

THE 5141 Ethics and Social Justice

Spring 2026, 3 credits

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I. COURSE DESCRIPTION

This course covers major approaches to normative ethics: utilitarianism (Bentham and John Stuart Mill), deontological ethics (Kant), and virtue ethics (Aristotelianism, biblical ethics, Care ethics, Confucianism). Through the analysis of moral dilemmas taken from real cases, students will see how those ethical perspectives/principles are applied. The course also reviews other ethical positions including relativism (individual and cultural), egoism, and divine command ethics. The course will delve into philosophical issues including the origin of moral authority, human nature, moral autonomy, freedom, responsibility, justice, and social values. The course will touch upon hermeneutic questions of how to interpret moral principles and review both objectivist and constructivist approaches.

II. OUTCOMES

Upon completion of the course, students will be able to:

1. Articulate major ethical theories/positions and critically assess their strength and weakness.
2. Articulate how major ethical theories/positions are applied to real cases and critically analyze moral dilemmas.
3. Critically analyze philosophical issues (values, meaning, human nature, etc.) on ethics and assess ethical reasoning from broader philosophical perspectives.
4. Critically analyze and assess ethical dimension of life of faith in personal and professional contexts.

Course Outcomes	Needs improvement	Progressing	Good	Excellent
Articulate major ethical theories/positions and critically assess their strength and weakness.	Articulate basic orientations of major ethical theories and positions; description is not accurate.	Articulate basic claims of major ethical theories/positions.	Articulate all major ethical theories and positions; articulate their distinct characteristics, strength and weakness; illustrate with some examples.	Demonstrate comprehensive understanding of all major ethical theories and positions; articulate their distinct characteristics, strength and weakness, and how they are applied in real life.
Articulate how major ethical theories/positions are applied to	Articulate how each ethical theory/position is applied to a	Articulate how each ethical theory/position is applied to a	Articulate how each ethical theory/position is applied to a	Articulate how each ethical theory/position is applied to a

real cases and critically analyze moral dilemmas.	variety of cases; articulation of ethical reasoning in the process of application is very limited.	variety of cases; demonstrate awareness of ethical reasoning in the process of application.	variety of cases; critically analyze ethical reasoning in the process of application.	variety of cases; critically analyze and assess the complexity of ethical reasoning in the process of application and the interpretive dimension of their application.
Critically analyze philosophical issues (values, meaning, human nature, etc.) on ethics and assess ethical reasoning from broader philosophical perspectives.	Show awareness of philosophical issues about ethics.	Articulate a few philosophical questions about ethics.	Articulate various philosophical issues about ethics and critically analyze them.	Articulate, analyze, and assess philosophical issues about ethics including the questions of: human nature, meanings, good and evil, justice, power, moral autonomy, moral authority, happiness, religious faith, and values.
Critically analyze and assess ethical dimension of life of faith in personal and professional contexts.	Aware of ethical dimension of life of faith without critical analysis and assessment of one's faith	Aware of ethical dimension of life of faith with some indication of critical analysis and assessment.	Demonstrate critical thinking skills by analyzing and assessing ethical dimension of life of faith; arguments are fair and reasonable.	Demonstrate critical thinking skills by analyzing and assessing ethical dimension of life of faith; arguments are thoughtful and convincing.

III. REQUIREMENTS AND EVALUATION

The course is offered asynchronously on CANVAS platform. Detailed instructions are given on CANVAS. All times are **US Eastern Standard Time**.

1. Readings and Videos

Read assigned readings and watch lecture videos and others.

2. Discussion Board (DB)

Post your answers to the questions on the DB by the due dates. Post your comments on at least two posts by other students by the due dates.

3. Reflective Journal on Ethical Growth

This assignment requires **personal, contextualized reflection**. All entries must be grounded in **your own concrete personal or professional experiences**. Abstract, generic, or de-contextualized responses—including AI-generated content—do not meet the requirements and may receive reduced or no credit. AI tools may be used only for limited support (e.g., brainstorming or proofreading), not for generating reflective content.

- **Weekly journals (300–500 words):** Apply key ethical concepts or dilemmas from the course to specific personal or professional experiences, using ethical frameworks (e.g., utilitarianism, virtue ethics, Kantian ethics) to examine questions, tensions, and changes in your initial views.
- **Midpoint review (300–400 words):** Submit a reflective review that draws on your **weekly journal entries** from the first half of the course. Identify **recurring themes, tensions, or questions** in your reflections, and explain how your **ethical perspective has developed or shifted** over time. Focus on **synthesis and self-assessment**, not repetition or summary of individual entries.
- **Final reflection (500–750 words):** Assess your ethical growth and how the course has shaped your decision-making, professional values, and sense of moral responsibility.

