedule are subject to change. I will communicate any and all changes with you immediately.