

Syllabus

CONTEMPORARY MORAL ISSUES

PHL 115 | Spring 2023

“He who knows only his own side of the case knows little of that.” – John Stuart Mill

Table of Contents

OVERVIEW	2
Learning Objectives.....	2
Assignments	2
Required Texts	3
Time Commitment	3
Class Updates & Website.....	3
Content Covered	3
Course Materials	3
Etiquette & Civility	3
Devices in Class (on-campus sections only).....	3
ASSESSMENT	4
Engagement	4
Quizzes	4
Experiential Learning: Sustainability Project	5
Exams	5
Late & Make-Up Assignments.....	6
Cheating (including Plagiarism).....	6
Grades	7
STUDENT SUPPORT	7
Contacting Me.....	7
Children in Class	8
Writing Support.....	8
Philosophy Club.....	8
Wellness and Wellbeing.....	8
If You Face Major Difficulties	9
DSS Accessibility Statement	9
Title IX Statement	9
Reading Tips	9
SCHEDULE.....	11

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

OVERVIEW

Professor: Dr. Joshua May

Email: joshmay@uab.edu (preferred method of contact)

Office: University Hall, Room 5010

Office hours: Tues & Thurs 12:30-1:30pm + by appointment

Course: PHL 115-2E | TR 2:00 – 3:15pm | in UBOB 208

uab.instructure.com



This course focuses on thinking critically about some of today's moral controversies and a citizen's role in addressing them. After discussing how to analyze moral issues, we'll study and evaluate famous arguments on the following topics (each paired with a real case or policy proposal in the news or the Ethics Bowl debate competition):

- **Charity:** global poverty & charitable giving (case: Rosilla's child marriage)
- **Animal welfare:** factory farming & vegetarianism (case: lab-grown meat at Upside Foods)
- **Environment:** climate change & who's responsible (case: Danish-proposed beef tax)
- **Education:** student loans & free college (case: Proposed student loan forgiveness)
- **Addiction:** brain disease model & self-control (case: Julie Eldred's reprimand for relapse)
- **Social justice:** reparations & cancel culture (case: Clyde Ross and Chicago redlining)
- **Abortion:** personhood & bodily rights (case: Marshae Jones's manslaughter)
- **Public Health:** vaccine mandates & taking risks (case: COVID vaccines in the military)

⚠ 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.

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

- Understand some of the **controversial moral issues** of our time debated in the media.
- Hone the ability to understand and **critically evaluate moral arguments**.
- Facilitate the skill of having **productive conversations** about controversial ideas.
- Engage in **experiential learning** through a Sustainability Project that investigates the personal sacrifices required to live an ethical life.

ASSIGNMENTS

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

Engagement	15% of grade	class attendance, participation, survey, etc.
Quizzes (x9)	20% of grade	at the end of each module
Experiential Learning	10% of grade	Sustainability project (300-400 words)
Midterm Exam	25% of grade	25 multiple choice + 1 short essay
Final Exam	30% of grade	25 multiple choice + 1 short essay (not cumulative)

REQUIRED TEXTS

No textbook purchase is required! Readings will be articles as PDFs and other media, provided on the course webpage. This course is part of an initiative to reduce the cost of textbooks for UAB students. (Did I hear a hallelujah?)

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 the 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 (uab.instructure.com). Check it frequently or have it set up to email you each announcement—or *ping* it 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 the news 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*.

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 (ON-CAMPUS SECTIONS ONLY)

During class, please mute and put away all computers and phones. (Of course, if you have a special need for some such device, do talk with me and we can make exceptions as warranted.) Texting, web surfing, and the like are just too distracting to 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. Thus, there is one device exception: *tablets*, such as an iPad, or other similar devices that can *lie flat (or nearly flat) in front of you* and lacks a noisy keyboard. You may take notes that way, provided it's not liable to distract others.

Penalties: If your device use is distracting or disruptive, I'll ask you to put the device away and you won't be marked as present for that lecture.

ASSESSMENT

ENGAGEMENT

Your Engagement grade will be based on these assignments (adding up to 100 points):

- (a) **Profile Picture** [5 pts] – a clear and appropriate picture of yourself (not your cat or favorite anime character) on Canvas.
- (b) **Survey** [5 pts] – brief opinion poll about topics in the class.
- (c) **Attendance & Participation** [90 pts] –

Students will receive points for *timely attendance/participation* in lecture. I will do roll call. It encourages attendance but also helps me to learn names. Sometimes we will engage in a brief writing activity in class (e.g. 1-2 sentence answer to a question) and you will be marked present only if you turn in that piece of writing.

Your Engagement grade will be primarily determined by this. We'll have about 36 regular class meetings [so about 3 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 may 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. But, of course, missing more than a few classes can make it difficult to keep up with the material.

Excused absences: These 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 are still required to 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...?") or make connections to everyday life (e.g. "This is kind of like when...") 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) can negatively affect your score by losing attendance points that day.

