



**Shih Chien University**

**STP Program (July 01-Aug 02)**

**PHIL 120 Ethical Theory and Practice**

**Course Outline**

**Course Code: PHIL 120**

**Instructor: TBA**

**Home Institution: TBA**

**Office Hours: TBA**

**Email: TBA**

**Credits: 4**

**Class Hours:** This course will have 144 class hours, including 50 lecture hours, professor 30 office hours, 20-hour TA discussion sessions, 10-hour review sessions, 34-hour extra classes.

**Prerequisites**

The course is designed for students who have little or no knowledge/background in logic, philosophy, or ethics. Accordingly, the course will begin by introducing students to basic moral concepts and to the basic principles of reasoning that are used to distinguish between good and bad reasoning. Students will acquire the ability to express their ideas clearly and concisely, enlarge their capacity to understand the relationship between premises and conclusions, and increase their skill in determining when arguments succeed or fail to establish their conclusions.

**Course Description:**

The goals and expected outcomes of this course are three-fold: a) that students acquire the ability to critically analyze arguments; b) that students become persuasive reasoners capable of developing their own arguments; and c) that students are able to present and critically analyze arguments about utilitarian ethics, Kantian ethics, metaethics, and contemporary moral issues

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like abortion, famine relief, and torture. The means of achieving these goal are through reading, summarizing, analysing, and debating arguments about utilitarian ethics, Kantian ethics, metaethics, and contemporary moral issues like abortion, famine relief, and torture.

### **Required Course Materials:**

There will be no course textbook. Instead, all readings will be online and/or provided by the instructor

### **Course site**

On this site you will find the course syllabus, weekly homework assignments, and slides from class lectures. Please check this site regularly as I will regularly post announcements regarding the class such as: class, section, or office hours cancellations; changes in the readings or lecture schedule; reminders about upcoming exams; clarification of issues that arose in lectures, etc.

### **Learning objectives and outcomes**

- a) Students will acquire the ability to critically analyze arguments;
- b) Students will become persuasive reasoners capable of developing their own arguments;
- c) Students will be able to present and critically analyse arguments about utilitarian ethics, Kantian ethics, metaethics, and contemporary moral issues like abortion, famine relief, and torture; and
- d) Students will be able to write a well thought-out, college level philosophy paper that presents and critically analyzes a position and contains an original and well-reasoned argument about the position.

### **Email**

- a) Students are responsible for checking emails frequently. Students are responsible for making sure that the email address on file with Shih Chien is their primary one;
- b) Put "PHIL120" in the subject line of any email you send (e.g., "Subject: PHIL120 question about the ontological argument");
- c) Please make sure that your full name appears somewhere in each message (preferably at the end of the message);
- d) You will be fully responsible for the results of failure to follow these simple instructions.

### **Grading & Evaluation:**

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Your total course grade will be determined based on the following:

- Participation 10%      daily
- Mid-term exam 20%    Week 4, Monday, #####
- HW assignments 20%    see course schedule
- Final paper 25%        Week 5, Friday, #####
- Final exam 25%        Week 5, Friday, #####

**Grading System (1 ~ 100):**

Quality Points	Grade	Percentage %
4	A	80-100
3	B	70-79
2	C	60-69
1	D	50-59
0	E	0-49

**Participation:**

- a) Participation is 10% of your overall grade
- b) I expect that each class a student makes makes one contribution and responds to another student's contribution. To get 100% for your participation grade you need 40 contributions + responses
- c) You can get only one point for contribution/response per class, even if you participate multiple times that class.
- d) If you do not get the chance to participate in class, you can do so on the course website. Only students who were in class for a given day will be able to get participation points for participating on the course website for that day
- e) Discussion during lecture and on the course website will help you and your classmates to understand the material better and relate it with issues not covered in class. It will also train a skill that you will be learning this semester--to present and critically analyze arguments.
- f) Students who have anxiety of speaking during class should contact the instructor in the first 2 days of the course. They will be offered to write a paper in lieu of class participation. The instructor will provide the paper assignment. If the students do not contact the instructor within the first 2 days, then they are responsible for their participation grade as measured via class participation.
- g) Students with 40 or above contributions and responses may be bumped up, if their course grade is borderline
- h) A "substantial contribution" includes:

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- (i) Asking an original question;
  - (ii) Presenting an argument of your own, relevant to that day's material;
  - (iii) Developing a criticism of an argument that has been described in the lecture;
  - (iv) Drawing an interesting and relevant analogy to something else in the course or in popular culture;
  - (v) Clarifying an issue that was raised in the lecture, readings, or discussion that you think might be unclear and important; and
  - (vi) Any other contributions the instructor agrees are relevant.
  - (vii) Warning: you will get credit based on the insight, relevance, and frequency of your participation.
- i) You can receive a maximum of two participation points per meeting with me during office hours

#### **Midterm exam:**

- a) The midterm exam is 20% of your overall grade
- b) The midterm exam is on Week 3, Monday, #####
- c) A review sheet will be provided on Week 2, Wednesday, #####
- d) The midterm exam will test your comprehension of material presented in the readings, lectures, and HW assignments
- e) The midterm exam will contain about 20 true/false and multiple choice questions and about 3 short answer questions. The quantity of questions is subject to change.

#### **Final exam:**

- a) The final exam is 25% of your overall grade
- b) The final term exam is on Week 5, Friday, #####
- c) A review sheet will be provided on Week 4, Friday, #####
- d) The final exam will be partially cumulative: it will test your comprehension of the logic part of this course together with material presented after the midterm exam
- e) The final exam will test your comprehension of material presented in the readings, lectures, and HW assignments
- f) The final exam will contain about 30 true/false and multiple choice questions and about 4 short answer questions. The quantity of questions is subject to change.

#### **Homework assignments:**

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- a) The HW assignments are 20% of your overall grade.
- b) There will be 10 HW assignments (see course schedule) and will consist of multiple choice questions and occasionally a short answer question
- c) The HW assignments will test your comprehension of material presented in the readings and lectures
- d) If you wish to succeed in this course, you must keep up with the readings and lectures, and do the HW assignments. The course material is cumulative and will get more difficult as we go along. To help you keep up, you will be expected to hand in completed homework assignments.

### **Final paper:**

- a) The final paper is 25% of your overall grade
- b) The final paper is due on Week 5, Friday, #####
- c) The paper must be around 1600 words.
- d) You will receive the paper assignment on Week 3, Monday, #####
- e) You will be tasked with:
  - (i) Picking a position on one of the topics discussed and stating it as your thesis;
  - (ii) Presenting an argument for your thesis (could be one that has been discussed in class) (between 250-500 words);
  - (iii) Presenting a considered objection to your argument (could be one that has been discussed in class) (between 250-500 words);
  - (iv) Presenting a response to the considered objection (could be one that has been discussed in class) (between 250-500 words); and
  - (v) Having an original contribution in your your paper. An original contribution consists of giving an argument, objection, and/or rebuttal that you have come up with on your own
  - (vi) Your paper will be evaluated on the basis of clarity, how strong the argument, objections, and responses are, and the quality of your original contribution. When the paper shows excellent clarity, structure, and understanding of the material, but poor original contribution, then the student would get at most a B. Outside research is not required. If you do outside research, it is strongly suggested that you check with me on your understanding of the relevant material. It is strongly suggested that you make a paper outline and come and discuss it with me. I will accept paper outlines until Week 4, Friday, #####.



## Class policies:

- a) Assignment completion: You are expected to read all the lectures and the reading materials, complete and submit all the assignments on time, and participate in the class discussions. You will not be able to pass the course if you have failed to complete one of the assignments for the course.
- b) Preparation: I expect you to come to class prepared, meaning that you have read the assigned reading material and given lots of thought about it. Reading philosophy is a very challenging task. You will often have to read the material more than once to understand the presented argument. And this cannot be done overnight.
- c) Attendance: I will take attendance, since if you are not attending, you cannot participate in class discussions. Note that attendance will be taken to determine who can get credit for participating on the course website
- d) Late work: there will be a penalty of 1/3 letter grade (e.g. from A to an A-) for each calendar day late. The penalty will be waived in the case of religious holidays (students should notify the instructor during the first week of the semester of their intention to be absent from class on their day(s) of religious observance) and documented medical or family emergencies.
- e) Make-up exams: Make-up exams are permitted in the case of religious holidays (requires notification at least a week in advance) and documented medical or family emergencies.
- f) Extra credit: There will be no opportunities for extra credit.
- g) Timeliness: It is your responsibility to submit your work on time. If you are finishing a homework assignment at the last minute, and something goes wrong—the internet connection doesn't work, your printer suddenly stopped printing, you run out of the printer toner, or whatever—that's one way an assignment can end up being late. "My internet didn't work," "something went wrong with my printer," etc., will not count. Please plan ahead and submit your work on time.
- h) Needing a grade: Also, the fact that you "need" a certain grade is not a reason for giving it to you. I will give you an 'A' only if you earn an 'A'; if you earn a 'C' and "need" a 'B', it is not my concern. The integrity of the grading process, the course and, indeed, the UMD depends on instructors and students understanding this distinction. If you need help, let me know. I'll do what I can within reason, and dealing with problems early can help a lot.
- i) Unsubmitted assignments: Failure to complete an assignment will result in your receiving no points (a zero) for that assignment. You cannot pass the class without submitting all the required assignments.
- j) Contesting a grade: If you wish to contest your grade on an exam, you must do so within one week of that assignment's being graded and made available



