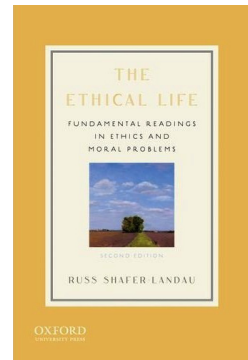


<b>Instructor</b>	W. Jim Jordan HH 361	wjjordan@uwaterloo.ca artsweb.uwaterloo.ca/~wjjordan
<b>Teaching Assistant</b>	Lindsay Weir	l2weir@uwaterloo.ca
<b>Meeting Times</b>	Lectures Monday, Wednesday, Friday 10:30–11:20 A.M. AL 124	Instructor's office hours Monday 1:00–2:30 P.M. or by appointment

**Texts and Equipment**

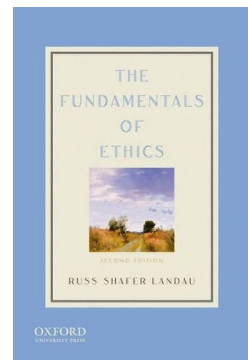
Required

- Russ Schafer-Landau, *The Ethical Life: Fundamental Readings in Ethics and Moral Problems*, 2nd edition (New York, NY: Oxford University Press, 2012)  
All required readings for the course are taken from this text.



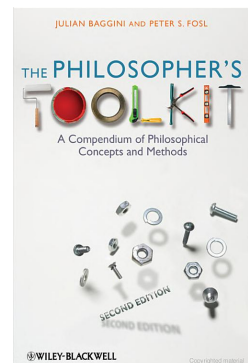
Recommended

- Russ Schafer-Landau, *The Fundamentals of Ethics*, 2nd edition (New York, NY: Oxford University Press, 2012)  
Material from this book will be presented in lectures. Quizzes and tests may cover material contained in this text.
- i>clicker  
Each lecture will have clicker polls, but participation in such polls is entirely voluntary.



Supplemental

- Julian Baggini and Peter S. Fosl, *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods*, 2nd edition (Chichester, UK: Wiley-Blackwell, 2010).  
Presents conceptual material about the doing of philosophy in general.



## Course Description

This course is an introduction to central issues in value theory, ethics, and metaethics within the Western philosophical tradition. This particular section will also focus on developing philosophical reasoning and reflection skills. We will explore the following questions:

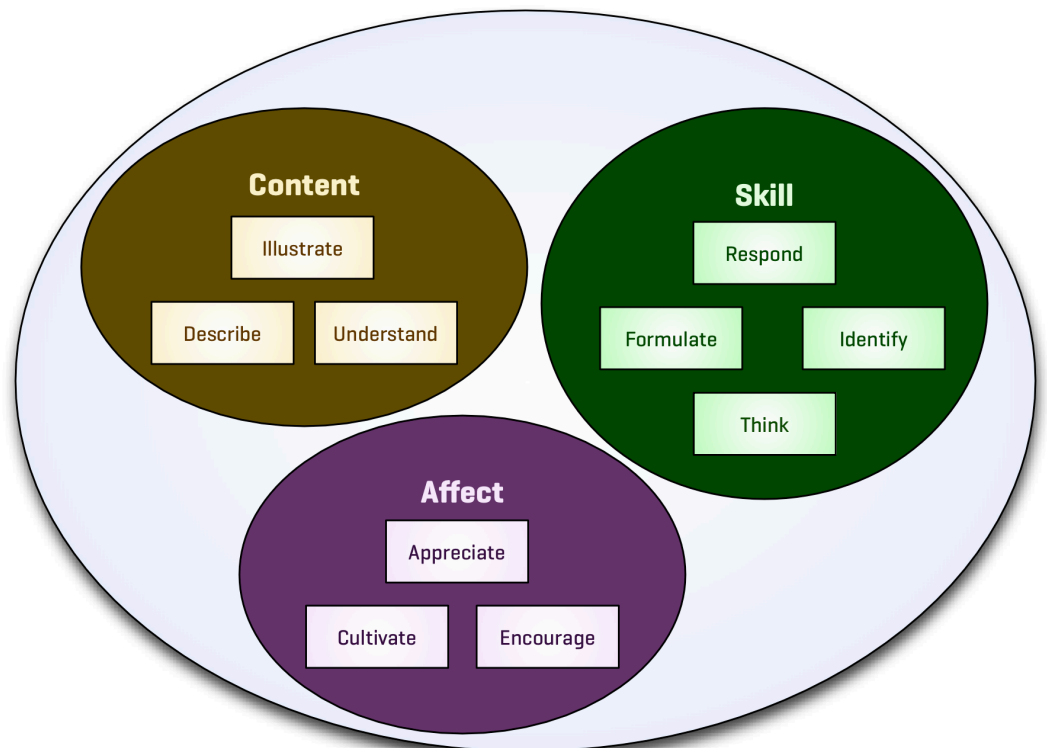
- What is the good life? (value theory)
- How do we live well? (normative theories of ethics)
- Can we meaningfully speak of ethics and morality? (metaethics)

