

Syllabus

**ETHICS: THEORIES OF GOOD AND EVIL**

PHL 315 | Fall 2023

“Treat others as you’d want to be treated.”  
 – Nearly every human religion, culture, or tradition.

**Table of Contents**

<b>OVERVIEW.....</b>	<b>2</b>
Notable Features of This Course .....	2
Learning Objectives .....	2
Assignments .....	3
Required Texts.....	3
Time Commitment .....	3
Class Updates & Website .....	3
Content Covered .....	3
Course Materials .....	3
Etiquette & Civility.....	3
Devices in Class.....	4
<b>ASSESSMENT .....</b>	<b>4</b>
Engagement.....	4
Quizzes.....	5
Experiential Learning: Doing Good.....	5
Essays w/Outlines (x2).....	6
Late & Make-Up Assignments .....	6
Cheating (including Plagiarism & AI) .....	7
Grades .....	7
<b>STUDENT SUPPORT .....</b>	<b>8</b>
Peer Contacts .....	8
Contacting Me .....	8
Children in Class .....	8
Writing Support .....	8
Philosophy Club .....	9
Wellness and Wellbeing .....	9
If You Face Major Difficulties .....	9
DSS Accessibility Statement .....	10
Title IX Statement .....	10
Reading Tips .....	10
<b>SCHEDULE .....</b>	<b>11</b>

## OVERVIEW

**Professor:** Dr. Joshua May

**Email:** [joshmay@uab.edu](mailto:joshmay@uab.edu) (preferred method of contact)

**Office:** University Hall, Room 5010

**Office Hours:** Mon. 2:30-3:30p + by appointment

**Course Website:** [uab.instructure.com](http://uab.instructure.com)

**Sections:** 1F (MWF 1:25-2:15pm in SL 227)



What makes an action (or person) moral or immoral? Half of the course focuses on **normative ethics** or theories of right and wrong, such as utilitarianism, which judges the morality of an act solely in terms of its consequences (think: “the ends justify the means”). Alternative theories insist on including other elements as well, such as human rights, rational choice, and the character of the actor. The other half of the course covers **metaethics**, which tries to answer questions like: Are there moral facts? If so, are they in some sense objective? Is moral judgment grounded primarily in reasoning or in emotion? Are humans fundamentally good or wholly self-interested? Each module kicks off with a real example:

1. **Intro:** What good are ethical theories? (Case: *Batkid's wish comes true*)
2. **Utilitarianism:** Maximize happiness (Case: *Zell Kravinsky's kidney donation*)
3. **Consequentialism:** Produce the best outcomes (Case: *Julia Wise's charitable giving*)
4. **Deontology:** Respect others' autonomy (Case: *Walking away from Omelas*)
5. **Virtue ethics:** Beyond harm and fairness (Case: *Zidane's honorable headbutt*)
6. **Egoism:** Are humans fundamentally good? (Case: *Raoul Wallenberg, Holocaust rescuer*)
7. **Realism:** Objectivity in ethics (Case: *MLK and progress on civil rights*)
8. **Motivation:** Why be moral? (Case: *Psychopaths and other callous amoralists*)
9. **Rationalism:** Morality based on reason? (Case: *Meghan Phelps-Roper's conversion*)
10. **Sentimentalism:** Morality based on emotions? (Case: *Daryl Davis persuades Klan*)

### NOTABLE FEATURES OF THIS COURSE

- There is **no textbook** to purchase. Readings are free PDF excerpts.
- Each module kicks off with a **real case**, explained through a **video or podcast**.
- You will engage in an **experiential learning assignment** that applies ethics to your life.
- **Prerequisite:** One previous PHL course or permission of instructor required.
- **Counts toward:** the *Philosophy & Law minor*; the Philosophy major (including the *Ethics and Value Theory* requirement for the Honors track); and the Ethics Track of the Philosophy major.

### LEARNING OBJECTIVES

- **Recognize** key ideas in ethical theory (including theories, cases, & concepts).
- **Identify** assumptions and premises of arguments in ethics.
- **Apply** philosophical concepts and principles to real-world issues (especially, trade-offs between doing the most good and developing good character).
- **Evaluate** complex philosophical ideas and arguments in writing.



## ASSIGNMENTS

(For due dates, see the Canvas site or the Schedule at the end of this syllabus.)

