

Ethics and the Environment
ES421-01
T/TH 9-10:30 AM

Dr. J. Duclos



Course Description

Environmental ethics is a philosophical inquiry into the appropriate moral relationship between human beings and the non-human natural world. As a branch of philosophy, it is helpful to remember that environmental ethics is a field of inquiry rather than a fixed ideology or a political movement. Our task as students of environmental ethics is to pursue the inquiry wherever it leads, even if it leads to conclusions that we do not personally like. We will be asking hard questions, and hard questions often produce strange answers. Be ready to have your beliefs challenged and to challenge the beliefs of your peers and your instructor. It is my privilege to be your instructor for this course and I look forward to working with, and learning from, each of you. Course goals include:

- 1) Learning about some of the significant positions in environmental philosophy: animal ethics, anthropocentrism and nonanthropocentrism, biocentrism and ecocentrism, ecosystem services and sustainability. We will also investigate contemporary environmental debates surrounding wilderness, cities, global population, climate change, and invasive species.
- 2) Getting clear about what it means to say that we have moral responsibilities to the future, and how such responsibilities relate to environmental ethics. We will also consider the reasons we have for being pessimistic AND optimistic about our environmental future.
- 3) Introducing and practicing the distinctive mode of inquiry of philosophy, with its pursuit of good arguments, clear concepts, and meaningful distinctions. We will think about how the role of a philosopher is distinct from that of an activist or a politician (or a businessperson or a farmer) when considering issues of environmental significance. Students will learn to analyze readings philosophically and learn how to write their own philosophical critiques.
- 4) Working to develop an environmental outlook that is logically consistent, morally defensible, and open to revision in the face of new evidence.

Contacting the Instructor

My office hours are Monday and Wednesday 8-10 AM in MB 105 or you can send an email to jsduclos@bu.edu. I am always happy to meet by appointment.

I encourage you to take advantage of my office hours all semester. However, **I require that each of you meet with me individually at least once during the semester.** When we meet, please bring your papers and your reading questions so we can review them together. We can also use the time to talk about any aspect of the course that is on your mind.

Texts and Reading

Books:

- *Ethics and the Environment: An Introduction* (Dale Jamieson)
- *Environmental Ethics: What Really Matters, What Really Works* (Eds. Schmidtz and Willott)

Videos

- *Grizzly Man, A River Below, The Cove* (videos on reserve in Ford Library)

Additional texts will be provided by the instructor.

If you come across a reading (or film, podcast, etc.) that you'd like to share with the class, please let me know and I will do my best to incorporate it into the syllabus.

Grading and Assignments

Short Papers: 50%

There will be 5 short papers due during the term. The prompts are listed in the syllabus. The goal of these papers is to help you compress complex ideas and arguments into digestible, one-page morsels. The emphasis is on refining your writing to include only the essential. I do these papers myself. What usually happens is I create a three-page document and then slowly revise until I have clearly, distinctly, and efficiently distilled only the important information. This exercise will help you get better at creating strong, clear, direct prose, a skill that will serve you well your entire academic and professional career. These papers cannot exceed 2 pages, double-spaced, 12-point, Times New Roman font. **PAPERS ARE DUE IN CLASS ON THE DAY LISTED.**

Class Participation: 10%

Students are expected to complete the reading for each class and to actively participate in discussions.

Final Paper: 40%

By the time you get to the final paper, you will have been reading, thinking about, and discussing environmental ethics (EE) for several weeks. You now need to identify a question or problem in EE that bothers you, something intriguing that you can't quite figure out and want to spend time

considering. It could be a specific question in applied ethics: “Can a corporation meet its moral environmental responsibilities by engaging in carbon offsetting?” Or it could be more theoretical: “Is the concept of intrinsic value necessary for environmental ethics?” Or it could be specific to a figure: “Why does Leopold think beauty, stability, and integrity are good basis for a land ethic?” Part of the assignment is to come up with your own topic and question. If you’re stumped, look back through your notes and see what comes to mind. Or go to the conservation website *Mongabay* and look over the headlines. I bet you’ll notice an ethical dimension to almost every article, and you can go from there. All students are required to meet with me after choosing a topic. I will help you refine your question.

