Instructor Information
Instructor: Patricia Marino
Office: HH 332
Office Hours: Tuesdays 1:30-3:30 and by appointment
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Course Description
This course on moral epistemology will focus on the role of intuitions and "considered judgments" in moral reasoning and justification. Topics will include: 1) the role of intuitions in contemporary approaches such as reflective equilibrium; 2) the recent debate -- drawing on neuroscience and evolution -- over whether intuitions are untrustworthy and unreliable and thus ought to be jettisoned in favor of consequentialist reasoning; and 3) whether relying on intuitions promotes or hinders the incorporation of different perspectives -- such as lessons from philosophy of disability -- into moral theory.

Course Requirements
Since this is a seminar, attendance at each meeting is essential. If you expect to miss any of the meetings let me know as soon as possible and we can discuss the reasons. If you miss any meetings, it may impact your grade; if you miss more than three meetings for any reason you cannot pass the course. I will use LEARN for announcements etc. so please check it daily.

Every week, you'll have to submit a 300-600 word paper on the readings. This paper should examine critically some particular idea from one of the texts assigned for that day, and should have a thesis and argument. These will be graded out of 10 points. These must be submitted via the LEARN dropbox, in pdf format, before 5:00pm the Monday before the class for which they apply. Participation in class discussion is also an important part of the course. If you raise questions or offer comments or responses twice at each meeting of the seminar the participation part of your grade will be a B or 75. More frequent participation will raise your grade, less frequent participation will lower it. If you attend class without participating, you grade for participation will be D or 55. Participation is worth 10% of your grade.

There is one long paper required, which should be 4500-6000 words. Everyone will do a presentation during the last two weeks of class. The idea is for you to present a work-in-progress version of your final paper, which you can then revise in response to feedback and questions. When you do your presentation you must also submit a version of your paper that represents the content of your presentation. You can present in any style you like -- slides, talking, reading, whatever -- but this paper should contain the ideas of your presentation expressed in written-paper style. This presentation paper should be 3,000 words. I will comment on this, and you
should use these comments to improve the final version of the paper to be handed in during the exam period. The final version of the final draft will be due April 17th at 5:00pm, again via the LEARN dropbox. Students enrolled in Phil 676 have the option of different assignment formats; if you are taking the course as Phil 676 please talk to me during the first two weeks of class to discuss.

Course Schedule and Readings (all readings will be posted on LEARN):

Week 1: Introduction
- No reading assigned beforehand, but we'll discuss W. D. Ross, "What Makes Right Acts Right," Chapter 2 of *The Right and the Good* (Oxford University Press, 1930). If you've never read this, take a look at it.

Week 2: Rawls and reflective equilibrium
- R. M. Hare, "Rawls' Theory of Justice" (I and II), *Philosophical Quarterly* 23 (1973) 144-55; 241-51.

Week 3: Reflective equilibrium and the problems of justification

Week 4: Reflective equilibrium, contemporary perspectives

Week 5: The challenges from neuroscience and evolution
Week 6: Responses to the challenges from neuroscience and evolution

Week 7: Methodology and race
- Charles Mills, "'Ideal Theory' as Ideology," Hypatia, 20(3) (2005), 165–183

Week 8: Methodology and themes from philosophy of disability

Week 9: Reflective equilibrium in bioethics

Week 11: Multiculturalism, pluralism and reflective equilibrium

Week 10: TBA OR (tentatively) epistemology and ameliorative reflective equilibrium

Week 12: presentations
Assessment
- Participation: 10%
- Short papers: 10%
- Presentation: 10%
- Presentation paper: 20%
- Final paper: 50%

Late Work
If you experience unexpected difficulties like illness or personal difficulties, please let me know as soon as possible. Obviously it's best to just submit everything on time. But if you must be late, I will subtract one point per day (out of ten) for the weekly papers and three percentage points (out of 100) per day for the presentation and final paper. If anything arises that gets in the way of you doing your work for this class, please do not hesitate to talk to me: I'm here to help and I'll do what I can.

Information on Plagiarism Detection
No formal or technological plagiarism detection mechanisms will be used in this class.

Electronic Device Policy
There is no formal policy against the use of laptops or tablets in class, but there are two rules: 1) you may not use any technology in ways that are distracting to me or to the other students and 2) you must be mentally present for what is going on in the classroom. This means no videos, no social networking, no email, no checking your phone during class. If you must use your phone, please leave the classroom to do so. You may return when you're done.
Cross-listed course (requirement for all Arts 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

*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. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.

**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 offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

**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. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Accommodation for Students with Disabilities

*Note for students with disabilities:* The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), 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 AS office at the beginning of each academic term.