

TEACHING PORTFOLIO

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Notice: The content of this portfolio is organized through cross-references. To quickly access the content of each section, click on its title, and you will get there. You can then go back to this page by clicking on the link that you will see at the top of each section.

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I. Teaching Statement

One of the things that I enjoy about teaching philosophy is simply sharing with students the joy of philosophy. But to do this, one needs to provide a supportive classroom environment and also help the students gain confidence in themselves as thinkers. I detail below some of the ways I do this as a classroom instructor.

Improving students' abilities in an active class environment

One of my main aims when teaching is to improve my students' abilities as readers and writers. Very seldom undergraduate students have been trained to read closely, and thus they often struggle to comprehend and analyze philosophical texts (especially texts in the history of philosophy). To help my students improve their reading abilities, I use classroom exercises that ask them to read a passage from a philosophical text closely, discuss its meaning in small groups, and then present their understanding of it to the class.

Moreover, very seldom undergraduate students receive instructions concerning how to approach writing a philosophy paper. To help my students gain a good understanding of the several stages of writing, I encourage (and sometimes require) them to complete drafts before submitting their papers. I like to give extensive individualized feedback that encourages them to think about strategies for improving what they have written. And, leading up to this, I have assignments that progressively help prepare them to write a good draft. For example, in my Seminar in Ethics class I instructed students to submit a proposed abstract and bibliography for their final paper projects, and gave them both written and oral feedback on these.

In my teaching, I cultivate a classroom environment in which students actively participate in understanding course material and sharpening their ability to think philosophically. One way in which I make students' learning experience an active one is by formulating questions that will allow students at different levels to participate. For example, when I want students to assess a particular claim, I first ask them to simply formulate objections, and then follow this up by asking them which objections they found the most compelling and why. Getting a chance to answer the easier questions builds students' confidence progressively and helps them develop the analytic skills needed for responding to the more challenging parts of class discussion. And, to help students with the more complex tasks, I will sometimes pick one of the objections and provide my own reason for finding it compelling. In my experience, showing students examples of the kind of answers they are expected to provide will often lead to more of them contributing.

Creating a safe and supportive class environment

I firmly believe that, in order for students to thrive, it is necessary to create an environment in which they feel safe and supported. There are several ways in which I try to do this. One of them is to provide guidelines about how to properly conduct in-class discussion. I learned this technique from being an AI for John Robison, and I have since adopted it in my own classes because I find this initial step to be crucial for making students feel comfortable contributing in class. For example, when students raise an objection to another student's opinion, I encourage them to do so in the spirit of a collective inquiry (e.g., rather than saying "I totally disagree with you," rather go with "I'm wondering if x also implies y . The reason I'm worried about y is that ____"). In general, I tell students to direct their criticism and objections at *positions* rather than the persons advancing those positions. And, when disagreement arises, the goal is to find out the underlying reason of such disagreement rather than to convince the other person that one's position is the right one.

Another way in which I strive to create a supportive class environment is by requiring students to fill in some in-class anonymous evaluations of my teaching after the first weeks of class. At home, I carefully read this feedback, assess it and adjust the organization of our class meetings in response to students' preferences. For example, in my Business Ethics class several students indicated that they would have liked my Power Point slides to be shorter and more engaging so that they could better follow. This allowed me to make the suggested changes and as a result students were more comfortable participating in class.

I also believe that teaching philosophy entails taking up the challenge of finding the right balance between allowing students to think through issues on their own, and providing guidance about how they should think about those issues. On the one hand, I find it important to take up a neutral position in class discussion to allow students to explore the various positions raised in class. On the other hand, I find it also important to indicate when the general discussion is lacking in proper critical reflection without making students feel like their contributions haven't been valuable. This is a part of my teaching I think hard about and constantly try to improve.

Mentoring students and fostering student's initiatives

One of my goals in the classroom is also to inspire and motivate students to take initiative for furthering their own development. For example, I helped a student in my Topics in Value Theory class who was passionate about the intersection of education, economics, and poverty reduction, to develop her project called "Learning Without Borders". This student's project aimed at making educational resources accessible to marginalized communities by creating an online educational portal that collaborates with various NGOs. To get the resources this student needed for developing her project, I helped her to apply to the Millennium Fellowship, a prestigious program sponsored by the United Nations Academic Impact and the Millennium Campus Network.

I also helped one student in my Philosophy of Emotions class to develop a philanthropic organization that she found called "Philosophers for Humanity". This organization is based at the University of Toronto St. George campus and aims at effecting philanthropic change through a philosophical lens. One of the events that it organized, for example, was a debate workshop – to which I took part as one of the three main faculty discussants – that discussed the ethics of political lobbying. It also organized a philosophy charity conference and donated its proceeds to the Fort York Food Bank.

I am deeply invested in mentoring students. After taking some of my classes, for example, several students asked me to discuss the possibility of applying to philosophy graduate school. I find it important to provide students with the information for figuring out how to advance their academic development, and I always encourage students to pursue their interests while making them aware of the resources that can help them doing so. I have also served as an external expert member of the dissertation committee of one PhD student at the University of Groningen during Spring 2026, and I have supervised several BA students' theses during my time at the University of Groningen.

II. [Diversity Statement](#)

Philosophy is a discipline that has traditionally struggled with diversity and inclusivity. As a result, it can be especially unwelcoming and inequitable, among others, to women, people of color, and LGBTQ people. As a woman and an immigrant in North America, I am aware of some of the difficulties and issues faced by students who feel like they don't fit in, and I am firmly committed to fostering diversity in my teaching, research, and service.

There are several techniques that I adopt in my teaching to make my classroom a more equitable and inclusive environment. First, I think it is important to acknowledge that syllabi in philosophy tend to overwhelmingly emphasize work by European white men, and this can have the effect of signaling to members of underrepresented groups that they don't belong in academia. In order to make clear that

philosophy does not belong to some groups more than others, I construct my syllabi so as to include authors from diverse backgrounds.

Second, I think it is important to be aware that class dynamics are often such that students who are most comfortable forming opinions, expressing them in institutional settings, or simply interacting with professors (e.g., being confident asking clarifications in class, or being familiar with the practice of attending office hours) are disproportionately white men who grew up in economically comfortable environments. I thus take it to be crucial to take steps towards fostering the confidence of students who belong to underrepresented groups.

One way of doing so is by focusing on one-on-one mentoring. I used this technique in my Spring 2022 class “Gender, Sexuality and Race in Philosophical Perspectives”, where the majority of students were women, members of the LGBTQ+ community, people of color, and immigrants. I regularly met with each student individually to answer questions they might hesitate to raise in the classroom, address doubts they might have about assignments, and receive their feedback about which techniques best helped them learn. It was very rewarding to see that in their class evaluations students pointed out that they felt like I understood well their own perspectives and this helped them learn.

My research reflects my commitment to equity and inclusion. For instance, in one of my papers I reckon with Kant’s problematic views on race. I think it is important to face the views on race of philosophers who traditionally fit the canon like Kant, rather than dismissing such views as unimportant. To do so is a first step to question which resources, if any, these philosophers’ theories can still offer for fighting against injustice today.

In my commitment to inclusion, I also served for one academic year as a graduate student member of the Indiana University Department of Philosophy’s Climate Committee, which has the role of pursuing initiatives and recommending policies that contribute to the Department’s climate. During my tenure, the committee focused on voicing the complaints of several graduate students who felt like the selection of invited speakers for the department colloquia was not diverse enough. This led the Department to pay more attention to diversity and inclusion.

I am also a member of the North American Kant Society Women Scholars Network. This is a network that aims at getting women scholars in the Kantian academic community a bigger voice in the field. It is crucial that scholars who have been historically underrepresented and who usually have a hard time navigating their academic careers receive guide and encouragement, and I believe it is important to organize and participate in events that pursue these goals.

III. [Teaching Experience](#)

Full responsibility

Vices and Crimes in Kant’s System of Duties, Spring 2026 (University of Groningen), graduate seminar
co-taught with Luke Davies

Seminar in Ethics, Fall 2024 – Spring 2025 (University of Toronto)

Philosophy of Emotions, Fall 2024 (University of Toronto)

Topics in Value Theory, Spring 2024 (University of Toronto)

Philosophy of Emotions, Fall 2023 (University of Toronto)

Gender, Sexuality, and Race in Philosophical Perspective, Spring 2022 (Indiana
Universty)

Business and Morality, Fall 2021(Indiana University)

Teaching assistant (at Indiana University unless otherwise specified):

Kant and Kantian Ethics (Pauline Kleingeld), graduate seminar, University of Groningen, Fall 2025

Introduction to Ethics (John Robinson), Spring 2020

Introduction to Existentialism (Allen Wood), Fall 2019

Bioethics (Sandra Shapshay), Spring 2019

Introduction to Ethics (Tim O'Connor), Fall 2018

IV. Sample Syllabi of the Classes I Have Taught as a Primary Instructor

O. ETH401H1Y: Seminar in Ethics

Wednesday, 11:00 am – 2:00 pm

Fall 2024 – Spring 2025

Instructor: Martina Favaretto

Office hours: by appointment, on Zoom or in person at the Centre for Ethics, Larkin Building, 2nd floor, room 204

Course description

The seminar will expose advanced undergraduates to cutting edge research in ethics. It meets bi-weekly over the entire academic year. (Note that this is an “H1Y” course – a half-credit course taught throughout both Fall and Winter terms.) Students will attend the Ethics@Noon research presentations at the Centre for Ethics and prepare for each presentation by reading a small selection of academic papers or other materials. They will also meet individually with the course instructor to plan an independent research project in ethics. At the end of the Spring term, before submitting their final research paper, students will present their final paper outline/proposal and discuss it during the 2025 Undergraduate Conference at the Centre for Ethics.

Course objectives

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

- discuss a variety of topics in ethics approached from different ethical frameworks and across different areas of philosophy;
- reconstruct and evaluate arguments;
- develop an individual research project in its different stages;
- construct a philosophical argument, present and defend it orally, receive and incorporate peer feedback;
- provide constructive feedback on your peers’ arguments, ideas, and presentation skills.

Quercus Info and Course Communication

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments. All announcements and messages about course-related business will be made through Quercus, so please remember to check your inbox there. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. I also strongly encourage you to contact me by email ASAP

if you have any questions about the class (e.g., class materials, assignments, etc.); I will try my best to respond to emails within 24 hours.

Grades and Evaluations

Short writing assignment (1,000 words): 20%

Final paper (6,000 words): 35%

Abstract and bibliography for final paper: 10%

Draft of final paper: 15%

Presentation of final paper + Q&A: 10%

Attendance & Participation: 10%

Notice: there is no final exam in the Final Examination period.

Attendance and Participation

We will meet **bi-weekly** and have a class session before the Ethics@Noon talk. During the class session we will discuss the assigned readings in preparation for the talk, which will be selected by the speaker, and prepare comments, clarification and discussion questions for the Q&A after the speaker's presentation. You will receive attendance and participation credits only if you attend both the class session and the Ethics@Noon talk. You are also expected to actively take part to both the class session and the Q&A of the Ethics@Noon talk.

Short Writing Assignment

You will write a short critical reflection note (about 1,000 words) focused on a topic of your choice pertaining to either a preparatory reading or on a speaker's presentation. You will be required to provide a reconstruction and evaluation of the author's thesis.

Final Paper and Preparatory Assignments for the Final Paper

You are required to write a final essay (up to 6,000 words) on a topic of your choice. The final paper is worth 35% of your final grade.

To prepare you to write a successful paper, you will be required to:

- a) Submit a proposed abstract and bibliography (worth 10% of your final grade). You will be required to provide an abstract (about 500 words) and preliminary bibliography (at least 5 sources) for the final paper you intend to complete by the end of the year. It is okay if your project changes substantially as you continue to work on it – this will not impact your grade on either assignment – but it will be helpful for you to be able to map out your argument and discuss the sources that you intend to use. After submitting this, you are expected to schedule an office hour meeting with me to receive feedback on your submitted materials.
- b) Submit a draft of your final paper (worth 15% of your final grade), on which you will receive written comments by me.
- c) Present your final paper by giving a 30-minute presentation during our Undergraduate Conference in the Spring, followed by a 20-minute Q&A (worth 10% of your final grade).

Submitting Assignments and Late Policy

All assignments are to be submitted through Quercus. Late papers that have not been granted an extension will be penalized 5% for each calendar day past the deadline (including weekends), and no assignment that is more than a week late will be accepted. Requests for extensions should be made to the course instructor before the deadline, or as soon as possible, and will only be granted for medical or other valid reasons, with appropriate supporting documentation. The following are recognized forms of documentation:

- Absence Declaration via ACORN
- U of T Verification of Illness or Injury Form (VOI)
- College Registrar's letter
- Letter of Academic Accommodation from Accessibility Services

Academic Integrity, Plagiarism Detector Tool, and Prohibited Use of Generative AI

Please be aware that it is your responsibility to know about and respect academic integrity principles. *All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).*

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site <https://uoft.me/pdt-faq>.

The use of generative artificial intelligence (AI) tools is strictly prohibited in all course assessments unless explicitly stated otherwise by the instructor. This includes, but is not limited to, ChatGPT, GitHub Copilot, and open-source models that you have trained and/or deployed yourself. You may not interact with, nor copy, paraphrase, or adapt any content from any generative AI for the purpose of completing assignments in this course. Use of generative AI will be considered use of an unauthorized aid, which is a form of academic misconduct under the [Code of Behavior on Academic Matters](#).

Expectations

This seminar will be a venue for you to develop your research abilities and to actively participate in a research community. Philosophy is hard! You'll probably need to read the assigned materials more than once. To get the most out of the texts, and to better prepare yourself for the in-class discussion and Q&A after the talks, read the assigned materials actively – that is, look for the author's main thesis and for the arguments provided to support it; ask yourself whether you agree with the author's thesis; evaluate the main argument (Is the reasoning fine? Are there any problematic premises? Why?) If you have any questions or doubts about specific philosophical terms/concepts, please do not hesitate to ask, either in the classroom (chances are that other people will have them, too, or anyway might benefit from getting them clarified, as well) or via email. Listen/read carefully and try to do your best to be charitable in your interpretations. If there are ideas you disagree with, keep an open mind and try to understand the context within which those ideas were developed. Express your disagreement and criticism respectfully and kindly and try always to be constructive.

