

## Phil 232 Moral Problems of Contemporary Society

Spring 2025

Instructor: Peter Dietsch, PhD  
Lectures: MR 11:30-12:50  
Office hours: tbd  
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### Course description

We will discuss ethical issues facing contemporary societies. Specifically, the course will touch on ethical questions regarding education, health, race relations, climate change, borders, natural resources, assisted dying, human enhancement, corporations, tax justice, money, and private debt markets. Students from all faculties are welcome.

### Course Website

Online materials will be made available via Uvic Brightspace. Access your customized Brightspace page by signing in to Uvic and clicking on Online Tools. You should see Brightspace as an option.

### Texts

Core readings will be available as a course pack for sale at the UVic Bookstore.

### Grading System

Percentage	Letter Grade	Grade Point	Grade Definition
90 – 100	A+	9	An A+, A, or A- is earned by work which is technically <b>superior</b> , shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
85 – 89	A	8	
80 – 84	A-	7	
77 – 79	B+	6	A B+, B, or B- is earned by work that indicates a <b>good</b> comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
73 – 76	B	5	
70 – 72	B-	4	
65 – 69	C+	3	A C+ or C is earned by work that indicates an <b>adequate</b> comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
60 – 64	C	2	
50 – 59	D	1	A D is earned by work that indicates <b>minimal</b> command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
0 – 49	F	0	F is earned by work, which after the completion of course requirements, is <b>inadequate</b> and unworthy of course credit towards the degree.

Interpretation of these grade definitions is up to the discretion of the instructor. If you receive a grade during the course that you believe is unfair, please begin by discussing the matter with the TA in a respectful, open-minded manner. If you are still not satisfied with your grade, you can ask for a re-correction of the copy by the instructor. The new grade will count, whether it is higher or lower than the original one.

For additional information regarding undergraduate grades, please consult the [Grading](#) section of the Uvic Undergraduate Calendar.

All evaluations of tests and assignments will be calculated according to percentage scores. Letter grades and grade point scores are listed purely for reference.

Final examinations are the property of Uvic and are not returned. They are available for viewing at the Records Office according to Uvic Examinations procedures and regulations.

Uvic is committed to providing a safe, supportive learning environment for all members. Further information regarding Uvic policies on human rights, equity, discrimination and harassment are located in the Uvic calendar [General University Policies](#), but if you have any particular concerns related to our course please do not hesitate to contact me.

### **Graded student activities**

- Mid-term exam\* on February 13 (25%)
- 1500-word essay (30%) due on March 13  
[5 percentage points penalty for each 100-word increment over 1500 words, excluding footnotes and bibliography – *everything* else counts; e.g. 1507 words => 5 percentage points penalty; 1623 words => 10 p.p. penalty]
- 2-hour final exam\*, date tbd (35%)
- Quote and comment (400 words; 10 weeks out of 12; 10%)  
see Brightspace for instructions

\* Exams missed for ineligible reasons will not be rescheduled. Deferred exams will have a more limited choice of questions.

### **Policy on Late Assignments**

5% per working day will be subtracted from grade unless students are delayed by illness or family emergency.

### **Plagiarism**

Review the [University Policy on Academic Integrity](#) very carefully, and be aware that anti-plagiarism software may be used in this course. Resources will be provided via Brightspace for students seeking guidance about what constitutes plagiarism and how they can avoid it, but it is the responsibility of each student to be informed about these details.

### **Counseling Services**

Many, if not most, students experience some difficulties with their mental health during their years as undergraduate students. Make sure you are familiar with [Uvic Counseling Services](#), which is an excellent resource you have at your disposal on campus. It is hard to shake the stigma associated with problems like depression and anxiety, but if at any point you can benefit from help with mental health issues, please contact Counseling Services. They genuinely want to help, and why not take advantage of this free resource?

### **Important Dates**

Please consult the Uvic calendar's [Academic Year Important Dates](#) for information about last possible dates to withdraw from courses without penalty, examinations period start/end dates, etc.

### **Technology in Classroom**

Some students require laptops or voice recognition apps for their learning strategies, so I do not prohibit their use in the classroom. However, studies demonstrate that multi-tasking reduces the performance of other nearby students. Therefore, I strongly discourage the use of computers in the classroom. Anyone caught on social media, internet surfing, etc. will be asked to leave and potentially subject to disciplinary action. Chat GPT is not permitted for this course.

