

Course Syllabus

(HONORS) INTRODUCTION TO ETHICS (BOWL)

PHL 125 | University of Alabama at Birmingham | Fall 2019

TABLE OF CONTENTS

TABLE OF CONTENTS..... 1

1. BASIC COURSE INFO..... 2

COURSE DESCRIPTION 2

LEARNING OBJECTIVES..... 2

REQUIRED TEXTS..... 2

ASSIGNMENTS (OVERVIEW)..... 2

TIME COMMITMENT..... 3

CLASS UPDATES & WEBSITE 3

CONTENT COVERED..... 3

COURSE MATERIALS: HANDOUTS, LECTURE SLIDES, ETC. 3

2. ASSIGNMENTS 3

ENGAGEMENT..... 3

QUIZZES..... 4

INDIVIDUAL ESSAYS..... 4

TEAM ESSAY AND PRESENTATION 4

ETHICS BOWL TRYOUTS..... 5

LATE & MAKE-UP ASSIGNMENTS..... 5

CHEATING (INCLUDING PLAGIARISM) 5

GRADES..... 6

3. STUDENT SUPPORT 6

CONTACTING ME..... 6

INTERNET RESOURCES 7

WRITING SUPPORT 7

PHILOSOPHY CLUB..... 7

MENTAL AND PHYSICAL HEALTH..... 7

IF YOU FACE MAJOR DIFFICULTIES 7

DSS ACCESSIBILITY STATEMENT..... 7

TITLE IX STATEMENT..... 7

4. COURSE SCHEDULE 8

WHEN TO READ..... 8

SCHEDULE/CALENDAR..... 8

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. Information:

Prof: Dr. Joshua May
Office: University Hall, Room 5010
Email: joshmay@uab.edu
Website: www.joshdmay.com
Office Hours: Wed/Fri 2:30-3:30 (& by appt.)

Section Info:

On-campus: Section 1F
Time: MWF 1:25 - 2:15pm
Location: Univ. Hall 2012
Course Website: uab.instructure.com

COURSE DESCRIPTION

Open to students in UAB's Honors College, this course will be a special introduction to ethics. Students will be broken up into debate teams, modeled on the Intercollegiate Ethics Bowl competition (which UAB's team competes in every year, coached by Dr. May). There will be some lectures on moral philosophy and on how to effectively analyze and debate contemporary moral problems. But much of the course will be structured around working in teams to analyze these complex ethical issues facing society today. The ethical issues arise in political affairs, professional contexts (e.g. medical, business, journalism, law), and interpersonal relationships. Students will research the facts of several real-life cases, compose in writing and present orally arguments on how the cases should be resolved, and respond to questions raised by an opposing team or judges. So students must be willing and able to engage in public speaking (in class).

Note: Some of the topics are sensitive and sacred to some people. Consider how comfortable you are considering reasons for and against the beliefs you have on these topics.

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

- Develop an understanding of some of the major moral issues of our time.
- Learn some basic moral theories and concepts.
- Hone the ability to explicate and critically assess arguments.
- Facilitate the skill of evaluating and justifying one's moral beliefs.

REQUIRED TEXTS

None. Readings will be provided (as PDFs) on the course webpage (Canvas).

ASSIGNMENTS (OVERVIEW)

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

- | | |
|-------------------------------------|---|
| 1. Engagement | 20% of grade (attendance, survey, peer reviews, etc.) |
| 2. Quizzes (x4) | 30% of grade |
| 3. Argumentative Essays (x2) | 30% of grade (each approx. 1200 words) |
| 4. Team Essay (+ Outline) | 10% of grade (approx. 1200 words) |
| 5. Team Presentation | 10% of grade |

TIME COMMITMENT

This is a course 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 assessments). *Moreover, unlike the usual introductory course, we won't always have a traditional lecture. Often we'll have a "flipped classroom" in which students are expected to have absorbed assigned material at home that we then spent time discussing and analyzing together in class, often in groups. In this way, the time commitment may be slightly greater than the typical intro class (but the payoff is that it should also be more fun and rewarding).*

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 the text(s). However, we may not cover everything in the assigned reading. *[Also: Given that this course covers important specific cases in the news, students will be tested on basic details of such cases.]*

COURSE MATERIALS: HANDOUTS, LECTURE SLIDES, ETC.