	Weight	Details	Learning Objective
<b>Engagement</b>	15%	profile pic, attendance, survey	Recognize, Apply
<b>Experiential Learning</b>	10%	Do good, write about it (500 words)	Apply
<b>Quizzes (x10)</b>	25%	multiple choice, after each module	Recognize, Identify
<b>Essay 1</b>	20%	1000 words, about <i>normative ethics</i>	Identify, Evaluate
<b>Essay 2</b>	30%	1000 words, about <i>metaethics</i>	Identify, Evaluate

## REQUIRED TEXTS

No textbook purchase is required! (Did I hear a hallelujah?) Readings will be articles as PDFs and other media, provided on the course webpage.

## TIME COMMITMENT

This course is worth 3 credit hours. During a normal 14-week semester, you should prepare to spend about **9 hours per week** on course activities (e.g. reading assigned chapters/articles, watching the videos, participating in the discussions, and completing the assignments).

## CLASS UPDATES & WEBSITE

Important announcements and updates will be made occasionally on the course website in Canvas (<http://uab.instructure.com/>). Check it frequently or have it set up to email you each announcement—or set it up to *ping* the announcements to you, if you can make that work.

## CONTENT COVERED

We will be discussing content from both primary and secondary source readings. Also, given that this course covers important specific cases *in medicine and the law*, students will be tested on basic details of such cases. But, as is typical of courses taught in a Philosophy Department, we will focus heavily on understanding and analyzing *arguments*.

*Pro tip:* To help you retain what's covered in lectures and readings, answer this question after completing them: *What's something interesting you just learned that you could share with a friend or family member?* Imagine saying "Oh in my philosophy class, we learned...."

## COURSE MATERIALS

Lecture Slides: The PowerPoint slides will be posted on the course website, but they will be rather *barebones*. You will likely want to supplement them with your own notes on the lectures (and perhaps a multivitamin?).

Copyright Notice: The course materials that I create (e.g., handouts, recordings, exams) are intellectual property. They are for you to use in this class only, during this semester. Course materials are not for others to use. Please do not post them on other websites, or otherwise share them with other people, without my permission. The multibillion dollar profits I aim to acquire with this grade-A content are only for me and my friends in the illuminati.

## ETIQUETTE & CIVILITY

We should, of course, behave in a civil manner toward each other, even when interacting online (e.g., during online discussions and over email).

- *Respect*: Each student's opinion is valued as an opinion. When responding to a person during discussions, be sure to state their opposing opinion in a diplomatic way. Don't insult the person or their idea.
- *Avoid combat*: Support your views with reasons/arguments, but avoid being defensive. Run from the temptation of tribalism or "othering" others. Acknowledge good points another has made. Think of discussions as collaborative, not combative.
- *Humility*: Be humble. Ask questions. Try to learn from others (especially when that seems impossible because you disagree).
- *Confidentiality*: When discussing topics be sure to be discreet on how you discuss children, teachers, and colleagues. E.g., avoiding using names of people whose privacy deserves protection.

### DEVICES IN CLASS

During class, you may use devices like laptop computer or tablet for taking notes. Just please mute all devices, including phones. Also keep in mind that texting, web surfing, and the like can be distracting to me and your fellow classmates. It's also liable to be a distraction to you (but hey that is your choice). My concern is creating an environment that isn't detrimental to the class.

*Penalties*: If your device use is distracting or disruptive, you may be marked as absent for that day.

## ASSESSMENT

### ENGAGEMENT

Your Engagement grade will be determined by the following assignments (which add up to 100 points):

- (a) *Profile Picture* [5 pts] – an appropriate picture of yourself on Canvas.
- (b) *Survey* [5 pts] – brief opinion poll about topics in the class.
- (d) *Attendance & participation* [90 pts] –

I will do roll call. It encourages attendance but also helps me to learn names. Your Engagement grade will be primarily determined by this. We'll have about 36 regular class meetings [so about 2 points each] and your grade will largely be determined by the proportion of lectures you attend. For example, if you attend 75% of lectures, then you will receive around a C grade. However, I reward those who consistently participate in class and penalize those who consistently cause problems (see below).

*Tardiness*: If you're late and miss roll call, you can receive 50% of the points for the day, but *only if you inform me after class that you were late*.