Evaluation: Depth of reflection, integration of course material with lived experience, and clarity and development of ethical reasoning over time.

4. Midterm Exam

Take the midterm exam (multiple choice, matching, true/falls) on CANVAS. *A list of keywords* is available for your study. You can take it only once for each exam. Midterm covers Modules 1-9.

5. Multimedia Ethics Exploration (Student Presentation): Capstone Project

Purpose

This capstone project fosters **creative, original engagement** with ethical theories and dilemmas through a multimedia presentation demonstrating ethical analysis, application, and reflection. AI tools may be used only for limited technical support (e.g., editing or formatting); the analysis and reflections must be **the student's own work**. **Generic, de-contextualized, or AI-generated content may result in significant point deductions, including a score of zero.**

Instructions

A. Topic Selection (Instructor Approval Required)

1. Select **one or more ethical concepts/theories or a concrete real-world moral dilemma**.
2. The topic must be clearly connected to course content and allow for **nuanced ethical exploration**.
3. **Instructor approval is required**. Post your presentation topic proposal by the due date on the **Topic Proposal page on Canvas**.

B. Presentation Creation

Length: 5–7 minutes (keep the length in this range).

Format (choose one):

- Narrated video
- Digital story combining images, text, and voice
- Infographic or animation explaining an ethical theory or dilemma
- **PowerPoint slides with voice-over narration (exported as a video)**

Note: If recording a full video is difficult, **PowerPoint slides with recorded narration are fully acceptable**. You may add voice-over directly in PowerPoint and export the file as a video. If a student has a technical difficulty, please contact the instructor.

Content Requirements:

Your presentation must include:

1. A clear introduction to the chosen topic
2. Analysis or application of relevant ethical theories
3. **Personal insights or reflections demonstrating original thinking**

C. Submission and Peer Feedback

1. Submit your multimedia presentation to the **class discussion board**.
2. Provide **constructive feedback on at least two peer presentations**.

Evaluation Criteria

- **Content Mastery:** Depth and accuracy of ethical analysis
- **Creativity:** Original and engaging presentation of the material
- **Technical Execution:** Quality and clarity of multimedia elements
- **Reflection:** Thoughtful integration of ethical considerations and learning process

IV. GRADING

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|----------------------------|-----------|
| 1. Weekly Discussion Board | 30 points |
| 2. Reflective Journal | 40 points |
| 3. Midterm Exam | 20 points |
| 4. Presentation | 10 points |

Grades are recorded by letter.

A Excellent
B Good
C Acceptable
D Acceptable, but below expectations
F Failure

Grading Rubric:

In calculating the final grade for the course, letter grades for assignments are converted into the following numerical equivalents, and the total is then converted back to a letter grade:

A	97	A-	91.5	B+	87
B	82	B-	77	C+	72.5
C	67.5	C-	62.5	D+	57.5
D	53	D-	50	F	0

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A 4.00	A- 3.67	B+ 3.33
B 3.00	B- 2.67	C+ 2.33
C 2.00	C- 1.67	D+ 1.33
D 1.00	D- 0.67	F 0.00

Incompletes are given only when there are compelling medical or personal reasons.

*See HJI catalog for a detailed grading policy.

V. ACADEMIC INTEGRITY

NETIQUETTE

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminaries LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright. UTS reserves the right to delete postings on UTS maintained sites that are considered insensitive, harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

ACADEMIC INTEGRITY

Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. This can range from failing to cite an author for ideas incorporated into a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. It also includes buying or submitting a paper written by a third party. All are considered forms of "plagiarism" and a violation of the Seminary's academic integrity policy. The instructor has the option of having the student repeat or fail the assignment. In cases of serious or repeated violations, the instructor has the option of having the student fail the course or of reporting the student to the Academic Dean for disciplinary action. Possible disciplinary actions include probation, suspension or withdrawal.

