



PHIL 2103



1230-1345

Sci/Eng
(SCEN)
0604



The
University
of Arkansas

Fall 2019

"everyday ethics"

Introduction to Ethics

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Grade Breakdown

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<u>Classroom Citizenship:</u>	55%
<i>Attendance:</i>	15%
<i>Class Assignments:</i>	20%
<i>Reading Quizzes</i>	10%
<i>Final Quiz</i>	10%
<u>Three Short Papers:</u>	45%
<i>Each equals</i>	15%

What's in the Syllabus

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Important Dates

Short Papers Due:

- #1 - Thurs, Oct. 3
- #2 - Thurs, Nov. 7
- #3 - Thurs, Dec. 5

Final Test:

Thurs, Dec. 12

Course Thesis



At the end of this course, you will effectively be able to explain and defend the following course thesis, which will reappear at every class meeting:

Moral philosophy is the rational pursuit to understand things like 'right,' 'wrong,' 'good,' and 'bad,' from a contemporary perspective, in light of a historical conversation. *Everyday ethics* seeks to focus on the application of moral philosophy in ways that are relevant and interesting to normal people.

Course Objectives



Explain and summarize foundational concepts from several noteworthy philosophical ethical systems.

Develop a sense of the historical conversations about moral philosophy and its applications.

Determine and articulate rational defenses of one's own ethical perspective.

Recognize philosophical/ethical assumptions underlying popular cultural artifacts.

Required Texts



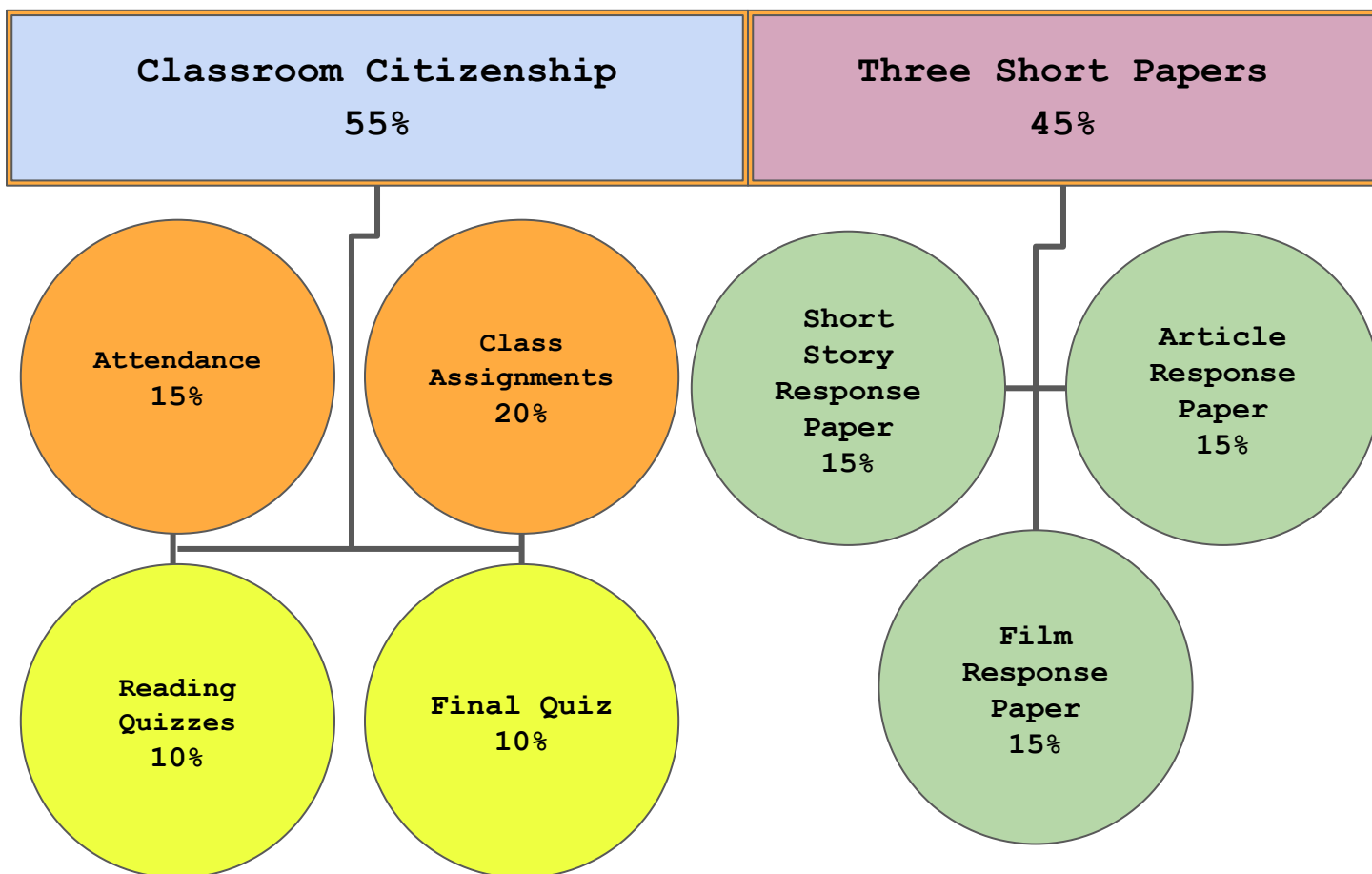
All course readings will be linked to or cited on this syllabus and made available through Blackboard, either via upload or with a link. **Students are advised to check the Blackboard course site before every scheduled class meeting.**

