

PHIL 232 A01
CRN#12729

September – December 2022
TWF: 12:30am – 1:20pm

Moral Problems of Contemporary Society

Grading System

Percentage	Letter Grade	Grade Point	Grade Definition
90 – 100	A+	9	An A+, A, or A- is 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.
85 – 89	A	8	
80 – 84	A-	7	
77 – 79	B+	6	A B+, B, or B- is 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


Policy on Late Assignments: 5% per working day will be subtracted from grade unless documentation is provided of illness or family emergency.

Plagiarism: Review the [University Policy on Academic Integrity](#) *very carefully*, and be aware that anti-plagiarism software may be used in this course. Resources will be provided via *Brightspace* for students seeking guidance about what constitutes plagiarism and how they can avoid it, but *it is the responsibility of each student*

Schedule of Readings and Assignments

Note: Dates are subject to change as we take more or less time to cover certain readings, so class attendance is essential to stay informed about up to date scheduling. All material should be read *before* the class in which it is discussed.

<u>Week</u>	<u>Topic and Assigned Readings</u>
Week 1	Introduction to Moral Problems
Sept. 7	First Meeting
Sept. 9	Michael J. Sandel: <i>The Case Against Perfection</i>
Week 2	Background Ethical Theory
Sept. 13 Sept. 16	Daniel R. DeNicola: <i>Intro to Moral Philosophy Chapter 6: Utilitarianism</i> Daniel R. DeNicola: <i>Intro to Moral Philosophy Chapter 7: Kantianism</i>
Week 3	Genetic Engineering and Respect for Disabled Persons
Sept. 20	Julian Savulescu & Guy Kahane: <i>The Moral Obligation to Create Children with the Best Chance of the Best Life</i> [parts I & II] Suggested = Inmaculada de Melo-Martín: <i>The Trouble with Moral Enhancement</i>
Sept. 21	Adrienne Asch: <i>Prenatal Diagnosis and Selective Abortion: A Challenge to Practice and Policy</i> + Julian Savulescu & Guy Kahane: <i>The Moral Obligation to Create Children with the Best Chance of the Best Life</i> [part III]
Sept. 23	How to Write a Philosophy Paper
Week 4	Genetic Engineering and Respect for Disabled Persons
Sept. 27	Elizabeth Barnes: <i>Valuing Disability, Causing Disability</i> [parts I-IV + VI] Suggested = David DeVidi & Catherine Klausen: <i>No Mere Difference</i>
Sept. 28	Sahar AkMCID 5[(S)-8 (-05u Tw [h: 4Tt)-6 (h)-4 (4r(-05u Tw [h: 4Tt)-6 (h)-4 (4r84 (g)-4 (g)6
Sept. 30	

<p>Week 5</p> <p>Oct. 4</p> <p>Oct. 5</p> <p>Oct. 7</p> 	<p>Environmental Ethics</p> <p>Joseph DesJardins: <i>Biocentric Ethics and the Inherent Value of Life</i></p> <p>Ben Bradley: <i>The Value of Endangered Species</i></p> <p>Robert Elliot: <i>Faking Nature</i></p> <p>*** First Writing Assignment Due ***</p>
<p>Week 6</p> <p>Oct. 11</p> <p>Oct. 12</p> <p>Oct. 14</p>	<p>Collective Action Problems</p> <p>Garrett Hardin: <i>The Tragedy of the Commons</i></p> <p>Suggested = Simo Kyllonen: <i>Climate Change, No-Harm Principle, and Moral Responsibility of Individual Emitters</i></p> <p>Review</p> <p>*** Midterm Test ***</p>
<p>Week 7</p> <p>Oct. 18</p> <p> </p> <p>Oct. 21</p>	<p>The Moral Status of Abortion – Part One</p> <p>Mary Anne Warren: <i>On the Moral and Legal Status of Abortion</i></p> <p>Suggested = Cixin Liu: <i>The Village Teacher</i></p> <p>Don Marquis: <i>Why Abortion is Immoral</i></p> <p>Suggested = Skott Brill: <i>The Identity Objection to the Future like ours Argument</i></p>
<p>Week 8</p> <p>Oct. 25</p> <p> </p> <p>Oct. 28</p>	<p>The Moral Status of Abortion – Part Two</p> <p>Judith Jarvis Thomson: <i>A Defense of Abortion</i></p> <p>Margaret Olivia Little: <i>Abortion, Intimacy, and the Duty to Gestate</i></p> <p>Suggested = Fiona Woollard: <i>Mother Knows Best: Pregnancy, Applied Ethics, and Epistemically Transformative Experiences</i></p>
<p>Week 9</p> <p>Nov. 1</p> <p>Nov. 2</p> <p>Nov. 4</p>	<p>The Moral Status of Prostitution + Sex Robots</p> <p>Martha Nussbaum: <i>“Whether from Reason or Prejudice”</i></p> <p>Scott A. Anderson: <i>Prostitution and Sexual Autonomy</i></p> <p>John Danaher: <i>The Symbolic-Consequences Argument in the Sex Robot Debate</i></p>

Week 10	Obligations to Persons in Need of Aid
Nov. 8	Peter Singer: <i>Famine, Affluence, and Morality</i> + Peter Singer: <i>What Should a Billionaire Give—and What Should You?</i>
Nov. 9-11	Fall Reading Break – No Class
Week 11	Global Poverty and Just Restitution
Nov 15	Robert Noggle: <i>Give Till It Hurts? Beneficence, Imperfect Duties, and a Moderate Response to the Aid Question</i> Suggested = Elizabeth Ashford: <i>Obligations of Justice and Beneficence...</i>
Nov. 16	Judith Lichtenberg: <i>Negative Duties, Positive Duties, and the “New Harms”</i> Suggested = Thomas Pogge: “Assisting” <i>the Global Poor</i>
Nov. 18	Todd Calder: <i>Shared Responsibility, Global Structural Injustice, and Restitution</i>
Week 12	

Dec. 5 Review [Note: this is a

Q: Do I need to complete each of the course requirements to pass the course?

A: No, in this particular course (unlike some other courses at Uvic), I do not require each of the various tests/assignments to be completed for an overall pass. So, for example, if you are unable to complete a certain assignment, you can still pass the course.

Q: I'm having a difficult week in terms of workload in my other courses and hours at my job (that I need to pay for school). Can I have an extension?

A: No. I genuinely sympathize with these requests, but I do not grant extensions based on workload rather than illness or family emergency so **please do not ask me this**. As stressful as workload issues are for students, I can't compare the workloads different students in the class might be facing without my knowledge. All I can do is give due dates well in advance and recommend that students plan accordingly.

Q: I'm over the word count. Does this really matter?

A: Would I include it in the instructions if it didn't? If you are only a few words over I won't give you a zero, but still: use the opportunity to work on *editing* your writing.

Q: Are you willing to look over drafts of our assignments?

A: I'm not against it in principle, but in a large class it's not always feasible. Still, if you finish early enough I'll do my best to make time. More often it's helpful to send me a provisional outline of your argument so that I can make suggestions.

Q: I didn't read the instructions for the Q&C Assignments. Now it's the last week of class. Can I hand in retroactive assignments on readings we already covered?

A: No. It defeats the point of the assignment. Read instructions. Read course outlines.

Q: I'm not feeling well, but I'm ok to write the test. Should I just try and see what happens?