### **Uvic Sexualized Violence Prevention and Response**

Learn more about preventing sexualized violence by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs advice, and/or support, please contact the Sexualized Violence Resource Office in EQHR, Sedgewick C119; email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca).

### **Territory Acknowledgment**

The University of Victoria is committed to acknowledging and respecting the Lekwungen peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and W SÁNEĆ peoples whose historical relationships with the land continue to this day. For information about support for indigenous students and efforts to foster reconciliation, visit the Uvic [Office of Indigenous Academic & Community Engagement](#).

### **Detailed course plan**

#### **Jan 6: introduction**

##### *Complementary literature*

- Dennis Thomson, “Philosophy and Public Policy”, *Philosophy & Public Affairs* 14/2 (1985), 205-18.
- Jonathan Wolff, *Ethics and Public Policy – A Philosophical Inquiry*, Routledge, 2011, chapter 9.

#### **Jan 9 and 13: Equal opportunity in education**

##### *Compulsory reading*

- Michael Walzer, “Education”, dans: Michael Walzer, *Spheres of Justice*, New York, Basic Books, 1983.

##### *Complementary literature*

- Amy Gutman, “Civic Education and Social Diversity”, *Ethics* 105/3 (1995): 557-79.
- Harry Brighouse and Adam Swift, “Defending liberalism in education theory”, dans: *Journal of Education Policy*, 18/4 (2003), 355-73.
- Bernard Williams, “The Idea of Equality”, in P. Laslett and W.G. Runciman (eds.) *Philosophy, Politics and Society*, second series, Oxford, Blackwell, 1962.

#### **Jan 16 and 20: The allocation of health resources**

##### *Compulsory reading*

- Dan W. Brock, “Ethical Issues in the Use of Cost Effectiveness Analysis for the Prioritisation of Health Care Resources”, in: Sudhir Anand, Fabienne Peter, Amartya Sen (éds.), *Public Health, Ethics, and Equity*, Oxford, Oxford University Press, 2004.

### *Complementary literature*

- Amartya Sen, “Why Health Equity?”, dans: Sudhir Anand, Fabienne Peter, Amartya Sen (eds.), *Public Health, Ethics, and Equity*, Oxford University Press, 2004.
- Norman Daniels, “Health-Care Needs and Distributive Justice”, *Philosophy and Public Affairs* 10/2 (1981), 146-79.

### **Jan 23 and 27: Segregation and social inequality**

#### *Compulsory reading*

- Elizabeth Anderson, “The Future of Racial Integration”, in Laurence Thomas, ed., *Social Philosophy* (Oxford: Blackwell, 2008), pp. 229-249.

#### *Complementary literature*

- Iris Marion Young, “Residential Segregation and Regional Democracy”, in: Iris Marion Young, *Inclusion and Democracy*, Oxford University Press, 2002, chapter 6.
- Charles Tilly, “Chain Migration and Opportunity Hoarding”, in: Charles Tilly, *Identities, Boundaries and Social Ties*, Routledge, 2006, chapter 10.

### **Jan 30 and Feb 3: The ethics of climate change**

#### *Compulsory reading*

- Simon Caney “Two Kinds of Climate Justice: Avoiding Harm and Sharing Burdens”, *Journal of Political Philosophy* 22/2 (2014): 125-49

#### *Complementary literature*

- Stephen M. Gardiner, “Ethics and Global Climate Change”, *Ethics* 114/3 (2004): 555-600.
- Simon Caney, “Global Justice, Rights and Climate Change”, *Canadian Journal of Law and Jurisprudence* vol.XIX no.2 (2006), pp.255-278.
- Peter A. Victor, *Managing Without Growth*, 2<sup>nd</sup> edition, Edward Elgar, 2019, especially chapters 1 and 2.

### **Feb 6 and 10: Borders**

#### *Compulsory reading*

- Lea Ypi, “Justice in Migration: A Closed Borders Utopia?”, *Journal of Political Philosophy*, 16/4 (2008): 391–418.

#### *Complementary literature*

- Michael Blake, “The right to exclude”, *Critical Review of International Social and Political Philosophy* Vol. 17, No. 5 (2014), 521–537
- Joseph H. Carens, “Aliens and Citizens: The Case for Open Borders” dans : Ronald Beiner (ed.) *Theorizing Citizenship*, New York, State University of New York Press, 1995 [1987]), 229-253.

