

Introduction to Ethics

Description: This course provides an introduction to those problems of philosophy that are problems of moral philosophy, or ethics. We will begin by examining certain problems that arise when we try to make moral judgments: problems such as the role of religion in morality (e.g., “What’s right is just what God says is right”), cultural relativism (“What’s right for us is not necessarily right for them”), and psychological egoism (“People are always out to do what’s best for themselves anyway.”) Second, we will consider several historically important and still-prominent theoretical approaches to ethics that attempt to provide general principles to guide our thinking about specific questions of right and wrong. In the third and final part of the course we will consider more concretely several important moral issues such as euthanasia, abortion, economic justice, and animal rights. Throughout, the course will be guided by the goals of (1) enhancing understanding of the central concepts and principles of ethics and (2) improving ethical reasoning, decision-making, and behavior.

Learning Outcomes:

This course is intended to help you develop several of your abilities. These abilities include the following:

- (1) the ability to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; and select and apply appropriate interpretive tools
- (2) the ability to generate, explore, organize, and convey ideas in writing, using language and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations
- (3) the ability to demonstrate basic competence in the principles, theories, and analytic methods used in the humanities
- (4) the ability to investigate the diversity of human experience within the United States, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups
- (5) the ability to examine a variety of perspectives in the global community, distinguish your own cultural patterns, and respond flexibly to multiple worldviews
- (6) the ability to develop and apply a combination of knowledge and skills to demonstrate an understanding of social responsibility and ethical behavior

Class schedule: Mondays, 12:00–12:50, in 3139 Wescoe Hall
(enrollment code 14678); plus a weekly 50-minute discussion section with your T.A.

Discussion sections: Here are the times, room numbers, enrollment codes, and T.A.s for the twelve discussion sections. All room numbers refer to rooms in Wescoe Hall.

<u>time</u>	<u>room</u>	<u>code</u>	<u>T.A.</u>
W, 1	3097	14684	Andrew Marsh
W, 2	4011	14685	Andrew Marsh
W, 2	4033	14686	Kate Bednar
W, 3	4011	14687	Andrew Marsh
W, 3	4033	14688	Kate Bednar

W, 4	4011	14689	Andrew Marsh
W, 4	4033	14690	Kate Bednar
F, 8	3097	14680	Kate Bednar
F, 10	3097	14683	Paul Brewer
F, 2	3097	14682	Paul Brewer
F, 3	3097	14681	Paul Brewer
M, 8	3097	14679	Paul Brewer

Teaching assistants: Here is contact information for the T.A.s:

<u>name</u>	<u>e-mail address</u>	<u>office location</u>
Kate Bednar	kbednar@ku.edu	3086 Wescoe
Paul Brewer	p877b491@ku.edu	3099 Wescoe
Andrew marsh	acmarsh@ku.edu	3085 Wescoe

Meeting with me and contacting me:

I am happy to meet with you outside of class. My office is in 3071 Wescoe (on the other side of Wescoe from our classroom), and I have office hours on Mondays and Wednesdays from 2:00 to 2:50. If you would like to see me at another time, that's fine. If you come looking for me, you might not find me in my office and available when you come by, so the best way to meet with me outside of my office hours is to make an appointment. Please send me an e-mail (my e-mail address is my last name (no capitalization necessary), followed by '@ku.edu') with a list of some times when you are available, and I'll find a time when we're both available and write back to you. Please note that I tend to use e-mail only for scheduling appointments and handling logistical matters, not for substantive discussions of course material.

Requirements/grading:

At the end of the course, I'll give you a grade between A and F. The grades A, B, C, and D are given specific interpretations in KU's University Senate Rules and Regulations, which I adhere to. Article 2 of those rules and regulations—"Academic Work and Its Evaluation"—contains a section called "The Grading System" (at <https://documents.ku.edu/policies/governance/USRR.htm#art2sect2>), which says that an A should be given for achievement of outstanding quality, a B for achievement of high quality, a C for achievement of acceptable quality, and a D for achievement that is minimally passing, but of less than acceptable quality.

