

# Course Syllabus

## Course Syllabus

### Philosophy 260

### Business Ethics

### Spring 2020

**Course Description:** Business Ethics is a part of the field of moral philosophy known as Applied Ethics – a field which is also home to topics such as Biomedical Ethics, Engineering Ethics, and Environmental Ethics, to name a few. Applied Ethics focuses on the deliberations surrounding specific behavior as opposed to creating a general moral theory – in the case of Business Ethics the focus is on commercial activity. It goes without saying that these activities and the ways in which they are conducted can have huge ethical ramifications, but we won't confine ourselves to the scandals alone. We can agree that business and the way it is conducted has the potential to promote much good or to engender much evil, while acknowledging that there exist disputes over what actually is good and evil. The bottom line is that our economic systems and behaviors have the power to radically affect the shape of our lives and the meaning we find in it.

Topics in Business Ethics are wide ranging. The ethical questions facing employees, employers, and corporations themselves are very different in their scope, in the resources required to answer them, and in the diverse facets of human life that they concern. We will be traveling from the very personal to the global and back many times by the end of the quarter. For this reason, completion of this course should also provide you with a decent introduction to the philosophical methods used for addressing moral and ethical questions in general.

Instructor: Tim Linnemann

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tim.linnemann@bellevuecollege.edu

206-919-6934

Office Hours: Daily 1:00-2:00

These office hours are only the most protected times I am available. Most of the time you can meet with me with no warning or appointment in advance. Just call or text me anytime and if I'm free, I'd love to talk with you!

**Text:** All readings will be available electronically through Canvas and my emails. However, I highly encourage printing out the readings so you can mark them up as you read them. Active reading is a must in this course!

**Objectives & Outcomes:** The no. 1 goal for this class is to develop your access, awareness, and ability to engage with the ethical dimensions to be encountered in the business world. This class is not here to inform you what "the rules" are, or what specific choices you should make in certain situations. The design of this course will require you to step into defining and defending your answers to questions over which there is extensive disagreement. But you will not be left only to your own devices. We'll be getting acquainted with a host of theories and concepts that will help us frame these debates and provide you with resources you'll be able to apply to whatever unique ethical dilemmas that life outside of the classroom throws at you. I hope this class will empower you to be able to take up a sincere exploration and evaluation of the ethical considerations that permeate business – with the additional bonus of perhaps also empowering you to be a force for making a more ethical world! (I won't be grading you on that)

<b>Grading:</b>	Class Attendance/Participation	20%*
	Reading Comments/Journals	15/15%
	Presentation	13%
	Research Paper	25%
Response Paper		12%

Class Attendance: Despite being online, we will still be holding daily class sessions on Tuesdays and Thursdays from 10:30-12:40 via live video lectures. Attendance in this course is crucial for a variety of reasons. First, the material in this course builds on itself, so missing a day earlier on may make later work more difficult to do. Second, there is just a lot of material packed into this class. We'll be moving along at a quick pace so, I'm devoting 20% of your total grade to your attendance record in order to recognize this commitment of effort. Attendance for an online class like this means come to the live lecture if you can, but if not, you should be staying up on the video lectures that I'll be posting. I encourage you to consider this aspect to the class in the same way that you'd respect showing up for an on-campus, in-person course. It's easy to put off watching these videos thinking you can catch up on all of them like binge-watching Netflix, but it isn't a very good study strategy! The video lectures will be conducted mostly live, so there's the option to come and participate as I'm delivering them (highly encouraged!). But if you are unable to make the times I'll be recording these, the videos will be posted up on Canvas for you to watch at your convenience.

**I expect you to watch these lectures**, and to make this actually happen I will be giving a code word at some point during each lecture. You will be required to submit the code word to a simple "quiz" on Canvas to earn the credit. The lectures will be hosted through ConexED in Canvas so that everyone can get in on the call. These will be scheduled ahead of time on the calendar so you should be able to link to the online classroom once classtime begins. This is new software for me, so we'll be working out the bugs in the first week! Please reach out if you need help setting it up. A webcam and/or microphone is not required to get access or participate (there's a chat window too). Hope to see you there!

