

Philosophy of Religion

[course code](#)

[day, time, room](#)

[semester, year](#)

Course Syllabus

More course materials are available through [university website](#)

Instructor: Liam Ryan

Office: [room](#)

Office Hours: [hours](#)

Email: [email](#)

Classroom: [classroom](#)

Course description

In this course we will explore the notion of religion and religious belief, the case for religious systems, the origins and philosophies of existing world religions, the existence or non-existence of God, and contemporary debates and issues in philosophy of religion. By doing so, we will gain greater insight into one of the most controversial and important aspects of human existence, develop our philosophical abilities, and employ our critical reasoning and logical abilities.

Required Text:

No textbooks will be required. Readings will be posted on [university website](#).

Learning Outcomes

Upon completion of this course, students will be able to:

- Critically engage with the philosophical literature on belief.
- Propose and defend an account of religion and religious belief.
- Demonstrate a reflective attitude toward different religions and religious systems.
- Engage respectfully with different people and ideas in the field of philosophy of religion.
- Critically engage with the key contemporary issues in philosophy of religion.
- Enhance their expertise in at least their philosophical understanding of at least one world religion.

Criteria of evaluation

Students enrolled in this course will be evaluated upon:

- Their ability to compose essays that demonstrate soundness of reasoning, coherence of argumentation, ethical sensitivity, and lucidity and economy of expression;
- Their ability to present, defend, and judge, in terms both of logical form and of ethical substance, philosophical arguments in the classroom;
- The depth and detail of their grasp of the concepts and ideas treated in the course.

Grading

Your grade will be based on three things: a short paper, a final paper, and attendance and participation.

10% In-class test on our first topic, **Religion and Belief**. Due [date](#).

20% a short paper of about 500 words in length on our second topic, **Religions**. Due [date](#).

10% In-class debate on our third topic, **God**. This will be graded as either a *pass* or *fail*. Due [date](#).

40 % a final paper of about 1500 words on our fourth topic, **Religion and Persons**. Due [date](#).

20% participation, punctuality, and attendance: I expect all students to attend every class, arrive on time, and participate in class. A lot of the class will consist of debates and discussions. Please try to keep your contributions on topic, and try not to dominate discussion to the exclusion of other students. We will not shy away from controversial topics, but please be considerate of your fellow students. Contribution to discussion is the main way to get a high participation score, but you can also boost your score by being engaged and on time.

Please refer to this [guide on how to participate in a philosophy class](#).

Grade Scale:

97.5 – 100%	=	A+	80.0 – 82.4%	=	B-
92.5 – 97.4%	=	A	77.5 – 79.9	=	C+
90.0 – 92.4	=	A-	70.0 – 77.4%	=	C
87.5 – 89.9	=	B+	60.0 – 69.9%	=	D
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Late submission policy

All papers are due by 5pm on the due date given. Your papers are to be submitted by email. Extensions will be granted only for compelling academic reasons (e.g., conflicts with other due

dates) and only with advance notice of at least 24 hours, or for personal reasons to be assessed on a case-by-case basis. Late papers will be marked down by 5% per day. No late papers will be accepted more than a week after it is originally due.

Attendance

Each unexcused absence and lateness will be marked down 1% and .5% of your total grade, respectively. Absence and lateness are excused if there are legitimate and compelling reasons and only with advance notice of at least 24 hours. What count as legitimate and compelling reasons will be assessed by the instructor on a case-by-case basis. If you miss more than 9 classes, excused or not, you will get a failing grade.

Cheating and plagiarism

Cheating and plagiarism are extremely serious offenses in all academic areas. Refer to the [student handbook](#) for the full university policy on plagiarism.

My policy for this course is to give a failing grade to any assignment that has been plagiarized or an exam in which you have cheated. If you commit a second offense, you will receive an F (a failing grade) in the whole course. In addition, I am required by College policy to submit a report of suspected academic dishonesty to the Office of the Dean of Students. This report becomes part of your permanent file.