AI USE POLICY

Students are permitted to use AI tools, such as ChatGPT, to assist with coursework. However, the use of AI must comply with the following guidelines:

1. **Originality:** AI tools can help generate ideas, clarify concepts, and assist in drafting responses. However, **all final submissions must reflect your own understanding and critical analysis. Copying or submitting AI-generated content as your own is prohibited.**
2. **Citation:** If AI tools contribute significantly to your work, acknowledge how you used. Include a statement at the end of your assignment.
3. **Critical Engagement:** AI should support—not replace—your engagement with course readings and materials. Always review AI-generated content critically to ensure it aligns with ethical theories and concepts covered in the course.
4. **Plagiarism Detection:** This course uses Turnitin, which can detect AI-generated content. Any submission found to rely excessively on AI or lack proper citation will be subject to academic integrity review
5. **Integrity:** Misuse of AI to bypass critical thinking or generate misleading content is considered academic dishonesty and will result in disciplinary action (see ACADEMIC INTEGRITY section above).

By following these guidelines, you ensure ethical and responsible use of AI in your academic work.

VI. REQUIRED TEXTS

Sandel, Michael. *Justice: What Is the Right Thing to Do?* NY: Farrar, Straus and Giroux, 2009. ISBN: 978-0-374-53250-5. \$15.00 ebook is available at Amazon.

The author has a site at "Harvard University's Justice with Michael Sandel"

<https://scholar.harvard.edu/sandel/justice>

Shafer-Landau, Russ. *The Fundamentals of Ethics 5th edition*. NY: Oxford University Press, 2021. ISBN: 978-0190058319 New: \$36.95 (Amazon). You can use other editions.

eBook is available at the Oxford University Press site below.

[The Fundamentals of Ethics - Paperback - Russ Shafer-Landau - Oxford University Press](#)

Recommended (not required)

Sandel, Michael J. *What Money Can't Buy: The Moral Limits of Markets*. New York: Farrar, Straus and Giroux, 2012.

Sandel, Michael J. *The Tyranny of Merit: What's Become of the Common Good?* Penguin Books, 2021.

Shafer-Landau, Russ. *The Ethical Life: Fundamental Readings in Ethics and Moral Problems*. New York: Oxford Univ. Press, 2018. Includes excerpts from Aristotle, Mill, Kant, Hobbs, Nozick (the experience machine), and others discussed in class.

Wilkens, Steve. *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong*. Downers Grove, IL: IVP Academic, 2011. If you have difficulty in reading abstract arguments, you may find this introductory book helpful.

DVDs:

Achbar, Mark, Jennifer Abbott, and Joel Bakan. *The Corporation*. [New York]: Zeitgeist, 2004. Documentary film.

Alvarez, Kyle Patrick, et al. *The Stanford prison experiment*. 2015.

Cuomo, Chris. *Basic Instincts 5 The Milgram Experiment Re-Visited*. [New York]: ABC News Productions, 2007. Documentary film.

Ferguson, Charles H., et al. *Inside job*. Culver City, Calif: Sony Pictures Home Entertainment, 2011.

Gibney, Alex, et al. *Enron the smartest guys in the room*. Los Angeles, Calif: Magnolia Home Entertainment, 2005. Documentary film.

Kornbluth, Jacob, Jennifer Chaiken, Sebastian Dungan, Robert B. Reich, Svetlana Cvetko, Dan Krauss, Marco D'Ambrosio, and Robert B. Reich. *Inequality for all*. 2014.

Schur, Michael, Brian Ward, Ted Danson, and Kristen Bell. *The Good Place. Season one Season one*. 2017.

Online Resources on Debatable Issues:

ProCon.Org. <http://www.procon.org/about-us.php>

VII. COURSE OUTLINE

The course schedule may change. Additional handouts may be given as a part of the required readings. The chapters refer to the 5th edition of Shafer-Landau; if you use other edition, read the chapters of the topic of the week.

Note: the schedule, questions, and readings may be modified according to the progress of the students' learning. **Follow the updated guidelines on CANVAS. The time is Eastern Standard Time, USA.**