Final Paper Requirements: 1500-1750s word; double-spaced; 12-point Times New Roman font.

1) Whatever the topic, you must engage with material from at least 2 of the authors we have read in this class (e.g. Mill and Plumwood). You must also use at least one outside source. I can point you in the direction of articles related to your topic. You can also use the Stanford Encyclopedia of Philosophy (SEP). The SEP is a highly respected collection of philosophical information maintained by professional philosophers. An encyclopedia entry from the SEP counts as an outside source.

2) You must accurately and fairly present the views and arguments of at least three thinkers besides yourself (two from our course, one from outside). The other thinkers do not need to be directly addressing your topic (it is unlikely that they will be). For example, you could be writing about intrinsic value in nature and bring in ideas from Broome, or you could be writing about ecofeminism and bring in ideas from Jamieson.

3) You must present at least one cogent argument of your own. You must then present at least one objection to your own argument. Ask yourself: “What would my opponent say to the argument I just gave?” How far you take this dialectic, the back-and-forth of argument, is up to you and the limitations of the wordcount.

A Note on Grades: A ‘C’ grade means adequate work. A ‘B’ grade means good work. An ‘A’ grade means excellent work. We should all aspire to excellence, but as the philosopher Spinoza said: “*All things excellent are as difficult as they are rare.*” Work hard, but please do not focus too much on your grade. It will only make it harder to learn. I am happy to reassess an assignment if you feel the grade was unfair, though I require that you wait 24 hours before making this formal request. I also require that you submit a brief statement explaining why you believe your grade is incorrect. **Late Work** will be penalized 1/3 of a letter grade per day. If you need an extension, please let me know. Be honest with me and I will be reasonable with you.

SCHEDULE OF READINGS AND ASSIGNMENTS

All reading assignments are due on the day listed.

WHAT IS ENVIRONMENTAL ETHICS?

9/4

- Jamieson, 1-25: “What is environmental ethics?”

VALUE THEORY AND THE ENVIRONMENT

9/6

- Jamieson, 46-68: “Metaethics, Realism, and Subjectivism”

9/11

Jamieson, 68-76: “Intrinsic Value”

9/13

- “Why Environmental Ethics Shouldn’t Give Up on Intrinsic Value”, K. McShane

Paper # 1: What does McShane mean by intrinsic value and why does she think environmental ethics shouldn’t give up on it? Challenge her argument with insights from Jamieson if you have space.

REFLECTIONS ON NATURE

9/18

- John Locke: Excerpt from *Second Treatise on Government*
- Charles Darwin: excerpt from *On the Origin of Species*
- Thoreau: excerpts from “Walking”

9/20

- M. Chemhuru: “The Moral Status of Nature: An African Understanding”
- Booth: “We are the Land: Native American Views of Nature”

9/22

- J.S. Mill: “On Nature”

Paper #2: Briefly explain Mill’s two senses of the nature. Why does Mill think that “follow nature” is bad moral advice? Is there any sense in which we should follow nature?

9/25

- Freya Mathews: “Letting the World Grow Old: An Ethos of Countermodernity”
- Ramachandra Guha: “Radical Environmental Environmentalism and Wilderness Preservation: A Third World Critique”
- Peter Kareiva: “Conservation in the Anthropocene”

9/27

- Discussion of the film *Grizzly Man*. Be sure you watch the film prior to this class.

HUMANS AND OTHER ANIMALS

10/9

- Jamieson, 102-112: “Speciesism”
- *Radiolab* Podcast: “The Rhino Hunter”

10/11

- Nussbaum: excerpts from *Justice for Animals*

10/16

- Sagoff: “Animal Liberation and Environmental Ethics: Bad Marriage, Quick Divorce”

- Schmidtz: “Are All Species Equal?”