What letter grade I give you will depend on the final average of the scores you get on the various assignments in the course (which I'll outline below). I'll use the following scale to convert your final average to a letter grade. (For an explanation of how I arrived at these numbers, see the "Plus/Minus Grading" document on my web site.)

<u>final average</u>	<u>letter grade</u>
93.50 and above	A
90.00 through 93.49	A-
86.50 through 89.99	B+
83.50 through 86.49	B
80.00 through 83.49	B-
76.50 through 79.99	C+
73.50 through 76.49	C
70.00 through 73.49	C-
66.50 through 69.99	D+
63.50 through 66.49	D
60.00 through 63.49	D-
59.99 and below	F

Many (if not all) assignments will be graded numerically, rather than with letter grades, and you can also use this scale to interpret the numerical scores you get in this course during the semester.

Your final average will be determined by your scores on the following ten course components.

<u>assignment</u>	<u>weight (percent)</u>
test 1	16
homework 1	3
homework 2	3
paper 1	16
test 2	16
homework 3	3
homework 4	3
paper 2	16
test 3	16
class participation (in discussion section)	8
total	100

If you want to figure out what your final average will be, based on the scores you earn on the individual homework assignments and other assignments and tests, you can use the following procedure:

In the boxes in column b, write your grades for the assignments and tests listed in column a:		Multiply each number in column b by the number immediately to the right of it, in column c, and write their product immediately to the right, in column d.	
column a	column b	column c	column d
test 1 (September 19)	1b	0.16	1d
homework 1 (due in discussion section September 26–October 1)	2b	0.03	2d
homework 2 (due in discussion section October 3–8)	3b	0.03	3d
paper 1 (due in lecture on October 10)	4b	0.16	4d
test 2 (October 24)	5b	0.16	5d
homework 3 (due in discussion section October 31–November 5)	6b	0.03	6d
homework 4 (due in discussion section November 7–12)	7b	0.03	7d
paper 2 (due in lecture on November 14)	8b	0.16	8d
test 3 (November 28)	9b	0.16	9d
class participation (in discussion section)	10b	0.08	10d
Add up the numbers in column d (boxes 1d through 10d), and write their sum in box 11. This is your final average.			11

As the semester progresses, you can consult the online gradebook at the Blackboard site for this course (mentioned below) to keep track of your scores on individual assignments.

Illness and attendance:

Although there is a class-participation component as a determinant of your grade in this class, I don't want to encourage you to come to class when you are ill and might infect others. If you have a contagious illness, please protect your classmates from the risk of catching it from you. Absences in such circumstances will be excused and there will be no adverse effect on your class-participation grade.

Book and other required course materials:

The book for this course is *Ethics: Theory and Contemporary Issues, Concise Edition, 2nd edition*, by Barbara MacKinnon (Wadsworth / Cengage Learning, 2013), ISBN 978-1-133-04974-6. Be sure to get the concise edition (this same title is sold in a non-concise edition), and be sure to get the 2nd edition of the concise edition.

You will also need to get a card with a code that will allow you to access the web site that the publisher has set up to supplement out textbook. Because of our course's participation in a KU pilot program concerning digital learning materials, the KU bookstore will be providing these cards free to all students on the first day of class.

Course materials on the web:

Some course documents, including this syllabus, will be available on the web site I have set up this course, the URL of which is

<http://web.ku.edu/~utile/courses/ethics11>

(If you don't want to type in this whole thing, you can stop after 'utile'—at which point you'll be at my personal web site—and then follow the links to the web site for this particular course.)

One thing that will not be posted on the web site is a record of your grades for this course. To allow you to have online access to your grades, your grades will be entered into the "online gradebook" at the Blackboard site for this course (go to <http://courseware.ku.edu>, then log in; once you get to the Blackboard site for the course, click on 'Tools', then 'My Grades'). Note that although Blackboard provides a shell for all sorts of course-related documents, I am using it only to provide you with access to your grades; all course-related documents, such as this syllabus and so on, will be at the non-Blackboard site mentioned above.

Finally, as noted, above, we will be using the web site that the publisher has set up to supplement our textbook. So, there are three web sites to be mindful of: (1) the one I have set up, (2) the Blackboard site for our course, and (3) the web site that goes with our textbook.