*Unexcused absences*: You'll receive 0 points for the missed lecture. Ultimately, acquiring a few unexcused absences isn't very detrimental (provided you aren't disruptive in class). But of course missing more than a few classes can make it difficult to keep up with the material.

*Excused absences*: These are for extenuating circumstances and require proper documentation—e.g. for jury duty (note from the court), military service (note from military superior), or required university-sponsored activities (documentation from UAB official or supervisor). Students who get absences excused won't earn the points for that day but won't lose points either—the day just won't be factored into the calculation of their attendance score. Remember, students with excused

absences must still complete work and readings by the required due dates, unless I approve an extension.

*Participation & Disruptions:* I'm very interested in what you think about the issues we discuss in class. I encourage you to ask questions in class to clarify points (e.g. "What exactly is...?") but also to raise criticism (e.g. "Couldn't she respond by saying...?"). Outstanding participation can be like extra credit for your final Engagement grade: it can boost it. Being disruptive (e.g. talking to your neighbor during class, being on your phone) can negatively affect your score by losing attendance points that day.

## QUIZZES

There will be a quiz at the end of each module. The quizzes, which will all be Canvas, are *multiple choice or short answer*, so they may require a bit of writing. You can complete the quiz on a computer or on a smartphone or tablet with the Canvas app.



Time Limit: To help prevent cheating, such as perusing the Internet or slides, the quizzes are timed (you'll have 6 minutes). It's plenty of time if you know the material. The average time it takes to complete this sort of quiz is 3.5 minutes (which is, incidentally, the same time it takes for a philosopher to answer a Yes or No question!).

Closed-book: When taking the quizzes, you're not supposed to be using your book or notes, or to collaborate with anyone. Treat it like an in-class quiz: just use your own brain and answer the questions based on what you've learned. (One time a student used someone else's brain, and it did *not* go well.)

Dummy Question: Each quiz will have a "dummy question" that tells you what the correct answer is in order to get a base level of points (25 points). The 5 real questions are then worth 15 points each. That way, if you miss one or two of the real questions, you won't lose so many points overall. E.g. 1 incorrect answer = 85% (instead of 80%); 2 incorrect answers = 70% (instead of 60%); 3 incorrect answers = 55% (instead of 40%).

Are the quizzes cumulative? No. They cover the material from the module preceding it (including the material covered in the lecture for that day).

How should you study for quizzes? By reading your daily horoscope. Or, even better, study the relevant readings and lectures. The slides provide a good guide for the material you'll be held accountable for. You might, for example, look through them for key terms, concepts, arguments, theories, etc. and then create flash cards (using an app or go old school with real index cards).

## EXPERIENTIAL LEARNING: DOING GOOD

Ethics isn't just about abstract arguments. For this assignment, you'll spend 3-5 days developing and executing a plan for doing some good in the world (something that goes beyond what you normally do).

*Examples:* Research and donate to an effective charity. Volunteer your time to help people in need (e.g. a homeless shelter). Be a better friend, partner, spouse, etc (e.g. by being more present, words of affirmation). Random act of kindness for a stranger. Implement a more fair or less discriminatory policy in your organization (e.g. anonymous review). Start an organization that does some good. Avoid consuming products that are harmful to animals or the environment (e.g. be vegetarian for a few days, avoid single-use plastic).



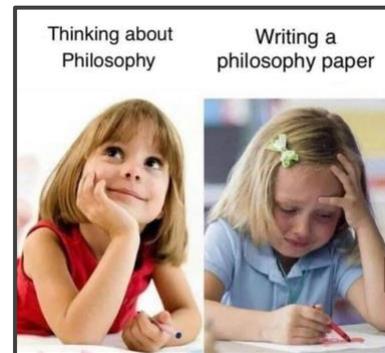
*Note:* As this class makes clear, sometimes reasonable people can disagree about what counts as “doing good.” For this project, choose what you’d consider to be good. Just don’t do anything illegal or anything that the average person would consider to be seriously immoral.

Then you’ll write a short essay (about 500 words), describing your experience, and connecting it to at least one of the concepts introduced in this class.