Lecture Slides: To help students, I will provide PowerPoint slides, but they will be rather barebones. You will likely want to supplement them with your own notes on the lectures (and perhaps readings).

Lecture Recordings: You will have access to about 20 screen capture recordings of me lecturing over the slides. [They will be posted around the day the relevant lecture is scheduled—see the Schedule/Calendar at the end of this syllabus.] Each lecture is about 35-45 minutes long and meant to cover the reading(s) assigned for that day (see the Schedule/Calendar).

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 widely).

2. ASSIGNMENTS

ENGAGEMENT

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

- (a) *Profile Picture* [5 pts] – an appropriate picture of yourself on Canvas.
- (b) *Survey* [5 pts.] – brief opinion poll about the class.
- (c) *Peer Reviews* [20 pts.] – 5 pts ea. for providing feedback on teammate's outlines & essays.
- (d) *Participation* [70 pts] – *timely attendance and appropriate behavior* in lecture...

Regular attendance and participation are essential in this course given how much work we will do in class. 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 class meetings you attend. For example, if you attend 75% of class meetings, 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 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...?") 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, will be *multiple choice* and will occur about every other week (see the Schedule/Calendar).

Are the quizzes cumulative? No. They cover the material preceding it (from the last quiz). So, for example, Quiz 2 will cover the material on the Schedule that falls between Quiz 1 and Quiz 2 (including the material covered in the lecture for that day). That's not a precise measurement, since sometimes a quiz will occur during the middle of a topic, in which case the following quiz may cover some of that same overlapping topic.

How should you study for quizzes? 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).

INDIVIDUAL ESSAYS

Throughout the semester you will write two argumentative essays yourself. Each should be about 1200 words and will be based on one of the 15 ethics bowl cases released early in the semester. You will be randomly assigned a case for each essay and develop an argumentative essay about it. Skills and strategies for writing these essays will be developed throughout the semester.

TEAM ESSAY (+OUTLINE) AND PRESENTATION

Throughout the semester, you will be in a group of 5 fellow students that forms one of five teams in the class. Throughout the first 2/3 of the semester, your team will give each other feedback on your individual essays. In the last 1/3 of the semester, however, you will work

together as a team on a new case (one that no team member submitted an essay on previously). Your team will collaboratively write an argumentative essay to be submitted at the end of the term and will present that argument orally in class during finals week. Each team member will have to present at least a small part of the argument in class as part of the team's presentation. You will also need to submit a Team Outline in advance, but this will be pass/fail, essential a "hurdle assignment" that must be complete for your essay to be graded.

ETHICS BOWL TRYOUTS

Any undergraduate student (with 3.5+ GPA) is eligible to try out for Team UAB, which will compete in the Mid-Atlantic Regional competition of the Intercollegiate Ethics Bowl (this year near Atlanta at the University of North Georgia, Gainesville campus on Nov. 16th). Students in this class can try out but so can other students. There are only 4-5 slots on the team. If you make it on the team, your work on the team will overlap with your coursework. Instructions for tryouts will be available early in the first week of classes and tryouts will be at the end of the second week. Members of Team UAB will also be invited to compete in the National competition during Spring semester if the team qualifies at the Regional competition.

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 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 mutually convenient time for it and a time 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.

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://www.mhsl.uab.edu/2009/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 percents 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 and unethical. 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 an 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://uab.libguides.com/philosophy>

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 talk to me about assignments before the due date.

PHILOSOPHY CLUB

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. 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 video, or organizes events. Early in the semester I'll announce the meeting schedule, but you can also see their Facebook group ("UAB Philosophy Club").

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. COURSE SCHEDULE

WHEN TO READ

Students are expected to *do the assigned reading*. You should aim to do the reading the day it's covered in class—or at least around that time. The point of this is: *don't give up on the reading*. If you didn't get to it before we covered it in class, 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. (Notice also that I've provided the page numbers of each reading so you can see the length and plan ahead.)

