**THE 5141 Ethics and Social Justice**

Spring 2025, 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.

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| 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 real cases and critically analyze moral dilemmas. | Articulate how each ethical theory/position is applied to a variety of cases; articulation of ethical reasoning in the process of application is very limited. | Articulate how each ethical theory/position is applied to a variety of cases; demonstrate awareness of ethical reasoning in the process of application. | Articulate how each ethical theory/position is applied to a variety of cases; critically analyze ethical reasoning in the process of application. | Articulate how each ethical theory/position is applied to a 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**

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 DB by due dates. Post your comments on at least two posts by other students.

**3. Reflective Journal**

Purpose: To foster personal growth and deeper understanding by connecting course material with their experiences, beliefs, and evolving ethical perspectives.

1. **Weekly Entries**:
   * **Length**: 300–500 words.
   * **Content**: Reflect on how the week’s lectures, readings, and discussions impacted your ethical perspectives and articulate them.

For example,

* + - Identify a key concept, theory, or dilemma that resonated with you.
    - Connect the learning to a personal experience or current event.
    - Pose questions or identify areas of ambiguity in your ethical reasoning.
    - Discuss how specific ethical frameworks (e.g., utilitarianism, virtue ethics, Kantian ethics) apply to your reflections.
    - Highlight how your initial reactions or beliefs evolved after engaging with these frameworks.

1. **Midpoint Review**:
   * At the course’s midpoint, reflect your weekly journal entries and write **a one-page summary. Note any point you noticed in your learning journey up to this point.**
2. **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.

**Evaluation Criteria**:

* Depth of insight and personal engagement.
* Integration of course material with reflections.
* Clarity, coherence, and progression of thought 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 (students’ presentation)**

Purpose: Creative engagement with ethical theories and dilemmas by presenting concepts in innovative, multimedia formats.

**Instructions**:

1. **Choose a Topic**:
   1. Select an ethical theory or a real-world moral dilemma
   2. Ensure the topic is tied to course content and offers opportunities for nuanced exploration. Topics must be approved by the instructor.
2. **Create a Presentation**:
   1. **Format**: Use a multimedia format such as:
      1. A narrated video (5–7 minutes).
      2. A digital story combining images, text, and voice.
      3. An infographic or animation explaining a theory or dilemma.
   2. **Content**: Include:
      1. A clear introduction to the chosen topic.
      2. An analysis or application of relevant ethical theories.
      3. Personal insights or reflections, demonstrating original thinking.
3. **Submission and Peer Feedback**:
   1. Submit your multimedia project to the class discussion board.
   2. Provide constructive feedback on at least two peer submissions.

Note. If you use PPT, you can add a voice over PPT slides and “export” it to “video.” (You can set the time length of video to 6 minutes)

**Evaluation Criteria**:

* **Content Mastery**: Depth and accuracy of ethical analysis.
* **Creativity**: Original and engaging presentation of the material.
* **Technical Execution**: Quality and clarity of the multimedia elements.
* **Reflection**: Thoughtful discussion of the process and integration of ethical considerations in the project’s creation.

The instructor must approve presentation topics. Post your presentation topic proposal by the due date on CANVAS.

**GRADING**

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.

**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.

**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](https://global.oup.com/ushe/product/the-fundamentals-of-ethics-9780197697474?q=fundamentals%20of%20ethics&cc=us&lang=en)

**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>

**COURSE OUTLINE (PLAN)**

The course schedule and questions may change based on the progress of student learning. Additional handouts may be given as a part of the required readings. Always check the instructions on CANVAS.

The chapters refer to the 5th edition of Shafer-Landau; if you use other edition, read the chapters of the topic of the week.