Like many other courses in philosophy, this series of lectures, readings, and discussions may deal with a critical analysis of many and varied views regarding life, existence, values, religious belief, *etc.* Those who might find such an analysis uncomfortable or offensive should be aware of this. A spirit of charity and civility is essential for engaging in fruitful philosophical discussion.

## Learning Outcomes

By the end of the course you will be able to:

- *Illustrate* what value theory, normative ethics, and metaethics are using some of the problems examined in this course as examples
- *Identify* and distinguish central positions in several aspects of moral philosophy
- *Understand* how philosophers have argued for and against views on these topics
- *Evaluate* arguments for logical and factual strength
- *Formulate* and defend an argument orally and in writing
- *Think* critically about theoretical and practical problems in ethics
- *Respond* constructively to the work of your colleagues
- *Appreciate* the richness of philosophical problems and methodology
- *Cultivate* a critical and personal perspective on what it means to live well
- *Encourage* others to develop their philosophical awareness and skills



## Assessment

The course grade is based on four components.

### Quizzes and Tests: 40%

You will write eight on-line quizzes worth 3 marks each and two longer on-line tests worth 8 marks each. These will be based on the content of the readings and lectures.

Quizzes and tests are due at 10:30 A.M. on the days noted in the calendar. Quizzes and tests will be accepted up to 2 days late, with a penalty of 25% of the weight of the quiz or test per day (or part thereof) late.

### E-portfolio: 20%

You will keep a weekly log of everything you read for this course in your LEARN e-portfolio: what you read, how long it took, and how carefully you think you read it. You will receive 0.5 mark for each of the first five contentful log entries before and after reading week, for a total of up to 5 marks toward the final grade.

You will produce five one-page (double-spaced) reflections throughout the term, three before reading week and two after, and keep them in your LEARN e-portfolio. Each reflection is worth 2 marks, for a total of up to 10 marks toward the final grade.

You will produce a final two-page integrative reflection in your LEARN e-portfolio at the end of the term. This reflection will address the question “What is my conception of the good life, and how does it stand in relation to the concepts discussed in this course?” This final reflection is worth 5 marks toward the course grade.

Reflections do not have to be in essay form (though they need to be more than point form). You may, for example, write a song lyric or poem, draw a concept map or diagram, annotate a photograph, or something similar that captures your thoughts on the subject and how it meets with where you are now. You will be assessed on the basis of how clearly you demonstrate that you are thinking about the course material. If you have any questions about the suitability of something for a reflection, please speak with your instructor.

Your e-portfolio will be checked every two weeks. Logs and reflections for the first half of the course that are not complete by the end of reading week will receive a grade of 0. Logs and reflections for the second half of the course that are not complete by 10:30 A.M. on the day of the last class will similarly receive a grade of 0. The final reflection will be accepted up to 7 days late, with a penalty of 10% of the weight of the assignment per day (or part thereof) late.

### Paper: 35%

You will write a 6-page paper on one of three assigned topics. The paper will be developed and submitted in stages, each of which will be graded using an appropriate rubric. The thesis statement and outline of your paper is worth up to 5 marks. A draft paper of between 5 and 7 pages for peer review (but not peer grading) is worth up to 10 marks, and the final paper is worth up to 20 marks. All components will be submitted to LEARN.

All stages of the paper must include a bibliography. Any material taken from a source must be quoted and/or cited appropriately in the draft and final papers. Further instructions concerning citations and avoiding plagiarism will be provided in LEARN.

Each component is due at 10:30 A.M. on the posted date. Submissions will be accepted up to 7 days late, with a penalty of 10% of the value of the assignment per day (or part thereof). *If you do not submit a draft paper, you will be unable to complete the peer review, and thus be unable to complete the course.*

**Assessment**  
[continued]

Peer review: 5%

Everyone who submits a draft paper will review another student’s draft paper and provide constructive comment on it. You will receive 2 marks for reviewing a paper, 2 marks if your review was helpful to the writer, and 1 mark if your grader thought your review would be helpful to the writer.