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

All readings are available as PDFs on the course Canvas site. Note well:

- The schedule is subject to minor change, but unlikely.
- 📖 = read for the corresponding lecture. 🎧 = listen/watch.
- **pp.** = pages (e.g. "pp. 2-3 only" = read pages 2-3 only; "20pp." = 20 pages in length)
- Events in **bold** are graded assignments; *italicized* are ungraded tasks; [brackets] are just FYI.

Week	Date	Topics & Reading	Events
#1	8/26	What To Expect 📖 Syllabus - oh yes, it's a reading assignment (10pp.)	Profile Pic
	8/28	What is Ethics (Bowl)? 📖 Call for Tryouts (1p.) 📖 Sample Ethics Bowl Case (1pp.) 🎧 Video of ethics bowl debate: youtu.be/GZSTZWFxrls [watch first 15 mins.]	
	8/30	How to Analyzing a Case 📖 May, Josh (2019) How to Analyze a Case - from Instructions for Ethics Bowl Tryouts, Includes 3 cases from previous years' regionals (7 pp.)	
#2	9/2	No Class – Labor Day	
	9/4	Building & Analyzing Arguments 📖 Dowden, Brad (2011) Claims, Issues, Arguments. <i>Logical Reasoning</i> [10 pp.] 📖 May, J. (2014) Rationality and Good Arguments (4 pp.)	[Cases Released]
	9/6	Tryouts for Ethics Bowl Team 📖 Regional Cases – read all 15 cases (18 pp.)	[Tryouts]

#3	9/9	The Trolley Problem (& Team Building) 📖 Foot, Philippa (1967) ...Abortion and the Doctrine of Double Effect (12pp.)	Survey
	9/11	Ethical Theories & Principles 📖 Pettit, Philip (1993) Consequentialism. <i>A Companion to Ethics</i> (8pp.) 📖 National Commission (1979) The Belmont Report (4pp.)	
	9/13	Discussion: Brainstorm Ethical Issues 📖 Review Regional Cases # 1-5 (6 pp.)	Quiz 1, [Green Talk]
#4	9/16	Case 1: The Ethics of Protest 📖 Martin Luther King Jr. (1963). Letter from a Birmingham Jail. (5pp.) Recommended: 🎧 Hi-Phi Nation (2019) Uncivil Disobedience . (50 mins.)	
	9/18	How to Build Your Outline & Essay (Ethics Bowl Style) 📖 May (2019) Ethics Bowl Team Guide (10 pp.) – <i>Confidential; don't share!</i> 📖 Pinker, Steven (2014). The Source of Bad Writing. <i>The Wall Street Journal</i> (4pp.)	
	9/20	Discussion: Work in Teams on Cases (No new reading; catch up on previous reading if needed, or read ahead.)	
#5	9/23	Case 2: Student Loan Forgiveness 📖 Brighthouse, Harry (2019) Sanders' Debt Relief Plan: What Could You Do with \$1.6 Trillion? <i>Crooked Timber</i> (3pp)	
	9/25	Case 3: Callout Culture 📖 Rini, Regina (2018) How to Take Offense. <i>Journal of the Am. Phil. Assoc.</i> (20pp.) Recommended: 🎧 Hi-Phi Nation (2019) No Offense . (50 mins.)	Outline
	9/27	Team Meeting: Essay 1 Outlines [Meet in or outside classroom] (Read, comment on, discuss teammate's outline.)	Peer Review
#6	9/30	Case 4: Having Children 📖 Weinberg, Rivka (2012) Is Having Children Always Wrong? (excerpt) <i>South African Journal of Philosophy</i> (6pp.) 📖 Weinberg, R. (2016) How Many Children Should We Create? <i>Phil. Mag.</i> (4pp.)	
	10/2	Case 5: Correcting for Past Injustice 📖 Coates, Ta-Nehisi (2014) The Case for Reparations (excerpt). <i>Atlantic</i> (14pp.)	Rough draft
	10/4	Team Meeting: Feedback on Essay 1 [Meet in or outside classroom] (Read, comment on, discuss teammate's essay.)	Peer Review
#7	10/7	Discussion: Brainstorm Ethical Issues 📖 Review Regional Cases # 6-10 (6 pp.)	Essay 1
	10/9	The Many Moral Values 📖 Haidt, J. (2012). The Moral Foundations of Politics. <i>The Righteous Mind</i> . (25pp.) Recommended: 🎧 Haidt, J. (2012) The Moral Roots of Liberals and Conservatives . <i>TED Talk</i> . (19 mins.)	[Gladwell talk]
	10/11	Discussion: Work in Teams on Cases (No new reading; catch up on previous reading if needed, or read ahead.)	Quiz 2
#8	10/14	Case 6: Sex, Gender, and Society 📖 Dembroff, Robin (2018) Why Be Nonbinary? <i>Aeon</i> (8pp) Recommended: 🎧 Hi-Phi Nation (2019) For Women Only – Part 1 . (50 mins.)	
	10/16	Case 7: Privacy and Surveillance 📖 Véliz, Carissa (2019). Privacy is Power. <i>Aeon</i> . (8pp.)	
	10/18	Discussion: Work in Teams on Cases (No new reading; catch up on previous reading if needed, or read ahead.)	
#9	10/21	Case 8: Social Norms and Open Defecation 📖 Bicchieri, Cristina (2017) Norm Change. <i>Norms in the Wild</i> . (excerpt pp. 106-118)	
	10/23	Case 9: Taking Risks, Honorably 📖 Sommers, Tamler (2018) Living Without Honor. From <i>Why Honor Matters</i> (12pp.).	Outline
	10/25	Discussion: Essay 2 Outlines (Read, comment on, discuss teammate's outline in class)	Peer Review