Paper #3: What is speciesism? Do you think it is wrong? Is it morally equivalent to racism?

BIOCENTRISM AND ECOCENTRISM

10/18

- Jamieson, 145-153: “Biocentrism and Ecocentrism”

10/23

- Taylor: “The Ethics of Respect for Nature”

10/25

- Leopold: excerpts from “The Land Ethic”

10/30

- Sober: “Some Philosophical Problems for Environmentalism”

Paper # 4: Explain one philosophical problem for environmentalism identified by Sobel, then suggest how it might be solved.

11/1

Discussion of the film *The Cove* – be sure you watch it before class (on reserve in Ford Library)

PRAGMATISM, ECOFEMINISM, AND VIRTUE ETHICS

11/6

- Norton: “Toward Unity Among Environmentalists”

11/8

- Plumwood: “Nature, Self, and Gender: Feminism, Environmental Philosophy, and the Critique of Rationalism”

11/13

- Hill: “Ideals of Human Excellence and Preserving the Natural Environment

Paper # 4: Explain ecofeminism as presented by Plumwood. Precis her argument for the necessity of a feminist perspective in environmental ethics. If you have space, challenge it.

WILDERNESS

11/15

- Cronon: “The Trouble with Wilderness”
- Callicott: “The Wilderness Idea Revisited”

11/20

- Rolston III: “The Wilderness Idea Reaffirmed”

Paper # 5: Summarize the Cronon/Callicott position on wilderness and Rolston position on wilderness. Which position do you find most compelling, and why? Identify specific claims and arguments in your analysis.

ENVIRONMENTAL JUSTICE: CLIMATE CHANGE AND POPULATION

11/27

- J. Broome: excerpts from *Climate Matters: Ethics in a Warming World*

11/29

- Rolston III: “Feeding People versus Saving Nature”
- Willott: “Recent Population Trends”

ENVIRONMENTALISM IN PRACTICE

TOPICS FOR FINAL PAPER DUE. SIGN-UP TO MEET WITH ME THIS WEEK TO DISCUSS YOUR TOPIC.

12/4

- Norton: “The Environmentalists’ Dilemma: Dollars and Sand Dollars”
- Light: “Taking Environmentalism Public”

12/6

- Brennan: “Environmental Awareness and Liberal Education”
- Kate Rawles: “The Missing Shade of Green”

12/6

Class Symposium

Discussion provided by students. Libations and snacks provided by instructor.

Final Paper Due 12/15.

Ethics, Politics, and Economics I



"Granted it would save countless lives—but to what end?"

Learning Goals and Outcomes

This course introduces students to the philosophical study of ethics, politics, and economics. More importantly, it encourages students to discover and create important theoretical and practical connections between the three fields. By the end of the course, students should be familiar with some of the major texts and ideas that have shaped our contemporary understanding of value theory; normative ethics; political authority; property; markets; liberty; and justice. Through readings, discussions, lectures, and assignments, students will find ways to address the following questions:

- What grounds ethics? What is the source of our normative claims?
- From where does political authority arise?
- What is the nature of property, and how do we decide who owns what?
- What does economics have to do with ethics?
- What is the scope and value of liberty?
- If justice is giving people their due, how do we decide who deserves what?

It is my privilege to be your instructor for this course. At one point or another, you should expect to be provoked, bothered, and intellectually and morally challenged by the material in this course. Do your best to welcome these challenges, understanding that they are not personal attacks on your beliefs but a means by which to refine your ideas and improve your reasoning. Please exhibit the courage of your convictions, but please also want you to have the courage to change your convictions in the face of new evidence. To this end, let us strive to keep open minds, engage in respectful discourse, and avoid hasty conclusions.

Texts

The Ethical Life: Shafer-Landau ed. (2012)

- Abbreviated as TEL

Philosophy, Politics, and Economics: Anomaly, Brennan, Munger, Sayre-McCord eds. (2016)

- Abbreviated as PPE

Readings not in these texts will be provided by the instructor.