**Reading Comments (online discussion posts):** These assignments will be composed of at least 3 questions/comments you have posted to online forums for class discussion (on Canvas) after completing each reading throughout the week. These do not need to be extensively explained, but they should be pursued thoughtfully. I intend for them to be merely a couple sentences at minimum (and they

can be much longer if you want!). They should address the material in the reading, but I'm leaving it totally open what you want to discuss. Consider them like margin notes (if you were reading a hardcopy book) or the sorts of things you might raise your hand in class and share. Perhaps there's a section of the reading or a certain idea or phrase that you didn't understand which you're curious about. Or maybe there's something that you have a strong reaction to. These are intended to be casual and informal discussion contributions, so feel free to write as you would talk.

Each reading will be given its own discussion thread and I'll be looking for you to contribute your 3 questions/comments to each of them. I hope that these posts generate conversation and replies, but I will not be considering the comments you make on others' posts as part of your submission for this assignment. (In other words, you need to think about the reading for yourself and not just reply to the thoughts of other students.) But I absolutely encourage you to get into discussions with your peers! The threads will be locked for replies until you post your comments. Please provide your 3 comments/questions as a single post (so they are easier for me to grade – thank you!).

Philosophy is as much a private as it is a social activity. Three things will be of particular advantage if we hope for that encounter to be a productive and positive one: mutual respect as a standard for discussion, careful listening, and critical engagement.

For our purposes, respect must not be a conclusion, but rather a premise. Disrespectful engagement is unprofessional and unphilosophical regardless of whether it is offensive. As an example, to consider a certain line of thinking is indicative of a lack of intelligence does nothing to provide a reasonable argument for why we should consider such reasoning philosophically problematic. The disrespectful attitude does nothing to add to the debate (whatever else it *does* contribute).

Careful listening and critical engagement are very closely connected. To properly respond to an idea, one must first understand it as thoroughly as possible. But just understanding the point of someone's idea is also not enough – we must analyze its virtues and deficiencies. Our discussions will always be oriented toward gauging the strength of proposed ideas, and in as much as we will contribute ideas of our own, we will be assessing how well our attempts fare as well. When engaging in this way with one another an open audience is as crucial as a critically invested audience – respect helps prepare us for both.

**Journal Entries:** Each week you will be asked to write a short 1-2 page response on the topic being discussed during class the previous week. The journals are intended to be a forum for you to explore your ideas regarding the issues under consideration and have some practice in articulating them in an argumentative style. You will also be expected to include a short summary of the ideas you are responding to, so the journals will also help you get practice at quickly and accurately explaining the ideas of others. These are less formal

then the big writing assignments and will be graded only on a simple complete/incomplete system. I am willing to comment on journal entries if students are interested (and as I have time) – let me know if you don't want them! Journals are due by midnight on the Friday of each week (with some TBA exceptions I will indicate). You will submit these via Canvas.

There are three important instructions for these journals. First, just pick one thing to talk about – a claim, argument, position, etc. You don't need to try to cover the entire week – *don't try!* I prefer a deeper treatment of a smaller scope over a superficial treatment of a broad area. Second, the first half of your journal should be spent explaining the idea you want to discuss. Describe it as though you were presenting it to someone not in the class as much as possible. In other words, don't write it for me! Be sure to not spend more than half the journal doing this. Lastly, the second half of the journal should see you responding to and evaluating the idea you presented. Tell us what you think of this idea – it is useful? Misguided? Needs fixing? Be sure to not just *register* your opinion, but to *argue* for it. Defend your stance as much as possible. This is the work of the philosopher and I'd like to see you getting into the game!

