

Course Syllabus

CONTEMPORARY MORAL ISSUES

PHL 115 | University of Alabama at Birmingham | Summer 2021

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Note: Print a copy of this syllabus for easy reference about due dates, policies, student support, etc. The syllabus is the ruling document, although small changes are sometimes needed. If changes are made, an announcement will be sent through Canvas.

1. BASIC COURSE INFO

Prof. Info:

Prof: Dr. Joshua May
Office: University Hall, Room 5010
Email: joshmay@uab.edu (preferred method of contact)
Website: www.joshdmay.com
Office Hours: by appointment

Section Info:

Section: QLA
Online format: asynchronous
Course Website: uab.instructure.com

COURSE DESCRIPTION

This course will focus on thinking critically about today's moral problems and dilemmas, as well as elementary methods and concepts in ethical theory (e.g. utilitarianism). After discussing how to construct and evaluate arguments, we'll study and evaluate famous arguments on the following topics:

1. abortion & individual rights
2. poverty & ethical theory
3. racism, sexism, & gender
4. animal welfare & meat consumption
5. moral progress: climate change & deep disagreements

Note well: Some of these topics are sensitive and sacred to some students. Consider how comfortable you are evaluating reasons for and against the beliefs you have on these topics. I won't proselytize or try to get you to accept any particular answer to the questions we'll investigate. On the contrary, we will scrutinize all positions on these perplexing topics in a fair and balanced manner.

NOTABLE FEATURES OF THIS COURSE:

- There is **no textbook** to purchase. Readings are free PDF excerpts.
- We'll introduce topics by **analyzing cases from the Ethics Bowl** debate competition.
- We'll focus on understanding and evaluating **controversial ideas and arguments**.

RELATION TO THE CORE CURRICULUM

No prerequisites. This course counts toward Core Area II (Humanities & Fine Arts). Ethics and Civic Responsibility are significant components of this course (QEP).

LEARNING OBJECTIVES

- Learn about some controversial moral issues of our time.
- Learn some basic logic and ethical theories.
- Hone the ability to explain and assess moral arguments.
- Facilitate the skill of uncovering and evaluating one's moral beliefs.

ASSIGNMENTS (OVERVIEW)

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

1. **Engagement** 15% of grade (6 discussion posts, 1 peer discussion, 2 surveys, 1 profile pic)
2. **Quizzes** (x14) 25% of grade (at the end of each lecture)
3. **Midterm Exam** 30% of grade (25 multiple choice questions, 1 short essay)
4. **Final Exam** 30% of grade (*not* cumulative, same format as midterm)

REQUIRED TEXTS

No textbook purchase is required! Readings will be articles as PDFs and other media, provided on the course webpage (in Canvas). The goal is to reduce the cost of textbooks for students.

TIME COMMITMENT

This is a course worth 3 credit hours. Since it's condensed down to 4 weeks, you should prepare to spend about **20 hours per week** on course activities (e.g. reading assigned chapters/articles, watching videos, participating in discussions, and completing assessments).

CLASS UPDATES & WEBSITE

Important announcements and updates will be made occasionally on the course website in Canvas (<http://uab.instructure.com/>). So do check it frequently or have it set up to email you each announcement.

CONTENT COVERED

We will be discussing content primarily from *primary source* readings (although we'll rarely cover *everything* in an assigned reading). As is typical of courses taught in a Philosophy Department, we will focus heavily on understanding and analyzing *arguments*. Also, given that this course has no textbook and the lecture recordings are meant to serve as the main introductory resource, you will be held accountable for some material that is introduced in the lecture recordings but not quite in the readings.

LECTURE RECORDINGS

The lectures will be in the form of videos with either me or a guest voice talking through slides or animations. Each video is generally 30 minutes long and meant to cover the reading assigned for that day or central concepts it employs (see the Schedule/Calendar at the end of the syllabus). After watching each video, you will be able to test your knowledge on a short quiz with a few multiple-choice questions.

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 (e.g., they're not to be posted on other websites or otherwise shared with other people).