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Note on Participation

Keep in mind that there are many ways to participate. The most obvious is to participate in class and during the Q&A of the talk by asking questions and engaging with the discussion. But this is not the only way, or the one with which you might feel most comfortable. Other forms of participation include visits

to my office hours, and emails you send me where you ask content-related questions. When you *do* participate in class or during to Q&A of the talks, moreover, it is important that our course maintains a culture of collective and respectful inquiry. When we discuss in class about a certain topic, I urge you to do the following:

- (a) Before objecting to another's opinion, raise a clarificatory question ("By *x*, do you also mean *y*?...");
- (b) When you *do* raise an objection, try, again, to raise the objection in the spirit of a collective inquiry (rather than saying "I totally disagree with you," try: "I'm wondering if *x* also implies *y*. The reason I'm worried about *y* is that.....");
- (c) In general, direct criticisms and objections at *positions* (rather than the *persons* advancing or floating some position)

Accessibility, Accommodations, and Support

Please let me know how we can work together and set the class up to enable you to participate fully, access all materials, and succeed. I am happy to meet individually to talk about how I can best support your learning and engagement.

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please feel free to approach me and/or the [Accessibility Services office \(UTM Campus, UTSC campus\)](#).

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

The University strives to provide a family-friendly environment. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at familycare.utoronto.ca.

The University offers a range of support and encourages students to talk to others if they need help, such as peers, instructors and teaching assistants, department heads, health and wellness staff and counsellors, and registrar staff. The University also provides a wide range of student support services, including: [Health and Wellness/Counselling Centres at St. George](#), at [Scarborough](#), and at [Mississauga](#); the [Family Care Office](#); the [Academic Success Centre](#); the [Centre for International Experience](#); and [Writing Centres](#). If your well-being is impacted, please visit U of T's [Mental Health website](#) to see the range of supports available to you as a student. Or for immediate support, use the [MySSP app](#) (with free counselling available in over 140 languages, 24 hours a day). Reach out if you need help or are struggling— there is lots of support available.

Schedule of Classes

Sept 18: Distinguished Guest Lecture, Alice Pinheiro Walla (McMaster University), “Is there a Right to Travel? Kantian Hospitality as a Communication Right”

Readings:

- Seyla Benhabib, (2004). “On hospitality: rereading Kant's cosmopolitan right.” *The Rights of Others: Aliens, Residents, and Citizens, The Seeley Lectures, chapter, Cambridge, Cambridge University Press, σελ, 25.*
- Pauline Kleingeld, (1998). “Kant's cosmopolitan law: World citizenship for a global order.” *Kantian Review*, 2, 72-90.
- Kant, excerpts from *Perpetual Peace* and the *Metaphysics of Morals*.

Sept 25: David Benatar, “The Problem of Wild Animal Suffering”

Readings:

- Tom Regan, *The Case for Animal Rights*, Berkeley: University of California Press, 1983, pp. 284-285.
- Rainer Ebert and Tibor Machan, “Innocent Threats and the Moral Problem of Carnivorous Animals”, *Journal of Applied Philosophy*, Vol. 29, No. 2, 2012, pp. 146-159.
- Sue Donaldson & Will Kymlicka, *Zoopolis: A Political Theory of Animal Rights*, Oxford: Oxford University Press, 2011, Chapter 6, pp. 156-209.

Oct 9: Martina Favaretto, “Kant on Emotions and Moral Worth”

Readings:

- Immanuel Kant, *Groundwork I*.
- Kyla Ebels-Duggan, “Bad Debt: The Kantian Inheritance of Empiricist Desire.” In *The Idea of Freedom. New Essays on the Kantian Theory of Freedom*. Oxford: Oxford University Press.
- Baron, Marcia. “The alleged moral repugnance of acting from duty.” *The Journal of Philosophy* 81.4 (1984): 197-220.

Oct 23: Larisa Svirsky, “I Treated Myself Like I Knew I Would: Proleptic Shame and Recovery from Addiction”

Readings:

- Williams, B. (1995). “Internal reasons and the obscurity of blame”. In *Making sense of humanity* (pp. 35–45). Cambridge University Press.
- Bagley, B. (2018). “Properly proleptic blame”. *Ethics*, 127: 852-882.
- Flanagan, O. (2013). “Identity and addiction: What alcoholic memoirs teach”. In *The Oxford handbook of philosophy and psychiatry* (pp. 865-888). Oxford University Press.

Nov 6: Kiran Banerjee, “Institutionalizing Refugee Agency and Participation in the Governance of the Global Refugee Regime”

Readings:

- Kiran Banerjee, “Theorizing Forced Migration and the Purpose of International Protection”
- Hannah Arendt, “Decline of Nation-State”
- Alexander Betts, “The Normative Terrain of the Global Refugee Regime”

Nov 20: Mynt Marsellus, “The Fear and Fantasy of Expression: Roland Barthes’ ‘The Death of the Author’ and Ordinary Language Philosophy”

Readings:

- Roland Barthes, “The Death of the Author”
- Stanley Cavell, “Must We Mean What We Say”
- Nancy Bauer, “How to do Things with Pornography” and “What Is to be Done With Austin” (excerpt)

Nov 21: Short writing assignment due (1,000 words, 20% of final grade)

Jan 15: Tim McKee, “Social Media Narrativity”

Readings:

- Roberto Simanowski (2018), *Facebook Society: Losing Ourselves in Sharing Ourselves*, ch. 2, “Automatic Autobiography”.
- C. Thi Nguyen (2021), “How Twitter Gamifies Communication”, in *Applied Epistemology*, ed. Jennifer Lackey.
- Hubert Dreyfus (2001), “Nihilism on the Information Highway: Anonymity vs. Commitment in the Present Age”, in *On the Internet*.

Jan 29: Stefan Macleod, “The Social Value of Money”

Readings:

- Klein, Steven. 2020. “The Power of Money: Critical Theory, Capitalism, and the Politics of Debt.” *Constellations* 27(1): 19–35.
- Herzog, Lisa. 2021. “Global Reserve Currencies from the Perspective of Structural Global Justice: Distribution and Domination.” *Critical Review of International Social and Political Philosophy* 24(7): 931–53.
- Hockett, Robert. 2021. “Social-Contractarian Money.” *ICL Journal* 15(3): 237–89 (optional)

Feb 1: Abstract and bibliography for final paper due (10% of final grade)

Feb 12: Zachary Hollander, “Marcuse, King, Jr., and Davis: From Domination to a Politics of Emancipation”

Readings:

- Marcuse’s *Essay on Liberation*. Preface and Introduction (pages 7-11) and chapter 4, “Solidarity”, pages 56-63.
- Chapter 6 of Angela Davis’ *Are Prison’s Obsolete?* (Pages 105-115)
- Chapter 5 of Martin Luther King, Jr.’s *Where Do We Go from Here?* (Pages 143 - 175)

Feb 26: Distinguished Guest Lecture, Kyla Ebels-Duggan (Northwestern University), “Between Perception and Action: Iris Murdoch on Imagination”

Readings:

- Kyla Ebels-Duggan, “Beyond Words”
- Iris Murdoch, “The Darkness of Practical Reason”

March 15: Draft of final paper due (15% of final grade)

March 12: Emily Baron, “Exempt or excused? Rethinking Mental Disorder in the Responsibility Context”

Readings:

- Anna Hartford & Dan J. Stein, “Mental illness, exemption & moral exclusion: the role of interpretative generosity”
- Katrina L. Sifferd, “Legal Insanity and Moral Knowledge. Why Is a Lack of Moral Knowledge Related to a Mental Illness Exculpatory?”

March 26: Tina Ta, “In Conversation with the Self and Others: The Ethical Dilemmas, Discussions, and Decision-making of Elementary Language Arts Teachers in Ontario”

Suggested readings:

- Levinson, M. (2023). "We need a field of educational ethics". *Theory and Research in Education*, 21(2), 197–215.
- Levinson, M. (2015). "Moral injury and the ethics of educational injustice". *Harvard Educational Review*, 85(2), 203–228.
- Ta, T., Geron, T., Levinson, M., & Bogia, M. (2023). "The power of open dialogue": Using normative case studies to facilitate ethical dilemmas discussions among school teachers. *Teaching and Teacher Education*, 132, 104237.

**April 7: Paper Presentations during the Undergraduate Fellows Conference (10% of final grade).
Keynote speaker: Alice MacLachlan (York University), "Still Sorrier Stories: Public Apologies after #MeToo"**

April 20: Final paper due (35% of final grade)

A. ETH350H1 Topics in Value Theory

Thursday 10:00-12:00

Centre for Ethics

Instructor: Martina Favaretto

martina.favaretto@utoronto.ca

Office hours: by appointment, on Zoom or in person at the Centre for Ethics, Larkin Building, 2nd floor, room 204

Course Description

This course aims to improve your ability to think critically about a variety of ethical issues that are relevant in contemporary ethical debates. We will start the class by focusing on the ethical and social significance of protest. Some of the questions we will cover include: Why is protesting something of value? Are political protests legitimate only insofar as they are peaceful? What is the moral status of rioting? Next, we will explore the notion of epistemic injustice by focusing on how racist, sexist or heterosexist biases affect who is taken to be trustworthy or credible. We will ask: What is the relation between epistemic injustices and other forms of injustice (e.g., affective injustices)? Another topic we will explore pertains to the philosophy of criminal law. We will analyze the role of the imminence requirement for self-defense, as well as how this requirement has often precluded victims of domestic abuse who kill their violent partners to be protected by the law. We will ask: should the law of self-defense be modified, and if so, how? Finally, we will explore some topics pertaining to the ethics of AI. We will cover the following questions: How do we prevent learning algorithms from acquiring morally objectionable biases? What sort of ethical rules should AI (e.g., a self-driving car) use?

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if you have any questions about the class (e.g., class materials, assignments, etc.); I will try my best to respond to emails within 24 hours.

Grades and Evaluations

Essay #1 (3 pages double-spaced, due on February 16)	30%
Essay #2 (5 pages double-spaced, due on April 5)	40%
Engaging with Arguments Exercise #1 (due on January 26)	10%
Presentation of your final paper + Q&A (on March 25)	10%
Attendance & Participation	10%

Notice: there is no final exam in the Final Examination period

Submitting Assignments and Late Policy

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Expectations

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- (c) In general, direct criticisms and objections at *positions* (rather than the *persons* advancing or floating some position)

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Schedule of classes

January 11

Welcome to class!

The Ethics of Protest

For today, read Thomas Hill, “Symbolic Protest and Calculated Silence”

Optional: Myisha Cherry, “Value-Based Protest Slogans: An Argument for Reorientation”

January 18

John Rawls, “The Justification of Civil Disobedience”, from *A Theory of Justice*, section 55 (pp. 363–67); section 57 (pp 371–77); section 59 (pp. 382–391)

If you have time, check out the entry “Civil Disobedience” in the Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/entries/civil-disobedience/>

Optional: Candice Delmas, “In Defense of Uncivil Disobedience”. Notice: this essay includes descriptions of racial-based violence, including sexual assault. Please contact me if this will be a sensitive topic for you.

January 25

Avia Pasternak, “Political Rioting: A Moral Assessment”

Notice: this essay includes descriptions of racial-based violence, including murder. Please contact me if this will be a sensitive topic for you.

Optional: Avia Pasternak’s review of Delmas’ book, *A Duty to Resist: When Disobedience Should be Uncivil*

First Engaging with Arguments Exercise due January 26

Prompts for paper #1 are out

February 1

Epistemic (and other) injustices

Miranda Fricker, "Testimonial Injustice", from *Epistemic Injustice*, pp. 9-17.
Start reading Kate Manne, "Suspecting Victims", from *Down Girl: The Logic of Misogyny*.
Check out Atticus Finch's closing argument in *To Kill a Mockingbird*: https://youtu.be/tNxrmOC_WTs

February 8

Finish Kate Manne, "Suspecting Victims"
Emmalon Davis, "Typecasts, Tokens, and Spokespersons: A Case for Credibility Excess as Testimonial Injustice"

February 15 (I will be lecturing on Zoom; however, come in person at the C4E)

Francisco Gallegos, "Affective Injustice and Fundamental Affective Goods"
Optional: Amia Srinivasan, "The Aptness of Anger"
Recap.

Paper #1 Due February 16

Feb 22: no class meeting – Reading week

Feb 29

Self-Defense and Domestic Abuse

The Queen vs R. V. Eyapaise
State vs Norman, in "Self-Defense" from Saltzburg et al Criminal Law Cases and Materials, pp. 798-816
Patricia Kazan, "Reasonableness, Gender Difference, and Self-Defense Law"

March 7

Arthur Ripstein, "Self Defense and Equal Protection"
Start reading Richard Rosen, "On Self-Defense, Imminence, and Women Who Kill their BATTERERS"

March 14

Finish Rosen, "On Self-Defense, Imminence, and Women Who Kill their BATTERERS"
Anthony Sebok, "Does an Objective Theory of Self-Defense Demand too Much?"
Optional: Marcia Baron, "Self-Defense"

Prompts for final essay are out

March 21

Ethics of AI

Uwe Peters, "Algorithmic Political Bias in Artificial Intelligence Systems"
Sven Nyholm, "The ethics of crashes with self-driving cars: A roadmap, I"

March 28

Sven Nyholm, "The ethics of crashes with self-driving cars: A roadmap II"
Presentations of final papers (5-10 minutes each) + Q&A (10 minutes each)

April 4

Presentations of final papers (5-10 minutes each) + Q&A (10 minutes each)

Final paper due April 5

B. PHL344H1 Philosophy of Emotions

WE 9:00-12:00

Meeting section: LEC0101

Instructor: Martina Favaretto

Office hours: by appointment, on Zoom or in person at the Larkin Building, 2nd floor, room 204

Course Description

Throughout this course, we will survey a wide array of philosophical topics related to the emotions, from a range of philosophical perspectives. Questions to be considered will include the following: What exactly is an emotion? Are emotions feelings? What emotions are there, and how are they shaped by culture and society? How are emotions related to reason, the brain and the body? What role do – and should – the emotions play in decision-making? Can an emotion be morally right or wrong, and what makes it so?