to you.

k) Evaluation: You will be evaluated based on the quality of your work and not on the effort exerted. Some assignments will test comprehension; others will test your ability to present ideas clearly, or critically analyze an argument and demonstrate reflection. Some students may need to work much harder than other students to get the same grade. Nevertheless, I grade the work and not the student.

l) Decorum: It should go without saying that the proper level of decorum is expected in class. Attention should be paid to whoever is speaking. Listening to music, reading newspapers, and using your phones and/or computers for anything but note-taking during lectures do not create a good impression of you and may hurt your chances of getting a boost of your grade if it is on a borderline. Cynicisms and inappropriate comments will not be tolerated.

m) Incompletes: An incomplete will only be awarded if the following three conditions are met:

- (i) The student asks for it;
- (ii) The student has completed 85% of the assigned work, which is to include the mid-term exam; and
- (iii) The student has encountered documented family or medical emergency that the instructor agrees will prevent the student from finishing the course

n) Writing: Writing is an essential tool for thinking and communicating in virtually every profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, and consistent with the rules of Standard English. If your writing does not meet these standards, I may deduct points or ask you to revise.

o) Academic integrity:

- (i) There are four types of academic dishonesty: cheating, fabrication, facilitating academic dishonesty, and plagiarism. It is your responsibility to understand what constitutes dishonesty of these four types. Please consult ##### or speak to the instructor if you would like any clarification (e.g., regarding what constitutes plagiarism);
- (ii) I take incidents of academic dishonesty very seriously. I will forward to ##### any cases of it that come to my attention.

p) Support for students outside the classroom:



- (i) Please visit the following website: #####
- (ii) Disability support services: Any student who may need an accommodation based on the potential impact of a disability should contact #####
- (iii) Counseling services: #####

q) Security: In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

**Course Schedule:**

(Readings might be altered as the course progresses. If there are any changes, they will be announced in class.)

	0. Introduction		
W1, Mon, ####	0.1. Introduction to course	<p><b>Assigned reading:</b> Course syllabus; Lecture on deductive arguments</p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Read the assigned reading <b>prior to coming to class:</b> Syllabus and “Deductive arguments”</li> <li>2. Introduce yourselves on the “Introductions” discussion forum</li> <li>3. Go to the “Deductive Arguments 1” discussion forum and a) post at least one question about the lecture; and b) attempt to answer another student’s question (if a question has already been answered, address a question without an answer, if there is such (if there isn’t you can address an answered question, but try to give your own answer)</li> </ol>
	1. Arguments		
W1, Tue, ####	1.1. Deductive Arguments	<p><b>Assigned reading:</b> Lecture on deductive arguments</p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the “Deductive Arguments 1” discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. If you haven’t done so already, finish reading “Deductive arguments”</li> <li>3. Go to the “Deductive Arguments 2” discussion</li> </ol>

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			forum and a) post at least one question about the lecture; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)
W1, Wed, ####	1.2. Deductive Arguments	<b>Assigned reading:</b> Lecture on deductive arguments	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Deductive Arguments 2" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. If you haven't done so already, finish reading "Deductive arguments"</li> <li>3. Go to the "Deductive Arguments 3" discussion forum and a) post at least one question about the lecture; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> </ol>
W1, Th, ####	1.2. Inductive Arguments	Assigned reading: Lecture on inductive arguments	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Deductive Arguments 3" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li><b>2. HW 1 on deductive arguments due</b></li> <li>3. Read the assigned reading <b>prior to coming to class</b>: "Inductive arguments"</li> <li>4. Go to the "Inductive Arguments" discussion forum and a) post at least one question about the lecture; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is</li> </ol>