*Adventure Rec alternative:* Another powerful form of experiential learning is getting outdoors with others. UAB has an excellent [program through the Rec center](#) that hosts trips to go camping, climbing, rafting, etc. (with all equipment provided). If one of their trips this semester works with your schedule, your experiential learning assignment can instead be attending the trip. You’ll also need to write a brief report on your experience and connect it to some idea, issue, or concept from this class. Just make sure the trip occurs within the semester and you submit your report by the start of finals week. (Note: The trips aren’t free, but financial assistance may be available through their Family Fund.)

### ESSAYS W/OUTLINES (x2)

Students will write two essays. Each essay should be about 1000 words (+/- 10%). That’s about 4-5 pages if double-spaced (though I prefer single spaced). It will require some critical evaluation and engagement with the relevant readings. The typical approach in a philosophy class is to start with a critique of one of the assigned readings and then situate that within a debate in the field (see my [Writing in Philosophy](#) document). More details on the essay, including sample topics, will be provided later in the semester.



*Outline:* You must submit an outline of the essay to me (on which I’ll provide a little feedback). This is pass/fail and passing is required for submitting the essay (that is, it’s merely a “hurdle requirement”).

*Workshopping:* During some class meetings leading up to the essays, students will talk with one another about their essay topic and receive feedback on it.

### LATE & MAKE-UP ASSIGNMENTS

Submit your assignments on time. Completing a college degree is partly about becoming a responsible adult. Contrary to popular opinion (well, my opinion at age 14 at least), holding a Bachelor’s degree does not signal to others that you are “single and ready to mingle.” It signals to others, including potential employers, that you can think critically and meet challenges in a timely manner.

Assignments can’t be made up or submitted late without penalty unless you have *extenuating circumstances* (e.g. medical, military, sports, jury duty) that you can document. Make sure you let me know *as soon as such special circumstances arise*; otherwise I might not be able to work something out with you. Moreover, make-ups are conditional on our being able to schedule a time for it that is either soon before or after the original assignment occurred. For example, don’t expect to be able to take an exam two weeks after (or before) the rest of the class takes it.

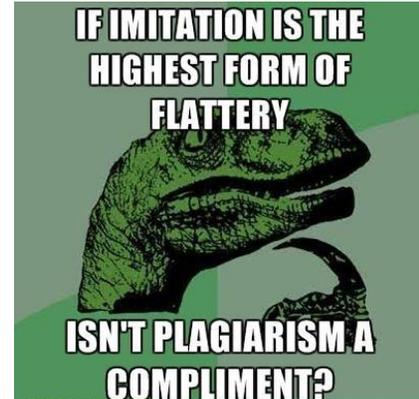
What are the late penalties? If I accept a late assignment without an agreed upon extension, a 5% penalty applies for the first day late; 2% per day is applied for the next 4 calendar days after the due date. Assignments won’t be accepted after more than 5 calendar days, except in exceptional circumstances and in consultation with the professor. Late penalties are rounded down to the nearest whole point (e.g. 1 day late on a 10-point assignment yields 1 point off).

## CHEATING (INCLUDING PLAGIARISM & AI)

Should students cheat? I'm glad you asked. No! It's both immoral and imprudent. I take this extremely seriously.

What counts as cheating? Academic cheating or misconduct includes *abetting, collusion, fabrication, and misrepresentation*. But it's *your responsibility* to make sure that your work doesn't violate university policies. (Compare: Ignorance of the law is generally no excuse.)

All UAB students are expected to be familiar with the [UAB Academic Honor Code](#), as well as any honor codes that are specific to their schools or disciplines. The code represents a commitment to integrity in the academic community and respect for educational endeavors. *Violation of UAB's Academic Honor Code can result in penalties as severe as expulsion from the university.*



If you need any help in understanding the honor code or are in any doubt about whether your work may violate it, check with me well in advance. UAB library has a [tutorial on plagiarism](#) too.

Can I use ChatGPT and other generative AI? The short answer is no. Any written assignments in this class are meant to be generated by you. I'm tasked with assessing your understanding and your writing abilities, not that of someone else or an artificial intelligence. That said, of course you can use AI as a tool like Google search to help you research a topic (e.g. you might pop into Google or ChatGPT: "What are the principles of bioethics?"). However, just like any other source, don't plagiarize from it (including uncited quotation or paraphrasing). What you submit should be generated by you.