**Papers:** You will have two papers assigned in the course of the quarter. The first will be a 2000 word minimum paper where you will discuss some contemporary issue or incident in the business world that has an ethical dimension to it. It is crucial that your topic have room for legitimate rational disagreement. The paper will require you to frame the debate, take a stance, and defend it (perhaps using sources). If you use them, I will expect that these sources will not be exclusively used to indicate the facts of the incident you are writing about, but that you will also be engaging with sources that argue for specific ethical evaluations of the issue you are discussing. In other words, you'll need to be in conversation with voices who are doing exactly what you are doing – defending a position. Moreover, I'll want to make sure you're not only restricting yourself to sources that agree with you! And if you don't use sources and instead rely on your own intellectual imagination, you'll need to do the exact same sorts of things anyway in order to robustly represent your opponents in your discussion of your topic. I'll be providing much more guidance in and out of class as we gear up for this assignment.

The second paper will see you giving a critical response to the paper written by one of your classmates for the first assignment. This paper has only an 800-word min, so it won't be worth as much of your final grade. The exchanges will be anonymous.

**Presentations:** When I teach this course in a physical classroom I require students to perform one short class presentation on one of the readings in the course. Since our class is half online, this is much more difficult to arrange! As a substitute for this assignment, you'll be providing a written critical review (800 words minimum) that will be posted publicly on the Canvas site discussion forums. This will tie in to



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### **Brief List of Course Topics**

\*This is our basic “schedule” and we’ll be going through these in a linear fashion. However, it is always extremely difficult to predict how much time we’ll need to spend on each topic, so a discrete schedule is pretty much pointless! Flexibility is the name of the game here, but if your scheduling needs require a more precise forecast, please get in contact with me and we can discuss possible steps for preparation. I reserve the right to change some of the curriculum as we go!

### **Introductory Material**

Code of Intellectual Conduct;

Moral Disagreement;

Moral Relativism;

Egoism;

Meta-theory;

‘The Idea of Justice’ Amartya Sen

## **The “Classical” Ethical Theories**

Kantian Deontology – *Grounding for the Metaphysics of Morals* Kant

Utilitarianism, *Utilitarianism* J.S. Mill

Virtue Ethics, *Nicomachean Ethics* Aristotle

Social Contract Theories, *A Theory of Justice* Rawls

Ethics of Care, *In a Different Voice* Carol Gilligan

## **Fiduciary Duties**

‘The Social Responsibility of Business is to Increase its Profits’ Milton Friedman

‘Fiduciary Duties and the Shareholder-Management Relation: Or, What’s so Special About Shareholders?’ John R. Boatright

‘The Normative Theories of Business Ethics: A Guide for the Perplexed’ John Hasnas

## **Whistle-blowing**

‘Some Paradoxes of Whistleblowing’ Michael Davis

‘Whistleblowing and Employee Loyalty’ Ronald Duska

‘Whistleblowing and Employee Loyalty’ Robert A. Larmer

## **Affirmative Action**

‘What is Wrong with Reverse Discrimination?’ Edwin C. Hettinger

‘The Moral Status of Affirmative Action’ Louis P. Pojman

## **International Business**

‘Globalization and the Failure of Ethics’ Manuel Velasquez

‘Exporting Mental Models: Global Capitalism in the 21<sup>st</sup> Century’ Patricia H. Werhane



'Human Rights and Global Labor Practices' Denis G. Arnold

'Universal Declaration of Human Rights' United Nations

### **Social & Economic Justice**

'An Egalitarian Theory of Justice' John Rawls [from *A Theory of Justice*]

'The Entitlement Theory' Robert Nozick [from *Anarchy, State, and Utopia*]

'Illusions About Private Property and Freedom' G.A. Cohen

### **Success & the American Dream**

Selections from *The Gay Science* Nietzsche

'Success and the American Dream' William A. Wines

Supplements: 'Kohlberg's Stages of Moral Development' Stanford Encyclopedia of Philosophy; Maslow's Hierarchy of Needs

### **BC Policies**

**Accessibility:** The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

**Student academic conduct:** The principle of academic honesty underlies all that we do and applies to all courses at Bellevue College. One kind of academic dishonesty is plagiarism, which may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism is passing off someone else's ideas, words, or images as your own; it

amounts to intellectual theft--whether or not it was your intention to steal. Bellevue College instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism.