Contacting the Instructor

Office Hours: STH 519 Monday 2-4, Wednesday 10-12. I am always happy to meet by appointment. I can be reached at jsduclos@bu.edu. I encourage you to take advantage of my office hours all semester. However, I require that each of you meet with me individually at least once during the semester.

Assignments

Short Papers 50%: Students must complete **six short papers** from the ten listed on the syllabus.

All students must complete the four papers in bold (papers # 2, 4, 7, and 10). You may choose the other two. The prompts are listed in the syllabus. The goal of these papers is to help you compress complex ideas and arguments into digestible, one-page morsels. The emphasis is on refining your writing to include only the essential. I often do these papers myself in preparation for each class. What usually happens is I create a three-page document, and then slowly revise until I have clearly, distinctly, and efficiently distilled only the important information. This exercise will help you get better at creating strong, clear, direct prose, a skill that will serve you well your entire academic and professional career. These papers cannot exceed 350 words. 12 pt. Times New Roman Font, 1.5 spacing, one-inch margins. Papers are due on the day they are listed.

Final Exam 50%: The final exam will take place in class. I will give you four essay questions prior to the exam. Two of the questions will be on the exam, but you will not know which questions until the day of the exam. Answering the questions will require familiarity with all class reading as well as the ability to bring various readings into conversation. The exam will focus on presenting, evaluating, integrating, applying what we have learned about ethics, politics, and economics.

A Note on Grades and Revisions: A 'C' grade means adequate work. A 'B' grade means good work. An 'A' grade means excellent work. We should all aspire to excellence, but as the philosopher Spinoza said: "*All things excellent are as difficult as they are rare.*" Work hard, but please do not focus too much on your grade. It will only make it harder to learn. I am happy to reassess an assignment if you feel the grade was unfair, though I require that you wait 24 hours before making this formal request. I also require that you submit a brief statement explaining why you believe your grade is incorrect.

SCHEDULE OF READINGS AND ASSIGNMENTS

All reading assignments are due on the day listed.

Value Theory

7/2

“Letter to Menoeceus”, Epicurus 11-16 TEL

“Hedonism”, Mill 17-26 TEL

Paper #1 Mill states that it is “better to be Socrates dissatisfied than a pig satisfied”. What does he mean? Why does he say this? Explain the theory of value that leads him to this conclusion. If you have space, challenge this assertion.

7/4

“Brave New World”, Huxley 27-32 TEL

“The Experience Machine”, Nozick 28-33 TEL

“Necessities”, Kazez 49-55 TEL

Paper #2 What is Nozick’s “experience machine”? What, on your view, would be the best part of being in such a machine? What would be the worst part? Are there any circumstances in which you would choose to enter the machine for the rest of your life? Explain.

7/6

“A Critique of Ethics”, Ayer 175-187 TEL

“The Subjectivity of Values” Mackie 188-197 TEL

7/9

“Euthyphro”, Plato 63-72 TEL

Paper #3 Socrates asks Euthyphro: “Is the pious being loved by the gods because it is pious, or is it pious because it is being loved by the gods?” How does Socrates attempt to explain this question when Euthyphro does not understand? What exactly does the question mean and why is it important for ethics?

7/11

“Cultural Relativism”, Gensler 198-206 TEL

“Proof”, Bambrough 217-228 TEL

Paper #4 What is cultural relativism according to Gensler? Summarize and explain at least one of the arguments he gives *against* applying cultural relativism to ethics.

7/13

“Psychological Egoism and Ethical Egoism”, Rachels and Rachels (handout)

Normative Theory

7/16

“Extreme and Restricted Utilitarianism”, Smart 92-101 TEL

7/18

“The Good Will and The Categorical Imperative”, Kant 102-114 TEL

Excerpt from *The Sources of Normativity*, Christine Korsgaard (handout)

Paper #5 Unlike hedonists, Kant believes that happiness is not always good. What reasons does he give for thinking this? Do you agree? Why does he think that a good will is the only thing that can be considered “good without limitation”?

