



## Making Moral Decisions PHIL-W252-004

**Course Term:** Fall 2020

**Course Location:** OLSYNC – Attendance Online During Standard Class Times

**Class hours:** TR 3:30pm-4:45pm

**Instructor:** Dr. Drew Chastain

**Office Location:** Bobet 452

**Phone:** (504) 865 2258

**Email:** chastain@loyno.edu

**Office hours:** M-R 1pm-2pm (virtual office hours only, using Canvas Chat, or by appt with Zoom)

### Required Materials

Note: You are strongly encouraged to purchase the textbook, but all required readings will be available online through Canvas.

**Title:** *What's Wrong?: Applied Ethicists & Their Critics*

**Author:** Boonin, David & Oddie, Graham, eds.

**Edition:** 2<sup>nd</sup> edition, 2009, Oxford

**ISBN:** 9780195337808

### Brief Course Overview:

Students in “Making Moral Decisions” will investigate and critically evaluate the moral principles that ground and guide human action. For example, one such principle might be, “Always act to maximize the good.” Or, by contrast, “Always act to respect human rights.” Further, students will make use of these principles to address a range of moral questions or problems. For example, one question might be, “Is abortion wrong?” Or, “Can a war be just?” Thus, the course has both a theoretical and practical component. The theoretical component explores the foundations of morality: it presents and assesses principles for determining what is right or wrong, or good as opposed to evil. The practical component applies these principles to concrete issues in the world.

### Expected Student Learning Course Outcomes:

Goal 1. Development of “effective skills in research, writing, speaking, reading, and listening.” 1a. Development of a student’s ability to formulate clearly and explain cogently her or his philosophical inquiry in either oral or written form. 1b. Development of student ability to analyze clearly the

arguments and interpretations present in both primary and secondary sources of philosophical writing and to offer reasoned reflection on their cogency.

Goal 2. Development of “critical and analytical skills required to solve abstract and concrete problems.”

2a. Development of student ability to analyze clearly the arguments and interpretations present in both primary and secondary sources of philosophical writing and to offer reasoned reflection on their cogency. 2b. Development of a student’s ability to formulate clearly and explain cogently her or his philosophical inquiry in either oral or written form.

Goal 3. Development of “the fullest capacity for intellectual and spiritual growth” through the critical evaluation of significant philosophers and their beliefs. 3a. Development of a student’s capacity to formulate clearly and evaluate with insight his or her fundamental beliefs (e.g. about reality, knowledge, and ethics) and to reflect on the relationship between these beliefs and how he or she lives.

Goal 4. Development of student capacity “to reflect on and critique presupposed values,” especially ethical norms and standards in their variety and complexity “latent within our world, our commitments, our beliefs, our methodologies, our institutions, and our courses of study.” 4a. Development of a student’s capacity to formulate clearly and evaluate with insight his or her fundamental beliefs (e.g., about reality, knowledge, and ethics) and to reflect on the relationship between these beliefs and how he or she lives. 4b. Development of student capacity to formulate clearly and evaluate with insight the philosophical (e.g., epistemological, metaphysical, or ethical) aspects of salient issues in contemporary life and culture.

### **Assignments (details subject to change with sufficient advance notice):**

#### **WEEK ONE**

T 8/25, INTRODUCTIONS

R 8/27, KILLING IN WAR

- B&O, Robert K. Fullinwider, "War and Innocence": sections II & III: pgs. 36-38;
  - If you are using the Fullinwider PDF posted to Canvas: pgs. 92-95 (just sections II & III);
- B&O, Lawrence A. Alexander, "Self-Defense and the Killing of Noncombatants: A Reply to Fullinwider": pgs. 40-41 (stop just before the paragraph beginning "Fullinwider's error could have resulted...");
  - If you are using the Alexander PDF posted to Canvas: pgs. 408-412 (stop just before the paragraph beginning "Fullinwider's error could have resulted...").