E-mail distribution list:

I've had the KU computer folks set up an e-mail distribution list for the course. In general, I'll try to mention everything important (whether substantive or procedural) in class. But at times, I may use the e-mail distribution list to send you information that you will be responsible for having or acting on, so it is your responsibility to make sure that you read mail that I send to this list, by checking the e-mail account that goes with the e-mail address that you have on record with KU in the Outlook address book.

Time commitment, academic misconduct, and disability accommodation:

To do well in this course, you should be prepared to commit a considerable amount of time outside of class to reading the textbook and practicing the skills this course is intended to teach. According to section 5.1.1 of the Faculty Senate Rules and Regulations (<http://documents.ku.edu/policies/governance/FSRR.htm#art5sect1>), "One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester." Thus, for a three-credit course such as this one, you should be prepared to spend six hours per week outside of class on reading and other out-of-class work.

In addition, I should note here that I take academic misconduct, especially cheating on tests and plagiarizing papers, extremely seriously, and am generally disposed to impose the harshest available penalties when it occurs. To assist instructors in combating plagiarism, KU subscribes to the plagiarism detection program SafeAssign. To enable you

to meet my expectations in this regard and to do so without fear of inadvertently falling short of them, I will provide guidance as to what does and does not constitute academic misconduct when I tell you about the tests and the paper assignments. If you would like to see KU's policy on academic misconduct, it is in article 2, section 6 of the University Senate Rules and Regulations (<http://documents.ku.edu/policies/governance/USRR.htm#art2sect6>).

Finally, if you have a disability for which you may be requesting special services or accommodations for this course, be sure to contact Disability Resources (<http://www.disability.ku.edu>), at 22 Strong Hall or at 864-2620 (V/TTY), if you have not already done so, and give me a letter from that office documenting the accommodations to which you are entitled. Please also see me privately, at your earliest convenience, so that I can be aware of your situation and can begin to prepare the appropriate accommodations in advance of receiving the letter from Disability Resources.

Make-up test policy:

If you miss a test without a good excuse, you can take a make-up test, but only for partial credit. That is, I will deduct some number of percentage points from whatever percentage score you get on the make-up test. The number of percentage points I deduct will be 25 if you take the make-up test later on the scheduled test date, 30 points if you take it the next day, 35 points if you take it two days later, and so on.

If you have a good excuse that I can verify, then you can take a make-up test for full credit. A good excuse means that some circumstances arose that prevented you from taking the test, and there weren't precautions that you could reasonably have been expected to take that would have prevented those circumstances from occurring or from preventing you from taking the test.

If you miss a test, or know in advance that you will miss a test, contact me by e-mail as soon as you can. If you can suggest some times when you would be available to take a make-up test, please do that as well. Which make-up test I give you will not depend on whether you are taking it for full credit or partial credit, so we do not have to settle that question in order for us to schedule your make-up test. Thus, scheduling your make-up test will be our first priority, and later we'll sort out the question of full credit or partial credit. Regardless of whether you want to take a make-up test for full credit or for partial credit, you must contact me about taking a make-up test without any unnecessary delay, and take your make-up test as soon as you are physically able to do so.

I know this policy is strict. But the vast majority of students take the tests when they are supposed to, and I think they're entitled to some vigilance, on my part, against unwarranted requests for make-up tests for full credit.

Late-paper policy:

Papers turned in late will have a penalty of 10 percentage points per day (or fraction thereof) of lateness, except under conditions that would excuse you from taking a test, if there were one being given when the paper is due. (See the make-up test policy, above, for details of that.)

Late-homework policy:

Homework turned in late is subject to the same penalty as a paper turned in late. See the late-paper, policy, above.

Schedule:

Below, a filled square (■) usually indicates information and an empty square (□) indicates a task to be completed.