Quercus Info and Course Communication

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments. All announcements and messages about course-related business will be made through Quercus, so please remember to check your inbox there. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. I also strongly encourage you to contact me by email ASAP if you have any questions about the class (e.g., class materials, assignments, etc.); will try my best to respond to emails within 24 hours.

Grades and Evaluations

Essay #1 (3 pages double-spaced)	30%
Essay #2 (5 pages double-spaced)	40%
Engaging with Arguments' Exercise #1	10%
Engaging with Arguments' Exercise #2	10%
Attendance	10%

Notice: there is no final exam in the Final Examination period

Submitting Assignments and Late Policy

All assignments are to be submitted through Quercus. Late papers that have not been granted an extension will be penalized 5% for each calendar day past the deadline (including weekends), and no assignment that is more than a week late will be accepted. Requests for extensions should be made to the course instructor before the deadline, or as soon as possible, and will only be granted for medical or other valid reasons, with appropriate supporting documentation. The following are recognized forms of documentation:

- Absence Declaration via ACORN
- U of T Verification of Illness or Injury Form (VOI)
- College Registrar's letter
- Letter of Academic Accommodation from Accessibility Services

Academic Integrity, Plagiarism Detector Tool, and Prohibited Use of Generative AI

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Schedule of classes

September 2: No classes – Labour Day

September 9

Welcome to class!

Emotions as Feelings:

William James, “What Is an Emotion?”

September 16

Emotions as Judgments

Martha Nussbaum, "Emotions as Judgments of Value and Importance", in *Thinking about feeling*, Chapter 6, pp. 307-335

Solomon, "Emotions and Choice"

Solomon, "Emotions, Thoughts, and Feelings: Emotions as Engagements with the World", in *Thinking about feeling*, Chapter 3, pp. 134-155

September 23

Against Emotions as Judgments

Andrea Scarantino, "Insights and Blindspots of the Cognitivist Theory of Emotions"

Emotions as Causes of Action

Andrea Scarantino, "Do Emotions Cause Actions, and If So How?"

Start reading Andrea Scarantino, "The Motivational Theory of Emotions"

September 29: First Engaging with Arguments Exercise due

September 29: Prompts for paper 1 are out

September 30

Finish reading Scarantino, "The Motivational Theory of Emotions"

Emotions as Perceptions

Christine Tappolet, "Emotion and Perception"

Calhoun, "Subjectivity and Emotion", in *Thinking about feeling*, Chapter 2, pp. 185-210

October 7

Emotions and Responsibility

Strawson "Freedom and Resentment"

Angela Smith, "Responsibility for attitudes"

October 14: No classes – Thanksgiving Holiday

Oct 11: hard deadline for submitting a draft of your paper and receiving comments

Oct 13: First paper due

October 21

Anger

Martha Nussbaum, *Anger and Forgiveness*, Chapter 2

Amia Srinivasan, "The Aptness of Anger"

Taylor Paytas, "Why Aptness is not enough"

Notice: these essays include discussions of sexual assault. Please contact me if this will be a sensitive topic for you.

October 28: No classes – Fall Reading Week

During this week: Prompts for final paper are out

November 4

Recap.

Cherry, *The Case for Rage*, Intro, Chapter 1, and Chapter 4

Barbara Applebaum, "Learning from Anger as an Outlaw emotion"

Nov 9: Second (and last) Engaging with Arguments' Exercise due

November 11

Empathy

Sukaina Hirji, "Outrage and the Bounds of Empathy"

Notice: this essay includes descriptions of sexual assault. Please contact me if this will be a sensitive topic for you.

Bailey, "Empathy and the Value of Humane Understanding"

November 18

Jesse Prinz,

"Against Empathy"

Joel Smith, "What is Empathy for?"

November 25

Disgust

Nussbaum, Hiding from Humanity, Chapter 2, "Disgust and our animal bodies" Nussbaum, Hiding from Humanity, Chapter 3, "Disgust and the Law"

In class, we will be watching some of Nussbaum's interview: <https://youtu.be/mQ9wUxsiFYE>

December 2

Agent-regret

Bernard Williams, "Moral Luck", in *Moral Luck*

David Sussman, "Is Agent-Regret Rational?"

Dec 2: Final paper due

1. Vices and Crimes in Kant's System of Duties

15:00-18:00 Mondays, Room Alfa

Instructors: Martina Favaretto (m.favaretto@rug.nl) and Luke Davies (l.j.davies@rug.nl)

Office hours: by appointment, on Zoom or in person (Oude Boteringestraat 52, Room 117) at the School of Philosophy, University of Groningen

Course Description

In this course, we'll ask the following question: What is the relation between political philosophy and ethics? We'll seek to answer that question by looking at forms of wrongdoing in Kant's moral and political philosophy (vices and crimes), his justification of the duties violated by those forms of wrongdoing, and how they relate to each other. More specifically, we're going to talk about the ethical duty not to lie, the duty of beneficence and the duty prohibiting servility. On the political side, we will focus on the state's duty of publicity, the political duty to provide redistributive welfare institutions and the duty that citizens have to obey the law of the state.

Course objectives

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

- Discuss a variety of topics relating ethics and political philosophy approached from different frameworks and across different areas of philosophy;
- Reconstruct and evaluate arguments;
- Develop an individual research project in its different stages;
- Construct a philosophical argument, present and defend it orally, receive and incorporate peer feedback;
- Provide constructive feedback on your peers' arguments, ideas, and presentation skills.

Grades and Evaluation

1. Essay outline and discussion with instructor (formative)

In advance of submitting the final essay, you are required to meet with one of the instructors to discuss their essay topic. You must come up with your own topic, though we can provide some suggestions if necessary.

The essay outline should include your name, a title, your topic, your research question and/or working hypothesis, your strategy for answering the question and/or for supporting your working hypothesis, an overview of the structure of your essay (i.e., its sections), and a brief initial bibliography (a handful of entries will do). After you submit this, you are expected to schedule an office hour meeting with one of the instructors to receive individual feedback on your essay outline.

Despite being formative, the essay outline is mandatory for this course.

2. Attendance and participation: 10% of course grade

You are expected to attend all the lectures and seminars, except if you are ill, or have another sufficient reason such as a family emergency. Moreover, participation is mandatory.

We are happy to take a broad view of what participation means and understand that some students will not be as comfortable as others speaking in class. While our strong preference is for all students to contribute to the in-class discussion, those for whom this is especially difficult may make an appointment with us to discuss alternate arrangements. Alternate arrangements might include submitting questions about the readings in advance, short written summaries of the readings, either a written or verbal summary of some of the points made in the discussion, and so forth.

3. Presentation and handout: 30% of course grade

The presentation should formulate and develop one significant problem, criticism, or discussion question related to one or more of the secondary readings. Do *not* present a full summary of the reading(s)! Mention only what is necessary to make your point.

The handout (max. 1 page) should state your main point(s) in full sentences, and depending on the topic you've chosen, it may include textual support, an overview of the structure of your presentation, or whatever else you believe will be useful to your audience. Make sure that the handout is reader friendly, and don't forget to include your name, the date, and the course. Please bring enough copies to class for everyone (or send it to one of us an hour before class at the latest, so we can print copies) and upload it to Brightspace. At the end of the handout, include 2-3 additional questions for further discussion.

Presentations should be no more than 5 minutes.

4. Essay: 60% of course grade

The essay should be around 3500 words (and maximum 4000 words). It should focus on a particular topic or argument or a particular interpretation of one or more authors (Kant, a Kantian, Kant scholar, critic of Kant or Kantianism) discussed in the course. Which author(s) and which angle you take is up to you. You may of course want to include discussion of relevant sources other than the materials included in the course.

The *topic* of your paper should *differ* significantly from the topic of your presentation.

AI policy

At the Faculty of Philosophy, the following guidelines are in effect regarding the use and misuse of Generative Artificial Intelligence or similar software:

- 1) Presenting text generated by GenAI as text written by yourself is a form of fraud.
- 2) Using GenAI as an academic source for scientific writing is not reliable and will not be approved.
- 3) Using GenAI for text editing is allowed only to correct text but not to replace text or have it completely rewritten (because then it is again a form of fraud). The examiner must be able to assess your academic skills and knowledge on the basis of your text. You are also asked to ensure that this use does not interfere with developing your own writing skills. If you use GenAI to edit your text, please mention this at the bottom of your assignment, and keep the prompts you have used and/or keep the original version that has not been edited by GenAI. The instructor may request to see the used prompts or original version. The instructor may conduct an additional oral check when cheating is suspected. If the instructor suspects that you have misused GenAI you will be referred to the board of examiners.
- 4) Lecturers may in cases of reasonable doubt always demand to see the student's original own work or the prompts used, and may conduct an additional oral check to make sure the student meets the learning goal conversation (ability to converse about one's work). These tests only examine this learning goal as pass or fail and do not constitute a more general examination of the work. A fail to satisfy this learning goal results in a fail for the essay.

These rules apply to both formative and summative assessment.

Schedule of Classes and Reading

Week 1, Feb 2: What is the relation between right and ethics?

Welcome to class!

Presentation signup

Walter Schaller, "Kant's Architectonic of Duties" (16 pages)

Week 2, Feb 9: Lying

MS 429–432 (3 pages)

Stefano Bacin, “Lying, Deception, and Dishonesty: Kant and the Contemporary Debate on the Definition of Lying” (27 pages)

Christine Korsgaard, “The Right to Lie: Kant on Dealing with Evil” (25 pages)

Week 3, Feb 16: Publicity

WE “An Answer to the Question: What is Enlightenment?” 8:35-8:42 (6 pages)

PP Appendix II 8:381-836 (5 pages)

Jüri Lipping “Kant and the two principles of publicity” (20 pages)

Cecile Fabre *Spying Through a Glass Darkly* ch. 5 “Deception” (21 pages)

Week 4, Feb 23: Duty of Beneficence

MS 6:448–462 (11 pages)

Marcia Baron and Melissa Seymour Fahmy, “Beneficence and Other Duties of Love in *The Metaphysics of Morals*” (15 pages)

Ebels-Duggan, “Against Beneficence: A Normative Account of Love” (29 pages)

Week 5, March 2: Welfare

MS 6:326-328, General Remark C (2 pages)

Lucy Allais, “What properly belongs to me: Kant on giving to beggars” (18 pages)

Kate Moran, “Neither justice nor charity? Kant on general injustice” (23 pages)

Week 6, March 9: Servility/civil disobedience

MS 6:318-323 General Remark A, 6:434–437 (7 pages)

Thomas E. Hill Jr, “Servility and Self-Respect” (17 pages)

Sven Arntzen, “Kant on Duty to Oneself and Resistance to Political Authority” (15 pages)

March 16: deadline for submitting your essay outline

March 30: deadline for submitting your paper

C. [P103 Spring 2022 Gender, Sexuality and Race in Philosophical Perspective](#)

Instructor: Martina Favaretto

Office Hours: on Zoom, Tuesday 1:00 pm- 3:00 pm

Course description

Throughout this course, we will be taking a philosophical perspective on the categories of race, gender and sexuality as they appear in the US context. The course is divided in two sections. In Section 1, we will be covering the following questions: what are race, gender and sexuality? If any of these are socially constructed, does that make them less real? What is intersectionality, and how should we think about the intersection of race, gender and sexuality? In section 2, we will highlight the moral, political, and epistemological harms that people who face oppression because of their race, gender and/or sexuality can experience. We will focus on the following questions: what is oppression, and what is privilege? Are oppression and privilege necessarily connected? What is it to be racist, sexist, or heterosexist? How do racist, sexist or heterosexist biases affect who is taken to be trustworthy or credible?

This course has four major aims:

- 1) To familiarize you with foundational and recent philosophical work in philosophy of race, feminist philosophy, political and social philosophy.
- 2) To challenge you to examine critically your own pre-conceived ideas of race, gender, and sexuality.
- 3) To foster understanding of what it means to experience racism, sexism, homophobia and transphobia.
- 4) To develop your critical thinking abilities, and to hone your ability to develop and defend well-reasoned positions on race, gender, and sexuality both orally and in writing.

This course satisfies the Arts and Humanities Common Ground Breadth of Inquiry Requirement (part of the IU General Education Requirements), The course addresses the following General Arts and Humanities learning goals:

- (i) Knowledge of origins, varieties, and meanings of the expressions and artifacts of human experience, including (a) original written texts in various literary forms, (b) works of visual art and design, (c) musical compositions, and (d) dramatic performance (live theater, dance, film, video, digital, etc.) [in our case, the artifacts are philosophical texts];
- (ii) Knowledge of the cultural, intellectual, and historical contexts through which these expressions and artifacts are interpreted;
- (iii) The ability to develop arguments, ideas, and opinions about forms of human expression, grounded in rational analysis and in an understanding of and respect for the historical context of expressions and artifacts, and to express these ideas in written and/or oral form;

Readings, Resources, Canvas

No required textbook: all resources made available online. Check Canvas for readings, occasional announcements/notes, supplementary links, and assignments. You are expected to regularly check and be responsive to email and to updates on Canvas. **Please bring a printed copy of the assigned reading to each class, as we will engage in some close reading.**

Grades and Evaluations

Essay #1 (3-4 pages double-spaced)	30%
Essay #2 (5-6 pages double-spaced)	35%
Engaging with Arguments' Exercises (3 total)	25%
Attendance	10%

Essays

You will be asked to write 2 essays (one 3-4 pages long and one 5-6 pages long) for this course. You will be asked to develop arguments that engage with the readings we have covered. There is no cumulative essay or test for this course, so this means each essay will be on the topics we have been discussing most recently. More details about each paper will be provided on the prompts, which you will receive two weeks prior to the paper's due date. On the prompts, I will give you a list of topics to choose from (as well as the option to create your own topic). You will be graded largely on three things:

- (1) How accurately you interpret the philosophers you engage with;
- (2) How well you critically engage, philosophically, with their work;
- (3) How well you consider and respond to potential objections to your thesis.