#### **WEEK TWO**

T 9/1, EUTHANASIA

- B&O, James Rachels, "Active and Passive Euthanasia": pgs. 46-50;
  - If you are using the Rachels PDF posted to Canvas: pgs. 78-80 (the entire reading).

R 9/3, FAMINE RELIEF

- B&O, Peter Singer, "Famine, Affluence, and Morality": pgs. 135-140 (stop just after the quote from Aquinas);
  - If you are using the Singer PDF posted to Canvas: pgs. 229-239 (stop just after the quote from Aquinas).

#### **WEEK THREE**

#### T 9/8, ANIMAL RIGHTS I

- B&O, Tom Regan, "The Case for Animal Rights": pgs. 111-115 (stop just before the paragraph beginning "What to do?");
  - If you are using the Regan PDF posted to Canvas: pgs. 179-185 (stop just before the paragraph beginning "What to do?").

#### R 9/10, ANIMAL RIGHTS II

- B&O, Tom Regan, "The Case for Animal Rights": pgs. 115-118 (start with the paragraph beginning "What to do?");
  - If you are using the Regan PDF posted to Canvas: pgs. 185-189 (start with the paragraph beginning "What to do?").

### WEEK FOUR

#### T 9/15, ABORTION I

- B&O, Judith Jarvis Thomson, "A Defense of Abortion": pgs. 89-95 (stop just before section 5);
  - If you are using the Thomson PDF posted to Canvas: pgs. 47-59 (stop just before section 5).

#### R 9/17, ABORTION II

- B&O, Don Marquis, "Why Abortion is Immoral": pgs. 61-64 (stop just before section III);
  - If you are using the Marquis PDF posted to Canvas: pg. 183; skip section I; read sec II: pgs. 189-194 (stop just before section III).

### WEEK FIVE

#### T 9/22, ABORTION III

- B&O, Francis J. Beckwith, "Arguments from Bodily Rights: A Critical Analysis" (stop just before the section entitled "Ideological Problems ..."): pgs. 102-105;
  - If you are using the Beckwith PDF posted to Canvas, the Beckwith PDF was copied from the textbook, so it is the same page numbers;
- B&O, Don Marquis, "Why Abortion is Immoral," section V: pgs. 68-69;
  - If you are using the Marquis PDF posted to Canvas: section V: pgs. 201-202;
- B&O, Peter K. McInerney, "Does a Fetus Already Have a Future-Like-Ours?": pgs. 83-85;
  - If you are using the McInerney PDF posted to Canvas: pgs. 264-268 (start where McInerney's article begins at the bottom of page 264).

R 9/24, TEST I due.

### WEEK SIX

#### T 9/29, DEONTOLOGY VS. CONSEQUENTIALISM

- [online] "Deontological Ethics," Stanford Encyclopedia of Philosophy: Intro & sec 1 (just the first paragraph); sec 2 (just the first two paragraphs, \*not\* secs 2.1 and 2.2); secs 2.3 & 2.4:  
<https://plato.stanford.edu/entries/ethics-deontological/>
- [online] "Consequentialism," Stanford Encyclopedia of Philosophy: Intro & sec 1 (just the first three paragraphs); sec 3 (first five paragraphs); sec 5 (first five paragraphs); sec 6 (first three paragraphs):  
<https://plato.stanford.edu/entries/consequentialism/>

R 10/1, VIRTUE ETHICS

- [online] "Virtue Ethics," Stanford Encyclopedia of Philosophy: Intro & section 1 (including Preliminaries and secs 1.1: Virtue & 1.2: Practical Wisdom): <http://plato.stanford.edu/entries/ethics-virtue/>

## WEEK SEVEN

T 10/6, FAMILY I

- B&O, Claudia Mills, "The Ties That Bind: Duties to Family Members": pgs. 273-277 (stop just before the section entitled "Brothers and Sisters");

- If you are using the Mills PDF posted to Canvas, the Mills PDF was copied from the textbook, so it is the same page numbers.