7/20

“Natural Goodness”, Philippa Foot 72-75 TEL

“Nicomachean Ethics”, Aristotle 138-149 TEL

Political Authority

7/23

“Crito”, Plato 3-10 PPE

“Politics”, Aristotle (handout)

“Confucius on the State”, Kongzi (handout)

Paper #6 Precis the position and arguments of either Plato, Aristotle, or Confucius on the origin of political authority, then raise and substantiate at least one legitimate challenge to this view.

7/25

“Leviathan”, Thomas Hobbes 10-18 PPE

“On the Basis of Political Authority”, John Locke 18-22 PPE

7/27

“The Social Contract”, Jean-Jacques Rousseau 22-35 PPE

Paper #7 Why does Rousseau think that we are born free and then constrained by society while Hobbes thinks that we are, in a sense, liberated by society? Is one right and one wrong? Are they both right? Are they both wrong?

Property and Markets

7/30

“Of Property”, John Locke 131-133 PPE

“Of Justice and Property”, 133-141 PPE

8/2

“Primitive Accumulation”, Karl Marx 141-143 PPE

“The Institution of Property”, David Schmidtz 147-159 PPE

Paper #8 Precis Locke’s and Marx’s account of property. What fault would Schmidtz find with both of them?

8/4

“Of the Division of Labor”, Adam Smith 164-172 PPE

“The Use of Knowledge in Society”, Friedrich Hayek 172-178 PPE

8/7

“Sins Committed in Buying and Selling”, Aquinas 181-187 PPE

“What is a Fair Price?”, John Locke 187-189 PPE

“Market Failures”, David Friedman 214-232 PPE

Paper #9 According to Friedman, what do fairness, efficiency, externalities have to do with market failure?

Justice

8/9

“Anarchy, State and Utopia”, 317-344 PPE

8/11

“A Theory of Justice”, John Rawls 294-316 PPE

Paper # 10 Explain Rawls’s how Rawls arrives at his ‘original position’ and the two basic principles of justice does he think would merge from this starting point. What problems, if any, do you see arising from this conception of justice?

8/14

“Virtue and Justice”, excerpts from Sandel and McIntyre (handout)

Four exam questions distributed. Two will be used on the exam.

8/16

Review for final

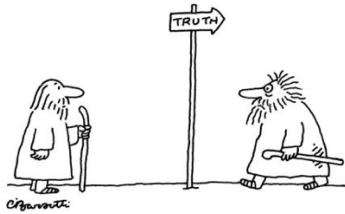
8/18

Final Exam

Foundations in Philosophy

(Or, Conceptual Engineering)

Dr. J. Duclos



Course Description

More than two millennia ago, the Greek philosopher Socrates argued that the unexamined life is not worth living. To better examine our lives, he urged us to do philosophy. But what is philosophy, and how is it done? This course is an introduction to the four major areas of philosophy: logic, epistemology, metaphysics, and ethics. We will address questions such as: What is philosophy and how is it done? What is knowledge? Is reality subjective or objective? How does logic help us find truth? Is there such a thing as human nature, and is it good or bad? How should we interact with the natural world? We will use ancient and modern texts (and watch a few contemporary videos) to help us engage with these questions.

It is my privilege to be your instructor for this course. I look forward to teaching, working with, and learning from each of you. At one point or another, you should expect to be provoked, bothered, and intellectually and morally challenged by the material in this course. Do your best to welcome these challenges, understanding that they are not personal attacks but a means to refine your ideas and improve your reasoning. I want you to exhibit the courage of your convictions, but I also want you to have the courage to change your convictions in the face of new evidence. To this end, we will strive to keep open minds, engage in respectful discourse, and avoid hasty conclusions and unwarranted generalizations.

Texts and Course Material

Laches and Charmides, Plato (Hackett)

A Dialogue on Personal Identity and Immortality, John Perry (Hackett)

How to Think about Weird Things, Schick and Vaughn (McGraw-Hill)

The Case Against Perfection: Ethics in the Age of Genetic Engineering, Michael Sandel (Belknap Press)

Additional readings will be provided by the instructor.

