

Instructor: Tim Kosub
email: timkosub@gmail.com

Office hours: TBA

Office: SW2 Rm: 261 **Phone:** 604-456-1062

Email list: Please send me an email to get on a class list. Though I'll also be using Shareout (WebDAV?) for your lecture notes, etc., a class list helps to keep in touch for special needs.

COURSE REQUIREMENTS:	
Participation	5%
Discussions	10%
Quizzes	20%
Midterm Exam	30%
Final Exam	35%
TOTAL	100%

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Course assignment breakdown:

Participation (5%): judged by the frequency and quality of your contribution to classroom discussion and debate. Participation also involves regular, on-time attendance (2 of the 5%).

If you are late to class or leave before the break, you will not be recorded as attending, for that hour. You can miss *no more than two classes*, without a doctor's note. All participation marks are forfeited, if you miss more than two classes (without a note), and you can be asked to drop the course.

Laptop etiquette: Laptops are very useful for reading and taking notes, but they can also be distracting. You *must not* use class time for doing other projects, checking e-mail, playing games, surfing the internet, etc.

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Discussion groups (10%): During most classes, students will form discussion groups to evaluate case studies (or other topics) assigned for that week's reading.

Discussion of case studies is a core element of this course. The last hour of most classes is devoted to analysing case studies. Students are expected to work hard to understand and resolve the ethical issues raised by them.

To get full marks for a discussion assignment, it should be clear that you have made a serious attempt to finish the exercise. Among other things, this means learning from mistakes noted in previous assignments.

It also means (*ceteris paribus*) that to get credit for your discussion groups, you should not leave before the official end of class.

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Cheating and plagiarism:

Don't. The consequences will be a reduced mark (possibly zero) for the assignment and even a letter on your file.

Class breaks: Two 10 minute breaks. *Please do not leave or enter the class, except at the beginning or during one of the breaks.*

Quizzes (20%): Two quizzes on logic.

First quiz: Identifying premises and conclusions by inference indicators.

Second quiz: Distinguishing valid from invalid arguments, by a few simple valid argument patterns, or by counterexamples.

Midterm (30%): Tests moral theory, four common principle tests, relevance and conflict problems, and casuistry. The relevant material includes chapter two in your text, plus the handouts and class notes.

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Final Exam (35%): The final exam mark involves multiple-choice questions on the material covered, plus a typed 2,500 word essay on a case you will already have seen. You will send your essay to Turnitin.com to be evaluated for originality and proper citation. Once your paper has achieved an appropriate "similarity index," I will download and mark it.

Why take this course?

Why be moral? Since Plato, philosophers have wondered how to either (i) defend morality from pure self-interest or (ii) show that morality is in everyone's self-interest

The ring of Gyges: Plato's brother, Glaucon, tells the story of Gyges, a sheep-herder of the kingdom of Lydia, who finds a ring that turns him invisible. Gyges uses the ring to seduce the queen, and together they murder the king (Candaules) and take over the throne.

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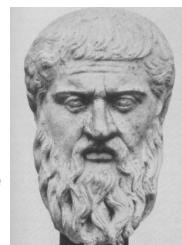
Glaucon suggests that no one could resist the temptation of the ring (gollum), and this shows that being just is an imperfect compromise between the good (being unjust with others) and the bad (being treated unjustly)

Plato's response: People who do evil value self-destructive things and thus harm themselves in the end

Another approach: The Prisoner's Dilemma:

For morality to evolve and persist, there must be situations in which it is advantageous to being moral. Morality typically involves cooperation.

So there must be situations in which cooperation is advantageous. One way to shed light on this process is through a game-theoretic problem called "The Prisoner's Dilemma."



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Set up: Two prisoners, Jack and Jill, are interrogated separately by the police, and given the same offer:

If one confesses (defects) and the other doesn't, the defector gets immunity, while the co-operator gets 3 years in jail.

If both defect, they each get 2 years

If both cooperate, they each get 1 year, for some minor offence.

Definition: A person is (prudentially) rational, if they maximize their own gain/minimize their own pain

	<i>Jill co-operates with Jack</i>	<i>Jill doesn't co-operate with Jack</i>
<i>Jack co-operates with Jill</i>	Jack gets 1 year Jill gets 1 year	Jack gets 3 years Jill goes free
<i>Jack doesn't cooperate with Jill</i>	Jack goes free Jill gets 3 years	Jack gets 2 years Jill gets 2 years

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One-shot Prisoner's Dilemma: What's most rational for Jack or Jill if they never see each other again?

Repeat encounters: (Iterated with memory)?

Tit-for-tat: Co-operate on first encounter with another; the next time, do what the other did on the previous encounter

Relevance to morality?

Value Reasoning: Our goal in this course is to be able to justify or evaluate (moral) value claims or judgements

Value claims/judgements: Claims about the value of something (e.g., aesthetic, cognitive, etiquette, moral, ...)

Positive: to be recommended/worthwhile

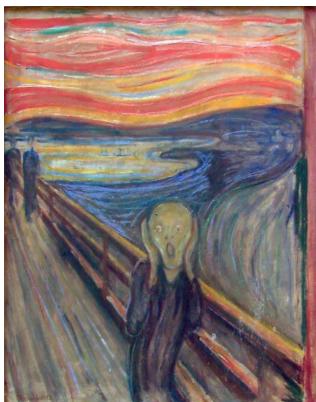
Negative: to be avoided/not worthwhile

Value object: thing evaluated

Value term: how thing is evaluated

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1. Munch's *The Scream* is _____



2. Lying to avoid blame is _____

3. _____ is a virtue.

4. Kissing the Duchess of Kent on both cheeks after winning the Leeds International Piano contest is _____

5. Disagreeing with someone's views, merely because of who they are is _____

Prescriptive value judgement/claim terms: "ought" "should" "ought not" "should not"

What are the value terms and objects in: "You should consider the feelings of others"?