### **Feb 13: mid-term exam**

### **February 24 and 27: Natural resources**

#### *Compulsory reading*

- Margaret Moore, “Natural Resources, Territorial Right, and Global Distributive

Justice”, *Political Theory* 40/1 (2012), 84-107.

*Complementary literature*

- Cara Nine, “Rights to the Oceans: Foundational Arguments Reconsidered”, *Journal of Applied Philosophy* 36/4 (2019): 626-42.
- Leif Wenar, “Property rights and the resource curse”, *Philosophy & Public Affairs* 36/1 (2008), 2-32.

**March 3 and 6: Assisted Dying**

*Compulsory reading*

- Tania Salem, “Physician-Assisted Suicide: Promoting Autonomy or Medicalizing Suicide?”, *The Hastings Center Report* 29/3 (1999): 30-36.
- Louis C Charland *et al.*, “Decision-Making Capacity to Consent to Medical Assistance in Dying for Persons with Mental Disorders”, *Journal of Ethics in Mental Health* 9 (2016), 1-14.

*Complementary literature*

- Judith Jarvis Thomson, “Physician-Assisted Suicide: Two Moral Arguments”, *Ethics* 109/3 (1999), 497-518.
- Peter Singer, *Practical Ethics*, 3<sup>rd</sup> edition, Cambridge: Cambridge University Press, chapter 7.
- James Rachels, “Killing and Letting Die”, *Encyclopedia of Ethics*, 2<sup>nd</sup> edition, Lawrence Becker and Charlotte Becker (eds.), New York: Routledge, 2001, vol.2, pp.947-50.

**March 10 and 13: Human enhancement**

*Compulsory reading*

- Michael J. Sandel, *The case against perfection*, Cambridge, MA, The Belknap Press of Harvard University Press, 2007, chapter 1.

*Complementary literature*

- Paul Robinson, “Prenatal Screening, sex selection and cloning”, in: Helga Kuhse and Peter Singer (eds.), *A Companion to Bioethics*, Blackwell, 1998.
- Dan W. Brock, “Cloning Human Beings : An Assessment of the Ethical Issues Pro and Con”, in: Martha C. Nussbaum and Cass R. Sunstein, *Clones and Clones : Facts and Fantasies about Human Cloning*, New York, W.W. Norton, 1998.

**March 17 and 20: Tax justice**

*Compulsory reading*

- Daniel Halliday, “Justice and Taxation”, *Philosophy Compass* 8/12 (2013): 1111–1122.
- Peter Dietsch, “Should International Tax Competition be Regulated?” in: Conrad Heilmann & Julian Reiss (eds.), *Routledge Handbook of Philosophy of Economics*, Routledge, 494-503.

*Complementary literature*

- Liam Murphy and Thomas Nagel, *The Myth of Ownership: Taxes and Justice*. Oxford: Oxford University Press, 2002, chapter 2.

- Adam Kern, “Illusions of Justice in International Taxation”, *Philosophy & Public Affairs* 48/2 (2020): 151-84.

### **March 24 and 27: Normative dimensions of money**

#### *Compulsory reading*

- Robert Hockett and Aaron James, *Money from Nothing. Or, why we should learn to stop worrying about debt and love the Federal Reserve*. Brooklyn/London: Melville House, 2020, chapters 2 and 3.

#### *Complementary literature*

- Peter Dietsch, “Money creation, debt, and justice”, *Politics, Philosophy & Economics* 20/2 (2021): 151-79.
- Pavlina Tcherneva, “Money, power, and distribution: Implications for Different Monetary Regimes”, *Journal of Self-Governance and Management Economics* 5/3 (2017): 7-27.

### **March 31 and 3: The ethics of artificial intelligence**

#### *Compulsory reading*

- John Danaher, “The Threat of Algocracy: Reality, Resistance and Accommodation”, *Philosophy & Technology* 29 (2016): 245-68.

#### *Complementary literature*

- Deborah G. Johnson, “Algorithmic accountability in the making”, *Social Philosophy & Policy* 38/2 (2021): 111-27.
- Martin Gibert, “The case for virtuous robots”, *AI and Ethics* (2022), <https://doi.org/10.1007/s43681-022-00185-1>.