August 20:

- In class, I'll give you an introduction to the course.
- Please mark the following five dates on your calendar:

<u>date</u>	<u>event</u>
Wednesday, September 19	test 1

Wednesday, October 10 paper 1 due
Wednesday, October 24 test 2
Wednesday, November 14 paper 2 due
Wednesday, November 28 test 3

- Get the book for the course, if you have not already done so. See “Book and other required course materials,” above.
- Get a card with a code that will allow you to access the web site that the publisher has set up to supplement out textbook. See “Book and other required course materials,” above.

before lecture on Wednesday, August 22:

- Read chapter 1.
- Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Wednesday, August 22:

- I’ll talk about chapter 1 and related material.

discussion sections August 22–27:

- Discussions of chapter 1 and related material.

before lecture on Monday, August 27:

- Read chapter 2. You can skip the one-paragraph section that goes from p. 16 to p. 17 (“Strong versus Weak Interpretations of Ethical Relativism”).
- Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Monday, August 27:

- I’ll talk about chapter 2 and related material.

before lecture on Wednesday, August 29:

- Do the Practice Quiz (for chapter 2).

in lecture on Wednesday, August 29:

- I’ll talk more about chapter 2 and related material.

discussion sections August 29–September 3:

- Discussions of chapter 2 and related material.
- Because of Labor Day, the Monday discussion section will not meet on September 3.

Monday, September 3: no class because of Labor Day

before lecture on Wednesday, September 5:

- Read chapter 3.
- Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Wednesday, September 5:

- I’ll talk about chapter 3 and related material.

discussion sections September 5–September 10:

- Discussions of chapter 3 and related material.

Friday, September 7:

- I hope this doesn't apply to you, but if you may need to drop this class, you should be aware that the last day to do so, without this class being listed on your transcript, is this Monday, September 10. For more information, see the following web site:
http://www.registrar.ku.edu/~registr/pdf/enrollment/calendar_category_4129.2012_fall.pdf.

before lecture on Monday, September 10:

- Read chapter 4.
- Watch the video called 'Utilitarian Ethics'.
- Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Monday, September 10:

- I'll talk about chapter 4 and related material.

Tuesday, September 11:

- If you have a disability that entitles you to special accommodations for taking tests, contact the Disability Resources office (see p. 5, above, for the Disability Resources office's contact information), by the end of tomorrow, September 12, about making arrangements to take the test we have scheduled for September 19. If you are entitled to extra time, you will need to ask Disability Resources to proctor your test in a classroom other than our lecture hall. Be sure that the time slot you arrange with Disability Resources will finish by 12:50 p.m. on Wednesday, September 19.

before lecture on Wednesday, September 12:

- Do the Practice Quiz (for chapter 4).

in lecture on Wednesday, September 12:

- I'll talk more about chapter 4 and related material.

discussion sections September 12–17:

- Discussions of chapter 4 and related material.

before lecture on Monday, September 17:

- Study for test 1, which will be on Wednesday, September 19.
 - This test will count for 16 percent of your grade.
 - Here are the ground rules for the test: You'll have 45 minutes to take the test. To be fair to the students who finish on time (who will be virtually everyone—time shouldn't be a factor), I'll take off 10 points per minute from the score of any student who doesn't turn in his or her test when time is up. Also, if you arrive late, you can take the test, but you still have to finish at the same time as everyone else.
 - You might also want to be aware of my make-up test policy, which is above, on p. 5.

in lecture on Monday, September 17:

- We'll review for the test.

before lecture on Wednesday, September 19:

- Continue studying for the test.

in lecture on Wednesday, September 19:

- You'll take test 1.

September 19–24: no discussion sections***before lecture on Monday, September 24:***

- Read chapter 5.
- Watch the video called 'Kantian Ethics'. Be advised that the subtitles render Kant's name as 'Count'.
- Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Monday, September 24:

- I'll talk about chapter 5 and related material.

before lecture on Wednesday, September 26:

- Do the Practice Quiz (for chapter 5).

in lecture on Wednesday, September 26:

- I'll talk more about chapter 5 and related material.

before discussion section September 26–October 1:

- Read the textbook's appendix, "How to Write an Ethics Paper" (pp. 246–258).
- Write your own ethics paper on some topic. The appendix distinguishes three kinds of ethics papers: historical approach, a problem in ethical theory, a contemporary ethical issue. Do not do the first kind of paper (historical approach)—write on either a problem in ethical theory or a contemporary ethical issue.
- Your paper should be 200–300 words long, and should (1) clearly state the claim for which you are arguing and (2) clearly give one or more reasons in support of your claim. If you give more than one reason, they should be clearly distinguished, possibly by appearing in separate paragraphs. On the following pages are a couple of successful ways of doing this assignment.
- You may talk with other people about what you are writing, but you must choose your own topic—not a topic that someone else that you know of is writing on.
- The writing must be your own—you must not copy or paraphrase from any source, including books, magazines, newspapers, a web page, or another person.
- Your paragraph(s) must be typed, double-spaced, and prepared for turning in. That means that what you turn in should bear appropriate information at the top of the first page (see the examples for details of this). Your paper should also have a title. (Does the title have to be as dorky as the ones on the sample papers? No, that's optional!)
- What you turn in will be homework 1 and will be graded only on whether what you turn in reflects a good-faith effort to write this paper—points will not be deducted for flaws in your argument at this stage. Please note that the late-homework policy (see p. 5) applies to this assignment. (This assignment is a precursor to the first paper assignment, which has a deadline of October 10.)
- Print four copies of your paper to bring to your discussion section.

[your name]
Introduction to Ethics
[your TA's name]
W, 3*
September 26, 2012**

** Put the day and time when
your discussion section meets.*

*** Put the date when you are turning
this paper in—September 26, 27, or 28, or
October 1.*

It's Time to Graduate from the Electoral College

The Constitution should be amended to abolish the electoral college and provide for the president and vice president to be elected by a direct popular vote. This would be a good idea for two reasons.

First, it is undemocratic for the presidential candidate receiving the most votes not to win the election. But several times in American history, most recently in 2000, the winner of the election actually received fewer votes than a rival candidate. If the electoral college were replaced with a direct popular vote, this would not happen again.

My second reason in support of replacing the electoral college with a direct popular vote has to do with the way the current system unfairly causes some citizens to feel that their votes matter less than other citizens' votes, depending on what state they live in. In most presidential elections, there are many states that are "safe" states for one party or the other, in the sense that it is known in advance which candidate will end up receiving those states' electoral votes. For example, in several recent elections, Kansas has been a safe state for the Republican candidate. In these elections, voters in Kansas

have known that their votes were far less likely to affect the overall outcome than the votes of people living in “swing” states—contested states in which a voter could feel that his or her vote might really make a difference to which candidate ends up receiving his or her state’s electoral votes. It is unfair for the residents of some states to feel that their votes matter less than the votes of residents of other states. This unfairness, and the possibility of undemocratic outcomes I described above, would be remedied if the electoral college were replaced by a direct popular vote.

[your name]
Introduction to Ethics
[your TA's name]
W, 3*
September 26, 2012**

** Put the day and time when
your discussion section meets.*

*** Put the date when you are turning
this paper in—September 26, 27, or 28, or
October 1.*

The Shot Clock's Days Should be Numbered

The N.C.A.A. should abolish the shot clock in college basketball. This is because the shot clock places an excessive premium on shooting ability, and robs the game of an important strategic element that was present before the shot clock was introduced. In those earlier days, a team with a small lead could protect this lead by holding on to the ball, with dribbling and passing. To do this successfully for several minutes, teams would employ relatively sophisticated tactics. One involved players' spreading themselves out as much as possible, so that if one player were double-teamed, there would be another one some distance away that would be free to receive a pass. Another involved players' running around in complicated patterns to use picks and other setups to increase their chances of getting open. These tactics, as I said could be quite sophisticated—the great North Carolina coach Dean Smith was lauded for the “four corners” strategy that he developed to enable his teams to hold on to the ball without shooting for several minutes. With the introduction of the shot clock, however, this aspect of the game is lost. The game lacks something interesting and complex that it used to

have. Abolishing the shot clock would invite this lost part of the game to return.

in discussion section September 26–October 1:

- Discussions of chapter 5 and related material.
- You'll turn in one copy of your paper as homework 1.
- You'll work on your paper with your classmates using the other copies of your paper.

before lecture on Monday, October 1:

- Read chapter 9.
- Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Monday, October 1:

- I'll talk about chapter 9 and related material.

before lecture on Wednesday, October 3:

- Do the Practice Quiz (for chapter 9).