R 10/8, FAMILY II

- B&O, Claudia Mills, "The Ties That Bind: Duties to Family Members": pgs. 277-281 (start with the section entitled "Brothers and Sisters" and finish the essay);

- If you are using the Mills PDF posted to Canvas, the Mills PDF was copied from the textbook, so it is the same page numbers.

## WEEK EIGHT

T 10/13, HOMOSEXUALITY I

- B&O, Michael Levin, "Why Homosexuality is Abnormal":

\* sections 1 & 2: pgs. 159-163 (stop at the end of pg. 163);

\* section 3: pg. 166 (stop at the end of pg. 166);

\* section 6: pgs. 174-175;

- If you are using the Levin 1984 PDF posted to Canvas:

\* sections 1 & 2: pgs. 251-258 (stop at the top of page 258 just before the paragraph beginning "One might well ask ..." and also note that on page 257, the single paragraph that begins "What if every time ..." does not appear in the textbook);

\* section 3: pgs. 261-262 (read the first three paragraphs of the section, and stop just before the paragraph beginning "Another objection to my argument ...");

\* section 6: pgs. 274-276.

R 10/15, HOMOSEXUALITY II

- B&O, Timothy Murphy, "Homosexuality and Nature: Happiness and the Law at Stake": pgs. 178-185;

- If you are using the Murphy PDF posted to Canvas, the Murphy PDF was copied from the textbook, so it is the same page numbers.

## WEEK NINE

T 10/20, PROSTITUTION I

- B&O, Lars O. Ericsson, "Charges Against Prostitution: An Attempt at Philosophical Assessment": pgs. 235-240 (stop at section VI);

- If you are using the Ericsson PDF posted to Canvas: pgs. 335-344 (stop just before section V; note that the pages in the PDF are shorter).

R 10/22, PROSTITUTION II

- B&O, Lars O. Ericsson, "Charges Against Prostitution: An Attempt at Philosophical Assessment": pgs. 240-246 (start at section VI and complete the essay);
  - If you are using the Ericsson PDF posted to Canvas: pgs. 348-357 (start at section VI and stop just before section IX; note that the pages in the PDF are shorter).

## **WEEK TEN**

T 10/27, TBD

R 10/29, TEST II due.

## **WEEK ELEVEN**

T 11/3, AFFIRMATIVE ACTION

- B&O, Kenneth Einar Himma, "Discrimination and Disidentification: The Fair-Start Defense of Affirmative Action": pgs. 376-381 (stop just before section 3);
  - If you are using the Himma PDF posted to Canvas: pgs. 277-282 (stop just before section 3).

R 11/5, RACIAL PROFILING

- B&O, Michael Levin, "Responses to Race Differences in Crime": pgs. 437-441 (stop just before the paragraph beginning "This argument begins with a reminder ...");
  - If you are using the Levin 1992 PDF posted to Canvas, the Levin 1992 PDF was copied from the textbook, so it is the same page numbers.

## **WEEK TWELVE**

T 11/10, PUNISHMENT & DISCRIMINATION

- B&O, Stephen Nathanson, "Does It Matter If the Death Penalty Is Arbitrarily Administered?": pgs. 424-432;
  - If you are using the Nathanson PDF posted to Canvas: pgs. 149-164 (note that the pages in the PDF are shorter).

R 11/12, HATE CRIME LAWS

- B&O, Christopher Heath Wellman, "A Defense of Stiffer Penalties for Hate Crimes": pgs. 406-412;
  - If you are using the Wellman PDF posted to Canvas: pgs. 62-71 (note that the pages in the PDF are shorter).

## **WEEK THIRTEEN**

T 11/17, CLONING I

- B&O, President's Council on Bioethics, "Human Cloning and Human Dignity: An Ethical Inquiry": sections C-D: pgs. 484-491.
  - If you are using the President's Council PDF posted to Canvas, the President's Council PDF was copied from the textbook, so it is the same page numbers.