#10	10/28	Case 10: Deplatforming Hate 📖 Levy, Neil (2019) No-platforming is Sometimes a Justifiable Position. <i>Aeon</i> (3pp.)	
	10/30	Philosophy Skills 📖 Anders (2015) Liberal Arts Degree... Tech's Hottest Ticket. <i>Forbes</i> . (8pp) 📖 LSAC (2019) Sample LSAT Questions [2pp. <i>read and complete in class</i>]	Quiz 3
	11/1	Discussion: Team Feedback on Essay 2 (Read, comment on, discuss teammate's essay in class)	Rough draft + Peer Review
#11	11/4	Discussion: Brainstorm Ethical Issues 📖 Review Regional Cases # 11-15 (6 pp.)	Essay 2
	11/6	Case 11: Killing vs. Letting Die 📖 Foot, Philippa (1984) "Killing and Letting Die" (excerpt, 6pp.)	
	11/8	Team Meeting: Work on Team Essay [Meet in or outside classroom] 📖 Review May (2019) Ethics Bowl Team Guide (10 pp.) – Confidential; don't share!	
#12	11/11	Case 12: Sex Work and Misogyny 📖 Manne, Kate (2016) The Logic of Misogyny. <i>Boston Review</i> (15pp).	
	11/13	Case 13: Sacrificing Privacy for Safety 📖 Armstrong, Stuart (2013) Life in the Fishbowl. <i>Aeon</i> (6pp.)	
	11/15	Team UAB Presents, You Guest Judge (No new reading; catch up on previous reading if needed, or read ahead.)	[Team to Regionals]
#13	11/18	Case 14: Mandatory Vaccination 📖 Koerth-Baker, Maggie (2016) Values and Vaccination. <i>Aeon</i> (9pp.)	
	11/20	Case 15: Fetus and Women's Rights 📖 Purdy, Laura M. (1990) Are Pregnant Women Fetal Containers? <i>Bioethics</i> (9pp.)	[World Philosophy Day]
	11/22	Discussion: Work on Team Essay (No new reading; catch up on previous reading if needed.)	Quiz 4
<i>Thanksgiving Break: 11/25 - 11/29</i>			
#14	12/2	Discussion: Work on Team Essay/Presentation	<i>Outline</i>
	12/4	Discussion: Work on Team Essay/Presentation (Peripatetic Day?)	
	12/6	Discussion: Work on Team Essay/Presentation	<i>Rough draft</i>
#15	12/13	Team Presentations & Team Essays Due Fri. 12/13, 10:45 am – 1:15 pm	