ETIQUETTE/CIVILITY

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

- *Respect*: Each student's opinion is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way. Do not insult the person or their idea. Do not use negative or inappropriate language.
- *Confidentiality*: When discussing topics be sure to be discreet on how you discuss children, teachers, and colleagues. Avoiding using names of people or facilities.
- *Format*: When posting aspire to use proper grammar, spelling, and complete sentences. Avoid using all capitals. This signifies that you are yelling. Avoid using abbreviations (e.g. "cu l8r" for "See you later").
- *Relevance*: Think before you type. Keep posts relevant to the discussion board topic.
- *Student and Instructor Etiquette*: I will of course treat each student with respect and dignity and expect to be treated the same.

2. ASSIGNMENTS

ENGAGEMENT TASKS

Your Engagement grade will be based on the following assignments:

- (a) *Profile Picture* [5 points] – an appropriate picture of yourself on Canvas.
- (b) *Surveys* [2 x 10 pts.] – brief anonymous opinion polls about the class.
- (c) *Peer Discussions* [15 pts] – brief report on a philosophical discussion outside of class.
- (d) *Discussion Posts* [6 x 10 pts] – one for each of our 6 modules.

DISCUSSION POSTS

Format: Each module will kick off with a discussion thread about a real case of a contemporary moral issue that relates to our the current module. (The cases are drawn from the Ethics Bowl debate competition.) These are difficult issues about which reasonable people can disagree. The goal is for your group to analyze the moral dimensions of the case—to come up with pros and cons of each side. The discussion will help set the stage for the rest of the module, which will consist of reading primary source articles and watching lecture videos or other media to help understand the arguments and objections.

Groups: To make these discussions more manageable, you will be put into groups of about 8 students, and your discussion posts will only be among your same group throughout the course (either The Skeptics, The Reasoners, The Stoics, The Knowers, or The Thinkers).

Directions: In your discussion post, articulate one (and only one) reason in favor of a position on a moral issue raised by the case. (It doesn't have to be a reason that by itself resolves the issue in favor of one side. You don't even have to agree with the position.) You can achieve this by either (a) articulating your own reason or (b) respectfully replying to a fellow student's reason.

Guidelines for Posts:

- Aim for 5-10 sentences, not an essay. Organize distinct thoughts into paragraphs and try to be concise.
- Adequate answers will by default receive 8/10. I'll add 1 or 2 points if it seemed to me that your post goes above and beyond.
- Of course, be courteous and respectful. These issues are sensitive and sometimes ignite passions, but this is a place for rational and civil discussion.
- Great posts often use specific examples, even if from one's own life, to help illustrate ideas. Avoid simply stating a general uninformative reaction.

QUIZZES

There will be a very short *multiple choice* quiz after each lecture (see the Schedule/Calendar). This might seem like a lot of quizzes, but that means you have many chances to improve your quiz score. In effect, what I've done is take longer quizzes that might occur after each module and broken them up to be after each lecture. That way you can test your knowledge right away.

Time Limit: The quizzes are timed (10 minutes for each). It's plenty of time if you know the material. (The average time it takes to complete this sort of quiz is 3 minutes.) This helps to keep you on task and to prevent collusion among students, since you're supposed to complete the quiz yourself.

Are the quizzes cumulative? No. They cover the material preceding it. So, for example, Quiz 2b will cover the material on the Schedule that falls between Quiz 2a and Quiz 2b.

EXAMS

Format: Both the midterm and final exams will involve: (a) 25 *multiple-choice questions* and (b) 1 *short essay*. The midterm will cover the first half of the course while the final exam covers the second half (so it's *not* cumulative). Before the exams, you'll receive a *Study Guide* which lists all the possible 6-8 short essay questions, so you can prepare in advance. However, I randomly choose 2-3 essays to put on the exam and during the exam you will choose which *one* of those to answer. So you'll be answering "live" from memory (bluebook-style, although no bluebook is needed).

How should students study for exams? Study the relevant readings and lectures. The lectures 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 (you can do this online with free sites like quizlet.com).

Essay feedback: I have to grade a lot of exams over a short period of time, so I'm usually only able to provide some comments on the essay portion of the Midterm, but not on the Final.

Answers to multiple-choice: I generally don't let students see the answers to the multiple-choice section. Sorry, I know that's unfortunate, but the exams are the main hurdle in this course and I need to prevent versions of them from floating around out there for some future students to cheat off of or use to gain an unfair advantage over others.

PROCTORU – IMPORTANT!