in lecture on Wednesday, October 3:

- I'll talk more about chapter 9 and related material.

before discussion section October 3–8:

- Add to the paper you started last week paper by describing and replying to an objection to the claim for which you are arguing. On the following pages are ways that the sample papers shown earlier could be extended in this way.
- Like what you turned in last week, what turn in this week will contribute to your homework grade (it will be homework 2) and will be graded only on whether what you turn in reflects a good-faith effort to write this paper—points will not be deducted for flaws in your argument at this stage. Please note that the late-homework policy (see p. 5) applies to this assignment. (Like last week's assignment, this assignment is a precursor to the first paper assignment, which has a deadline of October 10.)
- The same rules apply as before. And, as before, you should print four copies.

[your name]
Introduction to Ethics
[your TA's name]
W, 3*
October 3, 2012**

** Put the day and time when
your discussion section meets.*

*** Put the date when you are turning
this paper in—October 3, 4, 5, or 8.*

It's Time to Graduate from the Electoral College

The Constitution should be amended to abolish the electoral college and provide for the president and vice president to be elected by a direct popular vote. This would be a good idea for two reasons.

First, it is undemocratic for the presidential candidate receiving the most votes not to win the election. But several times in American history, most recently in 2000, the winner of the election actually received fewer votes than a rival candidate. If the electoral college were replaced with a direct popular vote, this would not happen again.

My second reason in support of replacing the electoral college with a direct popular vote has to do with the way the current system unfairly causes some citizens to feel that their votes matter less than other citizens' votes, depending on what state they live in. In most presidential elections, there are many states that are "safe" states for one party or the other, in the sense that it is known in advance which candidate will end up receiving those states' electoral votes. For example, in several recent elections, Kansas has been a safe state for the Republican candidate. In these elections, voters in Kansas

have known that their votes were far less likely to affect the overall outcome than the votes of people living in “swing” states—contested states in which a voter could feel that his or her vote might really make a difference to which candidate ends up receiving his or her state’s electoral votes. It is unfair for the residents of some states to feel that their votes matter less than the votes of residents of other states. This unfairness, and the possibility of undemocratic outcomes I described above, would be remedied if the electoral college were replaced by a direct popular vote.

In response to my arguments, it might be objected that the electoral college serves an important purpose, by making sure that the president and vice president are chosen by responsible statesmen who, after being chosen by the voters, convene (as a “college”) to carefully decide who the next president and vice president will be. This, presumably, is what the framers of the Constitution had in mind in setting up the electoral college. But this objection is flawed, because even if the electoral college ever did operate in this way, it no longer does. The “electors” whom the voters of the states select in a presidential election do not get together and deliberate about who the next president and vice president will be; on the contrary, their role is purely ceremonial. So it is inaccurate to say that the electoral college serves an important purpose by arranging for responsible statesmen to select the president and vice president.

[your name]
Introduction to Ethics
[your TA's name]
W, 3*
October 3, 2012**

** Put the day and time when
your discussion section meets.*

*** Put the date when you are turning
this paper in—October 3, 4, 5, or 8.*

The Shot Clock's Days Should be Numbered

The N.C.A.A. should abolish the shot clock in college basketball. This is because the shot clock places an excessive premium on shooting ability, and robs the game of an important strategic element that was present before the shot clock was introduced. In those earlier days, a team with a small lead could protect this lead by holding on to the ball, with dribbling and passing. To do this successfully for several minutes, teams would employ relatively sophisticated tactics. One involved players' spreading themselves out as much as possible, so that if one player were double-teamed, there would be another one some distance away that would be free to receive a pass. Another involved players' running around in complicated patterns to use picks and other setups to increase their chances of getting open. These tactics, as I said could be quite sophisticated—the great North Carolina coach Dean Smith was lauded for the “four corners” strategy that he developed to enable his teams to hold on to the ball without shooting for several minutes. With the introduction of the shot clock, however, this aspect of the game is lost. The game lacks something interesting and complex that it used to

have. Abolishing the shot clock would invite this lost part of the game to return.

