

Philosophy 106: Philosophy and Current Issues

The class will focus on a number of ethical topics of current interest, in particular world hunger, war, affirmative action, rights to sexual privacy, gay rights and marriage. Each of these issues presents various choices between different and even conflicting individual and social policies. The class will focus on reasons for and against adopting various courses of action, and will explore the cogency of the reasons offered. Students will work out their own positions and hopefully, come to better understand opposing views.

In the course of examining these reasons, we will become more familiar with a very general distinction between various forms of ethical justification - the distinction between consequentialist justifications and non-consequentialist justifications. We will explore how various of the positions with respect to the above issues are amenable to either form of justification.

Readings for the class will encompass both classic texts and current articles from philosophy journals. These will sometimes be quite dense, and require some work to understand. *You may need to read them twice, once before and once after the lecture.*

Professor: Mark van Roojen, 1005 Oldfather Hall, 472-2428; email: msv@unlserve.unl.edu ; Office Hours: Monday/Wednesday 10:15 – 11:15.

Teaching Assistants: Landon Hedrick, 1023 Oldfather Hall, 472-4386; email: landonhedrick67@yahoo.com
Seiichiro Yasuda, 1019 Oldfather Hall , 472-1023; email: seichiy@yahoo.co.jp

Requirements: One mid-semester written exam, one final exam, two short papers (5-6 pages each), as well as homework assignments and in-class exercises (possibly using clickers) mostly related to the readings assigned at our whims, as well as participation in discussion sections. Students will be responsible for knowledge of all of the reading and all of the lecture material, and these homeworks will be designed to check that. Both exams will involve essays, the topics for which you will know ahead of time.

Grading: The exams will count for 20% of the course grade, each paper will count for 25%, and the homework/class exercises will count for 10%. Homework will be graded in accordance with how seriously it appears to have been taken. Ordinarily this means full credit for serious efforts (whether correct or not) and no credit if the assignment appears to have been taken less than seriously. Class participation may be taken into account in borderline cases and also where students regularly miss sections. Due dates for the first test and first paper are listed in the schedule below. The second paper due date will be negotiated by you with your TA depending on which topic you choose to address. The final exam will be at the regularly scheduled final exam time for this class.

Difficulty: This course is an introductory course in the sense that it presupposes no specialized background knowledge. But **many students will find the reading and the work assignments quite difficult**. The readings have been chosen from classic sources, court opinions, and articles by professional philosophers writing for other adults of similar ability. Philosophy tends to be a subject matter in which quality work is written for adults with college-level reading ability. Thus none of the readings for this class will be dumbed down and some but not all of you might find that a bit daunting at first. On average (and assuming college-level reading and writing abilities), this class should take you *six hours outside of class* each week though weeks in which major assignments are due should take more. Both the tests and the papers will require you to write coherent and well-reasoned essays. You are encouraged to take advantage of the professor's and TA's office hours.

Readings: Readings will be from the electronic reserves at the library and from the web where I could find them. I have decided to distribute these readings in this way so as to save you money. We expect you to download the materials so that you have them available to consult in class. (You can print them or have them on a laptop for all we care.) I have listed URLs for these readings at the relevant points in the schedule below, and I will put a copy of this syllabus on the web at <http://www.mvr1.com/106stuff/106SylS10.pdf> so that you can click on links to make things easier. There is always a possibility that URLs may change or that there is a typo. Should that occur it is your responsibility to find alternate locations to obtain the materials for yourselves, but let me know and I will try to help. Still it is a good idea to download them immediately in case they disappear.

SCHEDULE OF ASSIGNMENTS:

- 1/11/10 Introduction
- 1/13/10 Philosophical Argument, Ethical Arguments, and Reading Philosophy.

World Hunger: What, if any, obligation or reason do we have to help feed the thousands and thousands of people starving in the world today? We will notice that people can have different ideas about what to do either because they disagree about the moral principles which give us obligations to others, **or** because they disagree about what the results of various policies would be.