No student is required to purchase a textbook for this course.



Blackboard

Grading Elements



Reading Quizzes will be on Blackboard (after every two class periods or so); the Final Quiz will be in class.

Response papers will be roughly two pages each + citations. More information (including grading rubrics) will be provided.

Course Policies

Attendance

Attendance is taken at the beginning of each class via a short writing assignment over the reading for the day.

Per the official [University of Arkansas Attendance Policy for Students](#), the following reasons are listed as “excusable,” provided the student contacts the instructor in writing:

- illness of the student
- serious illness or death of a member of the student’s immediate family or other family crisis
- University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities
- religious observances
- jury duty or subpoena for court appearance
- military duty

From the policy: **“In these situations students are responsible for making timely arrangements with the instructor to make up work missed.”**

Our grading scale allows for three absences for any reason before your grade is negatively impacted. Put differently: your three lowest “Classwork” grades will be dropped at the end of the course. Because our semester includes 30 scheduled class meetings, any Classwork grades beyond #27 will count as extra credit.

I will do everything I can to ensure that our class time is engaging and, in return, I ask that you do your best to attend every class session possible.

The “\$#! Happens” Card

Exactly **one** time this semester, you can email me to invoke this clause on one assignment and receive a **three-day extension, no explanation required, no questions asked**. The extension will apply from the actual assignment deadline and extend for three calendar days. This can be used on any assignment EXCEPT for the Final Test (so, choose wisely!).

Late Work

The window to submit Reading Quizzes and Short Papers closes at 11:59 pm on the date of their deadlines. Because they can be submitted at any point up to those deadlines, a 10% late penalty will apply for every day (or part-of-a-day) they are late, except in emergency cases. Planned absences do not qualify as ‘emergencies’.

Technology

All philosophy courses involve engagement with the ideas of others, usually through written texts; in the 21st century, this includes a variety of digital media - something we will certainly discuss repeatedly during our time together. Being able to think critically about information, no matter the medium (electronic, spoken, written, etc.) is a crucial skill that our class aims to develop. For this reason (and others) I will frequently ask you to use technology in our course and I ask that you bring laptops, tablets, and/or phones with you to every class.

Wielding technology virtuously and temperately is another essential skill to possess. For this reason (and others) I will ask you to refrain from using your devices in ways that might distract yourself or others from the focus of our discussions.

Accessibility

I’d like this class to be a great experience for all of you, and all of you are entitled to equal access to educational opportunities at the University of Arkansas. Disabled students are encouraged to speak with me if that would be helpful and to avail themselves of the services provided by the Center for Educational Access via 479-575-3104 or <http://cea.uark.edu>.

Weather Policy

Though I do not expect this to be an issue of any significance, we will follow the official [University of Arkansas Inclement Weather Policy](#).