Electronic devices

All instruments, including but not limited to mobile phones, must be turned off before you enter the classroom. This is a non-negotiable rule, and it will be enforced. Any student who uses an electronic device during class will first be asked to turn it off, and then asked to leave the room. Repeated offenders will face severe penalties to their participation score. Laptops are permitted but note that they can be as much of a hindrance as a help. If I see that your laptop use is distracting yourself or other students I may revoke your laptop privilege.

Students with disabilities

[The College](#) provides reasonable accommodations and modifications for students with disabilities to ensure that no student with a disability is denied the benefits of, is excluded from participation in, or

otherwise is subjected to discrimination under the education program or activity operated by the College because of the absence of educational auxiliary aids for students with disabilities. Arrangements for adapting class procedures without compromising course content and standards may take time. Therefore, students who require accommodations or modifications should speak with me as soon as possible.

Course Schedule

Topic 1: Religion and Belief

Week 01: What Is a Religion? What is Spirituality?

Required Reading:

Christian Smith (2017), 'Religion: What it is, How it Works, and Why it Matters.'

Pascal Boyer, (2001), 'Religion Explained: The Evolutionary Origins of Religious Thought'

Recommended Reading:

Robert Ford Campany (2018), ''Religious' as a Category: A Comparative Case Study'

William James (1902), 'The Varieties of Religious Experience: A Study in Human Nature'

Jonathan Haidt (2012), 'The Righteous Mind: Why Good People are Divided by Politics and Religion'

Questions to think about:

When is someone religious? What is naturalism? Why does religion exist?

Week 02: What Is a Religious Belief?

Required Reading:

Tim Crane (2017), 'The Unity of Unconsciousness'

Recommended Reading:

David Papineau (2012), Philosophical Devices, chapters 7 & 8

Fiona Ellis (2014), 'Religious Understanding and Naturalism'

Howard Robinson (2003), 'Gareth Moore's Radical Wittgensteinianism'

Liam D. Ryan (2024), 'Credo in unam Credentiam: Religious Beliefs are Standard Beliefs'

Questions to think about:

What is a belief? Are religious beliefs different from other kinds of beliefs?

Week 03: Metaphysics, Epistemology, and Religion

Required Reading:

Alvin Plantinga and Michael Bergmann (2016), 'Religion and Epistemology'

Sebastian Gäb (2014), 'Metaphor and Theological Realism'

Recommended Reading:

Richard Swinburne (1979), 'The Existence of God'

Peter Forrest (1997), 'The Epistemology of Religion'

Alvin Plantinga (2011), 'Where the Conflict Really Lies: Science, Religion, and Naturalism'

Philip Goff (2022), 'Why Religion Without Belief Can Still Make Perfect Sense'

Questions to think about:

What kinds of claims are religious claims? Is religion compatible with naturalism? What is religious knowledge?

Week 04: In-Class Test

Required Reading:

All required readings to date.

Topic 2: Religions

Week 05: Confucianism and Daoism

Required Reading:

Kongzi, 'Analects'

Laozi, 'Dao De Ching'

Karyn Lai, (2017), 'An Introduction to Chinese Philosophy'

Recommended Reading:

Liam D. Ryan (2022), 'Let the Ruler be the Ruler: How Xunzi's Doctrine of the Rectification of Names Aims at Truth'

Harrison, Victoria S Harrison (2022), 'Eastern Philosophy of Religion'

Philip J. Ivanhoe, and Bryan W. Van Norden, (2006), 'Readings in Classical Chinese Philosophy'

Questions to think about:

What are the metaphysical commitments of Chinese philosophies? What unifies various Chinese religions?

Week 06: Hinduism

Required Reading:

Harrison, Victoria S. (2012), 'Eastern Philosophy: The Basics'

Ranganathan, Shyam, (2018), Hinduism: A Contemporary Philosophical Investigation

Śaṅkara (ācārya) (1991), 'Bhagavad Gītā with the commentary of Śankarācārya'. Trans. Swāmi Gambhirānanda.