Module		Required readings. Bullets are handouts or web sources	Reflective Journal on Ethical Growth
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1.	<p>Introduction: Landscape of Ethics Introduction: Course overview</p> <p>Discussion: Introduce yourself. Q&A about the course</p>	<p>Shafer-Landau, <i>Introduction</i>. Sandel Ch. 1 <i>Doting the Right Thing</i></p>	<p>Explain how ethics plays a role in your personal or professional life. Include examples of ethical dilemmas you've encountered. Consider how the moral question was present for the actions you took in your life yet you regret now.</p>
2.	<p>Good and Evil Discussion – Power and Moral Blindness Choose one: the Stanford Prison Experiment, the Milgram Experiment, or Plato's Ring of Gyges.</p> <p>Describe a specific situation you have personally experienced or observed where authority, roles, or anonymity shaped behavior. Explain how the case helps you understand what went wrong—or how moral resistance was possible.</p>	<p>Plato, Gyges Ring. <i>Republic II</i>. (2.359a-2.360d) (doc on file) <i>The Third Wave</i> (doc on file) <i>Stanford Prison Experiment</i> (video) https://vimeo.com/383911888/f5df4a922c <i>Milgram Experiment</i> (video) https://vimeo.com/383911879/b6864c3520</p>	<p>Submit a reflective journal entry of 300–500 words. Connect key ethical concepts or dilemmas from this week's lesson to a specific personal, professional, or observed experience.</p> <p>Focus on ethical reasoning and reflection, not summary. Your response should demonstrate engagement with course ideas and original thinking.</p> <p>Do not copy or paste from AI-generated content. Submissions that rely on AI-produced text may receive reduced credit or a score of zero.</p> <p>Due: Sunday at midnight.</p>

3.	<p>Hedonism Discussion: After engaging with Shafer-Landau's discussion of hedonism and the Experience Machine, describe a specific situation from your own life or observations where happiness conflicted with other moral values (such as truth, responsibility, or integrity).</p> <p>Critically evaluate whether maximizing happiness alone would justify the choice in this case, and explain what this reveals about the limits of hedonism as a moral theory.</p>	<p>Shafer-Landau Ch. 1. <i>Hedonism</i>; Ch. 2. <i>Is Happiness All that Matters?</i> <i>Omales</i> (video) https://vimeo.com/383911767/4362e7fa52 <i>Experience Machine</i> (video) https://vimeo.com/383911758/7cf64633ae</p>	Write a weekly journal entry.
4.	<p>Utilitarianism Discussion: Describe a specific situation you have personally experienced or observed in which a decision affected multiple people. Analyze the decision using utilitarian reasoning, explaining how benefits and harms were weighed.</p> <p>Briefly reflect on what you found persuasive or troubling about applying utilitarianism in this case.</p>	<p>Sandel Ch. 2 <i>Greatest Happiness Principle</i></p> <p>Shafer-Landau Ch. 9 <i>Consequentialism: Its Nature and Attractions</i>; Ch. 10 <i>Consequentialism: Its Difficulties</i></p>	Write a weekly journal entry.
5.	<p>Libertarianism Discussion: Reflect on a specific situation you have personally experienced or observed involving control over one's body or property (for example, workplace rules, health decisions, or use of personal resources).</p> <p>Using libertarian principles, explain whether absolute self-ownership felt justified in this case, and where—if anywhere—you think limits were necessary.</p>	<p>Sandel Ch. 3 <i>Do We Own Ourselves?</i>; Ch. 4 <i>Hired Help</i>.</p> <p>Recommended: <i>Inequality for All</i> (video; trailer only; full document is available on DVD) https://vimeo.com/383849247/520a3ad3f7 <i>Inside Job</i> (video; trailer only; full document is available on DVD) https://vimeo.com/383849228/78833656cd</p> <p>If you are subscribing to Netflix. <i>Saving Capitalism</i> (Netflix only)</p>	Write a weekly journal entry.

6.	<p>Kantian Ethics Discussion: Describe a specific situation you have personally experienced or observed in which temptation, social pressure, or authority made it difficult to act according to your moral principles.</p> <p>Using Kantian ethics, explain why moral autonomy matters most in such moments, and critically assess what is lost—morally and personally—when autonomy is compromised.</p>	<p>Sandel Ch. 5 <i>What Matters is the Motive</i> Shafer-Landau Ch. 11 <i>The Kantian Perspective: Fairness and Justice</i>, Ch. 12 <i>The Kantian Perspective: Autonomy and Respect</i></p>	Write a weekly journal entry.
7.	<p>John Rawls & Affirmative Action Discussion: Describe a specific policy or practice you have personally encountered or closely observed that aims to promote fairness or equal opportunity (such as admissions, hiring, or resource allocation).</p> <p>Using John Rawls' theory of justice, evaluate whether this policy would be acceptable from behind the veil of ignorance, and explain where it succeeds or falls short in promoting fairness.</p>	<p>Sandel Ch. 6 <i>The Case for Equality</i>, Ch. 7 <i>Arguments for Affirmative Action</i></p> <p><i>Harvard Admission</i> (video) https://vimeo.com/383847503/7ef98e59e5 <i>Medical School Admission</i> (video) https://vimeo.com/383847485/8a9158a4e0</p>	Write a weekly journal entry.
8.	<p>Virtue Ethics Discussion: Describe a specific situation you have personally faced or observed in which what mattered most was a person's character or judgment, rather than following a rule or calculating outcomes.</p> <p>Using virtue ethics, explain how a virtuous person would act in this situation, and briefly reflect on why this approach felt more—or less—convincing to you than rule-based ethical theories.</p>	<p>Sandel Ch. 8 <i>Who Deserves What?</i> Shafer-Landau Ch. 17 <i>Virtue Ethics</i>, Ch. 18 <i>Feminist Ethics</i>.</p>	Write a weekly journal entry.