Participating in academic dishonesty in any way, including writing a paper or taking a test for someone else, may result in severe penalties. Dishonestly produced papers automatically receive a grade of "F" without the possibility of make-up. The Dean of Student Services will also be notified of such conduct, and repetition of the behavior will result in progressively more serious disciplinary action (for example, an instructor may recommend that the student fail the course for a second offense or even that a student be expelled for a serious offense, such as stealing an exam).

Grades lowered for plagiarism or other forms of dishonesty may be appealed through the regular channels, and any further disciplinary action taken by the Dean may also be appealed through existing processes.

Information about Bellevue College's copyright guidelines can be found at: <http://www.bellevuecollege.edu/policies/id-3600> (<http://www.bellevuecollege.edu/policies/id-3600/>) and at: <http://www.bellevuecollege.edu/policies/id-2050> (<http://www.bellevuecollege.edu/policies/id-2050/>).

BC's Affirmation of Inclusion: Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Values Conflicts: A liberal arts education requires that students be willing to engage with ideas and forms of expression that might conflict with their personal values. Students do not have to endorse or adopt ideas that conflict with their values, but they are expected to engage with them as part of the learning process. Some instructors may require that you read or view required texts (books, films, music videos, art work, etc.) that may offend you. If you decline to engage with material you consider offensive, that could affect your course grade, and the instructor is not required to give you an alternative assignment. If you have questions about this, please talk to your instructor (me!).

Disability Resource Center: The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you

feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you.

Contact [asn@bellevuecollege.edu](mailto:asn@bellevuecollege.edu) (<mailto:asn@bellevuecollege.edu>) or 425.564.2764. ASN is located in the Library Media Center in D125. [www.bellevuecollege.edu/autismspectrumnavigators/](http://www.bellevuecollege.edu/autismspectrumnavigators/) ([Links to an external site.](http://www.bellevuecollege.edu/autismspectrumnavigators/))[Links to an external site.](http://www.bellevuecollege.edu/autismspectrumnavigators/)  
(<http://www.bellevuecollege.edu/autismspectrumnavigators/>)

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc) ([Links to an external site.](http://www.bellevuecollege.edu/drc))[Links to an external site.](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>)

Religious Holidays: Students who expect to miss classes, examinations, or any other assignments because of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. The [Request for Accommodations for Reasons of Faith or Conscience Form](https://cm.maxient.com/reportingform.php?BellevueCollege&layout_id=30) ([https://cm.maxient.com/reportingform.php?BellevueCollege&layout\\_id=30](https://cm.maxient.com/reportingform.php?BellevueCollege&layout_id=30)) provides more information about and the steps to request this accommodation.

Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

[Policy 2950 Accommodations for Reasons of Faith or Conscience](http://www.bellevuecollege.edu/policies/id-2950p-2/) (<http://www.bellevuecollege.edu/policies/id-2950p-2/>)  
(<http://www.bellevuecollege.edu/policies/id-2950p-2/>).

Confidentiality and Mandatory Reporting: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that may impact someone on campus with the Title IX Coordinator. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at [www.bellevuecollege.edu/titleix/](http://www.bellevuecollege.edu/titleix/) ([Links to an external site.](http://www.bellevuecollege.edu/titleix/))[Links to an external site.](http://www.bellevuecollege.edu/titleix/) (<http://www.bellevuecollege.edu/titleix/>).