I will give you the chance to submit a draft of your paper the week before the paper is due. Submitting a draft is not required and drafts will not be graded. However, I highly recommend doing so for receiving feedback on your writing and to make sure you are on the right track.

Engaging with Arguments' Exercises

Over the course of the semester, you will be asked to complete 3 Engaging with Arguments' Exercises (1-2 pages long). They are to be submitted via Canvas on due dates. An Engaging with Arguments' Exercise will allow you to practice the skill of analyzing and evaluating a philosophical argument. More specifically, you will be asked to probe philosophical claims by coming up with strong objections to them. This skill is crucial for philosophical reasoning and writing.

Attendance

Attendance makes up 10% of the overall grade. **Notice that if you don't feel well and have any Covid symptom (e.g. you have a sore throat, or feel achy and fatigued) you should not come to class.** I will give you the possibility of gaining credit for the classes you have missed if you:

- a) visit my office hours for discussing the readings assigned for those days you didn't come to class; or b) send me some emails where you ask content-related questions about those readings; or
- c) submit a reflection note on an assigned movie/documentary that relates to those readings.

For option c, I will assign you a movie/documentary that is available through IU Media resources (<https://libraries.indiana.edu/media-services-introduces-teaching-online-streaming-films>)

Participation

Although this doesn't count as a separate part of your grade, I may raise your overall grade for the course for outstanding participation. There are many ways to participate. The most obvious is to have you participate in class by asking questions, telling the class what you think about a topic, and so on. Other forms of participation include: visits to my Zoom office hours; emails you send me where you ask content-related questions. When participating in class, it is important that our course maintains a culture of collective and respectful inquiry. When we discuss in class about a certain topic, I urge you to do the following:

- (a) Before objecting to another student's opinion, raise a clarificatory question ("By x , do you also mean y ?...");
- (b) When you *do* raise an objection, try, again, to raise the objection in the spirit of a collective inquiry (rather than saying "I totally disagree with you," try: "I'm wondering if x also implies y . The reason I'm worried about y is that.....");
- (c) In general, direct criticisms and objections at *positions* (rather than the *persons* advancing or floating some position)

Classroom Policies:

1. **I have a strict NO ELECTRONICS policy in this class.** This means, that there shall be NO LAPTOP, PHONE, I-Watch or TABLET use during the lectures or during discussion sections.
2. If you need to keep your phone handy for an emergency, please keep the phone on vibrate and out of sight (i.e. not on your desk), and if you need to take an emergency call, please go out in the hallway to do so. Instead of taking notes on a laptop or tablet, I encourage you to take notes on paper, in a notebook, with pen or pencil. Research shows that this is the best way to understand and retain the material, and this is also a way to ensure that you're fully engaged in this class. However, let me know if you have a disability accommodation that requires that you be able to utilize a laptop, etc., and I will make an exception.
3. **Indiana University is requiring that masks be worn at all times indoors on campus, including in classrooms. Notice that eating and drinking indoors, which requires removal of masks, needs to be avoided. This requirement will be in place until there is an officially announced change in policy. Please observe this requirement conscientiously as it is intended for the safety of everyone in the community. Any students who come to class without a mask will be asked to mask up. If any students refuse to wear a mask in class, they will be dismissed from the classroom on that day and will be expected to leave the room and the building. On the third incident, the Chair of the Department will be notified, who will in turn notify the Dean of Students Office.**

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Writing Assistance

If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand. It is important that you let me know ASAP if you are struggling in any way with the course. You are always welcome to talk with me about your assignments and papers. If you feel like you want further assistance, for free help at any phase of the writing process (from brainstorming to polishing your final draft), you can schedule an appointment with Writing Tutorial Services (WTS). You can do this by calling at 812-855-6738 or through WTS webpage at <https://wts.indiana.edu>. When you visit WTS, you'll find a tutor who is a sympathetic and helpful reader of your prose. Although it is not always possible, it's ideal to find a tutor who is a graduate student in philosophy, rather than in another field.

Disability Policy

IU's disability policy states: "Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.)". You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed.

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Schedule of Classes

Section 1: What Are Race, Gender and Sexuality?

Week 1

January 10: welcome to class!

What is Race?

January 12: Charles Mills, "But what are you really?", from p. 41 to the top of p. 54.

Week 2

January 17: MLK Day, optional: watch "Passing" (available on Netflix)

January 19: Charles Mills, "But what are you really?", from p. 54 till the end of the paper.

January 23: First Engaging with Arguments' Exercise due

Week 3.

January 24: Micheal Omi and Howard Winant: "Paradigms of Race: Ethnicity", from *Racial Formation in the US*. Pay close attention to the Introduction (pp. 21- 29) and pp. 39- 46. You can skip pp. 30-39, though you are welcome to read this part if you have extra time.

January 26: Stephanie Malia Fullerton, "On the Absence of Biology in Philosophical Considerations of Race", in *Race and Epistemologies of Ignorance*, pp. 241-258

Week 4

What is Gender?

January 31: Sally Hanslanger, "Gender and Race, (What) are they? (What) do we want them to be?". This is a tough article, and needs to be read carefully. You are welcome to read as much of the article as you

can, though for today we will focus on pp. 31- 43.

February 2: Sally Hanslanger, "Gender and Race, (What) are they? (What) Do we want them to be?". For today, finish the article. We will focus on pp. 43- 52.

Optional: Susan Wendell, "The Social Construction of Disability".

Week 5

February 7: Katharine Jenkins, "Amelioration and Inclusion: Gender Identity and the Concept of a Woman"

February 9: Talia Bettcher, critical précis of Jenkins:

<https://peasoup.deptcpanel.princeton.edu/2016/01/ethics-discussions-at-pea-soup-katharine-jenkins-amelioration-and-inclusion-gender-identity-and-the/>

February 13: Second Engaging with Arguments' Exercise due

Week 6

February 14: Robin Dembroff, "Beyond Binary: Genderqueer as Critical Gender Kind"

What is Sexuality?

February 16: Robin Dembroff, "What is Sexual Orientation?"

Prompts for paper#1 are out!

Week 7

February 21: Matt Andler, "The Sexual Orientation/Sexual Identity Distinction"

February 23: **a)** bell hooks, "Seduced by Violence No More"; **b)** Alice MacLachlan and Susanne Sreedhar, "Complicating Out: The Case of Queer Femmes".

February 27: Deadline for submitting a draft of paper#1

Week 9

February 28: Juana Maria Rodriguez, "Queer Politics, Bisexual Erasure: Sexuality at the Nexus of Race, Gender, and Statistics".

What is Intersectionality?

March 2: **a)** Tina Grillo, "Anti-Essentialism and Intersectionality: Tools to Dismantle the Master's House"; **b)** Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference".

March 6: PAPER#1 DUE

Section 2: Oppression

Week 10

Oppression and Privilege

March 7: Marilyn Frye, "Oppression"

March 9: Alison Bailly, "Privilege – Expanding on Frye's Oppression"

Spring Break week

Week 11

March 21: Daniel Silvermint, "Passing as Privileged".

March 23: Sukaina Hirji, "Oppressive Double Binds"

Week 12

Oppression and Violence

March 28: Kimberly Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color”. Notice: this essay includes descriptions of gender-based violence, including murder. Please contact me if this will be a sensitive topic for you.

In class, we will watch this talk Crenshaw has given, titled “The Urgency of Intersectionality”:

<https://youtu.be/akOe5-UsQ2o>

March 30: Talia Bettcher, “Evil Deceivers and Make Believers: Transphobic Violence and the Politics of Illusion”. Notice: this essay includes descriptions of gender-based violence, including murder. Please contact me if this will be a sensitive topic for you.

April 3: Third Engaging with Arguments’ Exercise due

Week 13

April 4: Kate Manne, “Discriminating Sexism”, from *Down Girl: the Logic of Misogyny*. In class, we will watch part of the well-known “misogyny speech” made by the prime minister of Australia, Julia Gillard, in October 2012: <https://youtu.be/fCNuPcf8L00>

April 6: Regina Rini, “How to Take Offense: Responding to Microaggression”

Prompts for paper#2 are out!

Week 14

Oppression and Epistemic Injustice

April 11: Miranda Fricker, “Testimonial Injustice”, from *Epistemic Injustice*, pp. 9-17. Optional: Kate Manne, “Suspecting Victims”, from *Down Girl: the Logic of Misogyny*. Check out Atticus Finch’s closing argument in *To Kill a Mockingbird*: https://youtu.be/tNxrOC_WTs

April 13: Emmalon Davis, “Typecasts, Tokens, and Spokespersons: A Case for Credibility Excess as Testimonial Injustice”

Week 15

April 18: Nora Berenstain, “White Feminism Gaslighting”

April 20: Charles Mills, “White Ignorance”

April 20: deadline for submitting a draft of paper#2

Week 16

Structural Oppression

April 25: Marion Young, “Five Faces of Oppression”. Optional: <https://amp.theguardian.com/us-news/2022/mar/30/us-graduate-students-protest-against-low-pay-while-universities-profit-from-their-work?fbclid=IwAR0CSXa5dmzo6zZoF-yBe46y3rTM5nzUv7GJQIApdm0-7l3S-SvEXqPEjeU>

April 27: Catharine MacKinnon, “Pleasure under Patriarchy” (pp. 314 – 329 in “Sexuality, Pornography, and Method”. Notice: this essay discusses sexual assault. Please contact me if this will be a sensitive topic for you.

MAY 1: PAPER#2 DUE

D. P240 Business and Morality

Fall 2021

MW 4:55-6:10

WH 121

Instructor: Martina Favaretto
email: mfavaret@indiana.edu
Office Hours: on Zoom, Tuesday 1:00 pm- 3:00 pm and by request.

Course description

In this course we will be focusing on ethical issues surrounding business practices. The overarching goal of this course is to provide you with an appreciation of the ethical complexities of certain business decisions, and an ability to critically analyze what is at stake in such decisions. In order to achieve this goal, I will ask you to do a substantial amount of reading and writing. In Section 1 of the course, I will provide you with an introductory understanding of the field of Business Ethics. In Section 2 and 3, I want you to think about the following questions: what is it to lie, manipulate and exploit? Is it always wrong to lie or manipulate when trying to sell a product or negotiate a contract? If not always, when is it right and why? And when is it wrong to exploit individuals in business practices, and what makes it so? In section 4, we will investigate questions about the responsibilities a business has to its members, to those affected by it, and to the outside world. We will spend a few weeks on the following questions: do businesses have ethical responsibilities beyond increasing profits? If so, what are they, and why does a business have them? In the final section of the course, we will ask some questions about the rights and responsibilities of employees: what should a business do to keep their employees safe? Is it permissible to drug test employees, or does doing so violate their right to privacy? And, is it permissible (or possibly even required) to require employees to be vaccinated? Is it permissible to require something that is at odds with an employee's religious conviction?

This course addresses the following General Education Arts and Humanities learning goals:

1. Gaining knowledge of the cultural, intellectual, and historical contexts through which expressions and artifacts are interpreted.
2. Developing the ability to think critically and creatively.
3. Developing skills of inquiry and analysis.

Readings, Resources, Canvas

No required textbook: all resources made available online. Check Canvas for readings, occasional announcements/notes, supplementary links, and assignments. You are expected to regularly check and be responsive to email and to updates on Canvas. Please bring a printed copy of the assigned reading to each class.

Grades and Evaluations

Essay #1 (3-4 pages double-spaced)	30%
Essay #2 (5-6 pages double-spaced)	35%
Short Reading Questions (6 total)	20%
Participation	15%

Essays

You will be asked to write 2 essays (one 3-4 pages long and one 5-6 pages long) for this course. You will

be asked to develop arguments that engage with the readings we have covered. There is no cumulative essay or test for this course, so this means each essay will be on the topics we have been discussing most recently. More details about each paper will be provided on the prompts, which you will receive two weeks prior to the paper's due date. On the prompts, I will give you a list of topics to choose from (as well as the option to create your own topic). You will be graded largely on three things:

- (1) How accurately you interpret the philosophers you engage with;
- (2) How well you critically engage, philosophically, with their work;
- (3) How well you consider and respond to potential objections to your thesis.

Short Reading Questions

Over the course of the semester, you will be required to complete 6 assignments where you will give short answers to questions about the reading for that week. They are to be submitted via Canvas on due dates. A Reading Questions assignment will involve ~3 questions, each to be answered in 1-2 sentences maximum, where each answer should provide the page number where the question is discussed in the reading (not necessarily a quotation).

Participation

There are many ways to participate. The most obvious is to have you participate in class by asking questions, telling the class what you think about a topic, and so on. I expect you to at least occasionally participate in this manner. But I also know that some people do not like to speak up much. So, I will also factor in other forms of participation, including visits to my Zoom office hours, emails you send me where you ask content-related questions, and the effort you put into both your out-of-class assignments and papers and in-class activities. Basically, engaged students excel in this category.