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Moral vs. other value claims: A moral value claim assigns a *moral* value to an object ("object" is very general and can include actions)

Claim: Any statement that asserts something. *Generally*, claims are expressed by *indicative* sentences, and not by, e.g., questions, commands.

One useful way to determine whether a sentence expresses a claim is to add "It is true/false that" at the start of the sentence

It makes sense to say of a claim that it is true or false, but *not* for a question or command

Examples: "I love the smell of napalm in the morning"

"You can't handle the truth"

"Do you feel lucky punk?"

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"Blessed is he who, in the name of charity and good will, shepherds the weak through the valley of darkness, for he is truly his brother's keeper and the finder of lost children."

Note: Some apparent questions (so-called *rhetorical questions*) are really statements in disguise.

e.g. "Why are you so stupid?"

"Why me?"

"How can anyone say that Bush believed there were weapons of mass destruction in Iraq?"

Empirical claim: Any statement which can *in principle* be checked by sensory observation

e.g., by looking, hearing, smelling, touching, tasting

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"The moon is four billion years old"

"There is an alien spacecraft on the North Pole of Mars,"

"There are five coins in my pocket"

"Allowing people to own their own property makes them happier"

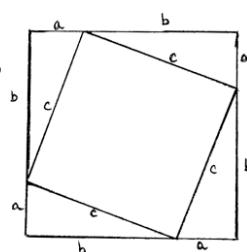
Factual claim = True empirical claim

Conceptual claim: Any statement that asserts something, which can *in principle* be checked by using reason *alone*

e.g., by logic, math, meaning analysis

Logic: "Either it's snowing or it's not snowing."

Math: For every right triangle: $a^2 + b^2 = c^2$



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Meaning analysis: “No uncle is a woman”; “No bachelor is married”; “All triangles have three sides”

Value judgements: Neither observation logic, math nor meaning analysis are sufficient to support value judgements.

Classify the following:

1. Either there are five oranges in the fridge, or there aren't five oranges in the fridge.
2. This is an orange-free fridge.
3. Taking an orange from a starving person is a vicious thing to do.

Arguments: justifications for opinions, beliefs.

Practical Syllogism: an argument (justification) for a value claim

That is, an argument about how one should act; (“practical” refers to action, as opposed to theory)

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Valid argument: If all the premises/reasons are true, then the conclusion *must* be true (or, *cannot* be false)

Example A:

EP: Fish farming in BC will spread disease to wild fish.

VJ: We shouldn't allow fish farming in BC.

Is the above argument (A) valid?

Counterexamples to invalid arguments: We can demonstrate that an argument is invalid by showing that it is *possible* for all the premises of an argument to be true, but the conclusion false

In the above argument, can we describe/imagine a case where fish farming in BC will spread disease to wild fish, but in which we **should** allow fish farming in BC? If so, we have a case where the premises are true, but the conclusion is false.

Another way to explain why the above argument is invalid is that empirical claims say how things *are*, but not how they *should* be

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So to derive a value conclusion from an empirical premise, we'll need a further premise that places a value on the situation described in the empirical premise (on the “value object”).

In other words, we need a *value principle*.

e.g., “If an action spreads disease to wild animals (fish), we shouldn't allow it.”

EP: Fish farming in BC will spread disease to wild fish.

VP: If an action spreads disease to wild animals (fish), we shouldn't allow it.

VJ: We shouldn't allow fish farming in BC.

General pattern for any practical syllogism

Empirical/conceptual claim(s) (premises)

Value principle. (premises)

Value conclusion.

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Example:

1. John took a CD from A&B Sound without permission.
2. If someone takes something without permission, that's a case of stealing.
3. So, John's action was a case of stealing
4. All cases of stealing are wrong.
5. John's action was wrong.

Note: arguments can have any number of premises, from one to infinity, depending on how complex they are.

The value principle will say, in effect, that if/whenever the empirical/conceptual claims are true, so is the conclusion

Recognizing arguments in passages: When people write essays, other passages, they often argue for things they believe. However, it may not always be obvious what they are arguing for, and what reasons they give.

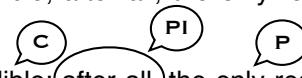
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Indicator words: Some words are commonly used to flag premises or conclusions

Some Premise indicators:	Conclusion indicators:
since	therefore
because	thus
after all	so
given that	hence
for	it follows that
...	...

Sample arguments (with indicator words)

If you believe in ghosts, you're gullible; after all, the only real spooks work for the CIA.



If you believe in ghosts, you're gullible; after all, the only real spooks work for the CIA.

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DuPont knew or should have known that CFCs were destroying the ozone layer long before they agreed to cease selling them; so, DuPont acted irresponsibly.



DuPont knew or should have known that CFCs were destroying the ozone layer long before they agreed to cease selling them; so DuPont acted irresponsibly.

Sample arguments (without indicator words)

"Saddam deserved to be punished. He tortured and killed his own people."



"Saddam deserved to be punished. Since (added PI) He tortured and killed his own people."

"Britney Spears revealed her true character recently. Who can take her seriously now?"



"Britney Spears revealed her true character recently. (Thus supplied CI) No one can take her seriously now (rhetorical question rephrased as claim)"



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Implicit conclusions

"The bigger the burger, the better the burger. The burgers are bigger at Burger King™."

P

The bigger the burger, the better the burger. The burgers are _{CI}
bigger at Burger King™. (*On these grounds, it follows that*

Supplied CI) The burgers are better at Burger King™ _C
(supplied conclusion)

Leaving stuff out: You should omit any material that is not directly relevant to the argument (as intended by the author).

Practice quiz