Recommended Reading:

Chakravarthi Ram-Prasad (2001), 'Saving the Self? Classical Hindu Theories of Consciousness and Contemporary Physicalism'

Surendranath Dasgupta (1922–1955), 'A History of Indian Philosophy'

M. Albahari (2019), 'Beyond Cosmopsychism and the Great I Am: How the World might be Grounded in Universal 'Advaitic' Consciousness.'

Questions to think about:

What is pantheism? What is the relationship of idealism and physicalism to Hinduism? What is the role of scepticism in religion?

Week 07: Buddhism

Required Reading:

David Burton (2017), 'Buddhism: A Contemporary Philosophical Investigation'

S. Radhakrishnan and Charles Alexander Moore (eds) (1967), 'Dhammapada. A Source Book in Indian Philosophy'

Dīgha Nikāya (1987), 'The Long Discourses of the Buddha: A Translation of the Dīgha Nikāya'

Recommended Reading:

Paul J. Griffiths (1994), 'On Being Buddha: The Classical Doctrine of Buddhahood'

Mark Siderits (2021), 'Buddhism As Philosophy'

Miri Albahari (2006), 'Analytical Buddhism'

Davide Zappulli (2022), 'Towards a Buddhist Theism'

Monima Chadha (2021), 'Eliminating Selves and Persons'

Questions to think about:

Is Buddhism a religion? What are the advantages and disadvantages of syncretism? How Buddhist is Western Buddhism? Is Buddhism compatible with Theism?

Week 08: Aztec Philosophy

Required Reading:

Maffie, James (2014), 'Aztec Philosophy: Understanding a World in Motion'

Jorge Montiel (2019), 'Aztec Metaphysics—Two Interpretations of an Evanescent World'

Paul Markman and Ruth Markman (1989), 'Masks of the Spirit: Image and Metaphor in Mesoamerica'

Recommended Reading:

Schaffer, Jonathan Schaffer (2012), 'Monism: The priority of the whole'

Philip Goff (2023), 'Is the Universe a Conscious Mind?'

Miguel León-Portilla (1963), 'Aztec Thought and Culture: A Study of the Ancient Nahuatl Mind'

Questions to think about:

What is the correct translation of key terminology in Aztec religion? What is the role of pragmatics in Aztec philosophy? What is the relationship between Aztec Philosophy and other world religions?

FIRST PAPER DUE

Topic 3: God

Week 09: Theism

Required Reading:

Alvin Plantinga (2000), 'Warranted Christian Belief'

Saint Anselm 'Proslogion'

William Lane Craig (1979), 'The Kalām Cosmological Argument'

Michael Beaty (1990), 'Christian Theism and the Problems of Philosophy'

Recommended Reading

Richard Swinburne (1996), 'Is There a God?'

Pelikan, J. Christianity and classical culture. The Metamorphosis of Natmal Theology the Christian Encounter with Hellenism. New Haven and London, 1993. Ch. 1. (pp.3-22) and

Thomas Aquinas (1265-74) 'Summa Theologiae'

William P. Alston (2004), 'Religious Experience Justifies Religious Belief'

Michael L. Peterson and Raymond J. VanArragon (eds.), (2004), 'Contemporary Debates in Philosophy of Religion'

Questions to think about:

What is God? When does a metaphysical view count as religious? What is the role of intentionality in religion? What kind of arguments support or count against religious claims?

Week 10: Free Will

Required Reading:

Peter van Inwagen (2017), 'Thinking about Free Will'

Peter van Inwagen (1975), 'The Incompatibility of Free Will and Determinism'

Linda Trinkaus Zagzebski (1991), 'The Dilemma of Freedom and Foreknowledge'

Recommended Reading:

Harry G. Frankfurt (1971), 'Freedom of the Will and the Concept of a Person'

Laura Ekstrom (2021), 'God, Suffering, and the Value of Free Will' \

Questions to think about:

What is free will? When is a choice free? What is the relationship between free will and metaphysics?