Course Policies

Office Hours

I hold office hours in [the CENA building \(formerly Harmon Apartments\) at 836 Center Street](#) **between 9:00 and 10:30 am on Tuesdays and between 2:30 and 4:00 pm on Wednesdays**. You may drop by during that time or schedule an appointment at [YouCanBook.Me](#). If this does not work for your schedule, I encourage you to email me to set up another time; I am frequently around campus and available to meet, either at CENA, Old Main, or elsewhere. I strongly encourage you to visit my office hours at some point during the course session

Additionally, once per week, you can earn **an extra 0.5% towards your final grade** by visiting my office hours *by appointment*. To receive this credit, you must prepare and submit ***two (2)*** questions directly related to our course content as well as write four-to-five sentences regarding your initial thoughts on the questions. These questions must be sent to me at least two hours before our meeting.

Classroom Citizenship

“Classroom Citizenship” comprises 35% of your final grade for this course. This consists of preparing for, attending, and thoughtfully engaging with each class session. Because I consider, in many ways, these discussions to be the most fruitful element of our course, your grade should reflect that.

More specifically, Classroom Citizenship consists of three elements:

Attendance: This is 15% of your final grade. See the Attendance Policy for more details.

Class Assignments: These act as both records of your attendance and, together, comprise 20% of your final grade.

Reading Quizzes: These will be submitted via Blackboard and, in total, will equal 10% of your final grade. Although 11 Reading Quizzes will be assigned, you will only be accountable for 10 of them (put differently: your lowest Reading Quiz grade will be dropped).

Final Quiz: This will be a single set of short essays to write on the last day of class and will be worth 10% of your final grade.

Additionally, extra points can be earned towards this facet of your grade by visiting my Office Hours. See above for details.

Teaching Philosophy

As a student, it can be helpful to know where I’m coming from as your instructor and why I teach in the way that I do. Therefore, I am including a short statement of my teaching philosophy here. If you ever have more specific questions about why we are discussing something in the way that we do, please don’t hesitate to ask me.

In brief, I aim to foster active learning environments that support students in their continued philosophical growth, analyzing and applying relevant concepts from a contemporary perspective, in light of a historical conversation.

This vision is founded on three co-equal suppositions:

- All students, by nature, are capable of learning and motivated to do so.
- Education occurs more via empowerment and encouragement than impression and punishment.
- The role of the Teacher is to mediate and guide discussions, both in-class and out-of-class.

Grading Scale

A+: 98-100	B: 80-86	D+: 67-69
A: 90-97	C+: 77-79	D: 60-66
B+: 87-89	C: 70-76	F: 0-59

Course Policies

Academic Misconduct

Academic dishonesty of any sort is a serious offense and will be handled per the official [University of Arkansas Academic Integrity Policy](#). Per that document ‘academic dishonesty’ is defined as: “any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work.” Examples include, but are not limited to:

- Copying another student’s assignment, quiz, or exam
- Using unauthorized electronic devices or materials during an exam or quiz or for an assignment
- Communicating answers for an assignment, exam, or quiz
- Offering one’s work to another person or presenting someone else’s work as your own
- Completing an assignment or taking an exam for another student, or having someone complete an assignment or exam for yourself (including contract cheating)
- Outsourcing assignments, quizzes, and exams to fellow students or third parties

If you have any questions about this, please contact me.

Helpful Campus Resources

The University of Arkansas is prepared for a wide range of needs, both emergency and otherwise. Please familiarize yourself with the following resources:

- [Academic support programs](#) available on campus, including links to specific services, hours, and locations.
- [Citation guidance](#) from the University Library
- [Counseling and Psychological Services](#) (CAPS)
- [Emergency Procedures](#) (including for severe weather conditions, active shooter incidents, fires, and others).
- [The RazAlert Notification System](#): a campus-wide alert system for hazardous conditions

Helpful Online Resources

The following are all quality (free!) resources for expanding your philosophical understanding:

- [The Stanford Encyclopedia of Philosophy](#)
- [The Philosophy Bites Podcast](#)
- [The Prindle Post](#)
- [The Examining Ethics Podcast](#)
- [The Internet Encyclopedia of Philosophy](#)
- [The Elucidations Podcast](#)
- [Hi-Phi Nation](#)
- [I Think, Therefore I Fan Podcast](#)
- [The Poststructuralist Tent Revival Podcast](#)

FAQs



Who are you?