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| Module |  | Required readings. Bullets are handouts or web sources | Reflective Journal |
|  | Introduction: Landscape of Ethics  Introduction: Course overview  Discussion:  Introduce yourself. Q&A about the course | Shafer-Landau, *Introduction.*  Sandel Ch. 1 *Doting the Right Thing* | 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. |
|  | Good and Evil  Discussion: In which ways, are the Stanford Prison Experiment, Milgram Experiment or Gyges Ring relevant today? Describe your own experience, if you have any. | Plato, Gyges Ring. *Republic* II. (2.359a-2.360d) (doc on file)  *The Third Wave* (doc on file)  *Stanford Prison Experiment* (video)  <https://vimeo.com/383911888/f5df4a922c>  *Milgram Experiment* (video)  <https://vimeo.com/383911879/b6864c3520> | Write a weekly journal entry. (see the guidelines for *Reflective Journal on Ethical Growth* in the syllabus) |
|  | Hedonism  Discussion: After reading Shafer-Landau’s chapters on Hedonism and watching the video on the Experience Machine, discuss the role of happiness in your own moral judgments. How would your life decisions change if happiness were the **sole** criterion for morality? | Shafer-Landau Ch. 1. *Hedonism*;Ch. 2*. Is Happiness All that Matters?*  *Omales* (video)  <https://vimeo.com/383911767/4362e7fa52>  *Experience Machine* (video)  <https://vimeo.com/383911758/7cf64633ae> | Write a weekly journal entry. |
|  | Utilitarianism  Discussion: Analyze a real-world scenario (e.g., environmental policy, healthcare decisions or other) through a utilitarian lens. Evaluate the strengths and weaknesses of this approach. | Sandel Ch. 2 *Greatest Happiness Principle*  Shafer-Landau Ch. 9 *Consequentialism: Its Nature and Attractions*; Ch. 10 *Consequentialism: Its Difficulties* | Write a weekly journal entry. |
|  | Libertarianism  Discussion: Should individuals have absolute ownership of their bodies and property? Why or why not? | Sandel Ch. 3 *Do We Own Ourselves?*; Ch. 4 *Hired Help.*  Recommended:  *Inequality for All* (video; trailer only; full document is available on DVD)  <https://vimeo.com/383849247/520a3ad3f7>  *Inside Job* (video; trailer only; full document is available on DVD)  <https://vimeo.com/383849228/78833656cd>  If you are subscribing to Netflix.  *Saving Capitalism* (Netflix only) | Write a weekly journal entry. |
|  | Kantian Ethics  Discussion: Is moral autonomy always achievable? Why or why not? | Sandel Ch. 5 *What Matters is the Motive*  Shafer-Landau Ch. 11 *The Kantian Perspective: Fairness and Justice*, Ch. 12 *The Kantian Perspective: Autonomy and Respect* | Write a weekly journal entry. |
|  | John Rawls & Affirmative Action  Discussion: Are contracts always fair? How can Rawls’ principles guide fairness in societal agreements? | Sandel Ch. 6 *The Case for Equality*, Ch. 7 *Arguments for Affirmative Action*  *Harvard Admission* (video)  <https://vimeo.com/383847503/7ef98e59e5>  *Medical School Admission* (video)  <https://vimeo.com/383847485/8a9158a4e0> | Write a weekly journal entry. |
|  | Virtue Ethics  Discussion: How does virtue ethics differ from rule-based approaches like Kantian ethics or utilitarianism? Which approach resonates more with you? | Sandel Ch. 8 Who Deserves What?  Shafer-Landau Ch. 17 *Virtue Ethics*, Ch. 18 *Feminist Ethics.* | Write a weekly journal entry. Ex. Identify a virtue you embody and a vice you struggle with. Reflect on how these impact your moral decisions. |
|  | Communitarianism  Discussion: How does the concept of the "common good" apply in a diverse, pluralistic society? What are the challenges? | Sandel, Ch. 9 *What Do We Own One Another?;* Ch. 10 *Justice and Common Good* | Write a weekly journal entry. |
|  | **Reflective Journal of Moral Growth: Midpoint Review** |  | Midpoint Review. Reflect your weekly journal entries and write a one-page summary noting any shifts or realizations of your ethical perspective.  **Due. Sun. March 30.** |