When participating in class, it is important that our course maintains a culture of collective and respectful inquiry. When we discuss in class about a certain topic, I urge you to do the following:

- (a) Before objecting to another student's opinion, raise a clarificatory question ("By *x*, do you also mean *y*?...");
- (b) When you *do* raise an objection, try, again, to raise the objection in the spirit of a collective inquiry (rather than saying "I totally disagree with you," try: "I'm wondering if *x* also implies *y*. The reason I'm worried about *y* is that.....");
- (c) In general, direct criticisms and objections at *positions* (rather than the *persons* advancing or floating some position)

In-Class Debate

We will have an in-class debate on November 17. For this in-class activity, you will be divided into 3 groups (including a group of judges) that will debate on whether businesses should have social responsibilities. Each group will be assigned 2 weeks before the debate; you will receive some detailed instruction on the debate structure at that time as well. **Each group should get together (preferably on Zoom) to write an approximately 2-3 pages, double-spaced statement of your position on whether businesses should have social responsibilities, from your assigned perspective.** The statement should raise and answer at least one good objection to your position. If you're on the group of judges, your position statement should include a list of good questions and follow up questions for each of the groups. **The typed position statement will be graded and will be factored in your participation grade.**

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3. **At the start of the fall 2021 semester, Indiana University is requiring that masks be worn indoors on campus, including in classrooms. An exception is allowed for presenters who are at least six feet away from their audience. This requirement will be in place until there is an officially announced change in policy. Please observe this requirement conscientiously as it is intended for the safety of everyone in the community.** Any students who come to class without a mask will be asked to mask up. If any students refuse to wear a mask in class, they will be dismissed from the classroom on that day and will be expected to leave the room and the building. On the third incident, the Chair of the Department will be notified, who will in turn notify the Dean of Students Office.

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READING AND ASSIGNMENT SCHEDULE

Section 1: Introduction to Business Ethics

Week 1

August 23: beginning of class; <https://youtu.be/Oxkla7tWBDk>

August 25: Amartya Sen, “Does Business Ethics Make Economic Sense?”

READING QUESTION 1 DUE ON AUGUST 30 AT 3:00 PM

Week 2

August 30: James Rachels, “The Challenge of Cultural Relativism”

September 1: Michele Moody-Adams, “Culture, Responsibility, and Affected Ignorance”

Section 2: Lies and Manipulation

Week 3

September 6: Labor Day, no class; start reading Carson

September 8: Thomas Carson, “Second Thoughts about Bluffing”

READING QUESTION 2 DUE ON SEPTEMBER 13 AT 3:00 PM

Week 4

September 13: Jennifer Saul, “Lying”

September 15: Alan Strudler, “Deception and Trust”

optional: Henry Frankfurt, *On Bullshitting*

Week 5

September 20: Marcia Baron, “Manipulativeness”

September 22: finish reading Baron’s paper

optional: Anne Barnhill, “What is Manipulation?”

PROMPTS FOR PAPER 1 WILL BE PROVIDED BY SEPTEMBER 22

READING QUESTION 3 DUE ON SEPTEMBER 27 AT 3:00 PM

Week 6

September 27: Roger Crisp, “Persuasive Advertising, Autonomy, and the Creation of Desire”

September 29: S.V. Shrifin, “Deceptive Advertising and Taking Responsibility for Others”

Optional: a) <https://www.theguardian.com/business/2021/jun/24/uk-to-introduce-pre-9pm-ban-on-junk->

[food-tv-adverts](#)

b) <https://www.nytimes.com/2021/06/28/health/juul-vaping-settlement-north-carolina.html?smid=url-share>

c) <https://www.dpreview.com/news/1157704583/norway-passes-law-requiring-influencers-to-label-retouched-photos-on-social-media>

OCTOBER 4: DEADLINE FOR DRAFT OF FIRST PAPER (SUBMISSION IS NOT REQUIRED BUT STRONGLY ENCOURAGED)

Week 7

October 4: Burton Leiser, "Truth in the Market Place"

October 6: Allen Wood, "Coercion, Manipulation, Exploitation"

OCTOBER 11: DEADLINE FOR PAPER 1

Section 3: Exploitation

Week 8

October 11: Mikhail Valdman, "A Theory of Wrongful Exploitation"

October 13: Denis Arnold and Norman Bowie, "Sweatshops and Respect for Persons"

Optional: a) <https://youtu.be/9Fkhzdc4ybw>; b) <https://www.theguardian.com/business/2016/may/31/rana-plaza-bangladesh-collapse-fashion-working-conditions>; c) <https://www.fastcompany.com/40492215/the-real-story-behind-those-desperate-notes-that-zara-workers-left-in-clothes>

READING QUESTION 4 DUE ON OCTOBER 18 AT 3:00 PM

Week 9

October 18: Powell and Zwolinski, "The Ethical and Economic Case Against Sweatshop Labor: A Critical Assessment"

October 20: Finish Powell and Zwolinski

Week 10

October 25: Coakley and Kates, "The Ethical and Economic Case for Sweatshop Regulation"

Optional: Martin Sticker, "Sweatshops, Mere Means and Mere Things"

October 27: Lawford-Smith, "Does Purchasing make Consumers Complicit in Global Labour Injustice?"

Section 4: The Responsibility of Business

READING QUESTION 5 DUE ON NOVEMBER 1 AT 3:00 PM

Week 11

November 1: Milton Friedman, "The Social Responsibility of Business is to Increase its Profit"

November 3: R. Edward Freeman, "A Stakeholder Theory of the Modern Corporation"

Optional: a) <https://www.theguardian.com/cities/2016/apr/13/story-cities-21-adriano-olivetti-ivrea-italy-typewriter-factory-human-city>; b) <https://www.wallpaper.com/fashion/renaissance-man-how-italian-fashion-magnate-brunello-cucinelli-cashed-in-on-cashmere>

PROMPTS FOR THE FINAL PAPER WILL BE PROVIDED BY NOVEMBER 3

Week 12

November 8: Elizabeth Anderson, "The Business Enterprise as an Ethical Agent"

GROUPS FOR THE UPCOMING DEBATE ARE ASSIGNED

November 10: Lynn Stout, “Bad and Not-so-Bad arguments for Shareholders Primacy”

Week 13

November 15: Elizabeth Anderson, “Understanding Affirmative Action”

November 17: IN-CLASS DEBATE: “DO BUSINESSES HAVE SOCIAL RESPONSIBILITIES?”

Section 5: The Rights and Responsibilities of Employees

Week 14

November 22: Thanksgiving Break

November 24: Thanksgiving Break

NOVEMBER 29: DEADLINE FOR DRAFT OF FINAL PAPER (SUBMISSION IS REQUIRED)

Week 15

November 29: Earl Spurgin, “Occupational Safety and Paternalism: Machan Revisited”

December 1: DesJardins and Duska, “Drug Testing in Employment”

READING QUESTION 6 DUE ON DECEMBER 6 AT 3:00 PM

Week 16

December 6: Radin and Werhane, “Employment-at-Will, Employees Rights, and Future Directions”

December 8: <https://www.washingtonpost.com/education/2021/06/23/indiana-university-covid-vaccine-lawsuit/>; Vallier, “The Moral Basis of Religious Exemption”

DECEMBER 13: DEADLINE FOR FINAL PAPER

O. Course Descriptions/Outlines of Some of the Classes I Am Prepared to Teach

E. Kant’s Ethics

Course Description

Kant’s practical philosophy has provided influential answers to central questions in normative ethics and the theory of practical reason. Kant’s views about moral motivation, the relation between freedom and rationality, the nature and content of the moral law, the value of human beings, the value of autonomy, and the relation between morality and rationality have been at the forefront of contemporary debates. However, contemporary ethicists will often ignore large parts of Kant’s practical philosophy (especially its metaphysical commitments) and pick and choose the items they find most attractive. Meanwhile, Kant himself seems to have thought that his practical philosophy (and his critical philosophy more generally) formed a systematic whole, whose parts could not be so easily sold separately. In this upper-level course, we will aim for a historically accurate understanding of Kant’s practical philosophy, while also assessing the relevance of his work for contemporary ethics.

Grades and Evaluations

1. Short essay (3 pp maximum): 30%
2. Term paper (about 10 pp): 40%

3. Weekly quotation journals: 20%
4. Attendance and Participation: 10%

Note on quotation journals: the evening before each class, email me (1) a quotation from Kant you find particularly significant, and (2) a very brief (200-300 word) commentary on it.

Schedule of Classes

Week 1

Welcome to class!
Introduction

Week 2

Duty and Obligation

Groundwork, Preface, Section 1
Korsgaard “Kant’s Analysis of Obligation”
Herman “On the Value of Acting from the Motive of Duty”

Week 3

The Categorical imperative

Groundwork, recap Section 1 and Section 2
Korsgaard, “Kant’s Formula of Universal Law”
Kleingeld, “Contradiction and Kant’s Formula of Universal Law”

Week 4

Other Formulas of the Categorical Imperative

Groundwork, Section 2
Korsgaard “Kant’s Formula of Humanity”
Timmerman, “Value without Regress”

Week 5

Other Formulas of the Categorical Imperative

Kleingeld, “How to Use Someone Merely as Means”
Seymour Fahmy, “Never Merely as Means: Rethinking the Role and Relevance of Consent”
Kleingeld and Willaschek, “Autonomy without Paradox”

Week 6

A Detour: Transcendental Idealism and Freedom

Critique of Practical Reason, B 472-9; B 560-87
Watkins, “The Metaphysics of Freedom”
Wood, “Kant’s Compatibilism”

Week 7

Moral Justification and the Fact of Reason

Critique of Practical Reason up to Ak. 57, Ak. 89-107; *Groundwork*, Section 3
Korsgaard, “Morality and Freedom”
Tenenbaum, “The Idea of Freedom and Moral Cognition in *Groundwork* III”

Week 8

Moral Judgment and Moral Sensibility

Critique of Practical Reason, Ak. 57-89
Allison, *Kant’s Theory of Freedom*, chapters 6-7

Russell, “Kantian Self-Conceit and Two Guises of Authority”

Week 9

The Highest Good and the Postulates

Critique of Practical Reason, Ak 90-143

Engstrom, “The Concept of the Highest Good in Kant’s Moral Theory”

Week 10

The Highest Good and the Postulates

Tizzard, “Why Does Kant Think We Must Believe in the Immortality of the Soul?”

Watkins, “The Antinomy of Practical Reason”

Week 11

Moral Evil

Religion, Preface and Part I

Wood, *Kant and Religion*, chapters 3-4

McMullin, “Kant on Radical Evil and the Origin of Moral Responsibility”

Week 12

Moral Evil

Allison, *Kant’s Theory of Freedom*, chapter 9

Baron, “Freedom, Frailty and Impurity”

Sussman, “Perversity of the Heart”

Week 13

Virtue

Metaphysics of Morals, Introduction to Doctrine of Virtue

Wood, *Kantian Ethics*, Chapter 8

Baxley, “Does Kantian Virtue Amount to More than Continence?”

Denis, “Kant on the Perfection of Others”

Week 14

System of Duties

Kant, *Metaphysics of Morals*, Doctrine of Elements

Lara Denis, “Kant’s Ethics and Duties to Oneself”

Week 15

Recap.

F. [Bioethics](#)

Course description

This class will utilize and illustrate different theoretical approaches in addressing some complex issues in bioethics: Is physician-assisted suicide morally permissible? How should we think through the morality of abortion? Should people be allowed to sell a kidney to be used as a transplant organ? When and under what circumstances may a patient’s autonomy be overridden? Which model of health care system should we adopt for reasons of justice? We will investigate major theories that aim to orient us with respect to such practical questions, starting with Plato’s “Euthyphro” dialogue that investigates the relationship between religion and ethics. Then we’ll move on to Aristotle’s Virtue Ethics, and will end with J.S. Mill’s Utilitarianism and Kant and Ross’s “deontological” (duty-based) ethics. Interspersed with learning about

these ethical theories, we will put these theories to work in addressing some pressing and contested contemporary bioethical issues.

Grade Breakdown

Homework #1 (2-page essay): 20%

Homework #2 (2/3-page essay): 20%

Homework #3 (Online quiz): 10%

Final Paper (6-page essay): 40%

Participation and Attendance (including for the in-class debate): 10%

Tentative Schedule of Classes

Week 1

Religion and ethics – Socrates asks: “What is holy?”

Plato *Euthyphro* (selection)

Week 2

Religion and ethics

Philip Quinn “God and Morality”

Homework #1 assignment: In 2 double-spaced pages type out a brief essay that critically examines the *Euthyphro* dilemma: Address the following questions (1) What question raised by Socrates gives rise to the dilemma, (2) What is the dilemma exactly? (2) Why are both possible answers to Socrates’s question problematic for the person who would like to base what is holy (or what is right) on what all of the gods, or, for the monotheist—God—love(s)? (3) After you’ve figured out the previous questions, then reflect on the Quinn essay and explain how YOU think the dilemma would be best resolved for a believing monotheist.

Week 3

Physician assisted suicide

Frances Kamm “A Right to Choose Death?”

Perspectives on PAS. Read Chapter 3 from Pence, “Physician-Assisted Dying” and U.S. Conference of Catholic Bishops statement “To live each day with dignity” at: <http://www.usccb.org/issues-and-action/human-life-and-dignity/assisted-suicide/to-live-each-day/>

Homework assignment #2: Watch the documentary film, “How to Die in Oregon” (108 minutes, dir. Peter Richardson, 2011), Then write a 3-page, 12 pt font, double-spaced paper following these instructions: (1) Explain briefly the two main reasons offered by the Conference of Catholic Bishops against the moral permissibility of PAS (2) Explain briefly Frances Kamm’s main moral argument in favor of at least some cases of PAS. (3) In your view, what is the main sticking point that divides these two sides? (4) Do you think that religion plays a pivotal role in this debate? Explain why or why not, (5) Briefly explain which side of the debate you find more compelling, and why? (6) Did the documentary film influence your view on the moral permissibility of PAS? Explain.

Week 4.

Virtue Ethics

Aristotle, *Nicomachean Ethics*, Book I, pp. 124-134.

Aristotle, *Nicomachean Ethics*, Book II, pp. 134-140.