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			such (if there isn't you can address an answered question, but try to give your own answer) <b>5. Review session 1 (2 hours)</b>
W1, Fri, ####	1.3. Abductive Arguments	Assigned reading: Lecture on abductive arguments	<b>Activities:</b> 1. Go to the "Inductive Arguments" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not) <b>2. HW 2 on inductive arguments due</b> 3. Read the assigned reading <b>prior to coming to class:</b> "Abductive arguments" 4. Go to the "Abductive Arguments" discussion forum and a) post at least one question about the lecture; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer) <b>5. TA discussion 1 (3 hours)</b>
	<b>2. Utilitarianism</b>		
W2, Mon, ####	2.1. Mill's Utilitarianism	<b>Assigned reading:</b> Mill, "Utilitarianism" <a href="https://www.earlymoderntexts.com/assets/pdfs/mill1863.pdf">https://www.earlymoderntexts.com/assets/pdfs/mill1863.pdf</a>	<b>Activities:</b> 1. Go to the "Abductive Arguments" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not) <b>2. HW 3 on abductive arguments due</b> 3. Read the assigned reading <b>prior to coming to class:</b> Mill, "Utilitarianism" 4. Go to the "Utilitarianism 1" discussion forum and a) post at least one question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if

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			there is such (if there isn't you can address an answered question, but try to give your own answer)
W2, Tue, ####	2.2. Mill's Utilitarianism	<p><b>Assigned reading:</b> Mill, "Utilitarianism" <a href="https://www.earlymodern texts.com/assets/pdfs/mill1863.pdf">https://www.earlymodern texts.com/assets/pdfs/mill1863.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Utilitarianism 1" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. Read the assigned reading <b>prior to coming to class:</b> Mill, "Utilitarianism"</li> <li>3. Go to the "Utilitarianism 2" discussion forum and a) post at least one question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> </ol>
W2, Wed, ####	2.3. Williams's critique of Utilitarianism	<p><b>Assigned reading:</b> Williams's "A Critique of Utilitarianism" <a href="http://homepage.westmont.edu/hoeckley/PHI006SP12/documents/Williams.pdf">http://homepage.westmont.edu/hoeckley/PHI006SP12/documents/Williams.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Utilitarianism 2" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. <b>HW 4 on Utilitarianism due</b></li> <li>3. Read the assigned reading <b>prior to coming to class:</b> Williams's "A Critique of Utilitarianism"</li> <li>4. Go to the "A Critique of Utilitarianism 1" discussion forum and a) post at least one question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give</li> </ol>

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			your own answer)
W2, Th, ####	2.4. Williams's critique of Utilitarianism	<p><b>Assigned reading:</b> Williams's "A Critique of Utilitarianism" <a href="http://homepage.westmont.edu/hoeckley/PHI006SP12/documents/Williams.pdf">http://homepage.westmont.edu/hoeckley/PHI006SP12/documents/Williams.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "A Critique of Utilitarianism 1" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. If you haven't done so already, finish reading: Williams's "A Critique of Utilitarianism"</li> <li>3. Go to the "A Critique of Utilitarianism 2" discussion forum and a) post at least one question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> <li>4. <b>Review session 2 (2 hours)</b></li> </ol>
W2, Fri, ####	2.5. Peter Singer's argument for the obligation to provide famine relief	<p><b>Assigned reading:</b> Singer's "Famine, Affluence, and Morality" <a href="http://personal.lse.ac.uk/robert49/teaching/mm/articles/Singer_1972Famine.pdf">http://personal.lse.ac.uk/robert49/teaching/mm/articles/Singer_1972Famine.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "A Critique of Utilitarianism 2" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. <b>HW 5 on William's critique due</b></li> <li>3. Read the assigned reading: Singer's "Famine, Affluence, and Morality"</li> <li>4. Go to the "Singer's argument for famine relief" discussion forum and a) post at least one question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you</li> </ol>