QUIZZES

The quizzes, which will all be Canvas, are *multiple choice* and will occur at the end of each module.

Time Limit: To help prevent cheating, such as perusing the Internet or slides, the quizzes are timed (you'll have 5 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 3.5 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%); etc.

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 (you can do this online with free sites like quizlet.com).

When will correct answers be visible? A few days after each quiz's due date. This is to prevent sharing of answers with students who take it later in the day on the due date or those who need to complete the assignment late.

EXPERIENTIAL LEARNING: SUSTAINABILITY PROJECT

Ethics isn't just about abstract arguments and getting *other* people to change their minds. So we're going to take steps to also make this personal. Environmental ethics is controversial, but most agree that people living in Western industrial nations live in an unsustainable manner. We cannot continue consuming and polluting the way we do. In the long run, we'll reach a point where living conditions become intolerable for humans and other life on Earth.



This assignment has you choose a way to change your behavior for 3-5 days in a more sustainable direction—very broadly construed (e.g. eat vegetarian, reduce your plastic use, quit smoking). Then you submit a brief report on the experience (300-400 words). The point of this assignment is not to preach the correctness of a certain lifestyle (you get to choose!) but to understand such modification, the costs and benefits, and whether the trade-off is ethically demanded and worthwhile.

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 short essay questions (about 6-7), 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).

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. Plato told me this was ethical.

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'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.

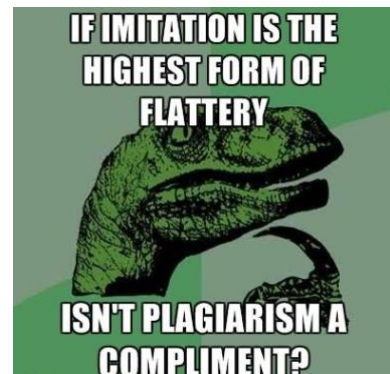
What are the late penalties? If I accept a late assignment without an agreed upon extension, a 5% penalty applies for the first day late; 2% per day is applied for the next 13 calendar days after the due date. Assignments won't be accepted after more than 14 calendar days, except in exceptional circumstances 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? I'm glad you asked. No! It's both immoral and imprudent. *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 Integrity 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.



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. And see [UAB's tutorial on plagiarism](#).

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

CONTACTING ME

Email is the preferred method of contact for this course (I aim to respond within 24 hours on weekdays, 48 hours on weekends...). Other ways to talk with me include: before or after class

(briefly), during my regular office hours, by appointment to meet in person or chat via Zoom. 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

All exclusively nursing babies are welcome in class as often as is necessary. For older children and babies, I understand that unforeseen disruptions in childcare occur. Occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. If your child comes to class with you, please try to sit near a door so that if your child needs special attention, you may step outside. (Note: This is not an official university policy and may not apply in other classes.)

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). 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.

1. **Exercise** regularly, especially outdoors and ideally out in nature.
2. 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.
3. **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.
4. 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).



5. 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.)
6. 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. (To that end, I hope you enjoy my ridiculously hokey illustration of these rules!)

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 also has resources at the **Health and Wellness Center** (1714 9th Avenue South), call for an appointment (205-934-3581). In addition to a wide array of health services, the center offers a confidential counseling program free of charge to current UAB students. Psychiatric services are also available (call 205-934-5816). Stress, anxiety, and depression are the leading issues handled by UAB's 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 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 on next page...

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.
- ~~Tasks in brackets and not bolded—e.g. [Disc. 1]—are for online students only.~~
- **pp** = pages (e.g. "pp 2-3 only" = read pages 2-3 only; "20pp" = 20 pages in length)