Thanks for asking! I’m Anthony (A.G.) Holdier, a graduate student in philosophy here at the University of Arkansas. Until 2018, I was (something like) a theology teacher in rural Idaho and have a background in the philosophy of religion, but my research now focuses on questions about implicit cognition (the stuff that you don’t notice that you notice) and how that affects our culpability. I’m in the process of applying to philosophy PhD programs with attached law schools and married to my much-wiser partner, Jennifer; together, we have three children: Ellie (age 8), Audrey (age 6), and Tessa (age 2).

How is my grade calculated?

35% of your final grade is based on “Classroom Citizenship” (attendance + in-class activities), 10% from quizzes taken on Blackboard, 10% from a final test on the last day of class, and the other 45% is from three short papers (each worth 15%).

FAQs (cont.)



Can I use technology during class?

Yes. In fact, because all of our readings will be provided via Blackboard, I'll assume that most of you will bring your computers to our class meetings. We will frequently refer to the readings (as well as other pieces of digital media) in class and I'm happy to keep printing costs lower by simply using our devices.

However, I will respectfully ask that you only use technology as it is relevant to our classroom activities and not be distracted by non-course material during our class. Just as I may ask you to use your devices in class, I may ask you not to do so as well. I will do everything I can to ensure that our class time is engaging and, in return, I ask that you do your best to remain engaged for the duration of our time together.

What are these "Daily Objectives"?

My hope is to make sure that everything we do for our course has a clear purpose, including our class meetings. The Daily Objectives encompass what I consider to be the most important 'take-aways' for each of our reading assignments and class sessions. Use them to help guide your reading and expectations for conversations together.

What should I call you?

I prefer to be called Professor Holdier or, perhaps, Instructor Holdier. If you call me "Doctor," I'll be grateful, but I have not yet earned that privilege.

Fun Fact: you should *always* address your professors like this unless they specifically ask otherwise. When in doubt, it is never a bad idea to take the most professional posture possible. Never assume that someone's personal name is appropriate for you to use unless they have explicitly told you to do so.

Why are there so many assignments?

I have three main reasons for assigning the work as so in this course:

- 1) The writing assignments help to guide your thinking through our course content and prepare you to discuss the readings in class. Hopefully, they will help to make our conversations much more interesting and worthwhile.
- 2) They help to ensure that your grade is not based solely on several, monumental essays or tests. If you stay up-to-date on the assignments, then your grade will benefit along with your general philosophical understanding.
- 3) They encourage you to actually do the readings.

Related to this: your first reading assignment is to read this entire syllabus and then email me indicating that you have done so. If you've read this far, then you're about halfway there (and are off to a great start for this class)! To receive FULL credit for this assignment, find a 'philosophy meme' that makes you laugh and include it in your submission notifying me that you've read the syllabus.

Can I eat and drink during class?

Sure, as long as you do so without making a distraction or a mess.

Bringing coffee to share is also always advisable.

FAQs (cont.)



Do you take attendance?

The short answer: Yes.

The longer answer: The first five-to-ten minutes of each class will be devoted to a short writing assignment over the reading for the day. Your completion of this assignment will count as that day's attendance grade. That means that you should *always* turn something in for this assignment, even if you have not yet been able to do the reading as assigned.

There is no additional penalty for excessive absences and our grading scale allows for three absences for any reason before your grade is negatively impacted. Keep in mind, though, that your 'Classroom Citizenship' grade will ultimately be based on your participation in class (which requires your presence).

What if I *have* to miss class?

You are an adult and I trust that you are capable of making informed decisions about your responsibilities and obligations. If other duties require you to be absent from class, I will not take it personally, nor will I expect an explanation from you; this syllabus is designed to be as clear as possible about how your final grade will be calculated so that you can adjust your schedule accordingly.

If you are unable to attend class, I recommend reviewing the materials posted on Blackboard and attending my office hours to discuss what you will certainly have missed. It is also a good idea to email me (especially if the absence is planned well in advance) so that we can plan accordingly.

Why does this class matter?