R 11/19, CLONING II

- B&O, David B. Elliott, "Uniqueness, Individuality, and Human Cloning": pgs. 491-493.
  - If you are using the Elliott PDF posted to Canvas: pgs. 220-222 (just the section entitled "The Manufacturing Objection").
- B&O, David B. Hershenov, "An Argument for Limited Human Cloning": pgs. 493-496.

- If you are using the Hershenov PDF posted to Canvas: pgs. 245-252 (stop just before the paragraph the begins “Frequently, those dissenting ...”); note that the pages in the PDF are shorter.)

#### **WEEK FOURTEEN: THANKSGIVING BREAK: 11/23-11/27**

\*\*\* ONLINE ONLY AFTER THAT \*\*\*

#### **WEEK FIFTEEN**

T 12/1, TRANSHUMANISM I

- [See link to PDF above] Max More, “The Philosophy of Transhumanism” (from *The Transhumanism Reader* 2013, eds. Max More and Natasha Vita-More): section I: pgs. 3-5 (stop just before the paragraph beginning “An emphasis on ‘transhuman-ism ...’”); sections III & IV: pgs. 12-15.

R 12/3, TRANSHUMANISM II

- [See link to PDF above] Michael Sandel, “Mastery and Gift” (from *A Case Against Perfection* 2007, by Sandel): pgs. 85-100 (very short pages).

#### **WEEK SIXTEEN**

T 12/8, TRANSHUMANISM III

- [See link to PDF above] Michael Hauskeller, “Living Longer” (from *Better Humans?: Understanding the Enhancement Project* 2013, by Hauskeller): pgs. 103-113 (start at the paragraph beginning “Bernard Williams, in his well known paper ...” and stop at the end of the chapter).

#### **WEEK SEVENTEEN**

FINAL EXAM PERIOD: Tues, Dec 15, 2pm-4pm (official test time)

#### **Participation Expectations (details subject to change with sufficient advance notice):**

Students should attend online sessions. The “Engagement” portion of your final grade (3%) involves “substantial interaction” in an online session at least once before each test. “Substantial interaction” means not just asking or answering a question, but sharing your own thoughts or ideas on something. It is preferred if this is done verbally in a live online session, but it may be possible to perform “substantial interaction” using the chat feature in an online session, or to make up for lack of substantial Interaction by posting an additional Discussion Board post online. If you are having difficulty meeting these attendance or engagement guidelines owing to your circumstances, please be in touch with me.

#### **Criteria for Assigning the Course Grade (details subject to change with sufficient advance notice):**

	<u>%</u>	<u>pts</u>	<u>Details</u>
DISCUSSION BOARD	16%	160	16 posts, 1% (or 10 pts) each, varying due dates
QUIZ RESPONSES	16%	160	8 submissions, 2% (or 20 pts) each, varying due dates
THOUGHT WORK PROJECT			
- TW PROPOSAL	10%	100	due Thurs, Sep 10
- TW PROPOSAL COMMENTS	5%	50	5 posts, 1% (or 10 pts) each, due Tues, Oct 6

- TW REVIEW	16%	160	due Thurs, Nov 12
- TW REVIEW COMMENT	3%	30	due Tues, Dec 1
- TW REVIEW REPLY	1%	10	due Tues, Dec 8
TEST I	10%	100	due Thurs, Sep 24
TEST II	10%	100	due Thurs, Oct 29
TEST III	10%	100	due Tues, Dec 15 (final exam period)
ENGAGEMENT	3%	30	1% (or 10pts) each, due before each Test

- See Instructions for Discussion Board and Quiz Responses on the Assignments page in Canvas. There will also be prerecorded videos posted to Canvas to help clarify how to perform these assignments.
- See Instructions for the Thought Work Project on the Thought Work Project page on Canvas. There, you will find the following documents: Thought Work Proposal Instructions, Thought Work Worksheet, Thought Work Review Instructions, Chastain’s Sample Thought Work Proposal, and later in the semester I will post Chastain’s Sample Thought Work Review. You will also see prerecorded videos further explaining the Thought Work assignment.
- Instructions for each Test will be shared at least a week before the Test is due.
- See Rubrics for individual assignments associated with those assignments in Canvas.