Week 5

Virtue Ethics, bioethics, and the case of abortion

Edmund Pellegrino “Toward a Virtue-Based Normative Ethics for the Health Professions” 1995

Judith Jarvis Thomson “A Defense of Abortion”

Week 6

Abortion and virtue ethics continued

Rosalind Hursthouse “Virtue Theory and Abortion”

Utilitarianism

Jeremy Bentham selections from *An Introduction to the Principles of Morals and Legislation*

Homework #3: Online Quiz on readings.

Week 7

Utilitarianism

John Stuart Mill, *Utilitarianism*, pp. 363-376

John Stuart Mill, pp. 377-397

Week 8

Marcia Baron, “Kantian Ethics”, section on Utilitarianism

Marcia Baron, “Kantian Ethics”, section on Virtue Ethics

Week 9

Kant’s ethics

Finish Marcia Baron, “Kantian Ethics”

Kant, *Groundwork*, Preface and Section 1.

Week 10

Transplant organs: Worries about exploitation and commodification

Janet Radcliffe Richards, “Nephrological Goings On: Kidney Sales and Moral Arguments”

Nancy Scheper-Hughes “Keeping an Eye on the Global Traffic in Human Organs”

Week 12

Ross and research ethics

W.D. Ross “The Right and the Good”

Gregory Pence on the “The Tuskegee Study” and Pres. Bill Clinton “In Apology for the Study Done in Tuskegee” and “The Belmont Report” available at <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/>

Week 13

Justice and access to health care

H. Tristram Engelhardt, Jr. “Rights to Health Care, Social Justice, and Fairness in Health Care Allocations”

Norman Daniels “Justice, Health and Health Care”

Debate groups will be determined so that you may start working on group position paper.

Week 14

Justice and access to health care

Kai Nielsen, "Autonomy, Equality and a Just Health Care System"

Allen E. Buchanan "The Right to a Decent Minimum of Health Care"

Week 15

DEBATE: From the perspective of justice, which health care system should be adopted in the US? Why or why not?

Final paper due

G. Kant's First Critique

Course Description

Immanuel Kant saw human reason as driven inevitably by its own rational standards to ask questions it is unable to answer. In his attempt to understand this problematic situation, Kant's *Critique of Pure Reason* remade modern philosophy. It drew a line between what we can and cannot know, both justifying our limited knowledge against skeptical challenges and exposing the errors of our attempts to extend our knowledge beyond its proper boundaries. It established the basic task of human reason as that of knowing itself and charging itself with the authority to be the sole final judge of its own powers. The *Critique* also revolutionized modern philosophy. It transformed the role of rational inquiry, making the conditions of our knowledge fundamental to that knowledge. It made the conditions of our inquiry into reality basic to our conception of that reality itself. This course will take a look at Kant's many-sided and ambitious philosophical project.

Main Text

Immanuel Kant, *Critique of Pure Reason* (ed. and tr. by Paul Guyer and Allen W. Wood). Cambridge Edition of the Writings of Immanuel Kant. New York: Cambridge University Press, 1998. Paperback ISBN 0 521 65729 6.

Grades and Evaluations

1. Short essay on Kant's project (3 pp maximum): 30%
2. Term paper (about 10 pp): 40%
3. Weekly quotation journals: 20%
4. Attendance and Participation: 10%

Note on quotation journals: the evening before each class, email me (1) a quotation from Kant you find particularly significant, and (2) a very brief (200-300 word) commentary on it.

Schedule of classes

The following is a schedule according to which you should read the texts (for the first time). Classes will soon fall behind this schedule, but you should try to keep up with it, and then read at least some of the sections again (at least once) as we come to them in class. This is a lot of reading (and a lot of hard

reading). But there is no way to avoid that: that's just the way it is if you are going to study Kant. Difficult philosophical writing, such as the *Critique of Pure Reason*, is best read more than once.

Week 1

Kant, *Critique of Pure Reason* (CPR), A and B Prefaces (CPR 99-124); Introduction in B (CPR 136-152).
Lucy Allais, "Kant: The Possibility of Metaphysics"

Week 2

Transcendental Aesthetic in B (CPR, 172-192); Metaphysical Deduction (CPR 204-218).
Henry Allison, *Kant's Transcendental Idealism*, Chapter 5, "The sensible conditions of human cognition"
Anil Gomes and Andrew Stephenson, "Kant on the Pure Forms of Sensibility"

Week 3

Transcendental Deduction in A (CPR 219-244); Transcendental Deduction in B (CPR 245-266).
Karl Ameriks, "Kant's Transcendental Deduction as a Regressive Argument"
Stephen Engstrom, "The Transcendental Deduction and Skepticism"

Week 4

Schematism (CPR 267-277); Principles of Pure Understanding (CPR 278-295).
Paul Guyer, *Kant and the Claims of Knowledge*, Chapter 6, "The schematism and system of principles"
Anil Gomes, Andrew Stephenson and Adrian Moore, "On the Necessity of the Categories"

Week 5

Analogies of Experience; Postulates of Empirical Thinking (CPR 295-337)
Paul Guyer, *Kant and the Claims of Knowledge*, Chapter 9, "The first analogy: substance"
Paul Guyer, *Kant and the Claims of Knowledge*, Chapter 10, "The second analogy: causation"

Week 6

Phenomena and Noumena; Amphiboly of Concepts of Reflection (CPR 338-383)
Henry Allison, *Kant's Transcendental Idealism*, Part 1, "The Nature of Transcendental Idealism"
Derek Pereboom, "Kant's Amphiboly"

Week 7

Transcendental Dialectic; Paralogisms in A (CPR 384-444)
Allen Wood, "Kant's Dialectic"
Patricia Kitcher, "Kant's Paralogisms"

Week 8

Antinomies of pure reason (CPR 459-495)
Eric Watkins, *Kant and the Metaphysics of Causality*, Chapter 5, "The Metaphysics of Freedom"

Week 9

Resolution of the Antinomies; Freedom (CPR 511-550)
Allen Wood, "Kant's Compatibilism"

Week 10

Ideal of Pure Reason (CPR 551-583)
Michelle Grier, "The Ideal of Pure Reason"

Week 11

Regulative Use of the Ideas (CPR 583-623)
Gabriele Gava, "Kant on the Status of Ideas and Principles of Reason"

Week 12

Canon of Pure Reason (CPR 672-690)

Week 13

Recap.

Week 14

Recap.

Week 15

Class wrap-up

Paper Topics

Short Essay

Write a short paper (5 pages maximum) in which you formulate briefly but clearly Kant's answers to the following questions:

- a) What is synthetic *a priori* cognition?
- b) Why should we suppose that we have synthetic *a priori* cognition?
- c) How is synthetic *a priori* cognition possible?
- d) What is the role of Kant's transcendental idealism in answering question (c)?

Term Paper Topics

In choosing among term paper topics, keep in mind that you do not necessarily need to cover every aspect of the suggested topic in your paper (in some cases it will be very unwise to try to do this). Your paper will be graded in part on the judgment you show in making use of the suggested topic to produce a coherent and self-contained paper.

1. What does Kant mean when he characterizes space and time as "pure forms of sensibility"? What reasons does Kant give for thinking that this is what space and time are? How is this characterization of space and time supposed to account for the possibility of synthetic *a priori* mathematical knowledge?
2. Outline Kant's argument in the Transcendental Deduction of the Categories, in the second or B edition (CPR, 245-266). What is Kant's objective in the Transcendental Deduction? Which premises or stages of the argument are most crucial to it? Which ones are most questionable?
3. Explain the "threefold synthesis" Kant discusses in the A Deduction. What role is it supposed to play in Kant's argument for the objective validity of the categories? Is it successful?
4. What does Kant think we are conscious of when we are conscious of ourselves? Use what Kant says about "apperception" in the Transcendental Deduction of the Categories to answer this question.
5. What is the purpose of the "Schematism" chapter in Kant's argument in the Transcendental Analytic? How does the argument of that chapter satisfy (or fail to satisfy) Kant's aims?
6. Expound and critically discuss Kant's argument for the permanence of substance in the First Analogy (CPR pp. 212-217).
7. Expound and critically discuss Kant's argument for the principle of causality in the Second Analogy (CPR pp. 218-233).
8. What status is Kant trying to prove for empirical objects in his "refutation of idealism" (CPR pp. 326-329)?
9. Write a paper about Kant's resolution of the Third Antinomy and his attempt to prove the compatibility of freedom with the causality of nature.

10. Write a paper expounding and critically discussing Kant's 'moral argument' for the existence of God as it is presented in the Canon of Pure Reason. What does the argument aim to show? Is it successful?

H. History of Modern Philosophy

Course Description

This course focuses on the seventeenth- and eighteenth-century Western European philosophy. This period left us with an enormous amount of highly complex philosophical legacies that range over the widest array of topics. Precisely due to its complexity, it is not feasible to survey it from *every* angle. What we are going to do, instead, is to look into some of these topics and understand how different philosophers tried to tackle them, as well as how their positions still influence contemporary philosophical debates. We will do so with a focus on inclusivity: among the modern philosophers who traditionally fit the canon like Descartes, Hume and Kant, we will pay attention to the work of those who have traditionally been excluded from the canon like Amo, Wollstonecraft, and De Grouchy. The course is divided into four sections. The first section focuses on the central epistemological issue of knowledge and skepticism. The second section focuses on how to understand the relation between reason and passions. In the third section, we will focus on modern political philosophy and its "invention" of social contract theory. Finally, in the fourth section we will focus on how modern philosophers thought about the concept of race.

Grades and Evaluations

1. Short essay (3 pp maximum): 30%
2. Term paper (about 10 pp): 40%
3. Weekly quotation journals: 20%
4. Attendance and Participation: 10%

Note on quotation journals: the evening before each class, email me (1) a quotation from the readings for that day that you find particularly significant, and (2) a very brief (200-300 word) commentary on it.

Schedule of Classes

Week 1

Welcome to class!

What Can We Know?

Descartes, "First Meditation"

Week 2

Descartes, *Principles*, Part 1

Descartes, "Second Meditation" and the first four pages of "Third Meditation"

Week 3

Locke, *An Essay Concerning Human Understanding* I.ii 1-16

Locke, *An Essay Concerning Human Understanding* II.i 1-6

Week 4

Finish Locke

Leibniz, *New Essays on Human Understanding* (excerpt)

Week 5

Hume, *An Enquiry Concerning Human Understanding*, Section 4
Hume, *An Enquiry Concerning Human Understanding*, Section 5, part 1

Week 6

Kant, *Critique of Pure Reason*, Preface A and B
Kant, *Critique of Pure Reason*, Introduction

Week 7

Kant, *Critique of Pure Reason*, Transcendental Aesthetic
Kant, *Critique of Pure Reason*, Second Analogy

Week 8

Reason and Passion

Descartes-Elisabeth of Bohemia correspondence on passions (excerpts)
Descartes, *Passions of the Soul* (excerpt)
Anton Wilhelm Amo, The Apathy of the Human Mind, chapters 1–2
Optional: podcast episodes about Amo on “History of Philosophy Without Any Gaps”

Week 9

Reason as the slave to the passions: Hume, *Treatise of Human Nature*, Books II.3 and III.1-2
Reason as the master of the passions: Kant, excerpts from *Groundwork*, *Critique of Practical Reason*, and *Religion*.

Week 10

Adam Smith, *A Theory of Moral Sentiments* (excerpt)
Sophie de Grouchy, *Letters on Sympathy* (excerpt)

Week 11

Modern Political Philosophy and Social Contract Theory

Hobbes, excerpts from *De Cive* and *Leviathan*
Locke, *Two Treatises of Government*, Essay 2 (excerpt)

Week 12

Rousseau, *Social Contract*, Book I
Rousseau, *Social Contract*, Book II

Week 13

Kant, *Metaphysics of Morals*, Introduction to the Doctrine of Right
Arthur Ripstein, *Force and Freedom*, chapter 2

Week 14

Modern Philosophy and Race

Buffon, “On the Varieties of the Human Species”
Georg Forster, “Something More About the Human Races”
Ottobah Cugoana, *Thoughts and Sentiments on the Evil and Wicked Traffic of the Slavery* (excerpt)

Week 15

Kant, “Determination of the Concept of a Human Race”
Kant, *Anthropology Menschkunde* (excerpt)
Robert Bernasconi, “Who Invented the Concept of Race? Kant’s Role in the Enlightenment Construction”

I. Intro to Philosophy

Course description

Can we ever know anything about what the world is like? If not, why? If yes, how can we attain this knowledge? In the first part of this class, we will explore and critically examine a wide range of philosophical answers to these questions given by some key figures in the history of Western philosophy such as René Descartes, David Hume and Immanuel Kant. In the second part of the class, we will explore skeptical challenges to morality and possible answers to those challenges that we can find in the contemporary literature. We will focus on the following questions: Does cross-cultural disagreement show that there are no objective moral truths? Do theories in evolutionary and social psychology show that we cannot trust our moral judgments? Does ignorance undermine moral responsibility?

Grades and Evaluations

Essay #1 (3-4 pages double-spaced)	30%
Essay #2 (5-6 pages double-spaced)	35%
Short Reading Questions (5 total)	20%
Participation	15%

Tentative Schedule of Classes

Week 1

Welcome to class!

Descartes, *Meditation I*

READING QUESTION 1 DUE

Week 2

Descartes, *Meditation II*

Recap.

Week 3

Broughton, "Descartes's Method of Doubt"

Hume, *Enquiry*, Section IV, "Skeptical Doubts Concerning the Operations of the Understanding"

READING QUESTION 2 DUE

Week 4

Finish reading Hume

Hume, *Enquiry*, Section V, "Skeptical Solution of these Doubts"

PROMPTS FOR PAPER 1 ARE OUT

Week 5

Goodman, "The New Riddle of Induction"

Allen Wood, "The Principles of Possible Experience", from *Kant*. For today, read pp. 46-54.