This is one of my favorite questions (and one that *almost everyone* thinks about, but very few people actually ask)! There are several reasons: firstly, you must pass this class to get the credits needed in order to eventually graduate from the University of Arkansas. More importantly, the reading, writing, and argumentative skills we will cultivate during our time together will be valuable tools for engaging, assessing, and making informed claims about all manner of material in your personal and professional lives. Plus, particularly since this is an *ethics* class, there should be something innately valuable recognized in the course content (if *anything* is innately valuable, that is).

I've never taken a philosophy class before - will that be a problem?

Definitely not. In fact, I will assume that you haven't unless you mention otherwise. I *promise* you that you have nothing to worry about - philosophy classes may be weirder than others that you've taken, but it shouldn't be any more difficult.

How should I contact you if I have a question about class?

Certainly, the best way to reach me is via my UArk email address (aholdier@uark.edu). I will do my best to respond to you within one day during the week, but I cannot promise a timely response to last-minute, emergency-type questions that come in just before deadlines, exams, etc.

You can also stop by my office in at [the CENA building \(formerly Harmon Apartments\) at 836 Center Street](#) between 9:00 and 10:30 am on Tuesdays and between 2:30 and 4:00 pm on Wednesdays. Per the Classroom Citizenship policy, [if you arrange a few things ahead of time](#), doing this can earn you some extra credit points.

FAQs (cont.)



Is there any extra credit?

Not in the usual sense. There will be no “surprise assignments” that you can submit simply to improve your grade.

You may notice, though, that the structure of our Reading Quizzes and our Attendance policy have some ‘cushion’ built into them: you will receive extra points for missing fewer than three classes, as well as for submitting the thirteenth Reading Quiz. Also, per the Office Hours Policy, you may earn additional credit for attending my office hours. To receive this credit, you must prepare and submit **two (2)** questions via email that are directly related to our course content as well as write four-to-five sentences regarding your initial thoughts on the questions. These questions must be sent to me at least two hours before our meeting. See the Office Hours Policy for more details and schedule a meeting [at this link](#).

Are the quizzes difficult?

Not if you have paid attention in class and done the assigned readings. My goal with the quizzes is to test your knowledge of basic material from our discussions and readings - not to trick you or give you puzzles to solve.

How do you grade the essays?

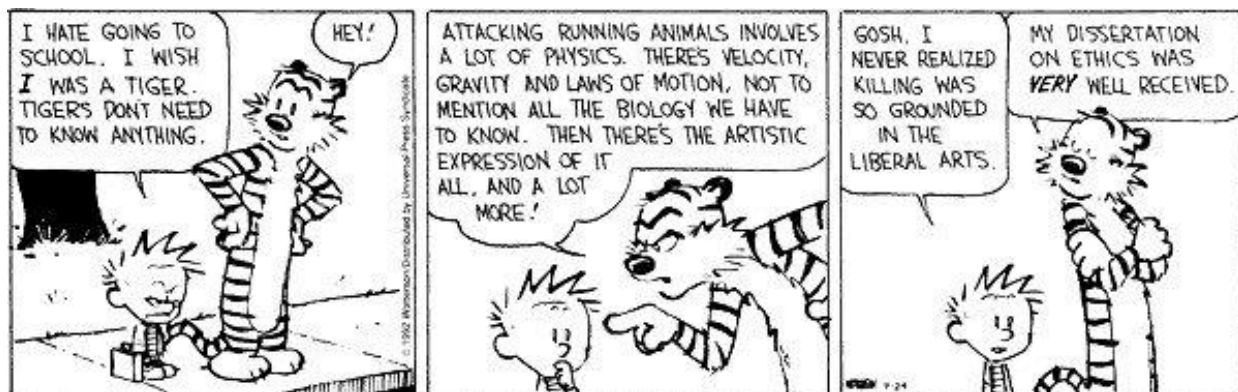
My goal with the essays is to test your ability to synthesize and apply the skills and methods of our class to new contexts, so I’m primarily interested in how you express and defend some interesting idea (with the guarantee that practically *any* idea can count as ‘interesting.’) To help guide your writing process (and to clarify my expectations), a grading rubric is included alongside the assignment instructions. I encourage you to refer to this rubric before and after you draft your papers.

How can I get the grade I want in this class?