Week	Date	Module #, Topic, & Reading	Task Due
#1	1/10	1a. Intro: Analyzing Ethical Issues 📖 Syllabus – important enough to be a reading assignment! 📖 Legalize It All? (2016) Ethics Bowl case [1pp] – to read in class	Profile Pic
	1/12	1b. Intro: Evaluating Arguments 🎧 Moral Roots of Liberals and Conservatives (2012) Jon Haidt [18 mins] 📖 How to Analyze an Ethical Issue, Ethics Bowl style (2019) Josh May [4pp] 📖 Rationality and Good Arguments (2022) Josh May [4pp]	Survey, Quiz 1
#2	1/17	2a. Charity: Rosilla's Child Marriage 📖 Rosilla's Story (2018) Global Fund for Children [3pp] 🎧 Charitable Giving (2009) Interview w/Singer on <i>Colbert Report</i> [6 mins]	
	1/19	2b. Charity: Poverty & the Greater Good 📖 The Singer Solution to World Poverty (1999) Peter Singer [5pp] Psst... enjoyed this module? Try <i>Ethics: Good/Evil</i> (PHL 315)	Quiz 2
#3	1/24	3a. Animal Welfare: Lab Grown Meat 📖 Lab Grown Chicken Gets a Green Light From the FDA (2022) TIME [4pp.] 🎧 The Next Pandemic Could Come from Our Farms (2020) Vox [9 mins] 📖 We'll Look Back on This Age of Cruelty to Animals in Horror (2021) Ezra Klein [4pp]	
	1/26	3b. Animal Welfare: Vegetarianism 📖 The Basic Argument for Vegetarianism (2004) James Rachels [10 pp]	Quiz 3
#4	1/31	4a. Environment: Beef Tax 📖 Beef Tax (2016) Ethics Bowl case [1p] 📖 You Don't Have to be a Vegan to Save the Earth (2022) May & Kumar [4pp] 🎧 Collective Action Problems Jonathan Anomaly for <i>Wi-Phi</i> [5 mins]	
	2/2	4b. Environment: Institutional Responsibility 📖 It's Not My Fault: Global Warming... (2005) Walter Sinnott-Armstrong [8pp] [Note: Hanna Pickard's talk at 5pm at the Alumni House!]	Pickard's Talk
#5	2/7	4c. Environment: Individual Responsibilities 📖 Unethical Consumption & Obligations to Signal (2015) Holly Lawford-Smith [12pp]	Quiz 4
	2/9	5a. Education: Student Loan Forgiveness 📖 Student Loan Forgiveness (2019) Ethics Bowl case [2pp] 📖 ...What Could You Do with \$1.6 Trillion? (2019) Harry Brighthouse [3pp]	
#6	2/14	5b. Education: Free College 📖 Should Students Have to Borrow? (2016) Christopher Martin [20pp] Psst... enjoyed this module? Try <i>Social/Political Philosophy</i> (PHL 230)	Quiz 5
	2/16	Review for Midterm (Jeopardy)	
#7	2/21	Midterm Exam [In class. Just bring a pen or pencil – and your brain!]	Midterm
	2/23	Interlude: Philosophical Conversation Skills - online lecture [34 mins] 📖 Gottman Institute (2013) Conversation Poisons & Their Antidotes (7pp.)	
#8	2/28	6a. Addiction: Julie's Reprimand for Relapse	

		Julie Eldred's story (2021) Institute for Innovation in Prosecution [9 mins]	
	3/2	6b. Addiction: The Brain Disease Model Addiction (2023) Chapter 5 of <i>Neuroethics</i> by J. May [16 pp]	
#9	3/7	6c. Addiction: Beyond the Brain (No new reading) Psst... enjoyed this module? Try <i>Neuroethics</i> (PHL 402)	Quiz 6
	3/9	Interlude: What's in a Major? - online lecture [12 mins] Philosophy at UAB Dept. of Philosophy video [3 mins.] Liberal Arts Degree... Tech's Hottest Ticket (2015) <i>Forbes</i> [8pp.] LSAC (2019) Sample LSAT Questions [2pp. <i>read and complete in class</i>]	
		Spring Break - March 13 – 17	
#10	3/21	7a. Social Justice: Clyde Ross and Chicago Redlining Postponed Reparations (2019) Ethics Bowl case [2pp] Clyde Ross and Redlining (2014) <i>The Atlantic</i> [9 mins] Housing Segregation and Redlining in America NPR Code Switch [6 mins]	
	3/23	No class (prof. traveling) – finish Sustainability Project	Sustainability Project
#11	3/28	7b. Social Justice: Reparations for Slavery The Case for Reparations (2014) Ta-Nehisi Coates [14pp]	
	3/30	7c. Social Justice: Callout Culture The Coddling of the American Mind (2015) G. Lukianoff & J. Haidt [11pp] How to Take Offense (2018) Regina Rini [6pp] Psst... enjoyed this module? Try <i>Social/Political Philosophy</i> (PHL 230)	Quiz 7
#12	4/4	8a. Abortion: Marshae Jones's Manslaughter A Miscarriage of Justice? (2019) Ethics Bowl case [2pp]	
	4/6	8b. Abortion: Deprived of a Future Why Abortion is Immoral (1989) Don Marquis [11pp]	
#13	4/11	8c. Abortion: Bodily Rights Are Pregnant Women Fetal Containers? (1990) Laura Purdy [9pp] Psst... enjoyed this module? Try <i>Bioethics</i> (PHL 116)	Quiz 8
	4/13	9a. Public Health: Mandatory Vaccination Anti-Vax or Anti-American? (2022) Ethics Bowl case [2pp] Values and Vaccination (2016) Maggie Koerth-Baker [9pp] [Note: My Haddin forum talk is tomorrow @ 11:45am, Sterne Library 174]	
#14	4/18	9b. Public Health: Taking Risks Living Without Honor (2018) Tamler Sommers [11pp]	Quiz 9
	4/20	Review for Final Exam (Jeopardy!)	Evals
#15		Finals Week Final Exam on Tues. April 25 1:30-2:30	