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			can address an answered question, but try to give your own answer) <b>5. TA discussion 2 (3 hours)</b>
W3, Mon, ####	<b>Midterm exam</b>	<b>Assigned reading:</b> Review sheet for the Midterm exam	<b>Activities:</b> 1. Read the review sheet for the Midterm exam and look over the lectures and HWs 2. Take the Midterm exam
	<b>3. Deontology</b>		
W3, Tue, ####	3.1. Kant's Duty Ethics	<b>Assigned reading:</b> Kant's "Groundwork for the Metaphysics of Morals" <a href="https://www.earlymoderntexts.com/assets/pdfs/kant1785.pdf">https://www.earlymoderntexts.com/assets/pdfs/kant1785.pdf</a>	<b>Activities:</b> 1. Read the assigned reading <b>prior to coming to class:</b> Kant's "Groundwork for the Metaphysics of Morals" 2. Go to the "Kant's Duty ethics 1" discussion forum and a) post at least one question about the mid-term exam and/or the review sheet; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)
W3, Wed, ####	3.2. Kant's Duty Ethics	<b>Assigned reading:</b> Kant's "Groundwork for the Metaphysics of Morals" <a href="https://www.earlymoderntexts.com/assets/pdfs/kant1785.pdf">https://www.earlymoderntexts.com/assets/pdfs/kant1785.pdf</a>	<b>Activities:</b> 1. Go to the "Kant's Duty ethics 1" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not) <b>2. HW 6 on Kant due</b> 3. If you haven't done so already, finish reading: Kant's "Groundwork for the Metaphysics of Morals" 4. Go to the "Kant's Duty ethics 2" discussion forum and a) post at least one question about the mid-term exam and/or the review sheet; and b) attempt to answer another student's question (if a

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			question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)
W3, Th, ####	3.3. Kant's Duty Ethics	<p><b>Assigned reading:</b> Kant's "Groundwork for the Metaphysics of Morals" <a href="https://www.earlymoderntexts.com/assets/pdfs/kant1785.pdf">https://www.earlymoderntexts.com/assets/pdfs/kant1785.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Kant's Duty ethics 2" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. Read the assigned reading <b>prior to coming to class:</b> Kant's "Groundwork for the Metaphysics of Morals"</li> <li>3. Go to the "Kant's Duty ethics 3" discussion forum and a) post at least one question about the mid-term exam and/or the review sheet; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> </ol>
	<b>4. Metaethics</b>		
W3, Fri, ####	4.1. Mackie's argument against objective values	<p><b>Assigned reading:</b> Mackie's "Inventing Right and Wrong" <a href="https://spot.colorado.edu/~pasnau/fysm/mackie.pdf">https://spot.colorado.edu/~pasnau/fysm/mackie.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Read the assigned reading <b>prior to coming to class:</b> Mackie's "Inventing Right and Wrong"</li> <li><b>2. HW 7 on Kant due</b></li> <li>3. Go to the "Mackie's arguments 1" discussion forum and a) post question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> </ol>

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			4. TA discussion 3 (3 hours)
W4, Mon, ###	4.2. Mackie's argument against objective values	<p><b>Assigned reading:</b> Mackie's "Inventing Right and Wrong" <a href="https://spot.colorado.edu/~pasnau/fysm/mackie.pdf">https://spot.colorado.edu/~pasnau/fysm/mackie.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Mackie's arguments 1" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. Read the assigned reading <b>prior to coming to class:</b> Mackie's "Inventing Right and Wrong"</li> <li>3. Go to the "Mackie's arguments 2" discussion forum and a) post question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> </ol>
W4, Tue, ###	4.3. Nagel's Moral Luck Argument	<p><b>Assigned reading:</b> Nagel's "Moral Luck" <a href="https://rintintin.colorado.edu/~vancecd/phil1100/Nagel1.pdf">https://rintintin.colorado.edu/~vancecd/phil1100/Nagel1.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Mackie's arguments 2" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. <b>HW 8 on Mackie's argument due</b></li> <li>3. Read the assigned reading <b>prior to coming to class:</b> Nagel's "Moral Luck"</li> <li>4. Go to the "Nagel's Moral Luck 1" discussion forum and a) post question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> </ol>

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<p>W4, Wed, ###</p>	<p>4.4. Nagel's Moral Luck Argument, continued</p>	<p><b>Assigned reading:</b> Nagel's "Moral Luck" <a href="https://rintintin.colorado.edu/~vancecd/phil1100/Nagel1.pdf">https://rintintin.colorado.edu/~vancecd/phil1100/Nagel1.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Nagel's Moral Luck 1" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. Read the assigned reading <b>prior to coming to class:</b> Nagel's "Moral Luck"</li> <li>3. Go to the "Nagel's Moral Luck 2" discussion forum and a) post question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> </ol>
<p>W4, Th, ###</p>	<p>4.5. Nietzsche's genealogy of morals</p>	<p><b>Assigned reading:</b> Nietzsche's "On the Genealogy of Morals" <a href="http://www.inp.uw.edu.pl/mdsie/Political_Thougt/GenealogyofMorals.pdf">http://www.inp.uw.edu.pl/mdsie/Political_Thougt/GenealogyofMorals.pdf</a> Preface and First Essay</p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Nagel's Moral Luck 2" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. <b>HW 9 on Nagel due</b></li> <li>3. Read the assigned reading <b>prior to coming to class:</b> Nietzsche's "On the Genealogy of Morals"</li> <li>4. Go to the "Nietzsche's genealogy of morals 1" discussion forum and a) post question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> <li>5. <b>Review session 3 (2 hours)</b></li> </ol>