By being both physically and mentally present in as many class meetings as possible, having done the readings and assignments on schedule. Students who are usually in class, usually paying attention, usually turning assignments in on time, and usually following the general flow of class conversations usually pass this course.

Why is there a classwork grade instead of a participation grade?

Not everyone learns in the same way or at the same pace; expecting (much less *requiring*) everyone to speak in class is unrealistic. Also, classroom participation is about much more than simply using your voice. Although verbal communication is a crucial skill to develop (and highly encouraged), physical cues (like posture, gestures, eye contact, etc.) are often just as important. Fortunately, classwork assignments allow for a more objective metric to measure course participation than simply my arbitrary memory of how often you speak up in class, as well as a grade record we can both track throughout the course.



Course Schedule

To focus your studies, I do not typically require you to read entire articles or chapters. Instead, for each day of class, we will discuss the pages listed on the chart below; you are always encouraged to read beyond the specified selection, but you will not be expected to do so.

If page numbers are not listed, we will discuss the entire piece (usually this means it's a short one).

Date (day of class)	Topic (focus of class)	Reading (read <i>before</i> class)	Objectives (goal of class)
<p>Tuesday, Aug. 27</p>	<p>Introductions People and Course</p>	<p><i>N/A</i></p>	<p>Learn and remember the names of two classmates</p> <p>Express one thing you hope to get out of this course and one way this course might be educationally beneficial for you.</p> <p>Articulate:</p> <ul style="list-style-type: none"> a) One element of what 'ethics' is. b) One thing you consider to be important for our class meetings to be successful
<p>Thursday, Aug. 29</p>	<p><u>Issue:</u> Eating *WARNING* Violence</p>	<p>Pages 229-236 of Norcross, "Puppies, Pigs, and People"</p>	<p>Explain Norcross' analogy involving Fred's basement.</p> <p>Articulate some of the relevant ethical issues regarding standard western dietary choices.</p>
<p>Tuesday, Sept. 3</p>	<p><u>Issue:</u> Drug Use</p>	<p>Read three (3) of the "objections" in de Marneffe, "Against the Legalization of Drugs"</p> <p>Also the "Introduction" and "Conclusion"</p>	<p>Articulate two distinct arguments for the anti-legalization position and critique one of them.</p> <p>Explain the difference between '<i>decriminalization</i>' and '<i>legalization</i>'</p>

Date (day of class)	Topic (focus of class)	Reading (read <i>before</i> class)	Objectives (goal of class)
<p>Thursday, Sept. 5</p> <p>DUE: Reading Quiz #1</p>	<p>Issue: Property Rights</p>	<p>Read two (2) of the four (4) arguments in Anderson and Wittkower, “Why Legally Downloading Music is Morally Wrong”</p> <p>Also the “Introduction” and “Conclusion”</p>	<p>Explain two of the arguments regarding copyright law and its ramifications for downloading music.</p>
<p>Tuesday, Sept. 10</p>	<p>Issue: Voting</p>	<p>Brennan, “The right to vote should be restricted to those with knowledge”</p> <p>Cave, “Democracies fail when they ask too little of their citizens”</p>	<p>Compare and contrast ‘epistocracy’ with ‘democracy’ and identify one relevant argument in support of each.</p> <p>Identify one good feature and one bad feature about the practice of voting</p>
<p>Thursday, Sept. 12</p> <p>DUE: Reading Quiz #2</p>	<p>Issue: “Fake News”</p>	<p>Pages 44-49 and 55-58 of Rini, “Fake News and Partisan Epistemology”</p>	<p>Briefly explain what is an ‘epistemic virtue’.</p> <p>Explain and assess ‘partisanship’ and its role in perpetuating ‘fake news’.</p>
<p>Tuesday, Sept. 17</p>	<p>Issue: Language</p> <p>*WARNING* Vulgarity Abound</p>	<p>Roache, “Naughty Words”</p>	<p>Identify one difference between ‘swear words’ and ‘slurs’ and explain why each is offensive.</p> <p>Outline an argument for why profanity either <i>IS</i> or <i>IS NOT</i> immoral.</p>