The peer review is due at 10:30 AM on the posted date. Late peer reviews will be accepted up to 2 days late, with a penalty of 25% of the value of the assignment per day (or part thereof) late.

No final exam

This course does not have a final exam.

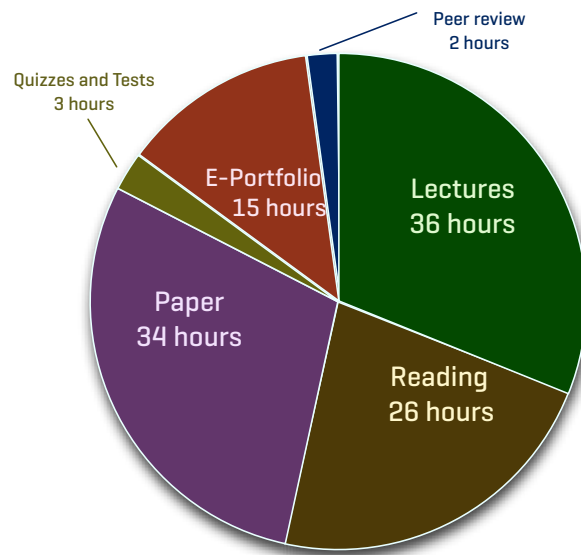
Completion criteria

You must submit the final paper, the peer review (which requires a draft paper), the final reflection, and one of the two tests in order to pass the course. Note that the combined value of these compulsory assignments is not sufficient to pass the course.

**Workload**

Each half-credit course is expected to incorporate between 8 and 10 hours of work per week, or between 96 and 120 hours over the course of the term.

The planned workload for this course is approximately 116 hours. This reflects a reading rate of about 10 pages per hour, and an extensive revision of the draft paper.



**Schedule**  
[subject to change]

Wk	Monday	Wednesday	Friday
1		January 4 <b>Introduction</b> <b>Argumentation</b>	January 6 <b>Lecture 2</b> <b>Argumentation</b> <b>Moral Theory</b>
2	January 9 <b>Lecture 3</b> <b>Hedonism</b> <i>Read Epicurus, “Letter to Menoecus”</i>	January 11 <b>Lecture 4</b> <b>Hedonism</b> <i>Read Mill, “Hedonism”</i>	January 13 <b>Lecture 5</b> <b>Happiness</b> <i>Read Huxley, excerpts from Brave New World</i> <i>Quiz #1 due</i>
3	January 16 <b>Lecture 6</b> <b>Happiness</b> <i>Read Nozick, “The Experience Machine”</i>	January 18 <b>Lecture 7</b> <b>Desire Theory</b> <i>Read Taylor, “The Meaning of Life”</i>	January 20 <b>Lecture 8</b> <b>Desire Theory</b> <i>Read Kaez, “Necessities”</i> <i>Quiz #2 due</i>