How is cheating detected? Wouldn't you like to know! A magician never reveals his tricks, but do know that if you take this course you're agreeing to submit your work online, when instructed, to a program called *TurnItIn* that detects cheating (from plagiarism to collusion). Note that TurnItIn will retain an anonymous version of your submission as part of their database so that students who cheat from it can be detected. Because of this program, the vast majority of you who do your own work and cite the sources of your information properly will not have to compete with students who commit undetected plagiarism. Fairness, FTW!

## GRADES

All grades for assignments will be posted on the course website. Canvas automatically calculates your grade based on the weight of the assignments. Using the "What-If Grades" feature, you can see what your final course grade will be if you get a certain score on future assignments. (Note: Avoid the "As If!" feature; it's too sassy.) I use a standard conversion from percent to letter grades (**A=90-100%, B=80-89%, C=70-79%, etc.**). For final grades, UAB only uses A, B, C, D, F (no +/-).

Note Well: The default grade for any assignment is *not* an "A" or 100% with points taken away for errors. Rather, the default grade (if we must imagine one) is more like a "C" which is supposed to be the grade for average work meeting minimum expectations. Points are then taken off for doing worse than this or added for doing better.

Rounding: I only round up according to the math---e.g., 89.5 rounds up to 90, while 89.4 doesn't. I do that in order to have a clear rational policy I can apply to everyone fairly.

Grade disputes: Ultimately, not everyone will receive the grade they wanted. But please note that I apply the usual standards in the discipline of Philosophy and I apply them fairly. That means I can't make a special exception for anyone (e.g. "I tried really hard, Dr. Spaceman" or "I need to get an A for this phat scholarship, for real" or "I felt I did really well—like felt it in my bones" or even "Live long and prosper, Mr. Spock"). Making special exceptions for some students but not others is unfair. I will amend grades only if I made a calculating error or inadvertently misapplied a standard. I will not change the grading standards or offer extra credit opportunities for only some students. Speaking of...

Extra credit: I rarely offer this, and when I do the opportunity is open to the entire class. I usually only offer extra credit for attending events relevant to our course, typically only for events organized by the Philosophy Department. Giving extra credit for events is tricky. Some students can't attend them because they have other obligations, and then they can't take advantage of the opportunity. It's a bit of a dilemma. It's good to encourage students to support events related to our class topics, but that unfortunately leaves some others out. So what I do is make sure the extra credit isn't especially hefty. That way, for those who can't make it, you're not missing out on an amazing opportunity to substantially improve your grade in our class. But it still provides a small incentive for students to attend who can make it.

## STUDENT SUPPORT

### PEER CONTACTS

I encourage you to reach out and obtain the contact information of one or two classmates. This might be helpful in the event of an absence, forming study groups, etc.

BFF #1	BFF #2
Name:	Name:
Email/phone/social:	Email/phone/social:

### CONTACTING ME

*Email is the preferred method of contact* for this course I aim to respond within 24 hours on weekdays, and not at all on weekends (work-life boundaries!). Other ways to talk with me include: before or after class (briefly), during office hours (appointment preferred), or via Zoom (appointment required). I encourage you to communicate with me outside of class. Talking to me about the material, especially in preparation for an upcoming assignment, is not just for those who fear failing the course; it's also for those who want to secure an "A" (or whatever your goal is).

### CHILDREN IN CLASS

As a parent, I understand that unforeseen disruptions in childcare occur. Occasionally bringing a child to class in order to cover gaps in care is acceptable. Just talk to me about it, so we can work something out. (Note: This is not an official university policy and may not apply in other classes.) If your child does come to class with you, please try to sit near a door so that if your child needs special attention, you may step outside.

### WRITING SUPPORT

I'll be expecting you to do college-level writing. Your writing should be clear, organized, professional, and so on. Furthermore, writing in philosophy is often very different from writing in other disciplines, as it involves difficult and subtle ideas. If you have any questions, I encourage

you to see [UAB's Writing Center](#) (which also provides online tutoring for distance students). See also the [Library's Philosophy Guide](#).

### PHILOSOPHY CLUB

All are welcome at [UAB's Student Fellowship of Philosophy](#) (Phil Club). You don't need to be a Philosophy major or minor to attend meetings, and your friends are welcome too (real or imaginary). Meetings each semester are either weekly or biweekly and snacks (often pizza) are typically available. The Club usually either discusses a philosophical topic, watches a movie, or organizes events. Although there is a faculty advisor, the group is entirely student-run. If a little Googling makes it unclear who the current advisor and officers are, contact the Philosophy Department chair.