Public Safety: Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer> ([Links to an external site.](http://www.bellevuecollege.edu/alerts/?ref=footer))[Links to an external site.](http://www.bellevuecollege.edu/alerts/?ref=footer) (<http://www.bellevuecollege.edu/alerts/?ref=footer>)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules:

- 1) Take directions from those in charge of the response - We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to) - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

Annual Notice Non-Discrimination: Bellevue College does not discriminate on the basis of race, color, national origin, language, ethnicity, religion, veteran status, sex, sexual orientation, including gender identity or expression, disability, or age in its programs and activities. Please see policy 4150 at [www.bellevuecollege.edu/policies/](http://www.bellevuecollege.edu/policies/) [\(http://www.bellevuecollege.edu/policies/\)](http://www.bellevuecollege.edu/policies/). The following people have been designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, [425-564-2641](tel:425-564-2641), Office C227, and EEOC/504 Compliance Officer, 425-564-2178, Office R130.

Equal Opportunity (<http://www.bellevuecollege.edu/equal/> [\(http://www.bellevuecollege.edu/equal/\)](http://www.bellevuecollege.edu/equal/))

Disclaimer: I reserve the right to make any changes to the course (content, grading, etc.). Further, I reserve the right to establish procedures for grading of students in exceptional cases. All and any modifications to this syllabus will be in accordance with the rules and regulations of Bellevue College. This syllabus does not constitute a contract between any combination of the student, the professor, or Bellevue College.

## Arts and Humanities Commitment to Student Growth and Development

This community is about learning and citizenship, responsibility and accountability, engagement with the world, and the maturing development of the self. Bellevue College is dedicated solely to the education of our students. In every aspect of their experience, we seek to provide students the opportunities, challenges, and support to prepare themselves for a life of personal success, engaged citizenship, and enjoyment of the world.

The community of a campus establishes a context for learning. It allows us to provide students a total liberal arts education that will help them develop the creative and critical thinking skills needed to become resilient, independent, and self-sufficient adults.

Problem solving is a key feature of any meaningful educational experience. When allowed to work through the problems, students have opportunities to learn important skills of communication (e.g. how to voice a view and actively hear a different view), team work (e.g. working with others to identify problems, creatively develop solutions, and locate resources to implement ideas), and working across difference in a local and global context (how to work with those who are different than themselves, how to turn difference into a creative plus).

This means we allow students to struggle with problems and grope for answers. We strive not to "fix" things for students, thus depriving them of the valuable learning that comes of adversity. Instead, we will help them learn to use the extensive network of people and resources to solve problems for themselves. We think about this as "coaching" students.

We invite you, the student, to take an active role in this process and become adept at problem solving during your study at BC. We encourage you to partner with us in the following ways:

- Ask questions when you don't understand or need assistance. Don't assume instructors, staff or administrators know or will give the answers to unasked questions.
- Identify and use available resources (e.g. faculty, advisors, library), avoid requesting or allowing someone else to contact these resources for you.
- Understand that process is crucial in an educational environment. The quick fix often blunts the learning. Most often students benefit from developing strategies for accomplishing goals while outside of comfort zones. Learn to negotiate difference and to manage conflict.

Here's what we will do to assist you in this process:










- We will make every college resource available to you to see that you meet the challenges of higher education and succeed to the best of your ability.
- We will address any question you might have about your work at BC with the intention of providing you the best response that the circumstances permit.
- We will discourage third parties (parents, spouses, friends) from slowing your growth and progress by responding only to direct inquiries from you, the student. We do this because we are committed to student self-advocacy and independence. We also do it because federal law (the Family Educational Rights and Privacy Act) mandates that we protect the privacy of student education records, and BC policy mandates that we keep academic performance as a matter between the institution and the student. Requests by students to include third parties in any instructor-student discussion of academic performance will be considered on a case-by-case basis at the discretion of the instructor.
- We will work together with you and the Office of the Disability Resource Center (DRC), where appropriate, to make your college experience successful.















As you begin this exciting time, we encourage you to think about the type of educational experience you hope takes place over the next few years. We hope you share our vision of the possibilities: that each of our graduates will be well-prepared to be active, engaged, and capable of making a difference in the world. That goal is best achieved when students make this education their own. It is also best achieved when we are comfortable allowing students to make mistakes, to struggle through issues, and to have the range of experiences needed to develop the skills, values, and habits of resilient, independent, and self-sufficient adults.

