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<p>W4, Fri, ###</p>	<p>4.6. Nietzsche's genealogy of morals</p>	<p><b>Assigned reading:</b> Nietzsche's "On the Genealogy of Morals" <a href="http://www.inp.uw.edu.pl/mdsie/Political_Thought/GenealogyofMorals.pdf">http://www.inp.uw.edu.pl/mdsie/Political_Thought/GenealogyofMorals.pdf</a> Second Essay</p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Nietzsche's genealogy of morals 1" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. Read the assigned reading <b>prior to coming to class:</b> Nietzsche's "On the Genealogy of Morals"</li> <li>3. Go to the "Nietzsche's genealogy of morals 2" discussion forum and a) post question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> <li>4. <b>TA discussion 4 (3 hours)</b></li> </ol>
	<p><b>5. Abortion</b></p>		
<p>W5, Mon, ###</p>	<p>5.1. Marquis's arguments against the permissibility of abortion</p>	<p><b>Assigned reading:</b> Marquis's "An Argument That Abortion is Wrong," <a href="https://rintintin.colorado.edu/~vancecd/phil215/Marquis.pdf">https://rintintin.colorado.edu/~vancecd/phil215/Marquis.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Nietzsche's genealogy of morals 2" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. <b>HW 10 on Nietzsche due</b></li> <li>3. Read the assigned reading <b>prior to coming to class:</b> Nietzsche's "On the Genealogy of Morals"</li> <li>4. Go to the "Marquis against abortion" discussion forum and a) post question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an</li> </ol>

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			answered question, but try to give your own answer)
W5, Tue, ###	5.2. Warren's argument for the permissibility of abortion	<p><b>Assigned reading:</b> Mary Anne Warren's "On the Moral and Legal Status of Abortion" <a href="https://www.douglasfick.com/teaching/phil-2222/warren.pdf">https://www.douglasfick.com/teaching/phil-2222/warren.pdf</a></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Marquis against abortion" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. Read the assigned reading <b>prior to coming to class:</b> Nietzsche's "On the Genealogy of Morals"</li> <li>3. Go to the "Warren on abortion" discussion forum and a) post question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</li> </ol>
	<b>6. Torture</b>		
W5, Wed, ###		<p><b>Assigned reading:</b> Shue's "Torture" Provided by instructor</p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to the "Warren on abortion" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</li> <li>2. Read the assigned reading <b>prior to coming to</b></li> </ol>

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			<p><b>class:</b> Nietzsche's "On the Genealogy of Morals"</p> <p>3. Go to the "Shue's torture" discussion forum and</p> <p>a) post question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</p>
W5, Thu, ###		<p><b>Assigned reading:</b> Hill's "Ticking Bombs, Torture, and the Analogy with Self-Defense" Provided by instructor</p>	<p><b>Activities:</b></p> <p>1. Go to the "Shue's torture" discussion forum and a) read the responses to your questions; and b) briefly state whether your question was answered (if your question was not answered, explain why not)</p> <p>2. Read the assigned reading <b>prior to coming to class:</b> Nietzsche's "On the Genealogy of Morals"</p> <p>3. Go to the "Hill's torture" discussion forum and a) post question about the lecture or the reading; and b) attempt to answer another student's question (if a question has already been answered, address a question without an answer, if there is such (if there isn't you can address an answered question, but try to give your own answer)</p> <p><b>4. Review session 4 (2 hours)</b></p>
W5, Fri, ###	<b>Final Exam</b>	<p><b>Assigned reading:</b> Review sheet for the Final exam</p>	<p><b>Activities:</b></p> <p>1. Read the review sheet for the Final exam and look over the lectures and HWs</p> <p><b>2. Final paper due</b></p> <p>3. Take the Final exam</p>