The two exams in this course require that online students use ProctorU, a live online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7, however, you will need to schedule your proctoring session at least 72 hours in advance to avoid any scheduling fees (otherwise it's free to you as a student).

Watch their video to learn how it works and make sure your computer meets the technology requirements (<https://www.proctoru.com/proctoru-live-resource-center>). This is very important. If you can't use ProctorU for whatever reason, then you *can't* take this course. This requirement is necessary to avoid cheating and thus to insure the quality and integrity of this course.

Next, create a ProctorU account ASAP (go.proctoru.com). Soon you should also test your equipment (<https://test-it-out.proctoru.com/>). There you can learn about what to expect during your proctoring session, and ask any questions you may have about the proctoring process with a ProctorU representative. In order to use ProctorU, you will need to have a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo ID.

Timing: Students can complete the exams online any time within their 48-hour due date period, using ProctorU. But you'll have a limited time to finish once started.

Technical difficulties: These are an unfortunate risk of taking a course online. It is your responsibility to avoid them. E.g. try to take the test earlier in the day on a reliable computer, have backup options in case you lose Internet access during a test, etc. Canvas and ProctorU keep a log of your session, so I can verify whether you had certain technical problems, but not all. Also, I recommend you block off *at least twice as much time* as is allowed for the exam itself in order to make sure you can deal with any technical difficulties. For example, for an exam that is 60 minutes long, block off two hours. While your appointment with ProctorU may start at 1pm, for example, you might not resolve any technical difficulties until 1:30, at which point the 60 minutes starts.

Follow Instructions: You must comply with all of ProctorU's instructions. This includes closing out the exam in Canvas *before* you disconnect with your proctor. That is, your proctor must see you close and sign out of the exam. If I get an "incident report" indicating you failed to follow instructions, I will *deduct 5 points off* from your exam.

LATE & MAKE-UP ASSIGNMENTS

Submit your assignments on time. Completing a college degree is partly about becoming a responsible adult. Holding a Bachelor's degree signals to others that you're capable of being relied on to meet challenges and in a timely manner.

Assignments can be made up or submitted late without penalty only if 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 13 calendar days after the due date. Assignments won't be accepted after more than 14 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)

Should students cheat? No! It's both immoral and imprudent. I warn against this every semester, and still nearly every time at least one person gets caught! *I take this extremely seriously*. I will give all cheaters a failing grade and report the incidents to the university.

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. For your convenience, here is the link to UAB's page on *Academic Integrity*:

<http://www.uab.edu/students/one-stop/policies/academic-honor-code>

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. For a tutorial on plagiarism, see:

<https://guides.library.uab.edu/academicintegrity/plagiarism>

How is cheating detected? Various ways. Note, however, 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.

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. I use a standard conversion from percent to letter grades (A=90-100%, B=80-89%, C=70-79%, etc.). Note: 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.

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" or "I need to get an A for a scholarship" or "I felt I did really well," etc.). 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.

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.

3. STUDENT SUPPORT

CONTACTING ME

Email is the preferred method of contact for this course (I aim to respond within 24 hours on weekdays). Other ways to talk with me include: ~~before or after class, during my regular office hours,~~ by appointment to meet in person or chat via Skype. 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).

INTERNET RESOURCES

The website for this class (and my personal website) have some links that may prove useful in the course. See also the *Library's Philosophy Guide*: <http://guides.library.uab.edu/phil>

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. Since philosophy requires the clear communication of often difficult and subtle ideas, weak writing renders high level performance impossible. If you have any questions, I encourage you to see UAB's Writing Center (which also provides online tutoring for distance students): <https://www.uab.edu/writingcenter/>

PHILOSOPHY CLUB

Although the Club doesn't meet during summer, consider it in the Fall! At UAB's Student Fellowship of Philosophy (Phil Club), all are welcome. You don't need to be a Philosophy major or minor to attend meetings, and your friends are welcome too. Check out their Instagram page @uabphilosophyclub

MENTAL AND PHYSICAL HEALTH

The Health and Wellness Center is located at 1714 9th Avenue South. Call (205) 934-3581 for an appointment. In addition to a wide array of health services, the center offers a strong, confidential counseling program free of charge to current UAB students. Psychiatric services are also available. Call (205) 934-5816 or stop by to schedule an appointment. Stress, anxiety, and depression are the leading issues handled by our professional counselors.