**Attendance Policy (details subject to change with sufficient advance notice):**

See Participation Expectations above.

**Late Assignment Policy (details subject to change with sufficient advance notice):**

No assignments are accepted late without good reason. If you believe you have good reason for submitting an assignment late, please get in touch with me as soon as you are aware of the issue.

**Extra Credit Policy (details subject to change with sufficient advance notice):**

No extra work for extra credit will be given to improve your grade at the end of the semester. This is to ensure that you keep up with material as it is assigned and that you attempt to do your best throughout the semester.

**Grade Calculation (details subject to change with sufficient advance notice):**

This course follows a 10-point grade scale with rounding in borderline situations as follows (there is no A+ or D- in the Loyola system): A=92.45-100; A-=89.45-92.44; B+=85.45-89.44; B=82.45-85.44; B-=79.45-82.44; C+=75.45-79.44; C=72.45-75.44; C-=69.45-72.44; D+=64.45-69.44; D=59.45-64.44; F=0-59.44.

**Student Conduct and COVID-19 (also see Syllabus, Part II):**

Students must comply with any directive from University and government officials with regards to public health directives. In particular, students should keep at least six (6) feet of distance between themselves and others at all times including while outdoors, in common areas, and in classrooms. All individuals

must wear a face mask covering their nose and mouth while outdoors and while in all buildings except when that individual is alone (e.g. personal residence hall rooms). For more information consult <https://studentaffairs.loyno.edu/sites/default/files/2020-07/student-code-of-conduct-section-10-2019-2020.pdf>. Individuals who cannot wear a face mask because of health reasons or functional reasons should contact the Office of Accessible Education to determine other accommodations. Everyone should regularly wash their hands and avoid touching their face, touching others, and sharing items. Students should immediately call Student Health Services (504-865-3326) if they experience symptoms of COVID-19, test positive for COVID-19, and/or become exposed to someone with COVID-19.



Now in a second edition, *What's Wrong? Applied Ethicists and Their Critics* presents a thorough and engaging exploration of these complex questions and twenty-four other contemporary ethical issues. Employing a unique approach to teaching argumentation, editors David Boonin and Graham Oddie open each chapter with an influential article that takes a strong stand on a particular issue; the essays that immediately follow offer objections and critical responses to the arguments put forth in the featured selection. Questions for Consideration and updated and expanded Further Reading Lists are included at the end of each chapter. Featuring more than eighty readings organized into five parts--killing, sex, the family, race relations, and the state--*What's Wrong?* includes seminal judgements about what is right and wrong, what one should do and what is valuable. We engage in ethics when we start to reflect on our moral judgements. Ethicists were wanted once more. Different reasons lie behind the development of applied ethics. Three of these many philosophers changing their focus. Moral philosophers were traditionally engaged in analysing moral semantics and other issues in meta-ethics. All Documents from *What's Wrong?: Applied Ethicists and Their Critics*. exam 4 questions 2011-07-19. COMPANY. Help. STUDY MATERIALS. By College By High School By Country. Download our app to study better. Setting up reading intentions help you organise your course reading. It makes it easy to scan through your lists and keep track of progress. Here's an example of what they look like: Your reading intentions are also stored in your profile for future reference. Right here, we have countless book *whats wrong applied ethicists and their critics* and collections to check out. We additionally find the money for variant types and after that type of the books to browse. The pleasing book, fiction, history, novel, scientific research, as well as various supplementary sorts of books are readily simple here. As this *whats wrong applied ethicists and their critics*, it ends happening best one of the favored ebook *whats wrong applied ethicists and their critics* collections that we have. This is why you remain in the best website to look the unbelievable book to