

Moral Problems of Contemporary Society

Ph 232 A02 Fall 2018

CRN 12522

Instructor:



Course description

In this course we discuss ethically significant issues of our societies with a philosophical perspective. We begin with a discussion of the distinction between ethics and applied ethics, the role of arguments in ethics, and the relation of ethics to religion and to law. Throughout the remainder of the course key ethical principles and theories are introduced and applied to contemporary issues such as euthanasia, abortion, poverty, sexual relations and drugs. Students from all faculties are welcome.

Course objectives

- To learn about ethical theories and their application to the complexities of issues of our contemporary world.
- To carefully examine the philosophical arguments that arise surrounding the controversial issues discussed in the course.
- To sharpen our ability for critical analysis of assumptions and arguments, and how to assess their strength and weaknesses, supported by consideration of realistic cases.

Texts and Coursespaces readings

Required text: A Coursepack, plus selected texts to be downloaded from Coursespaces (see details on the schedule of lectures below). Be attentive to announcements in class and on *Coursespaces*. Recommended optional: Anthony Weston, *A Rulebook for Arguments* (Hackett, 2009).

Course organisation and student engagement

To facilitate class discussion, assigned weekly readings are to be read *ahead of class lectures*. Attendance during class periods, constructive participation and tolerance of the views of others are expected. Students are responsible for materials covered if classes are missed and are expected to ask classmates about any announcements while absent. Everyone is encouraged to be self-reflective about his or her own beliefs, and to constructively contribute to class discussion. Class time will be devoted to brief presentation of key points from the material assigned, and to class discussion. In general, all graded work will be assessed on the basis of A) care in the explanation of key points, B) quality of development of points presented, C) clarity, neatness, and organisation of points.

Tips for best performances

- < Do readings ahead of class periods, and do weekly assignments.
- < Come to class, and constructively participate in class discussion.
- < Speak to the instructor if failing to understand the material.

Graded student activities

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| 1. Participation, including weekly assignments | 10% |
| 2. Experiential group project and presentation | 20% |

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| 3. Mid-term test | 30% |
| 4. Final take-home exam | 40% |

1. Participation. Assessed on the basis of a) *regular attendance*, b) *constructive participation in class discussion*, c) *weekly assignments* based on the course readings and analysis of the issues under discussion. *Class attendance will be taken*, and is particularly encouraged in the case of guest speakers (justified absences on those days should be discussed with the instructor ahead of time).

Weekly response assignments

You are expected to write up a brief response to a question regarding each week's readings to help you engage with the material and concepts before the lecture. Responses should be brief (normally about one paragraph suffices), and handed in on the first day of classes every week (usually Tuesdays). Your response should be in your own words and not be copied from the textbook or other texts.

At the head of the page please state, in this order, a) your last and first name (e.g. JONES, Peter), b) the date assignment is due (e.g. 9 January 2018), c) the particular readings discussed (e.g. Singer and Taylor). Feedback will be given on the first sets of assignments, and occasionally thereafter (dependent on availability of TA support). At the end of the semester the total of the assignments minus the two with the lowest grades will be graded on a pass or fail basis.

2. Experiential group project: Groups of 4-6 students (depending on class size) a) visit a relevant site in the Victoria area from the list provided, b) determine criteria for ethical assessment of the activity practiced there, c) assess the selected site by those criteria. By 5 October groups select a site/activity to visit and have it approved by the instructor. Students write 2-3 page group papers (worth 50% of this grade) justifying how criteria were selected and why the site received the assessments made, to be handed in on 2 November. Presentation of group reports on the discussions (worth another 50% of this grade) will be scheduled for the last two weeks of classes. Presentations can be organised as the group best sees fit, and not everyone needs to speak as long as work is divided fairly. Reports and presentations will be evaluated on 1) justification of the selection of criteria, 2) correctness in the application of those criteria, 3) completeness and engagement in the on-site visit and background research, and 4) clarity of presentation to the class. For further information, see the handout on Coursespaces.

Possible sites: 1) places emblematic of First Nations presence in the Victoria area, 2) places where care (or lack of care) for animals is being exhibited, 3) places where poverty and hunger are being addressed, 4) places where concerns regarding drugs are addressed, 5) where climate change or other environmental problems are addressed, 6) places where problems regarding gender relations and gender violence are addressed.

3. The mid-term test will cover both readings and further points raised in lectures. Both understanding and recall of material covered, and reflective analysis, will be expected. Test questions will likely consist of a combination of shorter and longer answer questions.

4. The final exam will be a comprehensive take-home exam with short answer and long answer questions. Questions will be handed out on the last day of classes, and the completed exam must be brought to the Department of Philosophy by NOON, five (5) days after the last day of classes. Late exams will NOT be accepted (they will receive 0%). Exams also have to be submitted simultaneously through Coursespaces (unless otherwise indicated). Understanding of material covered and reflective analysis will be expected.

Grading scale and interpretation

Percentages will convert to a letter grade according to the standard University scheme:

A+ = 90-100	B+ = 77-79	C+ = 65-69	D = 50-59
A = 85-89	B = 73-76	C = 60-64	F = 0-49
A- = 80-84	B- = 70-72		

What the Grading Scale Means:

A+, A, or A-	Earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+, B, or B-	Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ or C	Earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	Earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	Work that is not worthy of course credit toward the degree.

Interpretation of these grade definitions is up to the discretion of the instructor. If you receive a grade during the course that you believe is unfair, please begin by discussing the matter with the instructor (or TA) in a respectful, open-minded manner. Rest assured that if you still believe the grade you received is unfair you can appeal the matter to the chair of the department. For additional information regarding grades, please see pp. 51-53 of the most recent edition of the *Uvic Undergraduate Calendar*.

All evaluations of tests and assignments will be calculated according to *percentage scores*. Letter grades and grade point scores are listed purely for reference. Final examinations are the property of Uvic and are not returned. They are available for viewing at the Records Office according to Uvic procedures and regulations (pp. 49-51 of the calendar).

Late assignments, extensions and plagiarism

Late weekly assignments will not be accepted and the test will not be rescheduled (no make-up exams). If a test is missed serious, documented, reasons, the final exam will be weighted so as to incorporate the weighting of the missed exam. Documented evidence for having legitimately missed an exam and an explanatory statement in writing have to be received no more than ten days after the deadline or exam missed. Late papers will have 5% subtracted per working day from grade unless documentation is provided of illness or family emergency. Academic honesty will be expected in this course. *Plagiarism (e.g. copying from others or working together on the take-home exam) may lead to dismissal from the course and the university*. Any matters not covered in this handout will be handled in accordance with University and Department policies. Please familiarize yourself with them at <http://web.uvic.ca/calendar2017-05/undergrad/info/regulations/academic-integrity.html>.

Other matters

Transition and inclusivity/diversity

Students who are new to the University, and would like assistance may contact the Transition Office, www.uvic.ca/transition. Uvic is committed to providing a safe, supportive learning environment for all members. Further information regarding Uvic policies on human rights, equity, discrimination and harassment are located in the Uvic calendar (p. 15), but if you have any particular concerns in our course please do not hesitate to contact me.

Counseling Services

Many, if not most, students experience some difficulties with their mental health during their years as undergraduate students. Make sure you are familiar with Uvic [Counseling Services](#), which is an excellent resource you have at your disposal on campus. It is hard to shake the stigma associated with problems like depression and