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 Advocacy, Rights, and Conduct* (<http://www.uab.edu/students/sarc/>).

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 (<https://www.uab.edu/students/disability/>).

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

The University of Alabama at Birmingham 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, please visit <http://www.uab.edu/titleix> for UAB's Title IX Policy, UAB's Equal Opportunity, AntiHarassment Policy and Duty to Report and Non-Retaliation Policy.

4. READINGS & MEDIA

INTRODUCTORY MEDIA

A notable feature of this course is that each module will be introduced through some media that is more digestible or accessible than a primary source article. For each module, students will watch, listen to, or read at least one:

- film (🎬), video (📺), podcast (🎧), or short story or news article (📖).

Students are required to read or watch the media in order to write about it in their graded discussion post that kicks off the module. (Note: Sometimes a media piece will be assigned along with a primary source article. Then the specific piece is required *in addition to* the article.)

Accessibility: All media should have an option for closed captioning or a transcript that students can read instead of watching or listening.

WHEN TO READ

Students are expected to *do the assigned reading*. I work hard to choose readings that, while sometimes challenging, aren't too long or incomprehensible. I even edit many of the readings so that 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 lecture—or at least around that time. The point is: *don't give up on the reading*. If you didn't get to it before we cover it in the relevant 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 the lecture.

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/CALENDAR

Note: Subject to minor revision, but unlikely.

pp. = pages (e.g. "pp. 2-3 only" = read pages 2-3 only; "20pp." = 20 pages in length)

WEEK	DATE	LECTURE #, TOPIC, MEDIA, & READING	TASK DUE
Module 1: Arguments			
#1	5/10	Discussion 1: Introductions 📺 + 📖 Course Introduction Video & Syllabus 📺 Philosophy at UAB Dept. of Philosophy video [3 mins.] 📖 "What is Philosophy?" (2013) Walter Sinnott-Armstrong [3 pp.]	Profile Pic Disc. 1 Survey 1
	5/11	1a. Philosophy and Arguments 📺 Argument Clinic (1976) Monty Python video skit [6 mins] 📺 "Philosophy and Arguments" Lecture recording w/Dr. May [30 mins.] 📖 "Claims, Issues, & Arguments" (2011) Brad Dowden, <i>Logical Reasoning</i> [15 pp.]	Quiz 1
Module 2: Abortion & Individual Rights			
	5/12	Discussion 2: Fetal Homicide Laws 📖 Ethics Bowl case: "A Miscarriage of Justice?" (2pp.)	Disc. 2
		2a. Is Abortion Immoral? 📺 "Abortion – Personhood" Lecture recording w/Dr. May [30 mins.] 📖 "On the Moral and Legal Status of Abortion" (1973) Mary Anne Warren [13pp.]	Quiz 2a
	5/13	2b. Is Abortion Permissible? 📺 "Abortion – Bodily Rights" Lecture recording w/Dr. May [40 mins.] 📖 "A Defense of Abortion" (1971) Judith Jarvis Thomson [excerpt, 8pp.]	Quiz 2b
Module 3: Poverty & Ethical Theory			
	5/14	Discussion 3. Ethics and Driverless Cars 📖 Ethics Bowl case: "What Morals Should Drive Driverless Cars?" [1p.]	Disc. 3
		3a. Should You Help Alleviate Global Poverty? 📺 Charitable Giving (2009) Interview w/Singer on <i>Colbert Report</i> [6 mins.] 📺 "Utilitarianism & Poverty" Lecture recording w/Dr. May [30 mins.] 📖 "The Singer Solution to World Poverty" (1999) Peter Singer [5pp.]	Quiz 3a
#2	5/17	3b. Sacrifice Others for the Greater Good? 📺 "Trolley Problems with Utilitarianism" Lecture recording w/Dr. May [30 mins.] 📖 "...Abortion and the Doctrine of Double Effect (1967) Philippa Foot [12pp.]	Quiz 3b
Module 4: Racism, Sexism, & Gender			
	5/18	Discussion 4: Addressing Past Injustice 📖 "Postponed Reparations" Ethics Bowl case [2pp.]	Disc. 4
		4a. Are African Americans Owed Reparations? 📺 "Housing Segregation and Redlining in America" NPR Code Switch [6 mins] 📺 "Racial Reparations" Lecture recording w/Dr. May [28 mins.] 📖 The Case for Reparations (2014) Ta-Nehisi Coates [excerpt, 14pp.]	Quiz 4a
	5/19	4b. What Counts as Racist & Sexist? 📺 "Offense & Microaggressions" Lecture recording w/Dr. May [30 mins.] 📖 The Coddling of the American Mind (2015) G. Lukianoff & J., Haidt [11pp.] 📖 How to Take Offense (2018) Regina Rini [excerpt, 6pp.]	Quiz 4b
	5/20	4c. Should We Have Gender Identities? 📺 Sex & Sexuality , Crash Course Sociology [10 mins.] 📺 Interview w/Dembroff Yale Office of Public Affairs [2 mins.] 📺 "The Gender Binary in Society" Lecture recording w/Dr. May [30 mins.] 📖 Why Be Nonbinary? (2018) Robin Dembroff [8pp.]	Quiz 4c
	5/21	Midterm Exam [Schedule to take w/ProctorU anytime that day or the next]	Midterm