Does free will explain evil? When am I responsible for my choices?

Week 11: In-Class Debate

Required Reading:

All required readings to date.

Topic 4: Religion and Persons

Week 12: The Problem of Evil

Required Reading:

Adams, Marilyn McCord Adams (1999), 'Horrendous Evils and the Goodness of God'

Chad Meister and Paul Moser (2017), 'The Cambridge Companion to the Problem of Evil'

Recommended Reading:

Gottfried Leibniz (trans. R. C. Sleigh) (2005), 'Confessio Philosophi: Papers Concerning the Problem of Evil, 1671–1678' .

Questions to think about:

What is a contradiction? What are the claims that motivate the problem of evil? What do we mean by 'evil'? Is a world without evil possible?

Week 13: Personal Identity

Required Reading:

Shelly Kagan (2012), 'Death', ch. 2 ('Dualism versus Physicalism')

Derek Parfit (1984), 'Reasons and Persons', ch. 16 ('The Non-Identity Problem')

Recommended Reading:

Frank Jackson (1982), 'Epiphenomenal qualia'

J. Perry (1978), 'A Dialogue on Personal Identity and Immortality' ("First Night" and "Second Night")

B. Williams (1970), 'The Self and the Future'

Questions to think about:

What is personal identity? Are there conditions where my psychology and body come apart? Can consciousness exist independently of the body? What is a soul and how does it relate to the physical world?

Week 14: Life and Death

Required Reading

Shelly Kagan (2012), 'Death', ch. 11 ('Immortality')

Samuel Scheffler (2012), 'The Afterlife' (lecture I & II)

Frances Kamm (1998), 'Morality, Mortality', ch. 2–3 ('The Asymmetry Problem', 'Accounting for Asymmetry?')

Recommended Reading:

J. D. Velleman (2006), 'So it Goes'

Shelly Kagan (2012), 'Death', ch. 10 ('The Badness of Death')

David Benatar (1997), 'Better Never to Have Been', ch. 2 ('Why Coming into Existence is Always a Harm')

Seana Shiffrin (1999), 'Wrongful Life, Procreative Responsibility, and the Significance of Harm'

Questions to think about:

Under what conditions do I die? Is life after death possible? What does it mean to no longer exist?
Should we create life or end life?

Week 15: Revision

Required Reading:

All required readings to date. Each student must submit a question for the class.

Questions to think about:

Am I religious? What is the future of religion?

FINAL PAPER DUE

Shorthand Schedule

	Day Time
	Room
1.	Date What is Religion? What is Spirituality?
2.	Date What is a Religious Belief?
3.	Date Metaphysics, Epistemology, and Religion
4.	Date <i>In-Class Test</i>

5.	Date Confucianism and Daoism
6.	Date Hinduism
7.	Date Buddhism
8.	Date Aztec Philosophy <i>First Paper Due</i>
9.	Date Theism
10.	Date Free Will
11.	Date <i>In-Class Debate</i>
12.	Date The Problem of Evil
13.	Date Personal Identity
14.	Date Life and Death
15.	Date Revision <i>Final Paper Due</i>

PHIL 1100: ETHICS AND CRITICAL THINKING

QTRA

Liam Ryan

Spring, 2020

E-mail: lryan2@gradcenter.cuny.edu

Office Hours: By appointment.

Class Hours: Tuesday 7:30PM-8:45PM, and Thursday 7:30PM-8:45PM

Class Room: B – Vert 12-145

Course description

Part of our everyday navigation of the world involves making decisions about what to do, what to believe, and how to act. For example, how do I come to a reasonable conclusion? How does my psychology influence my beliefs? What information can I trust? Additionally, we often encounter ethical decisions. For example, when am I allowed to lie? What duties do I owe to the global poor? This course is about understanding how we reason, how we come to have knowledge, and how we understand ethics. Here is a preview of the kinds of topics we will be exploring:

What are the basic structures of reasoning? How can you identify an argument?

