

ETHICS 511 – Ethics Matters
Winter 2020 – Thursday, 3:30-5:20 p.m., Savery 408

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Office hrs: Wednesdays 3-4:00 p.m. and by appointment

Brief description:

This course aims to introduce graduate and professional students from a wide range of backgrounds to some common moral concepts and to provide a basic philosophical framework for thinking about related issues that arise within their own disciplines or fields. Topics will include moral status, autonomy, respect, integrity, trust, responsibility and forgiveness. Students will submit weekly critical reading questions, produce a short paper/project proposal with annotated bibliography, and write a term paper with a required and graded draft (draft to be presented to the class in a mini-conference). An alternative to writing a final term paper would be to produce a more public-facing product (e.g., podcast episode, webpage, short opinion piece) on a course-related topic, designed for greater accessibility and wider impact (with a presentation of a draft version during the mini-conference).

The reading/listening load will be fairly heavy. Attendance at the seminar meetings is very important in a discussion-oriented class such as this one. Knowing that we are still in the midst of a global pandemic, however, I recognize the need for flexibility. Please take care of yourselves and try to let me know in advance if you are not able to make a session.

This version of *Ethics Matters* was developed with the support of a Mellon-funded initiative at the UW Simpson Center for the Humanities, Reimagining the Humanities PhD and Reaching New Publics: Catalyzing Collaboration.

Texts: Readings will be made available on Canvas

Req's: Reading Questions (due weekly)	20%
Argument outline and discussion leader for one paper (TBD)	10%
Paper proposal and annotated bibliography	10%
Presentation of draft paper/public-facing product	10%
Final paper (approx. 13-17 pages; 4000-5500 words) or public-facing product	50%

Reading questions should be uploaded to the Canvas discussion group in advance of each session (by Thursday morning at 10 a.m.). They should raise 1-2 critical discussion questions about the readings for the day. Reading questions will not be graded, but must meet a minimal standard – showing serious engagement with the assigned readings -- in order to be accepted.

Students with disabilities should contact Disabled Student Services at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379/FAX or email uwdss@u.washington.edu. If you have a disability or require academic accommodation for any reason, please discuss this with me early in the term.

Tentative schedule:

- Week 1 (1/6): *Introduction to the course; an overview of moral theory*
Rachels' "Some Basic Points about Arguments"; Nagel's chapter "Right and Wrong" from *What Does It All Mean?* Available online: <http://practicalphilosophy.in/wp-content/uploads/2015/10/WHAT-DOES-IT-ALL-MEAN.pdf> (starts p. 25 of PDF); Brister et al. – "Public Philosophy Is Good—For Philosophy and For the Public" (blog of the Public Philosophy Network): <https://blog.apaonline.org/2019/03/05/public-philosophy-is-good-for-philosophy-and-for-the-public/>
- Week 2 (1/13): *Moral status*
DeGrazia ("Animals' Moral Status and the Issue of Equal Consideration"); Jamieson ("Animal Agency") Warren ("Moral Status"); Crispin Sartwell "Humans are animals: Let's get over it" <https://www.nytimes.com/column/the-stone>
Optional background: <https://plato.stanford.edu/entries/grounds-moral-status/>
- Week 3 (1/20): *Autonomy*
Davy ("Between an Ethics of Care and an Ethics of Autonomy"), Bierria ("Missing in Action"); Sherwin ("A Relational Approach to Autonomy in Health Care")
Optional background: <https://plato.stanford.edu/entries/autonomy-moral/>
- Week 4 (1/27): *Respect and Self-Respect*
Darwall ("Two Kinds of Respect") Dillon ("Respect for Persons, Identity, and Information Technology"); Shelby ("Uncle Tom's Children"); Myisha Cherry ("Anger Can Build a Better World" op-ed
<https://www.theatlantic.com/ideas/archive/2020/08/how-anger-can-build-better-world/615625/>)
Optional background: <https://plato.stanford.edu/entries/respect/>
- Week 5 (2/3): *Trust*
Baier ("Trust and Antitrust"); Scheman ("Trust and Trustworthiness"); Sullins ("Trust in Robots"); John Perry "Trust and Mistrust"
<https://www.philosophytalk.org/blog/trust-and-mistrust>
Optional background: <https://plato.stanford.edu/entries/trust/>
- Week 6 (2/10): *Integrity*
Calhoun ("Standing for Something"); McLeod ("Integrity and Self-Protection"); Scherkoske (Whither Integrity 1: Recent Faces of Integrity"); Christian Miller "Just how dishonest are most students?"
<https://www.nytimes.com/2020/11/13/opinion/sunday/online-learning-cheating.html>
Optional background: <https://plato.stanford.edu/entries/integrity/>
- Week 7 (2/17): *Forgiveness* Calhoun ("Changing One's Heart"); Lebron ("Thoughts on Racial Democratic Education and Moral Virtue"); Fricker ("Ambivalence about Forgiveness"); Myisha Cherry ("Why I don't believe in forgiveness"
https://www.huffpost.com/entry/why-i-dont-believe-in-forgiveness_b_6600028)
Optional background: <https://plato.stanford.edu/entries/forgiveness/>
- Week 8 (2/24): No class -- **paper proposal/argument outline and annotated bibliography due this week, 2/27** (How to write a philosophy op-ed
(<https://www.youtube.com/watch?v=iRN85TOwukM>))

Week 9 (3/3): Draft paper/product short presentations – Part 1

Week 10 (3/10): Draft paper/product short presentations – Part 2

Final papers/publics-facing products due Thursday March 17 by 5 p.m. (incompletes will be generously offered as needed)