9.	<p>Communitarianism Discussion: Discussion – Communitarianism Describe a specific situation in your community, workplace, or institution where an appeal to the common good influenced a decision or policy.</p> <p>Using communitarian ideas, explain how the common good was defined in this case, and reflect on the tensions or challenges that arose in a diverse or pluralistic setting.</p>	Sandel, Ch. 9 <i>What Do We Own One Another?</i> ; Ch. 10 <i>Justice and Common Good</i>	Write a weekly journal entry.
	Midterm Exam	Review keywords in Modules 1-9.	
	Reflective Journal of Moral Growth: Midpoint Review		<p>Submit a reflective review of 300–400 words that draws on your weekly journal entries from the first half of the course. Identify recurring themes, tensions, or questions in your reflections, and explain how your ethical perspective has developed or shifted over time.</p> <p>Focus on synthesis and self-assessment, not repetition or summary of individual entries.</p>
	Propose your multimedia presentation topic.	See the Requirement section of the syllabus.	
10.	<p>Social Contract Theory Discussion: Describe a rule, law, or institutional expectation you</p>	Shafer-Landau Ch. 13 <i>The Social Contract Tradition: The Theory and Its Attractions</i> ,	Write a weekly journal entry.

	<p>personally follow (or struggle with) even though you had no direct role in agreeing to it.</p> <p>Drawing on one critique of social contract theory from the readings, explain whether this obligation feels justified to you, and why that critique helps you make sense of your experience.</p>	Ch. 14 <i>The Social Contract Tradition: Problems and Prospects</i>	
11.	<p>Divine Command Ethics & Natural Law Theory Discussion: Describe a specific moral rule or expectation you have encountered that was justified by religious authority or by an appeal to “human nature.”</p> <p>Using one critique from the readings, critically evaluate the limits or dangers of this justification. What becomes morally problematic when authority or “nature” is treated as decisive, and why?</p>	Shafer-Landau Ch. 5 <i>Religion and Morality</i> , Ch. 6 <i>Natural Law</i> .	Write a weekly journal entry.
12.	<p>Relativism & Egoism Discussion: Choose either moral relativism or ethical egoism. Describe a specific situation you have personally encountered or closely observed in which moral disagreement or self-interest played a central role.</p> <p>Using the theory you chose, explain how the situation would be justified or criticized, and then assess where this approach helps ethical understanding—and where it breaks down in that context.</p>	<p>Shafer-Landau Ch. 7 <i>Psychological Egoism</i>, Ch. 8 <i>Ethical Egoism</i>, Ch. 19 <i>Ethical Relativism</i> Ayn Rand interview (video) https://vimeo.com/383843035/6264b43890 What is post modernism? (video) https://vimeo.com/383843102/008e79c9a6</p> <p>Recommended: Lyotard, <i>Postmodern Condition</i> (doc on file)</p>	Write a weekly journal entry.
13.	<p>Theories of Justice: Plato and Aristotle No Discussion Board.</p> <p>Students’ presentation. Multimedia Ethics Exploration.</p>		Write a weekly journal entry.
		Upload your multimedia presentation and comment on at least two other students’ presentations.	