### WELLNESS AND WELLBEING

Wellness isn't just about avoiding mental illness; it's about achieving overall wellbeing. I'm not a credentialed therapist, but I do have training in philosophy and neuroscience. For mental and brain health, I highly recommend the following rules. (I wish I had appreciated them much earlier in life, not only to avoid mental unwellness but to promote overall wellbeing.)



- **Exercise** regularly, especially outdoors and ideally out in nature.
- Get adequate **sleep**. If you feel sleepy during the day, you're probably not getting enough or consistent sleep. Ideally, go to bed and rise around the same time every day to set your body on a rhythm.
- **Eat healthy** unprocessed foods that will rot if you leave them on the counter for days. I follow Michael Pollan's uncomplicated advice: *Eat (whole) foods, not too much, mostly plants*. This likely requires learning how to cook.
- Improve your **habits of thought**, not just action. Read *Stoic and Buddhist philosophy* (even current popularizations of them). And study modern practices inspired by their time-honored wisdom, such as *meditation* and *cognitive behavioral therapy* (which you can learn without a therapist).
- Find **healthy meaning and purpose** in your life outside of school and work. Philosophy and religion can fit the bill, but so can family, friends, hobbies, and helping others. (Note: Radicalism might be tempting here, but it's as healthy as a diet made up exclusively of alcohol and junk food.)
- Be part of a **community** (better: communities), even if you're an introvert. Find your people, hang out with them *in person*, and make sure there's plenty of *humor* afoot. Laughter is the best medicine, not just for curing your woes but for keeping them at bay.

Note: Community is often a linchpin for the other rules. A running club, hiking crew, or volunteering group provides meaning, community, and exercise, which promotes better sleep, which makes it easier to improve your habits (including eating healthy). Your brain finds this combo rewarding, and a positive feedback loop of reinforcement develops. Huzzah!

UAB has many resources, such as the **Health and Wellness Center** (which includes confidential counseling free of charge to current UAB students) and the **Rec Center** (which includes the excellent [Adventure Rec](#) program of outdoor pursuits).

### IF YOU FACE MAJOR DIFFICULTIES

If for any reason you are struggling—due to medical issues or otherwise—get in touch with me as soon as possible. I'm happy to work with you to find the best course of action and, if possible, to

help you complete the course successfully. But you must get in touch as soon as you know there's a problem. Waiting until the last minute, for example, might mean we can't work anything out. I also recommend getting in touch with UAB's [Office of Student Outreach](#).

### DSS ACCESSIBILITY STATEMENT

If you're registered with [Disability Support Services](#) (DSS), let me know as soon as possible about requested accommodations. If you have a disability but haven't yet contacted DSS, please contact them as soon as possible. Accommodations are not retroactive. Students should obtain an accommodation letter from DSS at the *beginning* of each semester, get that letter to the instructor, and contact the instructor several days before the accommodation is required. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff.

### TITLE IX STATEMENT

UAB is committed to providing an environment that is free from sexual misconduct, which includes gender-based assault, harassment, exploitation, dating and domestic violence, stalking, as well as discrimination based on sex, sexual orientation, gender identity, and gender expression. If you have experienced any of the aforementioned conduct we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, visit [UAB's Title IX Policy](#).

### READING TIPS

Students are expected to *do the assigned reading/watching*. I work hard to choose readings that, while sometimes challenging, aren't too long or incomprehensible. I even edit many of the PDF readings so that any material irrelevant to us is omitted. For each reading or media piece, I also indicate how long it is (page numbers or minutes) so that you can plan ahead and budget enough time to read, watch, or listen.

You should aim to do the reading the day it's covered in the relevant lecture—or at least around that time. The point of this is: make Rick Astley proud and *never give up on the reading*. If you didn't get to the reading before we covered it in the lecture, make sure you do it after. This is especially important because philosophy involves close examination of often fairly dense arguments. However, you aren't expected to have figured it all out before the relevant lecture. That's what we're going to try to do in class.

Mental Fatigue: Don't underestimate this. When reading, if you find that you can't process it, you may be getting mentally exhausted. Try putting the reading down and coming back to it later, even the next day. It's quite likely that you'll find it much easier after a break, especially after you're well rested (and nourished).