- 1/20/10 Peter Singer, "Famine, Affluence and Morality," Philosophy and Public Affairs, Vol 1, No. 3, (Spring 1972) pp. 229-243, posted on web at: <http://www.utilitarian.net/singer/by/1972----.htm> and at <http://0-www.jstor.org.library.unl.edu/stable/2265052>.
- 1/25/10 Garrett Hardin, "Living on a Lifeboat," Bioscience (1975) pp.561-568 by the American Institute of Biological Sciences, posted on web at: http://www.garretthardinsociety.org/articles/art_living_on_a_lifeboat.html .
- 1/27/10 Onora O'Neill, "Lifeboat Earth," Philosophy and Public Affairs, Vol 4, No. 3, (Spring 1975) pp. 273-292, available at the UNL library website via JSTOR at <http://0-www.jstor.org.library.unl.edu/stable/2265086>.
- 2/01/10 World hunger and the empirical world - no reading, but start the Bentham & Mill.

Moral Theories: Utilitarianism, Consequentialism, and varieties of Non-consequentialism: This is the most theoretical portion of the class, in which we look at general theoretical approaches to ethical issues. We will look at two kinds of general moral theory. One kind, those theories that are consequentialist, requires us *always* to bring about as much impartial good as possible. By impartial good, we mean good whose value does not change depending on the agent's relation to the outcome brought about. Non-consequentialist theories, on the other hand, say that we should *not always* bring about as much impartial good as possible, either because we sometimes have personal obligations which put constraints on what we can do to bring about overall good, or because the notion of impartial good does not always make sense. Utilitarianism is one kind of consequentialist view. It says that happiness or pleasure is the only impartial good, and that we should all do our best to bring as much happiness into being as possible. So we will start by looking at two classical formulations of utilitarian theories.

- 2/03/10 Excerpt from Jeremy Bentham's, excerpts from Introduction to the Principles of Morals and Legislation (1789) (the first and fourth chapters - The principle of utility and Value of a Lot of Pleasure or Pain, How to be measured.)) available on the web at <http://www.ecn.bris.ac.uk/het/bentham/morals.pdf> or <http://www.la.utexas.edu/labyrinth/ipml/ipml.toc.html> read chapters 1 & 4. (The first is a pdf and the second in HTML.)
- John Stuart Mill, chapter 2 of Utilitarianism (1861) . This one is available on the web at http://etext.library.adelaide.edu.au/m/mill/john_stuart/m645u/ .
- 2/08/10 Bernard Williams, excerpt from Utilitarianism: For and Against (Cambridge; Cambridge University Press, 1973). On electronic reserve at UNL library.
- 2/10/10 Robert Nozick, Excerpt from Anarchy, State and Utopia (New York; Basic Books, 1974). On electronic reserve at UNL library.
- 2/15/10 Phillipa Foot, "Utilitarianism and the Virtues," Mind 94 (1985) pp. 196-209, available through

UNL library JSTOR database at: <http://0-www.jstor.org.library.unl.edu/stable/2254745>.

2/17/10 W. D. Ross, The Right and the Good, chapter 2, (Oxford: Oxford University Press, 1930) pp. 16-22. On electronic reserve at UNL library.

War: Are there situations in which entering or starting a war is just, and if so what criteria would have to be met before entering or starting a war is justified? Students will write a paper discussing a particular war and arguing whether our participation in it was or is justified or not.

2/22/10 No reading/ lecture on wars and on Pacifism.

2/24/10 **First Exam** - on hunger/resources and moral theory topics

3/01/10 Jonathan Glover, chapter 19 of Causing Death and Saving Lives, (Penguin, 1977) pp. 251-269. On electronic reserve at UNL Library.

3/03/10 Jeffrie G. Murphy, "The Killing of the Innocent," The Monist 57, no. 4 (1973), on the web at: <http://www.ditext.com/murphy/innocent.html>.

3/08/10 Elizabeth Anscombe, "War and Murder," in Nuclear Weapons: A Catholic Response, ed. by Walter Stein, (Merlin Press Ltd.) 1961 pp.45-62. On electronic reserve at UNL library.

3/10/10 James F. Childress, "Just War Theories," Theological Studies, 39, (1978) pp.427-445, you can get this from the EBSCO database at UNL library. The link I got is as follows, but you may need to do a search for the particular article to get the right page:
<http://0-search.ebscohost.com.library.unl.edu:80/login.aspx?direct=true&db=aph&AN=4849136&site=ehost-live> .

3/22/10 Michael Walzer, "Supreme Emergency," chapter 16 of Just and Unjust Wars: A Moral Argument with Historical Illustrations, (Basic Books, 1977) pp. 251-268. On electronic reserve at UNL library.

Compensatory Preferential Hiring and Admissions: Are programs which compensate for racial and sexual discrimination by favoring members of discriminated against groups required by, allowed by, or prohibited by considerations of justice?