14.	<p>Machiavelli and Meritocracy Discussion: Choose one of the following:</p> <p>A. Machiavelli Identify a specific case of leadership or institutional decision-making you have observed where moral principles were overridden in the name of effectiveness or stability. Using Machiavelli's political realism, critically evaluate who benefited, who bore the costs, and whether the appeal to necessity genuinely justified the action.</p> <p>B. Meritocracy Describe a system you have personally experienced that claims to reward merit (such as education, hiring, or promotion). Using Michael Sandel's critique of meritocracy, critically assess how power, luck, or social advantage shaped outcomes, and explain whether the language of merit obscured injustice rather than corrected it.</p>	<p>Michael Sandel's Tyranny of Meritocracy: Presentation at Geneva Graduate Institute Links to an external site. What is Mētis? - Mētis Wisdom (metiswisdom.com) Machiavelli, Prince (read Chap. 17, 18) machiavelli-prince.pdf</p>	Write a weekly journal entry.
15.	<p>Religion, Power, and Morality</p> <p>Discussion: Identify one moment, concept, or discussion from this course that unsettled, challenged, or reshaped how you think about morality, authority, or responsibility.</p> <p>Describe a specific belief, habit, or assumption you now view differently, and explain how engaging with ethical frameworks from the course has changed how you would approach a real moral decision in your personal, professional, or civic life.</p>	<p>Noda Theories of Truth How do you know what you believe is true.pdf</p> <p>Noda Paradoxes IFL-2022-Autumn-Vol-45-No-2.pdf</p>	Reflective Journal on Ethical Growth: Final Reflection. Write a comprehensive summary (500-750 words) of your growth throughout the course. Address how the course has shaped your decision-making, professional values, or understanding of moral responsibility.

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BIBLIOGRAPHY

Multimedia resources partially used in class:

Achbar, Mark, Jennifer Abbott, and Joel Bakan. *The Corporation*. [New York]: Zeitgeist, 2004. Documentary film.

Alvarez, Kyle Patrick, et al. *The Stanford prison experiment*. 2015. DVD

Connolly, Peggy. *Ethics in Action: A Case-Based Approach*. Malden, MA: Wiley-Blackwell, 2009.

Cuomo, Chris. *Basic Instincts 5 The Milgram Experiment Re-Visited*. [New York]: ABC News Productions, 2007. Documentary film.

Ferguson, Charles H., et al. *Inside job*. Culver City, Calif: Sony Pictures Home Entertainment, 2011.

Gibney, Alex, et al. *Enron the smartest guys in the room*. Los Angeles, Calif: Magnolia Home Entertainment, 2005. Documentary film.

Philip G. Zimbardo. *The Stanford Prison Experiment*. <http://www.prisonexp.org/>

Books:

Aristotle, and Roger Crisp. *Nicomachean Ethics*. Cambridge, U.K.: Cambridge University Press, 2000.

Collier, Paul. *The Bottom Billion Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford: Oxford University Press, 2007.

Corvino, John, and Maggie Gallagher. *Debating Same-Sex Marriage*. Oxford: Oxford University Press, 2012.

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Gilovich, T., Griffin, D., & Kahneman, D. (Eds.). *Heuristics and biases: The psychology of intuitive judgment*. New York : Cambridge University Press, 2002.

Gore, Albert. *An Inconvenient Truth The Planetary Emergency of Global Warming and What We Can Do About It*. Emmaus, Pa: Rodale Press, 2006.

Held, Virginia. *The Ethics of Care: Personal, Political, and Global*. Oxford: Oxford University Press, 2006.

Kahneman, Daniel, Olivier Sibony, Cass R. Sunstein. *Noise: A Flaw in Human Judgment*. Little, Brown Spark, 2012.

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Kant, Immanuel, and H. J. Paton. *Groundwork of the Metaphysic of Morals*. New York: Harper & Row, 1964.

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Milgram, Stanley. *Obedience to Authority: An Experimental View*. New York: Harper & Row, 1974.

Neusner, Jacob, and Bruce Chilton. *The Ethics of Family Life: What Do We Owe One Another?* Belmont, CA: Wadsworth/Thomson Learning, 2001.

Noddings, Nel. *Caring, a Feminine Approach to Ethics & Moral Education*. Berkeley: University of California Press, 1984.

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Pogge, Thomas Winfried Menko, and Keith Horton. *Global Ethics: Seminal Essays*. St. Paul, MN: Paragon House, 2008.

- Rigney, Daniel. *The Matthew Effect: How Advantage Begets Further Advantage*. New York: Columbia University Press, 2010.
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- Shipler, David K. *The Working Poor: Invisible in America*. New York: Knopf, 2004.
- Singer, Peter. *One World: The Ethics of Globalization*. New Haven: Yale University Press, 2002.
- Stiglitz, Joseph E. *Globalization and Its Discontents*. New York: W. W. Norton, 2002.
- Stiglitz, Joseph E. *The Price of Inequality: [How Today's Divided Society Endangers Our Future]*. New York: W.W. Norton & Co, 2012.
- Wilkens, Steve. *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong*. Downers Grove, IL: IVP Academic, 2011.
- Zimbardo, Philip G. *The Lucifer Effect: Understanding How Good People Turn Evil*. New York: Random House, 2007.