Date (day of class)	Topic (focus of class)	Reading (read <i>before</i> class)	Objectives (goal of class)
<p>Thursday, Sept. 19</p> <p>DUE: Reading Quiz #3</p>	<p>Issue: Sex</p> <p>*WARNING* Sexual Content (obviously)</p>	<p>Halwani, “Are One Night Stands Morally Problematic?”</p>	<p>Articulate two reasons why one night stands might be immoral and be able to critique one.</p> <p>Consider a non-sexual activity that might be characterized similarly along these lines.</p>
<p>Tuesday, Sept. 24</p>	<p>Issue: Money</p>	<p>Pages 231-234 of Singer, “Famine, Affluence, and Morality”</p>	<p>Identify the two premises that Singer believes obligates us to donate time and money to help those in need.</p> <p>Explain one reason how someone could disagree with Singer’s point.</p>
<p>Thursday, Sept. 26</p> <p>DUE: Reading Quiz #4</p>	<p>Issue: Video Games</p>	<p>Read the “Introduction” and three (3) of the five (5) arguments in Luck “The Gamer’s Dilemma”</p>	<p>Explain what the two options are in ‘the Gamer’s Dilemma’ and be able to either:</p> <ol style="list-style-type: none"> Defend one, or Split the horns of the dilemma.
<p>Tuesday, Oct. 1</p>	<p>Theory: The Good Life</p>	<p>Wallace, “<u>This is Water</u>”</p> <p>Rothman, “<u>The Case for Not Being Born</u>”</p>	<p>Explain what your conception of ‘<i>the good life</i>’ looks like and how this relates to Wallace’s commencement speech.</p> <p>Define and respond to the concept of ‘<i>antinatalism</i>’.</p>

Date (day of class)	Topic (focus of class)	Reading (read <i>before</i> class)	Objectives (goal of class)
<p>Thursday, Oct. 3</p> <p>DUE: Reading Quiz #5 Short Paper #1</p>	<p>Theory: Metaethics</p>	<p>Metcalf, "Ethical Realism"</p> <p>Tully, "Moral Error Theory"</p>	<p>Articulate the main differences between Ethical Realism and Moral Error Theory.</p> <p>Get a sense of where you might fall on the scale between those two poles.</p>
<p>Tuesday, Oct. 8</p>	<p>Theory: Responsibility / Free Will</p>	<p>Haramia, "Free Will and Moral Responsibility"</p> <p>Spelman, "Moral Luck"</p>	<p>Explain what you consider to be the necessary properties for holding someone responsible for their actions.</p>
<p>Thursday, Oct. 10</p>	<p>No Class (Instructor Gone) (no reading quiz this week, either!)</p>		
<p>Tuesday, Oct. 15</p>	<p>Theory: Consequentialism</p>	<p>Le Guin, "The Ones Who Walk Away from Omelas"</p>	<p>Explain how and why a consequentialist would respond to the situation in the city of Omelas.</p> <p>Consider whether or not you would walk away.</p>

Date (day of class)	Topic (focus of class)	Reading (read <i>before</i> class)	Objectives (goal of class)
Thursday, Oct. 17 DUE: Reading Quiz #6	Theory: Deontology	One (1) of the two (2) sections in the Kant reading [either “The Good Will” or “The Categorical Imperative”]	Explain in your own words what Kant’s fundamental law of morality is all about.
Tuesday, Oct. 22	No Class (Fall Break)		
Thursday, Oct. 24	Theory: Relativism	Thomas, “ Eating people is wrong - but it’s also widespread and sacred ” Philosophy Bites Podcast, “ Tim Williamson on the Appeal of Relativism ”	Describe the idea of a “moral fact” and what some potential problems are with the concept. Consider what candidates you might propose as being a “moral fact”
Tuesday, Oct. 29	Theory: Virtue Ethics	Sections 6A4, 6A5, 6A6, and 6A15 of Mencius Sections 23.1a-23.1e of Xungzi	Explain what is meant by ‘ <i>human nature</i> ’ and identify Mencius and Xungzi’s disagreement over it. Consider what sort of things you take a ‘ <i>great person</i> ’ to be, look like, and do.
Thursday, Oct. 31 DUE: Reading Quiz #7	Theory: Social Contract Theories	Pages 94-98 of Hobbes, <i>Leviathan</i> 8BP - Do We Need Government?	Describe Hobbes’ ideas of the State of Nature, the Social Contract, and the Sovereign