3/24/10 **First Papers Due** - at start of class. No Reading.

3/29/10 Judith Jarvis Thomson, "Preferential Hiring," Philosophy and Public Affairs, (Summer 1973) pp. 364-384, in packet. We may or may not get very far into this article so the discussion will go into the next sessions. The article can be accessed through JSTOR at:
<http://0-www.jstor.org.library.unl.edu/stable/2265014> .

3/31/10 Robert Simon, "Preferential Hiring: A Reply to Judith Jarvis Thomson," Philosophy and Public Affairs, (Spring 1974) pp. 312-320, also accessible via JSTOR at
<http://0-www.jstor.org.library.unl.edu/stable/2264983>. **AND**

Robert Fullinwider, "Preferential Hiring and Compensation," Social Theory and Practice, (Spring 75) 307-320, in packet. This will be on electronic reserve in the library.

4/05/10 George Sher, "Justifying Reverse Discrimination in Employment," Philosophy and Public Affairs,

(Winter 1975) pp. 159-170, accessible via JSTOR at <http://0-www.jstor.org.library.unl.edu/stable/2265161> .

Privacy Rights/Gay Rights: Do adults have a right to be free of governmental interference with consensual sexual activities? What could justify such a right? Are there other rights or obligations that affect how the government treats sexuality and ties of affection between adults. Should such rights (if any) include a right to marry a person of one's choosing?

- 4/07/10 Bowers v. Hardwick, 106 S. Ct. 2841, 478 US 186 (1986) - US Supreme Court Opinion and dissents available on the web at: <http://supct.law.cornell.edu/supct/cases/478us186.htm> (The site divides the case into seven or eight separate pages which you have to click through, all of which need to be printed out and read to get the whole case.) If that link does not work, try http://supct.law.cornell.edu/supct/html/historics/USSC_CR_0478_0186_ZS.html
- 4/12/10 John Stewart Mill, On Liberty, Chapter 4 available on the web at: <http://www.bartleby.com/130/>. Also review Bentham.
- 4/14/10 Lord Patrick Devlin, "Morals and the Criminal Law," from The Enforcement of Morals, (Oxford University Press) 1965. pp. 1-25. This will be on electronic reserve in the library.
- 4/19/10 Ralph Wedgewood, "The Fundamental Argument for Same-Sex Marriage", Journal of Political Philosophy 7 (1999), 225-242, another one in the EBSCO database in the library at <http://0-search.ebscohost.com.library.unl.edu:80/login.aspx?direct=true&db=aph&AN=3254173&site=ehost-live>
- 4/21/10 Jeff Jordan, "Contra Same-Sex Marriage," in Same Sex Marriage; The Moral And Legal Debate, Baird & Rosenbaum, eds. (2004), 39-52. This will be on electronic reserve in the library.
- 4/26/10 Discussion of the two more recent US Supreme Court Cases on these issues: Roemer vs. Evans (at: <http://www.law.cornell.edu/supct/html/94-1039.ZO.html>) and Lawrence vs. Texas. Lawrence is available on the web at :<http://www.law.cornell.edu/supct/html/02-102.ZS.html>.
- 4/28/10 Final lecture. Last paper due if it is on this last set of topics. If it is on affirmative action it will be due at an earlier date after the first paper is handed back, that we'll announce.

Final Exam will be on the day scheduled by the University for finals in classes meeting in this time slot. You can find that on the University website.

ACE Program Credit Statement: Successful completion of this course will serve to meet either Student Learning Outcome #8 (Explain ethical principles, civics, and stewardship, and their importance to society) or Student Learning Outcome #9 (Exhibit global awareness or knowledge of human diversity through analysis of an issue) of the ACE general education program of UNL. Explanation and assessment of these outcomes: The principle topics of the course are, as noted above, world hunger, war, affirmative action, rights to sexual privacy, gay rights, and marriage. All of these topics involve application of ethical principles relevant to SLO #8, and the concerns with civic duty and stewardship of social justice also relevant to SLO #8 are specifically addressed through the topics on affirmative action, rights to sexual privacy, gay rights, and marriage. These learning outcomes are assessed by the final exam and the second paper. The topics of world hunger and just war will develop global awareness and knowledge of human diversity through the analysis of not merely one but two important issues, and hence satisfy SLO #9, and these outcomes will be assessed by the first exam and the first paper.