In response to my argument, it might be objected that college basketball is more fun to watch when teams must shoot every 35 seconds rather than being allowed to hold on to the ball for several minutes. To reply to this objection, I would point out that if the shot clock were abolished, it is unlikely that teams would hold on to the ball for long periods of time starting at the beginning of the game. Teams will still need to run their offenses to score points. So it would probably be only in the final few minutes of a game that a team might try to extend its possessions rather than shoot. It might be more fun to watch a whole game of short possessions than a whole game of long possessions, but it would be even more fun to watch a game of short possessions for most of the game, with the extra strategic element of the possibility of long possessions, if needed, at the end.

in discussion section October 3–8:

- Discussions of chapter 9 and related material.
- You'll turn in one copy of your paper as homework 2.
- You'll work on your paper with your classmates using the other copies of your paper.
- Because of Fall Break, the Monday discussion section will not meet on October 8. If you are in the Monday discussion section, the following special provisions apply:
 - Turning in a paper as homework 2 is optional. If you do not turn in a paper as homework 2, whatever grade you got for homework 1 will be your grade for homework 2. If you wish to turn in your paper for homework 2, you can do so by e-mailing it to your TA.
 - If you would like to work on your paper in the way that students in other discussion sections will work on their papers, you are welcome to attend any of the other discussions on October 3, 4, or 5.

Monday, October 8: no class because of Fall Break***before lecture on Wednesday, October 10:***

- Re-read the paper you have been working on, and make any final revisions you think are warranted. Print two copies—one for yourself, and one to turn in. Your paper will be graded on content (not just completeness, as with the earlier drafts you turned in for homework). The grade you get will be your first paper grade; it will not influence your homework grade. So the late-homework policy does not apply to this assignment; rather, the late-paper policy (see p. 5) applies to this assignment.
- Read chapter 10.
- Watch the video called 'Terri Schiavo'.
- Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Wednesday, October 10:

- You'll turn in your first paper.

- I'll talk about chapter 10 and related material.

discussion sections October 10–15:

- Discussions of chapter 10 and related material.

before lecture on Monday, October 15:

- Read chapter 11.
- Watch the video called 'Abortion'.
- Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Monday, October 15:

- I'll talk about chapter 11 and related material.

Tuesday, October 16:

- If you have a disability that entitles you to special accommodations for taking tests, contact the Disability Resources office (see p. 5, above, for the Disability Resources office's contact information), by the end of tomorrow, October 17, about making arrangements to take the test we have scheduled for October 24. If you are entitled to extra time, you will need to ask Disability Resources to proctor your test in a classroom other than our lecture hall. Be sure that the time slot you arrange with Disability Resources will finish by 12:50 p.m. on Wednesday, October 24.

before lecture on Wednesday, October 17:

- Do the Practice Quiz (for chapter 11).

in lecture on Wednesday, October 17:

- I'll talk more about chapter 11 and related material.

discussion sections October 17–October 22:

- Discussions of chapter 11 and related material.

before lecture on Monday, October 22:

- Study for the second test.
 - This test will count for 16 percent of your grade.
 - The ground rules for the test as the same as for the first test (see that information earlier in this syllabus).
 - You might also want to review my make-up test policy, which is above, on p. 5.

in lecture on Monday, October 22:

- We'll review for the test.

before lecture on Wednesday, October 24:

- Continue studying for the test.

in lecture on Wednesday, October 24:

- You'll take test 2.

October 24–29: no discussion sections

before lecture on Monday, October 29:

- Read chapter 12.
- Watch the video called 'Jonathan Rauch'.
- Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Monday, October 29:

- I'll talk about chapter 12 and related material.

before lecture on Wednesday, October 31:

- Do the Practice Quiz (for chapter 12).

in lecture on Wednesday, October 31:

- I'll talk more about chapter 12 and related material.

before discussion section October 31–November 5:

- Follow the instructions for “before discussion section September 26–October 1,” above, modified as follows:
 - You do not have to read the appendix again, though you may wish to refresh your memory of what it says.
 - What you turn in will be homework 3.
 - This assignment is a precursor to the second paper assignment, which has a deadline of November 14.

in discussion section October 31–November 5:

- Discussions of chapter 12 and related material.
- ☐ You'll turn in one copy of your paper as homework 3. The late-homework policy (see p. 5) applies to this assignment.
- ☐ You'll work on your paper with your classmates using the other copies of your paper.

before lecture on Monday, November 5:

- ☐ Read chapter 14.
- ☐ Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Monday, November 5:

- I'll talk about chapter 14 and related material.

before lecture on Wednesday, November 7:

- ☐ Do the Practice Quiz (for chapter 14).

in lecture on Wednesday, November 7:

- I'll talk more about chapter 14 and related material.

before discussion section November 7–12:

- ☐ Follow the instructions for “before discussion section October 3–8,” above, modified as follows:
 - What you turn in will be homework 4. The late-homework policy (see p. 5) applies to this assignment.
 - The Monday discussion section does not need any special provisions, since classes are scheduled to meet as usual on November 12.

discussion sections November 7–12:

- Discussions of chapter 14 and related material.
- ☐ You'll turn in one copy of your paper as homework 4.
- ☐ You'll work on your paper with your classmates using the other copies of your paper.

Sunday, November 11:

- I hope this doesn't apply to you, but if you feel that should withdraw from this class rather than staying in it for a grade that will influence your G.P.A., you should be aware that the last day to withdraw from this class is this Wednesday, November 14 (as indicated at http://www.registrar.ku.edu/~registr/pdf/enrollment/calendar_category_4129.2012_fall.pdf). For instructions, see <http://www.registrar.ku.edu/current/schedule.shtml>.

before lecture on Monday, November 12:

- ☐ Read chapter 16.
- ☐ Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Monday, November 12:

- I'll talk about chapter 16 and related material.

before lecture on Wednesday, November 14:

- ☐ Re-read the paper you have been working on, and make any final revisions you think are warranted. Print two copies—one for yourself, and one to turn in. Your paper will be graded on content (not just

completeness, as with the earlier drafts you turned in for homework). The grade you get will be your second paper grade. The late-paper policy, on p. 5, applies to this assignment.

- Do the Practice Quiz (for chapter 16).

in lecture on Wednesday, November 14:

- You'll turn in your second paper.

- I'll talk more about chapter 16 and related material.

discussion sections November 14–19:

- Discussions of chapter 16 and related material.

before lecture on Monday, November 19:

- Read chapter 18.
- Do the Tutorial Quiz and the Flashcards, and review the Learning Objectives.

in lecture on Monday, November 19:

- I'll talk about chapter 18 and related material.

Tuesday, November 20:

- If you have a disability that entitles you to special accommodations for taking tests, contact the Disability Resources office (see p. 5, above, for the Disability Resources office's contact information), by the end of tomorrow, November 21, about making arrangements to take the test we have scheduled for November 28. If you are entitled to extra time, you will need to ask Disability Resources to proctor your test in a classroom other than our lecture hall. Be sure that the time slot you arrange with Disability Resources will finish by 12:50 p.m. on Wednesday, November 28.

Wednesday, November 21: no class because of Thanksgiving Break

November 21–26: no discussion sections because of Thanksgiving Break

before lecture on Monday, November 26:

- Study for the third test.
 - This test will count for 16 percent of your grade.
 - The ground rules for the test as the same as for the first test (see that information earlier in this syllabus).
 - You might also want to review my make-up test policy, which is above, on p. 5.

in lecture on Monday, November 26:

- We'll review for the test.

before lecture on Wednesday, November 28:

- Continue studying for the test.

in lecture on Wednesday, November 28:

- You'll take test 3.

November 28–December 3: no discussion sections

in lecture on Monday, December 3:

- The third test (taken in class on Wednesday, November 28) will be returned.
- Other unreturned work will be returned.
- I'll go over the third test.

lecture on Wednesday, December 5:

- [Reserved for contingency.]

end-of-semester information:

The third test is the last assignment of the course. There is no final exam.

I hope to have final grade averages viewable in the online gradebook, on Blackboard, by December 10.

If you want to check your final average, you can use the procedure for computing your grade provided near the beginning of this syllabus, on p. 3.

If you would like to retrieve any work that you have turned in, but have not yet had returned to you, please retrieve it by December 31, 2013. After that date, I may discard unclaimed work from this semester.