Module 5: Animal Welfare & Meat Consumption

#3 5/24 **Discussion 5: The Ethics of Extinction** **Disc. 5**
 📖 Ethics Bowl case: "Million Dollar Parrot" [2pp.]
 📺 [The Cute and Clumsy Flightless Kakapo](#), BBC [3 mins.]

5/25 **5a. Do Animals Have Moral Status?** **Quiz 5a**
 📺 "Cohen Against Animal Rights" Lecture recording w/Dr. May [48 mins.]
 📖 "Do Animals Have Rights?" (1997) by Carl Cohen [11 pp.]

5/26 **5b. Do We Discriminate Against Animals?** **Quiz 5b**
 📺 [The Ethics of What We Eat](#) (2006) Interview w/Singer on *Colbert Report* [6 mins.]
 📺 "Animal Rights - Speciesism" Lecture recording w/Dr. May [53 mins.]
 📖 "All Animals Are Equal" (1974) Peter Singer [16pp.]

5/27 **5c. Is Vegetarianism Ethically Ideal?** **Quiz 5c**
 📺 [The Next Pandemic Could Come from Our Farms](#) (2020) Vox [9 mins.]
 📺 [Cruelty at Walmart Pork Supplier](#) (2015) *Last Chance for Animals* [5 mins.]
 📺 "Animal Welfare & Vegetarianism" Lecture recording w/Dr. May [25 mins.]
 📖 "The Basic Argument for Vegetarianism" (2004) James Rachels [10 pp.]

Module 6: Moral Progress: Climate & Disagreement

5/28 **Discussion 6: Climate Change & Meat Consumption** **Disc. 6**
 📖 Ethics Bowl case: "Beef Tax" [2pp.] **Peer Disc.**

#4 6/1 **6a. Is It Wrong to Contribute to Climate Change?** **Quiz 6a**
 📺 "[The Tragedy of the Commons](#)" Jonathan Anomaly for *Wi-Phi* [5 mins.]
 📺 "[Collective Action Problems](#)" Jonathan Anomaly for *Wi-Phi* [5 mins.]
 📺 "Responsibility for Climate Change" Lecture recording w/Dr. May [30 mins.]
 📖 "It's Not My Fault: Global Warming & Individual Moral Obligations" (2005) Walter Sinnott-Armstrong [excerpt, 8pp.]

6/2 **6b. How Should We Deal with Moral Disagreements?** **Quiz 6b**
 📺 Haidt, J. (2012) [The Moral Roots of Liberals and Conservatives](#). *TED* [19 mins.]
 📺 "Ethics - Disagreement" Lecture recording w/Dr. May [43 mins.]
 📖 "Moral Disagreement & Moral Expertise" (2008) Sarah McGrath [13pp.]

6/3 **6c. What Skills Have We Practiced?** **Quiz 6c**
 📺 "[Why Study Philosophy?](#)" Lecture recording w/Dr. May [18 mins] **Eval Bonus**
 📖 Liberal Arts Degree... Tech's Hottest Ticket (2015) *Forbes* [8pp.]

6/4 **Final Exam** [Schedule to take w/ProctorU anytime that day or the next] **Exit Survey**