## Course Summary:

Date	Details	Due
Thu Apr 9, 2020	 Attendance Quiz for 4/9	due by 11:59pm
Fri Apr 10, 2020	 First Week Writing Activity	due by 11:59pm
Tue Apr 14, 2020	 Attendance Quiz for 4/14	due by 11:59pm
Tue Apr 14, 2020	 Code of Intellectual Conduct Reading Comments	due by 11:59pm
Thu Apr 16, 2020	 Attendance Quiz for 4/16	due by 11:59pm
Fri Apr 17, 2020	 Journal for 4/17	due by 11:59pm
Tue Apr 21, 2020	 Attendance Quiz for 4/21	due by 11:59pm
Thu Apr 23, 2020	 Attendance Quiz for 4/23	due by 11:59pm
Fri Apr 24, 2020	 Journal for 4/24	due by 11:59pm

Date	Details	Due
Tue Apr 28, 2020	 Attendance Quiz for 4/28	due by 11:59pm
Wed Apr 29, 2020	 Utilitarianism Reading Comments	due by 11:59pm
Thu Apr 30, 2020	 Attendance Quiz for 4/30	due by 11:59pm
Fri May 1, 2020	 Journal for 5/1	due by 11:59pm
Tue May 5, 2020	 Attendance Quiz for 5/5	due by 11:59pm
	 Kant Reading Comments	due by 11:59pm
Thu May 7, 2020	 Attendance Quiz for 5/7	due by 11:59pm
Fri May 8, 2020	 Journal for 5/8	due by 11:59pm
	 Hasnas	due by 11:59pm
Tue May 12, 2020	 Attendance Quiz for 5/12	due by 11:59pm
	 Boatright	due by 11:59pm
Thu May 14, 2020	 Friedman	due by 11:59pm
	 Attendance Quiz for 5/14	due by 11:59pm
Fri May 15, 2020	 Journal for 5/15	due by 11:59pm

Date	Details	Due
Tue May 19, 2020	 Davis	due by 11:59pm
	 Attendance Quiz for 5/19	due by 11:59pm
Thu May 21, 2020	 Duska	due by 11:59pm
	 Larmer	due by 11:59pm
	 Attendance Quiz for 5/21	due by 11:59pm
Fri May 22, 2020	 Journal for 5/22	due by 11:59pm
Tue May 26, 2020	 Hettinger	due by 11:59pm
	 Attendance Quiz for 5/26	due by 11:59pm
Thu May 28, 2020	 Pojman	due by 11:59pm
	 Attendance Quiz for 5/28	due by 11:59pm
Tue Jun 2, 2020	 Velasquez	due by 11:59pm
	 Werhane	due by 11:59pm
	 Attendance Quiz for 6/2	due by 11:59pm
Thu Jun 4, 2020	 Arnold	due by 11:59pm

Date	Details	Due
Tue Jun 9, 2020	 Attendance Quiz for 6/4	due by 11:59pm
	 Rawls	due by 11:59pm
Thu Jun 11, 2020	 Attendance Quiz for 6/9	due by 11:59pm
	 Nozick	due by 11:59pm
Fri Jun 12, 2020	 Attendance Quiz for 6/11	due by 11:59pm
	 Research Paper	due by 11:59pm
Tue Jun 16, 2020	 Cohen	due by 11:59pm
	 Attendance Quiz for 6/16	due by 11:59pm
Thu Jun 18, 2020	 Wines	due by 11:59pm
	 Attendance Quiz for 6/18	due by 11:59pm
Fri Jun 19, 2020	 Response Paper	due by 11:59pm
	 Aristotle Reading Comments	
	 Class Presentation	
	 SIGNUP SHEET FOR PRESENTATIONS	