Contacting the Instructor

Office Hours: MB 105 Monday 4-5, Wednesday 5-6. I am always happy to meet by appointment. I can be reached at jsduclos@bu.edu

I encourage you to take advantage of my office hours throughout the course. However, I ask that each of you meet with me individually at least once during the semester. We can use the time to talk about any aspect of the course that is on your mind.

Grading and Revisions

Final grades will be based on a combination of major assessments (tests, essays, projects - 50%), minor assessments (quizzes and homework - 30%), and a final exam (20%). Positive, active class participation is expected of all students. By “positive and active participation” I mean showing up every day, with the proper material, on time, having done the reading and taking notes, ready to discuss, question, listen, challenge, connect, synthesize, and muse.

A 'C' grade means adequate work. A 'B' grade means good work. An 'A' grade means excellent work. We should all aspire to excellence, but as the philosopher Spinoza said: "*All things excellent are as difficult as they are rare.*" Work hard, but please do not focus too much on your grade. It will only make it harder to learn. Please see grading as a tool the instructor uses to help you learn. You will receive written feedback on your assignments, but I am always willing to speak with you in person about your grades. Additionally, I recognize I sometimes make mistakes. I will always reassess an assignment if you feel the grade was unfair, though I require that you wait 24 hours before making this formal request. I also require that you submit a brief statement explaining why you believe your grade ought to be higher.

Late work will be penalized 1/3 of a letter grade per day.

Schedule of Readings and Assignments

Unit 1: An Introduction to Philosophy

9/2

Welcome

- [Escape the Zombies!](#)

HW:

- Look at the information in: [The "Real World" Value of Philosophy.](#)

9/3

- Course Introduction
- Watch: School of Life, [What is Philosophy for?](#)

HW:

- Read Simon Blackburn's "[Introduction to Philosophy](#)"
- Write answers to the following questions:
 - What reasons are given for studying philosophy in the School of Life video?
 - What does Blackburn mean when he says that philosophy is "conceptual engineering"?
 - What are Blackburn's pure, middle, and low-ground reasons for studying philosophy?
 - Compare the reasons in the School of Life video to those reasons given by Blackburn. Which were the most compelling? Were any of the reasons confusing?
 - What is an additional reason to study philosophy that was not mentioned by either source?
 - Can you think of any good reasons *not* to study philosophy?

Optional: ["Why Study Philosophy: Interview in the Atlantic"](#)

9/4

Discuss Blackburn Reading

HW:

- Watch: [Who was Socrates?](#)
- Read: "[Socrates: To Know Oneself](#)". Be prepared to discuss the "Basic Questions" at the end of the document.

9/7

In Class:

- The Greek World
- Who are the Sophists?
- Socrates and Plato
- The Socratic Method: What Does Not Crumble Is Worth Keeping...For Now.

- Safe Spaces and Ideological Echo Chambers?
- Review “Basic Reading” questions

HW:

- Read [What the Trial of Socrates Teaches about the Difference Between Winning and Excellence](#)
- Read [Martin Luther King Jr. In Dialogue with the Ancient Greeks](#)

9/8

In Class:

- [History of Ideas - Ancient Greece](#)
- Discuss Reading
- [Arete and Telos in Greek Philosophy](#)
 - Living an Excellent Human Life

HW:

- Read Laches 178A1 to 185A1 (13-22) and submit reading questions.

Use the dialogue to find and type responses to the following questions. Note where you find the answers. You are looking at what it says in the text, not necessarily giving your own opinion.

- What information does Lysimachus initially want from Socrates? What opinion is he after?
- What are Nicias’ reasons for recommending that the young learn to fight in armor?
- What is Laches’ response to Nicias?
- What does Socrates think of the method of finding truth by majority opinion? What reason does he give for his belief?