DEADLINE FOR DRAFT OF FIRST PAPER (SUBMISSION IS NOT REQUIRED BUT STRONGLY ENCOURAGED)

READING QUESTION 3 DUE

Week 6

Allen Wood, "The Principles of Possible Experience", pp. 54-62
Kant, *Critique of Pure Reason*, Preface A and B
Kant, *Critique of Pure Reason*, Introduction

PAPER 1 DUE

Week 7

Recap of Kant
James Rachels, "The Challenge of Cultural Relativism."

READING QUESTION 4 DUE

Week 8

Sharon Street, "Evolutionary Debunking"
Katia Vavova, "Evolutionary Debunking of Moral Realism"

Week 9

Gideon Rosen, "Skepticism about Moral Responsibility"
Finish Rosen

Week 10

Michele Moody-Adams, "Culture, Responsibility, and Affected Ignorance"

READING QUESTION 5 DUE

Week 11

Gideon Rosen, "Kleinbart the Oblivious and Other Tales of Ignorance and Responsibility"

PROMPTS FOR FINAL PAPER ARE OUT

Week 12

Angela Smith, "Responsibility for Attitudes: Activity and Passivity in Mental Life"

Week 13

Finish Smith
Robin Zheng, "Attributability, Accountability and Implicit Bias"

DEADLINE FOR DRAFT OF FINAL PAPER (SUBMISSION IS REQUIRED)

Week 14

Finish Zheng
Susan Wolf, "Character and Responsibility"

Week 15

Class wrap-up

DEADLINE FOR FINAL PAPER

J. Intro to Ethics

Course description

In this course, we will critically examine various theories in moral philosophy regarding what makes actions right or wrong, what kind of character we should cultivate, and how to identify the relevant factors for making decisions that further the values we should be promoting. In particular, we will focus on Mill's Utilitarianism, Aristotle's Virtue Ethics and Kant's deontological (duty-based) ethical approach. On the basis of these theories, we will critically assess the moral justifiability of specific practices, including protest, punishment, and beneficence. This course aims to improve your ability to think critically about ethical issues that are relevant to your lives in our current society and to help you express your own views in a clear, well-reasoned way.

Grades and Evaluations

Essay #1 (3-4 pages double-spaced)	30%
Essay #2 (5-6 pages double-spaced)	35%
Short Reading Questions (5 total)	20%
Participation	15%

Tentative Schedule of Classes

Week 1

Welcome to class!
James Rachels, "The Challenge of Cultural Relativism."

READING QUESTION 1 DUE

Week 2

John Stuart Mill, "What Utilitarianism Is"
Start Reading Peter Singer, "Famine, Affluence, and Morality"

Week 3

Finish Singer.
Robert Nozick, "The Experience Machine"

READING QUESTION 2 DUE

Week 4

Shafer-Landau: "Consequentialism: Its Difficulties"
Recap.

PROMPTS FOR PAPER 1 ARE OUT

Week 5

Aristotle, *Nicomachean Ethics* (selection)
Finish Aristotle

DEADLINE FOR DRAFT OF FIRST PAPER (SUBMISSION IS NOT REQUIRED BUT STRONGLY ENCOURAGED)

READING QUESTION 3 DUE

Week 6

Susan Wolf, "Character and Responsibility"
Stephen Darwall, "Taking Account of Character"

PAPER 1 DUE

Week 7

Marcia Baron, "Kantian Ethics". Read section on Kantian Ethics and Utilitarianism
Marcia Baron, "Kantian Ethics". Read section on Kantian Ethics and Virtue Ethics.

READING QUESTION 4 DUE

Week 8

Kant, *Groundwork*, Preface and Section 1.
Korsgaard, "Kant's Formula of Universal Law"

Week 9

O'Neil, "Kant on Treating People as Ends in Themselves"
Susan Wolf, "Morality and Partiality"

Week 10

Barbara Herman, "Integrity and Impartiality"

READING QUESTION 5 DUE

Week 11

Gideon Rosen, "Skepticism about Moral Responsibility"
Bernard Williams, "Relativism and Reflection"

PROMPTS FOR FINAL PAPER ARE OUT

Week 12

Michele Moody-Adams, "Culture, Responsibility, and Affected Ignorance"

Week 13

Robin Zheng, "Attributability, Accountability and Implicit Bias"
Miranda Fricker, "What is the Point of Blame? A Paradigm Based Explanation"

DEADLINE FOR DRAFT OF FINAL PAPER (SUBMISSION IS REQUIRED)

Week 14

TBD

Week 15

Class wrap-up.

DEADLINE FOR FINAL PAPER

K. Intro to Social and Political Philosophy

Course description

In this class, we will investigate issues in social and political philosophy both in the historical and contemporary literature. My aim is to provide you with the tools to critically think about these issues, and to do so I will require you to do a substantial amount of reading and writing. In particular, I will ask you to focus on the following questions: What kinds of behavior can the State legitimately regulate? What kinds of principles or procedures must be followed to make that regulation legitimate? On what principles can we construct a just society, and how do we identify those principles? What is the right way of thinking about multiculturalism, and what challenges multiculturalism opens up when different cultures seem to hold different values? What is the political and social significance of protest, and which forms of protest are justified? How should we read historical texts in light of contemporary anti-racist, anti-patriarchal and anti-colonialist projects?

Grades and Evaluations

Essay #1 (3-4 pages double-spaced)	30%
Essay #2 (5-6 pages double-spaced)	35%
Short Reading Questions (5 total)	20%
Participation	15%

Tentative Schedule of Classes

Week 1

Welcome to class!

J. S. Mill, *On Liberty*, Chapter 1, for today, just pp. 1-8

READING QUESTION 1 DUE

Week 2

Complete Mill, *On Liberty*, Chapter 1

Joel Feinberg, "Offenses to Others", pp. 10-24

Week 3

John Rawls, *A Theory of Justice* (selection)

READING QUESTION 2 DUE

Week 4

Tommie Shelby, "Race and Social Justice: Rawlsian Considerations" (selection)

Charles Mills, *The Racial Contract* (selection)

PROMPTS FOR PAPER 1 ARE OUT

Week 5

Charles Mills, *The Racial Contract* (selection)

J. S. Mill, "The Subjection of Women"

DEADLINE FOR DRAFT OF FIRST PAPER (SUBMISSION IS NOT REQUIRED BUT STRONGLY ENCOURAGED)

READING QUESTION 3 DUE

Week 6

Martha Nussbaum, "Women and Cultural Universals"

Martha Nussbaum, "Judging other Cultures"

PAPER 1 DUE

Week 7

Michele Moody Adams, "Morality and Culture through Thick and Thin"

Kwame Anthony Appiah, "Kindness to Strangers"

READING QUESTION 4 DUE

Week 8

Mysha Cherry, "Solidarity Care: How to Take Care of Each Other in Times of Struggle"

Mysha Cherry, "Rage Renegades: A Special Message to 'Allies'"

Week 9

Rawls, "The Justification of Civil Disobedience"

Candice Delmas, "In Defense of Uncivil Disobedience"

Week 10

Thomas Hill, "Symbolic Protest and Calculated Silence"

Myisha Cherry, "Value-Based Protest Slogans: An Argument for Reorientation"

READING QUESTION 5 DUE

Week 11

Elizabeth Anderson, "Understanding Affirmative Action"

Kwame Anthony Appiah, "Group Rights and Racial Affirmative Action"

PROMPTS FOR FINAL PAPER ARE OUT

Week 12

Liesbet Vanhaute “Colonists, Traders or Settlers? Kant on Fair International Trade and Legitimate Settlement”

Read Kant’s “Settler passage” in the *Metaphysics of Morals* 6:353. Though the passage is short, read it carefully and think about whether you think it supports an anti-colonialist account of settlement or not.

Week 13

Arthur Ripstein, “Kant’s Juridical Theory of Colonialism”
Finish Ripstein

DEADLINE FOR DRAFT OF FINAL PAPER (SUBMISSION IS REQUIRED)**Week 14**

Katrin Flikschuh, “Kant’s Nomads: Encountering Strangers”
Finish Flikschuh

Week 15

Class wrap-up.

DEADLINE FOR FINAL PAPER

L. Environmental Ethics**Course description**

This course will explore a set of current social and political issues with an eye towards the salient moral questions that emerge from them. Our focus will be on the environment, and we inquire about its moral status, the kinds of moral relation we might stand in with it and the potential duties we have in regard to it. We will begin with considering ecological and climate issues, and focus on different approaches to these issues (e.g., individual responsibility, anthropocentrism, biocentrism/holism;). After this, we will consider these matters within two particular frameworks: feminism (both eco-feminism and care ethics) and indigenous perspectives. We will then turn to some global justice issues, such as climate refugees and future generations, as a way of seeing how our duties to the human and non-human entities like the environment are related. Finally, we will focus on the question of whether nature has value in itself, or whether its value is derivative of something else.

Grades and Evaluations

Essay #1 (2-3 pages double-spaced): 30%
Essay #2 (5-6 pages double-spaced): 35%
Short Reading Questions (5 total): 20%
Participation: 15%

Tentative Schedule of Classes**Week 1**

Welcome to class!

The Ethics of Climate Change

- John Broome, “The Ethics of Climate Change”
- Clare Palmer, “Does Nature Matter? The Place of the Nonhuman in the Ethics of Climate Change”

READING QUESTION 1 DUE

Week 2

The Ethics of Climate Change

- Recap of Palmer
- Clare Palmer, Katie McShane, and Ronald Sandler, “Environmental Ethics”

Week 3

Individual Responsibility

- Chris J. Cuomo, “Climate Change, Vulnerability, and Responsibility”
- Walter Sinnott-Armstrong, “It’s Not My Fault: Global Warming and Individual Moral Obligations”

READING QUESTION 2 DUE

Week 4

Biocentrism & Individualism

- Albert Schweitzer, “Reverence for Life”
- Paul Taylor, “The Ethics of Respect for Nature”

PROMPTS FOR PAPER 1 ARE OUT

Week 5

The Land Ethic: Ecocentrism & Holism

- Aldo Leopold, “The Land Ethics”
- J. Baird Callicott, “Animal Liberation and Environmental Ethics: Back Together Again”

DEADLINE FOR DRAFT OF FIRST PAPER (SUBMISSION IS NOT REQUIRED BUT ENCOURAGED)

READING QUESTION 3 DUE

Week 6

Feminist and Indigenous Perspectives: Ecofeminism and the Logic of Dominance

- Karen J. Warren, “The Power and the Promise of Ecological Feminism, Revisited”
- Gail Stenstad, “Challenges to Ecofeminism: from ‘Should’ to ‘Can’.”

PAPER 1 DUE

Week 7

Feminist Ethics of Care

- Deane Curtin, “Toward an Ecological Ethic of Care”
- Carol J. Adams, “The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory”
- Donovan, Josephine. “Feminism and the Treatment of Animals: From Care to Dialogue”

READING QUESTION 4 DUE

Week 8

Reciprocity and Caring

- Kyle Powys Whyte and Chris Cuomo. “Ethics of Caring in Environmental Ethics: Indigenous and Feminist Philosophies”
- Margaret Robinson, “Animal Personhood in Mi’kmaq Perspective.”

Week 9

Indigenous People and the Environment, part 1

- Margaret Robinson, “Veganism and Mi’kmaq Legends.”
- Laurie Anne Whitt, Mere Roberts, Waerete Norman, And Vicki Greives. “Indigenous Perspectives”

Week 10

Indigenous People and the Environment, part 2

- Sarah Krakoff, “American Indians, Climate Change, and Ethics for a Warming World”
- Whyte, Kyle Powys. “Indigenous Women, Climate Change Impacts, and Collective Action.”
- Rebecca Tsosie, “Indigenous People and Environmental Justice: The Impact of Climate Change.”

READING QUESTION 5 DUE

Week 11

Indigenous People and the Environment, part 3

- Anna L. Peterson, “Person and Nature in Native American Worldviews”
- Peter Knudtson and David Suzuki, Wisdom of the Elders: Native and Scientific Ways of Knowing about Nature.

PROMPTS FOR FINAL PAPER ARE OUT

Week 12

Issues of Global Justice: Climate Migration and Climate Refugees

- Raphael J. Nawrotzki, “Climate Migration and Moral Responsibility”
- Peter Penz, “International Ethical Responsibilities to ‘Climate Change Refugees’”
- Nicole Marshall, “Forced Environmental Migration: Ethical Considerations for Emerging Migration Policy”

Week 13

What we Owe to Future Generations

- Simon Caney, “Cosmopolitan Justice, Responsibility and Global Climate Change”
- Henry Shue, “Global Environment and International Inequality”
- Edward Page, “Intergenerational Justice and Climate Change”

Week 14

Intrinsic Value in Nature

- Holmes Rolston III, “Value in Nature and the Nature of Value.”
- Holmes Rolston III, “Feeding People versus Saving Nature?”
- Thomas E. Hill Jr., “Ideals of Human Excellence and Preserving the Natural Environment”

Week 15

TBD

DEADLINE FOR FINAL PAPER

M. [Ethics of AI](#)

Course Description

Can AI systems be racist and, if so, how can one correct for this? Who is responsible when an AI system makes a mistake that harms people? Do AI systems have rights? Should doctors be relying on AI systems when making medical decisions? This course will provide you with the background knowledge about artificial intelligence systems and the conceptual resources from ethical theories that you'll need to answer these sorts of questions. We will start by considering the different types of technologies that have been labeled as 'artificial intelligence' and consider what properties a system must have for this label to be appropriate. Next, we will consider some general features of ethical theories and how these are supposed to help us evaluate human actions/practices. We will then take a big picture look at the many different ethical concerns that people have raised about the use of AI technologies before taking a closer look at some of these specific issues. The second half of the course will involve a deeper dive into some of these ethical issues including questions about who should be held morally responsible for the mistakes of AI, whether we have moral obligations to AI systems, how we can identify and correct for racist and sexist bias in AI systems, what impact AI systems might have on the members of marginalized social groups, and whether AI can be safely used for medical purposes.