What are some common forms of fallacy? How can we identify and avoid them?

What are reliable and unreliable sources for our beliefs? What kinds of errors pose the greatest threat to doing the right thing?

What does it mean to have knowledge of something? How do theories of mind and presupposed premises influence the way we understand beliefs?

What are ethical arguments? How can the method of critical thinking help us to make “right” ethical decisions?

Required Text:

No textbooks will be required. Readings will be posted on blackboard.

Learning goals

Upon completion of this course, students will be able to:

- Identify an argument and analyze its basic structure.
- Exhibit a clear and detailed understanding of various forms of fallacy and their relevance to ethical argumentation;
- Demonstrate their competence in constructing logically well-formed arguments.
- Describe the main features of a few theories of knowledge.
- Describe the main features of a few theories of mind.
- Describe the main features of a few theories of ethics.
- Discuss verbally the views of yourself and others on issues in applied ethics.
- Understand philosophical texts and draw out the main arguments.
- Properly structure and reference academic essays.

Criteria of evaluation

Students enrolled in this course will be evaluated upon:

- Their ability to compose essays that demonstrate soundness of reasoning, coherence of argumentation, ethical sensitivity, and lucidity and economy of expression;
- Their ability to present, defend, and judge, in terms both of logical form and of ethical substance, philosophical arguments in the classroom;
- The depth and detail of their grasp of the concepts and ideas treated in the course.

Grading

Your grade will be based on three things: a short paper, a final paper, and attendance and participation.

30% a short paper of about 1000 words in length on our first topic ‘Critical Thinking’. Due **Tuesday 31 March, 5pm.**

10% In-class test on **Tuesday 11 February**.

40 % a final paper of about 1500 words on our second topic 'Ethics' **to be announced**.

20% participation, punctuality, and attendance: I expect all students to attend every class, arrive on time, and participate in class. A lot of the class will consist in debates and discussions. Please try to keep your contributions on topic, and try not to dominate discussion to the exclusion of other students. We will not shy away from controversial topics, but please be considerate of your fellow students. Contribution to discussion is the main way to get a high participation score, but you can also boost your score by being engaged and on time.

Please refer to this [guide on how to participate in a philosophy class](#).

Grade Scale:

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87.5 – 89.9	=	B+	60.0 – 69.9%	=	D
82.5 – 87.4%	=	B	00.0 – 59.9%	=	F

Late submission policy

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Attendance

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Cheating and plagiarism

Cheating and plagiarism are extremely serious offenses in all academic areas. The following definitions are based on the College's Academic Honesty website:

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to: (a) copying from another student during an examination or allowing another to copy your work; (b) unauthorized collaborating on a take home assignment or examination; (c) using unauthorized notes during a closed book examination; (d) using unauthorized electronic devices during an examination; (e) taking an examination for another student; (f) asking or allowing another student to take an examination for you; (g) changing a corrected exam and returning it for more credit; (h) submitting substantial portions of the same paper to two classes without consulting the second instructor; (i) preparing answers or writing notes in a blue book (exam booklet) before an examination; (j) allowing others to research and write assigned papers including the use of commercial term paper services. Plagiarism is the act of presenting another person's ideas, research or writing as your own. Examples include, but are not limited to (a) copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another); (b) presenting another person's ideas or theories in your own words without acknowledging them; (c) using information that cannot reasonably be considered common knowledge without acknowledging the source thereof; and (d) failure to acknowledge collaborators on homework and other assignments.

For more, see http://www.baruch.cuny.edu/academic/academic_honesty.html.

A tutorial on plagiarism may be found at

<http://newman.baruch.cuny.edu/plagiarism/index.htm>.