**Schedule**  
[continued]

Wk	Monday	Wednesday	Friday
4	January 23 Lecture 9 <b>Morality and Religion</b> <i>Read Plato, excerpt from Euthyphro</i>	January 25 Lecture 10 <b>Morality and Natural Law</b> <i>Read Foot, "Natural Goodness"</i>	January 27 Lecture 11 <b>Religion and Natural Law</b> <i>Read King, "Letter from Birmingham City Jail"</i> <i>Quiz #3 due</i>
5	January 30 Lecture 12 <b>Psychological Egoism</b> <i>Read Rand, "The Ethics of Emergencies"</i>	February 1 Lecture 13 <b>Ethical Egoism</b> <i>Read Hill, "Ideals of Human Excellence and Preserving Natural Environments"</i>	February 3 Lecture 14 <b>Egoism</b> <i>Quiz #4 due</i>
6	February 6 Lecture 15 <b>Tutorial: Writing a Philosophy Paper</b>	February 8 Lecture 16 <b>Consequentialism</b> <i>Read Smart, "Extreme and Restricted Utilitarianism"</i>	February 10 Lecture 17 <b>Consequentialism</b> <i>Read LaFollette, "Licensing Parents"</i>
7	February 13 Lecture 18 <b>Deontology</b> <i>Read Kant, "The Good Will and the Categorical Imperative"</i> <i>Essay outline due</i>	February 15 Lecture 19 <b>TBA</b>	February 17 Lecture 20 <b>Deontology</b> <i>Test #1 due</i>
8	February 20 Reading Week: no lecture	February 22 Reading Week: no lecture	February 24 Reading Week: no lecture
9	February 27 Lecture 21 <b>Contractarianism</b> <i>Read Hobbes, excerpt from Leviathan</i>	February 29 Lecture 22 <b>Contractarianism</b> <i>Draft essay due</i>	March 2 Lecture 23 <b>Ethical Pluralism</b> <i>Read Ross, "What Makes Right Acts Right?"</i> <i>Quiz #5 due</i>
10	March 5 Lecture 24 <b>Ethical Pluralism</b>	March 7 Lecture 25 <b>Virtue Ethics</b> <i>Read Aristotle, excerpt from Nicomachean Ethics</i>	March 9 Lecture 26 <b>Virtue Ethics</b> <i>Quiz #6 due</i> <i>Peer review due</i>
11	March 12 Lecture 27 <b>Feminist Ethics</b> <i>Read Lindemann, "What Is Feminist Ethics?"</i>	March 14 Lecture 28 <b>Ethical Theories in Review</b>	March 16 Lecture 29 <b>Ethical Relativism</b> <i>Read Hume, "Moral Distinctions Not Derived from Reason"</i> <i>Quiz #7 due</i>
12	March 19 Lecture 30 <b>Ethical Relativism</b> <i>Read Ayer, "A Critique of Ethics"</i>	March 21 Lecture 31 <b>Moral Nihilism</b> <i>Read Mackie, "The Subjectivity of Values"</i>	March 23 Lecture 32 <b>For and Against Objectivity</b> <i>Read Gensler, "Cultural Relativism"</i> <i>Quiz #8 due</i>

## Schedule [continued]

Wk	Monday	Wednesday	Friday
13	March 26 Lecture 33 <b>For and Against Objectivity</b> <i>Read</i> Smith, “Realism” <i>Final essay due</i>	March 28 Lecture 34 <b>For and Against Objectivity</b> <i>Read</i> Bambrough, “Proof”	March 30 Lecture 35 <b>For and Against Objectivity</b> <i>Course Evaluation</i> <i>Test #2 due</i>
14	April 2 Lecture 36 <b>Wrap-up</b> <i>Integrative reflection due</i>		

## Course Technology

### LEARN

LEARN records the time of all submissions, as well as other activities of interest. Its time-stamp is taken as definitive for the purposes of this course. Allow a few minutes of extra time for network delays and other technical frustrations to make sure that your assignments are received before the submission deadline.

Technical support for LEARN is provided by Information Services and Technology ([learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca)).

### Clickers [interactive classroom response system]

Clickers are used for encouraging class participation and gauging student understanding. No element of the course grade depends on your use of a clicker.

Clickers do not provide complete anonymity. While none of your classmates will know how you responded to a clicker poll, your instructor has access to that information.

If you are having trouble with your clicker, please speak to me.

### E-mail

If you send me an e-mail message through LEARN or the campus e-mail system, I will make every effort to respond to you by the end of the next University business day.

## Course Policies

### Alternative Assignment Deadlines

The assignment deadlines for this course are not flexible. If there are extenuating circumstances that will prevent you from completing an assignment as scheduled, such as a documented illness, you may provide an explanation and propose an alternate due date using the Alternative Deadline Request Form on the course page in LEARN. Note that submitting a request does not mean it will be granted.

### Informal Grade Appeals

Markers and instructors can make mistakes. If you believe that an assignment has been graded unfairly, read and follow the informal assignment grade appeal policy found on the course page in LEARN.

### Classroom Behaviour

Students arriving after the lecture has begun are expected to enter quietly and be seated in the last row of the lecture theatre. Students arriving on time are asked to keep the back row free.

Students with laptops or tablets may not sit in front of any student without one (except for latecomers).

Unless there is a group discussion going on (and there will be some), only one person may speak at a time.

Turn off your mobile communication device for the duration of the lecture.

**Cross-Listed Courses**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline**

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71–Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71–Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

**Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70–Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

**Appeals**

A student may appeal the finding and/or penalty in a decision made under Policy 70–Student Petitions and Grievances (other than regarding a petition) or Policy 71–Student Discipline if a ground for an appeal can be established. Read Policy 72–Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Academic Integrity Website [Arts]**

[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office [University]**

<http://uwaterloo.ca/academicintegrity/>

**Accommodation for Students with Disabilities**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.