Date (day of class)	Topic (focus of class)	Reading (read <i>before</i> class)	Objectives (goal of class)
<p>Tuesday, Nov. 5</p>	<p>Issue: Racism</p>	<p>Coates, "The Case for Reparations," sections I, II, III, and V</p>	<p>Describe the process of 'redlining' and the role it plays in Coates' argument.</p> <p>Explain Coates' use of the phrase "patriotism à la carte."</p>
<p>Thursday, Nov. 7</p> <p>DUE: Reading Quiz #8 Short Paper #2</p>	<p>Issue: Racism</p>	<p>Examining Ethics Podcast, Episode 6: "The "Burden" of Whiteness"</p>	<p>Describe the concepts of 'white privilege' and 'white talk' as described by McIntosh and Bailey.</p>
<p>Tuesday, Nov. 12</p>	<p>Issue: Sexism</p>	<p>Pages 78-84 of Manne, <i>Down Girl: The Logic of Misogyny</i></p>	<p>Articulate in three sentences Manne's distinction between sexism and misogyny. Give one realistic example of each.</p>
<p>Thursday, Nov. 14</p> <p>DUE: Reading Quiz #9</p>	<p>Issue: Sexism</p>	<p>Manne, "Brett Kavanaugh and America's 'Himpathy' Reckoning"</p> <p>Seize the Moment Podcast, Episode 8: "How Are Sexism And Misogyny Manifested Today?" - first</p>	<p>Define 'himpathy' and give one contemporary example not discussed in the reading.</p> <p>Explain one example of misogyny that Lombardi references.</p>

Date (day of class)	Topic (focus of class)	Reading (read <i>before</i> class)	Objectives (goal of class)
<p>Tuesday, Nov. 19</p>	<p>Issue: Classism</p>	<p>Appiah, "The myth of meritocracy: who really gets what they deserve?"</p> <p>Examining Ethics Podcast, Episode 33: "Identity Matters"</p>	<p>Define in one sentence what a 'social class' is and, in one more sentence, describe one moral issue related to class.</p> <p>Explain in a paragraph Appiah's summary of the most likely outcome of true 'meritocracy'.</p>
<p>Thursday, Nov. 21</p> <p>DUE: Reading Quiz #10</p>	<p>Issue: Ableism</p>	<p>Young, "I'm not your inspiration, thank you very much"</p> <p>Pages 152-154 and 157-159 of Reynolds, "I'd rather be dead than disabled"</p>	<p>Briefly explain the basic idea behind the 'social model' of disability</p> <p>Describe briefly the 'ableist conflation' outlined in the article and give two examples of this in from your memory.</p>
<p>Tuesday, Nov. 26</p>	<p>Other: Bias</p>	<p>Pressner, "Are you biased? I am"</p> <p>Zheng, "Three studies that no moral philosopher should ignore"</p>	<p>Explain the nature of 'implicit biases' and give some examples of how this might affect someone on a normal day.</p>
<p>Thursday, Nov. 28</p>	<p>No School Thanksgiving Holiday</p>		
<p>Tuesday, Dec. 3</p>	<p>Other: Religion</p>	<p>Case, "Because God Says So: On Divine Command Theory"</p> <p>Philosophy Tube, "Does Morality come from God?"</p>	<p>Explain the two prongs of the Euthyphro Dilemma and how it relates to Divine Command Theory</p>

Date (day of class)	Topic (focus of class)	Reading (read <i>before</i> class)	Objectives (goal of class)
Thursday, Dec. 5 DUE: Reading Quiz #11 Short Paper #3	Other: Moral Perception	Jollimore, " Godless yet good " Examining Ethics Podcast, Episode 27 " Perceiving Morality "	Describe the basic idea behind Jollimore's ' <i>particularism</i> ' and relate it to Werner's notion of 'moral perception.'
Tuesday, Dec. 10	Other: Grab Bag	<i>TBD</i>	Explain and explore one or more ethical topics selected by the class. Consider how else the methods of this class might apply in everyday situations.
Thursday, Dec. 12	Final Test	<i>Whatever best helps you prepare for the Final Test</i>	Complete the Final Quiz during the 50 minutes of class time (Bring a pen/pencil + paper) (Blue Books are not required)

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