My policy for this course is to give a failing grade to any assignment that has been plagiarized or an exam in which you have cheated. If you commit a second offense, you will receive an F (a failing grade) in the whole course. In addition, I am required by College policy to submit a report of suspected academic dishonesty to the Office of the Dean of Students. This report becomes part of your permanent file.

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Course Schedule

Critical Thinking

Week 01: What Is an Argument?

Required Reading:

Jim Pryor: *Guidelines on Writing a Philosophy Paper*,
<http://www.jimpryor.net/teaching/guidelines/writing.html>

Video on Critical Thinking:

https://www.youtube.com/playlist?list=PLtKNX4SfKpzX_bhh4LOEWEGy3pkLmFDmk

Questions to think about:

What metaphysical, epistemological, and ethical presuppositions do you have?

Week 02: Fallacies

Required Reading:

Jim Pryor: *Philosophical Terms and Methods*

<http://www.jimpryor.net/teaching/vocab/index.html>

Video on Cognitive Biases:

<https://www.youtube.com/watch?v=TCBALVumrUQ&list=PLtKNX4SfKpzVgBHC2buGxvQNaSpGxdMQY>

Questions to think about:

What are some examples of fallacies that you have come across?

Week 03: Knowledge

Required Reading:

Plato: *Meno*, (3-8)

Recommended Reading:

Edmund Gettier: *Is Justified Belief True Knowledge?* (90-91).

Questions to think about:

What is aporia? What is virtue? What do we mean by knowledge?

Week 04: Scepticism

Required Reading:

René Descartes: *Meditations on First Philosophy*, First Meditation (1–3)

Recommended Reading:

Alex Byrne: *How Hard Are the Sceptical Paradoxes?*

Questions to think about:

What is the difference between global and local scepticism? What do we mean by terms such as ‘certainty’, ‘doubt’, ‘knowledge’, and so on?

Week 05: God

Required Reading:

Saint Anselm, *Proslogion*

Gaunilo *Pro Insipiente*

Recommended Reading:

Pascal’s Wager

Questions to think about:

What are the benefits of deductive reasoning? What standard of proof is applicable to arguments for and against the existence of God? What is the nature of God, and what do we mean when we use the term?

Week 06: The Mind–Body Problem

Required Reading:

Thomas Nagel: *What Is It Like to Be a Bat?*

David Chalmers: *Facing Up To The Problem of Consciousness*

Recommended Reading:

Frank Jackson: *What Mary Didn’t Know*

Questions to think about:

What do you think the mind is? Is it physical, mental, or something else? How does the mind interact with the body? How do I know other people's minds are like mine?

Week 07: Political Psychology

Required Reading:

Jonathan Haidt: *Liberals and Conservatives Rely on Different Sets of Moral Foundations*

Recommended Reading:

Onraet et al., *Threat and Right-Wing Attitudes: A Cross-National Approach*

Melody Sadler, *Emotions, Attributions, and Policy Endorsement in Response to the September 11th Terrorist Attacks*

Questions to think about:

How reliable is the methodology of social scientific studies? How does our psychology influence our beliefs?

Week 08: Midterm Review

FIRST PAPER DUE

Ethics

Week 09: Metaethics

Required Reading:

G. E. Moore: *Principia Ethics*

Charles Pidgen: *Hume on Is and Ought*

Recommended Reading:

Ayer, A.J.: "Emotivism", in Pojman, L.P. *Ethical Theory, Second Edition*. Wadsworth

Publishing 1995. (412-417)

Questions to think about:

How should we define moral goodness?

Week 10: Subjectivism and Relativism

Required Reading:

Susan Okin, *Is Multiculturalism Bad for Women?*

Recommended Reading:

David Hume: *Of the Standard of Taste* Available online at:

www.earlymoderntexts.com/pdfbits/htaste.pdf

Questions to think about:

Do right and wrong really exist, or are these just arbitrary labels? Does morality depend on culture?