Pro Tip: I don't expect you to read the footnotes or endnotes of the articles before the articles are covered in lecture. Just have a quick read to get an overall sense of what the author's main ideas are.

## SCHEDULE

All readings are PDFs available for you to download on the course Canvas site. Note well:

- The schedule is subject to minor change, but unlikely.
- **pp.** = pages (e.g. "pp. 2-3 only" = read pages 2-3 only; "20pp." = 20 pages in length)

Week	Date	Module #, Lecture Topic, & Reading	Tasks Due
#1	8/21	<b>1a. Intro: Ethical Theorizing</b> 📖 Syllabus (oh yes, it's a reading assignment!)	Profile Pic
	8/23	<b>1b. Intro: The Trolley Problem</b> 📖 Singer, P. (2013). <a href="#">Heartwarming Causes are Nice, but...</a> (4pp.) 📖 Foot, P. (1967) ...Abortion and the Doctrine of the Double Effect (7pp.)	Survey
	8/25	<b>1c. Intro: Ethics &amp; Religion</b> 📖 Plato (ca. 380 BCE) Euthyphro (excerpt, 4pp.)	Quiz 1
#2	8/28	<b>2a. Utilitarianism: Maximize Happiness</b> 📖 Strom (2003) <a href="#">Organ Donor's Generosity... How Much Is Too Much</a> (5pp.)	
	8/30	<b>2b. Utilitarianism: Mill's Defense</b> 📖 Mill, J. S. (1863) Hedonism (excerpt from <i>Utilitarianism</i> ) (10pp.)	
	9/1	<b>2c. Utilitarianism: Beyond Happiness</b> 📖 Nozick, R. (1974) Experience Machine (excerpt, 2pp.)	
#3	9/4	<b>No Class</b> – Labor Day	
	9/6	<b>2d. Utilitarianism: A Buddhist Alternative</b> 📖 Priest, G. (2017) Buddhist Ethics: A Perspective (excerpt, 7pp.)	Quiz 2
	9/8	<b>3a. Consequentialism: Maximize Good Outcomes</b> 📖 MacAskill, W. (2015) <a href="#">This couple lives on 6% of their income so they can give \$100,000 a year to charity</a> (5pp.) 📖 Smart, J. J. C. (1956) Extreme & Restricted Utilitarianism (10pp.)	Exp. Learn.
#4	9/11	<b>No Class</b> (prof. traveling) — catch up on reading/lectures	
	9/13	<b>3b. Consequentialism: Alienation Problem</b> 📖 Railton (1984) Alienation, Consequentialism, and the Demands of Morality (14pp.)	
	9/15	<b>3c. Consequentialism: Effective Altruism</b> 📖 Srinivasan, A. (2015) Stop the Robot Apocalypse (10pp.)	Quiz 3
#5	9/18	<b>4a. Deontology: Golden Rule Improved</b> 🎧 Le Guin, U. (1973) <a href="#">The Ones Who Walk Away from Omelas</a> (17 mins.)	
	9/20	<b>4b. Deontology: Kant's Argument</b> 📖 Kant, I. (1785) The Categorical Imperative (excerpt from <i>Groundwork</i> , 14pp.) 📖 Singer, P. (2005) Ethics and Intuitions (excerpt, 12pp.)	
	9/22	<b>4c. Deontology: Objections</b> 📖 Wolf, S. (1982) Moral Saints (excerpt, 18pp.)	Quiz 4
#6	9/25	<b>5a. Virtue Ethics: A Third Way?</b> 🎧 <a href="#">Zidane's headbutt on Materazzi</a> (2006) FIFA video (4 mins) 🎧 <a href="#">The Moral Roots of Liberals and Conservatives</a> (2012) Haidt's TED talk (18 mins) 🎧 <a href="#">In Defense of Honor</a> (2018) Tamler Sommers on <i>Making Sense</i> podcast (45 mins)	
	9/27	<b>5b. Virtue Ethics: Guiding Action</b> 📖 Annas, J. (2004) Being Virtuous & Doing the Right Thing (18pp.)	
	9/29	<b>No Class</b> (prof. at Alabama Philosophical Society) – work on Essay 1 topic	
#7	10/2	<b>5c. Virtue Ethics: Character Critique</b> 📖 Doris, J. (1998) Persons, Situations, and Virtue Ethics (17pp.)	
	10/4	<b>Catch Up &amp; Discussion Day</b>	Quiz 5
	10/6	<b>Interlude: How to Write in Philosophy</b> 📖 May, J. (2023) Writing in Philosophy (8pp.) 📖 Pinker, S. (2014) The Source of Bad Writing (4pp.)	