9/10

- The *Laches*
- Watch [Why Socrates Hated Democracy](#)

HW:

- Reread Laches 178A1 to 185A1 (13-22)

9/11

- The *Laches*

HW:

- Read *Laches* 185A to 190C9 (22-30) and submit reading questions

Use the dialogue to find and type responses to the following questions. Note where you find the answers.

- The characters are looking for a teacher. But, fundamentally, a teacher of what? A teacher with what kind of expertise?
- What attribute(s) are sufficient to qualify someone as an expert?
- What new question (or problem) does Socrates raise at the end of the section?

9/14

- The *Laches*
- [Test Preview and Review](#)

HW:

- Read *Laches* 190C10 to 194C1 (30-37) and answer reading questions.

Use the dialogue to find and type responses to the following questions. Note where you find the answers.

- Why do the characters begin discussing courage?

- What is the first definition of courage proposed? Who objects to this definition, and how?
- What is the second definition of courage proposed? Who objects to this definition, and how?
- What is the third definition of courage proposed? Who objects to this definition, and how?

9/15

In Class:

- Review *Laches*

HW:

- Finish *Laches*. Feel free to skip the text between 195A2 and 196C11

Use the dialogue to find and type responses to the following questions. Note where you find the answers.

- What new definition does Nicias give on page 39?
- Why does Socrates bring up various animals on page 42?
- What is the final definition offered on page 46? Do the characters find it to be a satisfying definition?

9/17

In Class:

- Review *Laches*.
- Prepare for Unit 1 Test.

You may prepare one page of two-sided, handwritten notes to bring with you to the test. Using or copying the notes of another will be treated as an academic integrity violation. You may review and prepare with other students in the class, but you conceive and write your own notes. You do not prepare or write notes collectively. I will be collecting your notes.

9/18

Unit 1 Test

[Rubric](#) for Short Answer Tests

Unit 2: Logic, Reasoning, and Argumentation

9/21

Introduction to Arguments

- [Here](#) is a brief guide to arguments that I put together for our class. It's like a logic cheat-sheet. Check it out and use it if it is helpful. Some of my definitions are worded differently than definitions in the book, but the information is the same.

HW:

- [Premises and Conclusions](#) - Do problems 3-15. Add the implicit or missing premises when necessary, but do not change the arguments.

9/22

Review Standard Form

HW:

- [How to Think about Weird Things](#) (33-42, up to "Inductive Arguments")
- There will be a quiz on "Study Questions" 1-7 on page 57

9/24

Deductive Arguments

Valid Forms: Modus Ponens, Modus Tollens, Hypothetical Syllogism, Disjunctive Syllogism

Invalid Forms: Affirming the Consequent, Denying the Antecedent

- Create Sound Arguments
- Create Invalid Arguments with True Premises.

HW:

- No new homework. Review logical terms and the material on deduction.

9/25

Categorical Syllogisms

HW:

- Review [Categorical Syllogisms](#) and test problems 3, 4, 5, and 6. Do your best. I will not grade the homework, but I will look to see that it is done.
 - Another [Guide to Venn Diagram Method](#)

9/28

Categorical Syllogisms

HW:

- [Categorical Syllogism Practice Sheet](#)

9/29

Review Categorical Syllogisms

HW:

- [How to Think about Weird Things](#), 42-48, up to “Informal Fallacies”
- Be able to identify and explain enumerative induction, analogical induction, and hypothetical induction (i.e., inference to the best explanation)

10/1

Inductive Arguments

- [Non-Deductive Inference Exercises](#)

HW

- [How to Think about Weird Things](#) (49-55, up to “Statistical Fallacies”)

10/2

Informal Fallacies (or, Why Most Political Arguments Should be Ignored)

HW:

- Create arguments that commit the following informal fallacies: False Dilemma, Genetic Fallacy, Straw Man, Appeal to Ignorance, and False Cause.
 - For the content of your arguments, use topics currently in the news. For example: Covid-19, immigration, the war on terror, funding or defunding the police, inflation, healthcare, taxes, universal basic income, packing the Supreme Court. I don't care what your argument purports to prove; the idea is to deliberately commit informal fallacies. [Elaboration of the Genetic Fallacy](#)

10/5

Informal Fallacies

HW:

- Begin reviewing for test

10/6

Test Review Day

- Review all terms and definitions associated with arguments, deduction, and induction; review valid and invalid forms of argumentation; review informal fallacies; review Venn diagram test for validity. The tests will have a lot of terms and you will need to explain them and perhaps present examples that demonstrate your ability to apply terms correctly.