|  | **Midterm Exam** | Review keywords in Modules 1-9. See the keywords list (provided). | **Take the exam between March 30 and April 6.** |
|  | **Propose your multimedia presentation topic.** Your topic must be approved by the instructor. |  | see Multimedia Ethics Exploration guidelines on the syllabus  **Due March 30.** |
|  | Social Contract Theory  Discussion: Take one critique of Social Contract from the readings, which appeals to you most  and explain why. | Shafer-Landau Ch. 13 *The Social Contract Tradition: The Theory and Its Attractions*, Ch. 14 *The Social Contract Tradition: Problems and Prospects* | Write a weekly journal entry. |
|  | **Spring Break April 7-18** |  |  |
|  | Divine Command Ethics & Natural Law Theory  Discussion: Take one critique of Divine Command Theory or Natural Law Theory from the readings, which appeals to you most and explain why. | Shafer-Landau Ch. 5 *Religion and Morality*, Ch. 6 *Natural Law*. | Write a weekly journal entry. |
|  | Relativism & Egoism  Discussion: Is moral relativism a valid ethical stance in a globalized world? Why or why not? | Shafer-Landau Ch. 7 *Psychological Egosim*, Ch. 8 *Ethical Egoism*, Ch. 19 *Ethical Relativism*  *Ayn Rand interview* (video)  <https://vimeo.com/383843035/6264b43890>  *What is post modernism*? (video)  <https://vimeo.com/383843102/008e79c9a6>  Recommended:  Lyotard, *Postmodern Condition* (doc on file) | Write a weekly journal entry. |
|  | Theories of Justice: Plato and Aristotle |  | Write a weekly journal entry. |
|  | **Students’ presentation. Multimedia Ethics Exploration.** | Upload your multimedia presentation and comment on at least two other students’ presentations. |  |
|  | Machiavelli and Meritocracy  Discussion: Respond to Sandel’s critique of meritocracy. Do you agree that meritocracy undermines social justice? Why or why not? | [Michael Sandel's Tyranny of Meritocracy: Presentation at Geneva Graduate InstituteLinks to an external site.](https://www.bing.com/videos/search?q=michael+sandel+the+tyranny+of+merit+geneva+&&view=detail&mid=384567A04DEF89AD9D88384567A04DEF89AD9D88&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dmichael%2Bsandel%2Bthe%2Btyranny%2Bof%2Bmerit%2Bgeneva%2B%26FORM%3DHDRSC4)  [What is Mētis? - Mētis Wisdom (metiswisdom.com)](https://metiswisdom.com/2020/08/09/what-is-metis/)  Machiavelli, Prince (read Chap. 17, 18)  [machiavelli-prince.pdf](https://utseminary.instructure.com/courses/297/files/65696?wrap=1) | Write a weekly journal entry. |
|  | Religion, Power, and Morality  Discussion: In what ways has the course challenged or changed your prior ethical beliefs? Illustrate this with examples from your personal or professional life. | [Noda Theories of Truth How do you know what you believe is true.pdf](https://utseminary.instructure.com/courses/297/files/65695?wrap=1)  [Noda Paradoxes IFL-2022-Autumn-Vol-45-No-2.pdf](https://utseminary.instructure.com/courses/297/files/65698?wrap=1) | 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. |

**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.

McFaul, Thomas R. *The Future of Peace and Justice in the Global Village: The Role of the World Religions in the Twenty-First Century.* Westport, Conn: Praeger, 2006.

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.

Noddings, Nel. *Starting at Home: Caring and Social Policy*. Berkeley: University of California Press, 2002.

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.

Sachs, Jeffrey. *The End of Poverty Economic Possibilities for Our Time.* New York: Penguin Press, 2005.

Sandel, Michael J. *Justice: What's the Right Thing to Do?* New York: Farrar, Straus and Giroux, 2009.

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

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Shafer-Landau, Russ. *The Ethical Life: Fundamental Readings in Ethics and Moral Problems*. New York: Oxford Univ. Press, 2018.

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.