Week 11: Consequentialist Ethics

Required Reading:

Bernard Williams: 'A Critique of Utilitarianism' in Smart & Williams, *Utilitarianism: For and Against*, Cambridge University Press, Cambridge, 1973, (97-100)

Peter Singer: *Famine, Poverty, and Affluence*

Recommended Reading:

Stephen Davis: "The Least Harm Principle may require that Humans consume a diet containing large herbivores, not a vegan diet", *Journal of Agricultural and Environmental Ethics*, Vol. 18, No. 4, 2003.

Questions to think about:

How should we calculate utility? What sacrifices should one be willing to make for a greater utilitarian good? What are our utilitarian duties to others?

Week 12: Deontological Ethics

Required Reading:

Onora O'Neill, *A Simplified Account of Kant's Ethics*

Recommended Reading:

Immanuel Kant: *Groundwork for the Metaphysics of Morals*

Questions to think about:

How would each of the following people respond to the Trolley Problem? (a) a utilitarian; (b) a deontologist. Can you reconstruct the answers of each of these people in standard form, making the arguments valid? Which premises do you think are most implausible? Why?

Week 13: Demandingness Objections

Required Reading:

Tim Mulgan: *The Demands of Consequentialism*

David Sobel: *The Impotence of the Demandingness Objection*

Recommended Reading:

Timothy Chapell: *Integrity and Demandingness*

Questions to think about:

What are some ways an ethical system can demand too much of someone? What are reasonable ethical demands? Can different people be expected to bear different ethical burdens?

Week 14: Justice

Required Reading:

John Rawls: *A Theory of Justice*

Robert Nozick: excerpt from *Anarchy, State and Utopia*. In Peter Singer (ed.), *Ethics* (Oxford University Press, 1994), (228-229).

Recommended Reading:

Hobbes, *Leviathan*, chs. 13-14, available online at
<http://ebooks.adelaide.edu.au/h/hobbes/thomas/h68l/>

Questions to think about:

What kinds of inequalities are permissible? (Think about how those equalities come about, what they are inequalities of, when in people's lives the inequalities happen, etc) Is wealth the only thing worth the government ought to distribute?

Week 15: Abortion (A Case Study in Ethics)

Required Reading:

Judith Jarvis Thomson: "A defense of abortion" *Philosophy and Public Affairs* 1 (1), 1971, (sections 1-2).

Recommended Reading:

John T. Noonan: *An Almost Absolute Value in History*
Mary Anne Warren: *On the Moral and Legal Status of Abortion*

Questions to think about:

Do you think Thomson's analogy of the famous violinist is a good one for abortion? Does it capture all relevant aspects of the abortion issue?

FINAL PAPER DUE

Shorthand Schedule

	Tuesday 19:30PM-20:45PM	Thursday 19:30PM-20:45PM
	VC 11-145	VC 11-145
1.	28 January First Day of Classes What is Philosophy?	30 January What is an Argument?

2.	4 February What is an Argument?	6 February Fallacies
3.	11 February Test	13 February Knowledge
4.	18 February Knowledge	20 February Scepticism
5.	25 February Scepticism	27 February God
6.	3 March God	5 March The Mind-Body Problem
7.	10 March The Mind-Body Problem	12 March Political Psychology
8.	17 March Political Psychology	19 March Midterm Review
9.	24 March Metaethics	26 March Metaethics
10.	31 March First Paper Due Subjectivism and Relativism	2 April Subjectivism and Relativism
11.	7 April No Class – Wednesday Schedule	9 April Spring Break
	14 April Spring Break	16 April Spring Break
12.	21 April Consequentialist Ethics	23 April Consequentialist Ethics
13.	28 April Deontological Ethics	30 April Demandingness Objections
14.	5 May Justice	7 May Abortion (a case study)
15.	12 May Abortion (a case study)	14 May Final Day of Class Review