10/8

Logic Unit Test

10/9

Unit 3: Ethics

Introduction to Ethics

HW:

- Sandel 1-24 and respond to [reading questions](#)

ALL READING QUESTIONS FOR THIS UNIT SHOULD BE ANSWERS ON ONE GOOGLE DOCUMENT. BE READY TO SHARE YOUR DOCUMENT WITH ME UPON REQUEST.

10/12

HW:

- Sandel 25-44 and respond to [reading questions](#)

10/15

HW:

- Sandel 45-62 and respond to [reading questions](#)

10/20

HW:

- Sandel 63-84 and respond to [reading questions](#)

10/22

HW:

- Sandel 85-100 and respond to [reading questions](#)

10/23

HW:

- [Genetic Intervention and the Ethics of Enhancement of Human Beings](#) by Julian Savulescu.
 - This article is dense. It requires time and attention.

10/26

Discuss Savulescu

Distribute [Genetic Ethics Essay](#) – Due 10/30

HW:

- Begin [Genetic Ethics Debates](#)

10/27

Debate Prep

HW:

- Debate Prep

10/29

Debate Day!

HW:

- Work on Essays

11/3

Unit 4: Metaphysics and Personal Identity

Introduction to Metaphysics

- The Ship of Theseus

HW:

- Perry 1-12 up to “Miller: That seems fair.”

Reading Questions: Create a Google document for this unit and record your responses to the reading questions. You will be asked to share this document with Dr. Duclos.

- What challenge or task does Gretchen give to Sam? What does she request of him?
- What does Gretchen mean by the term “survival”? What does she mean by “identical” and “identity”? Pay attention to the understanding of those terms that she rejects.
- What does Sam mean by the terms “soul”, “self”, and “mind”?
- What is the relevance of the “same body, same self” principle to the dialogue? What is the relevance of the example of the chocolates?

11/5

Here are my notes on the [Arguments in *A Dialogue on Personal Identity and Immortality*](#)

HW: Perry 12-18

- Why doesn't Gretchen think that equating personal identity with psychological characteristics will help Sam's argument?
- What is the analogy of the Blue River meant to demonstrate?
- What important stipulation does Sam add on page fifteen to help his argument?

11/6

HW: 19-27 up to “Weirob: No, I don’t.”

- What is Sam’s first rebuttal to Gretchen’s “identity as bodily identity” thesis?
- What point is Sam trying to make by using the example of the Blue River and the baseball games? Try to reconstruct his reasoning.
- Miller says: “Now survival, you can plainly see, is no problem at all once we have this conception of personal identity” (25). What is “this” conception? Why does Sam think that it eliminates the problem of personal survival after death?
- According to the great philosopher John Locke, what is it *to be* a certain person?

11/9

[Final Assignment - due by 3 p.m., 11/16.](#)

HW: Perry 27-36

- What important distinction about memory comes out on pages 27-28?
- What is the first hypnotist example, and what does Gretchen think it shows?
- What is the second hypnotist example, and what does Dave think it shows?
- What new suggestion does Sam give on page 32 about how to solve the initial problem? What is Gretchen’s rebuttal?

11/10

[Final Assignment - due by 3 p.m., 11/16.](#)

HW: Perry 36-49

- What is the case of Julia North?
- What disagreement do the characters in the dialogue have about the relevance of the Supreme Court to their discussion?
- Which theory of personal identity does Sam settle on? Which theory does Gretchen settle on?
- Explain the duplicate brain problem introduced by Gretchen.

11/12

Final Discussion of Perry

11/13

Final Assignment Due by 3 p.m.