#8	10/9	<b>6a. Egoism: Are We Selfish?</b> 📖 Holocaust Encyclopedia (2021) <a href="#">Wallenberg and the Rescue of Jews</a> (5pp.) 📖 Mencius (340 BCE) Are Humans Good by Nature? (2pp.)	Outline 1
	10/11	<b>6b. Egoism: Arguments For</b> 📖 May, J. (2011) Psychological Egoism (sections 1-4, 12pp)	
	10/13	<b>6c. Egoism: Arguments Against</b> 🎧 Optional: <a href="#">Motivation and Emotion</a> , Episode of Psych w/Paul Bloom (60 mins)	Quiz 6
#9	10/16	<b>** Essay 1 Workshop **</b>	<b>Essay 1</b>
	10/18	<b>7a. Realism: Objective Morality</b> 📖 King, M. L. (1963) <a href="#">Letter from a Birmingham Jail</a> (read 5pp. excerpt or listen)	
	10/20	<b>7b. Realism: Moral Language</b> 📖 Ayer, A. J. (1936) A Critique of Ethics (12pp.)	
#10	10/23	<b>7c. Realism: Relativity</b> 📖 Gensler, H. (1998) Cultural Relativism (8pp.)	Quiz 7
	10/25	<b>8a. Motivation: A Problem for Realism?</b> 🎧 <i>This American Life</i> (2011) <a href="#">The Psychopath Test</a> (50 min. audio or transcript)	
	10/27	<b>8b. Motivation: The Humean Theory</b> 📖 Hume, D. (1739) Of the Influencing Motives of the Will ( <i>Treatise</i> excerpt, 6pp.)	
#11	10/30	<b>8c. Motivation: Internalism &amp; Brain Damage</b> 📖 Roskies, A. (2003). Are Ethical Judgments Intrinsically Motivational? Lessons from 'Acquired Sociopathy.' (16pp.)	
	11/1	<b>Catch Up &amp; Discussion Day</b>	Quiz 8
	11/3	<b>No Class, Watch Video</b> (prof. at Philosophy, Politics, & Economics Society) 🎧 Roper, M. P. (2017) <a href="#">Why I Left the Westboro Baptist Church</a> (15 mins)	
#12	11/6	<b>9a. Rationalism: Reason Reigns</b> 📖 Kant, I. (1785) The Good Will (excerpt from the <i>Groundwork</i> , 12pp.)	
	11/8	<b>Interlude: What's in a Major?</b> – no class, <a href="#">online lecture</a> (12 mins) 🎧 <a href="#">Philosophy at UAB</a> Dept. of Philosophy video [3 mins] 📖 Forbes (2015) Liberal Arts Degree... Tech's Hottest Ticket (8pp)	
	11/10	<b>9b. Rationalism: Objections</b> 📖 Arpaly, N.(2002) Moral Worth (excerpt, 7pp.)	Quiz 9
#13	11/13	<b>10a. Sentimentalism: Emotion Reigns</b> 🎧 Davis, D. (2017) <a href="#">Why I, as a Black Man, Attend KKK Rallies</a> (19 mins.)	
	11/15	<b>Class Canceled (Prof. Sick)</b> – Work on Essay 2	
	11/17	<b>10b. Sentiment: Empathy is Key</b> 📖 Hume, D. (1739) Moral Distinctions Not Deriv'd from Reason (excerpt, 12pp.)	
🍂 Thanksgiving Break: 11/20 - 11/24 🍂			
#14	11/27	<b>10c. Sentiment: Psychopaths, Disgust, Oh My!</b> 📖 Prinz, J. (2006) The Emotional Basis of Moral Judgments (excerpt, 5 pp.)	Quiz 10
	11/29	<b>Essay 2 Workshop</b> - comment on outlines	Outline 2
	12/1	<b>Peer Review of Essays</b> – bring in rough draft, complete evals	Evals, <b>Essay 2</b>
#15	12/5	🍂🍂 Finals week - nothing for our class! 🍂🍂	