Grade Breakdown

Class Participation (Office Hours Meetings, In-Class Discussions, Questions): 10%
Reading Response Questions: 25%
First Paper: 30%
Second Paper: 35%

Reading and Assignment Schedule

Section 1: Introduction to Artificial Intelligence

Week 1

Dignum, Responsible Artificial Intelligence, "Ch. 2: What is Artificial Intelligence?"
Boden, Artificial Intelligence, "Ch. 3: Language, Creativity, Emotion" and "Ch. 4: Artificial Neural Networks."

Week 2

Dehaene, Lau, and Koulder "What is Consciousness and Could Machines Have It?"
Zimmermann and Cremers "Foundations of Artificial Intelligence and Effective Universal Induction"

Section 2: Introduction to Ethical Theory

Week 3

Samuel Gorovitz "Good Doctors"
Michele Moody-Adams "Culture, Responsibility, and Affected Ignorance"

Week 4

Michele Moody-Adams excerpt from *Fieldwork in Familiar Places*
James Rachels “The Challenge of Cultural Relativism”

Section 3: Overview of Ethical Concerns with Artificial Intelligence

Week 5

Donath “Ethical Issues in Our Relationship with Artificial Entities”
Boddington “Normative Modes: Codes and Standards”

Week 6

O’Neill and Gunn “Near-Term Artificial Intelligence and the Ethical Matrix”
Bostrom, Dafoe, and Flynn “Public Policy and Superintelligent AI: A Vector Field Approach”

Section 4: Moral Responsibility and AI

Week 7

Kroll “Accountability in Computer Systems”
Dignum “Responsibility and Artificial Intelligence”

Week 8

Purushothoman, *The Ethics of Artificial Intelligence* “Ch. 3: Who Should Be Blamed?”
An Introduction to Ethics in Robotics and AI “Ch. 5: Responsibility and Liability in the Case of AI Systems”

Week 9

Loreggia, Mattei, Rossi, and Venable “Modeling and Reasoning with Preferences and Ethical Priorities in AI Systems”
Wallach and Vallor “Moral Machines: From Value Alignment to Embodied Virtue”

Week 10

Basl and Bowen “AI as a Moral Right-Holder”
Liao “The Moral Status and Rights of Artificial Intelligence”

Section 5: Social Concerns and the Use of AI

Week 11

Casillas “Bias and Discrimination in Machine Decision-Making Systems”
Knowings, *Ethical AI: Navigating the Future with Responsible Artificial Intelligence*, “Ch. 6: Understanding and Mitigating AI Bias”

Week 12

Von Braun and Baumuller “AI/Robotics and the Poor”
Kamm “The Use and Abuse of the Trolley Problem: Self-Driving Cars, Medical Treatments, and the Distribution of Harm”

Week 13

Moradi and Levy “The Future of Work in the Age of AI: Displacement or Risk-Shifting?”
Le Bui and Umoja Noble “We’re Missing a Moral Framework of Justice in Artificial Intelligence: On the Limits, Failings, and Ethics of Fairness”

Section 6: Ethics of Medical AI

Week 14

Morley, Machado, Burr, Cows, Joshi, Taddeo, and Floridi “The Ethics of AI in Healthcare: A Mapping Review”

Dalton-Brown “The Ethics of Medical AI and the Physician-Patient Relationship”

Week 15

Di Nucci “Should We Be Afraid of Medical AI?”

C. Kerasidou, A. Kerasidou, Buscher, and Wilkinson “Before and Beyond Trust: Reliance in Medical AI”

N. Death and Dying

Course Description

All of us will die at some point in the future. But this fact can seem dark and unsettling, leading many of us to experience fear if we reflect on it enough. But what does it mean to die, and is being dead really a bad thing? The philosophy of death and dying urges us to think critically about our ideas around these topics. In this course, we will explore the nature of death and dying and whether they are bad; the ethics and politics of human efforts to resist death; our duties to those who have died; how we face our own deaths; and how we cope with the deaths of others.

Grade Breakdown

Essay #1 (3-4 pages double-spaced): 30%

Essay #2 (5-6 pages double-spaced): 35%

Short Reading Questions (5 total): 20%

Participation: 15%

Schedule of Classes

Week 1

Welcome!

Louis Pojman (1992). “What is Death? The Crisis of Criteria”

Week 2

Fred Feldman (1992). “The Enigma of Death”

Jeff McMahan (1995). “The Metaphysics of Brain Death”

Week 3

Arthur Caplan, “Death: An Evolving, Normative Concept”

Susana Monsó, “What Animals Think of Death”

Week 4

Epicurus, *Letter to Menoeceus*

Thomas Nagel, “Death”

Week 5

Bernard Williams, “The Makropulos Case: Reflections on the Tedium of Immortality”

Samantha Brennan, “Feminist Philosophers Turn Their Thoughts to Death”

Week 6

Amelie Rorty, “Fearing Death”

Amy Olberding, “Is the Death of an Elder Worse than the Death of a Young Person?”

Week 7

Martha Nussbaum, "Aging, Stigma, and Disgust"

Lori Gruen, "Death as a Social Harm"

Week 8

Christopher Wareham, "How Can Life-Extending Treatments be Available for All?"

Week 9

Stephen Cave, "Frozen Dead Guys"

James Rachels, "Active and Passive Euthanasia"

Week 10

Hane Htut Maung, "Externalist Arguments against Medical Assistance in Dying for Psychiatric Illness"

Audre Lorde, "The Transformation of Silence into Language and Action"

Week 11

Luc Bovens, "Secular Hopes in the Face of Death"

Val Plumwood, "Toward a Food-Based Approach to Death"

Week 12

Joel Feinberg, "The Mistreatment of Dead Bodies"

Barry Lam, "Is it Moral to Respect the Wishes of the Dead, Above the Living?"

Week 13

Kathryn Norlock, "Real (and) Imaginal Relationships with the Dead"

Week 14

Peter Goldie, "Grief: a narrative Account"

Michael Cholbi, "Madness and Medicine"

Week 15

Macalester Bell, "Forgiving the Dead"

Elizabeth Finneron-Burns, "What's Wrong with Human Extinction?"

Week 16

TBD

P. [Teaching Evaluations](#)

FAS Winter 2025 UG Course Evaluation Report

Please review the [Step-by-Step Guide to Reviewing Your Course Evaluations](#) for instructors to assist with interpreting your report(s).

Content of Course Evaluation Reports

The University of Toronto's Cascaded Course Evaluation Framework (CCEF) offers the opportunity for students to provide feedback on their own learning experiences. The CCEF comprises institutional items, divisional items, departmental items as well as instructor-selected items. More information about the CCEF is available on the [course evaluations website](#).

While interpreting course evaluation results, it is important to keep the following in mind:

Course evaluations provide student perspectives on their learning experiences in the course and experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness. Moreover, in the U of T context, other factors such as class size and class level were found to cause small variations in the numerical ratings.

This report contains four sections:

Section 1: Quantitative Data

Results of institutional, divisional, and departmental rating-scale items.

Section 2: Instructor-Selected Items

Results of rating-scale items you have selected during the Item Selection period **this term**.

Section 3: Comparative Data

Comparative results of this course vs. all courses evaluated in the department and/or division **this term**.

Section 4: Qualitative Comments

Unedited student responses to the institutional open-ended questions.

Statistical Terms Used in this Report

Mean: The mathematical average.

Median: The middle value when all responses are ordered. Less sensitive to extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard Deviation: A measure to indicate the "spread" of the scores.

The Institutional Composite Mean (ICM): A mathematical average of the first five institutional rating scale items (Ins01-05), which represent institution-wide teaching and learning priorities.

The [2018 Validation Study](#) established the reliability and validity of using the ICM as a metric to understand students' collective experiences.

% of Endorsement: The percentage of respondents that selected the two most positive response options ("A Great Deal" and "Mostly" combined in Ins01 to Ins05; "Excellent" and "Very good" combined in Ins06).

FAS Winter 2025 UG Course Evaluation Report for Martina Favaretto

Course Name: Seminar in Ethics ETH401H1-Y-LEC0101	Division: ARTSC
Delivery Mode: INPER	Department: ETHIC-ARTSC

Raters	Students
Responded	4
Invited	5
Response Ratio	80%

Section 1: Course Evaluation Results - Quantitative Data

This section provides a figure and statistical information about institutional, divisional, and departmental rating-scale items. Please see Section 4 for open-ended responses.

For the 6 institutional items (Ins01 to Ins06), the two sets of scales and the associated numerical values are:

Ins01-Ins05	Ins06
Not at all-1	Poor-1
Somewhat-2	Fair-2
Moderately-3	Good-3
Mostly-4	Very Good-4
A Great Deal-5	Excellent-5

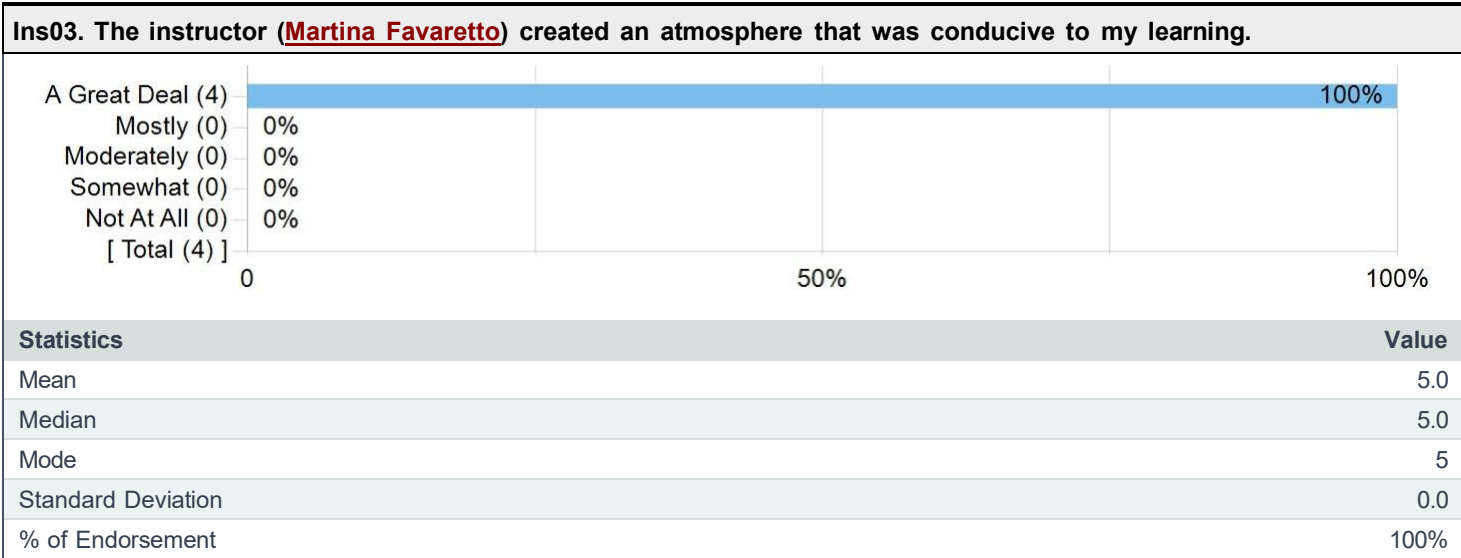
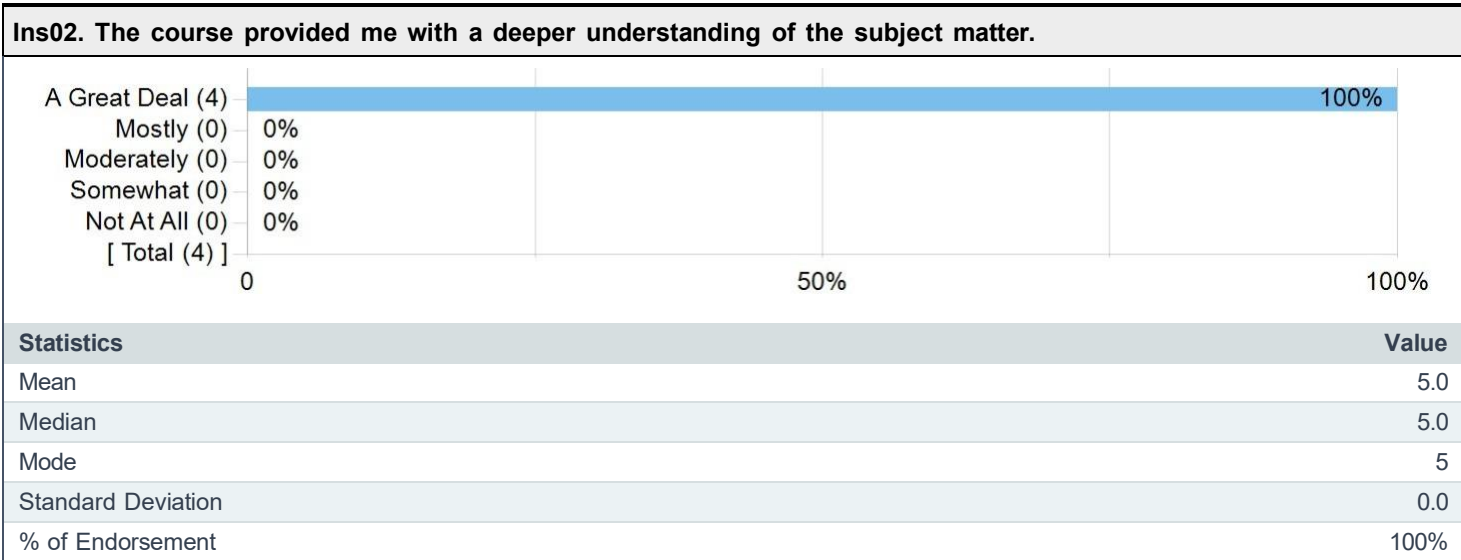
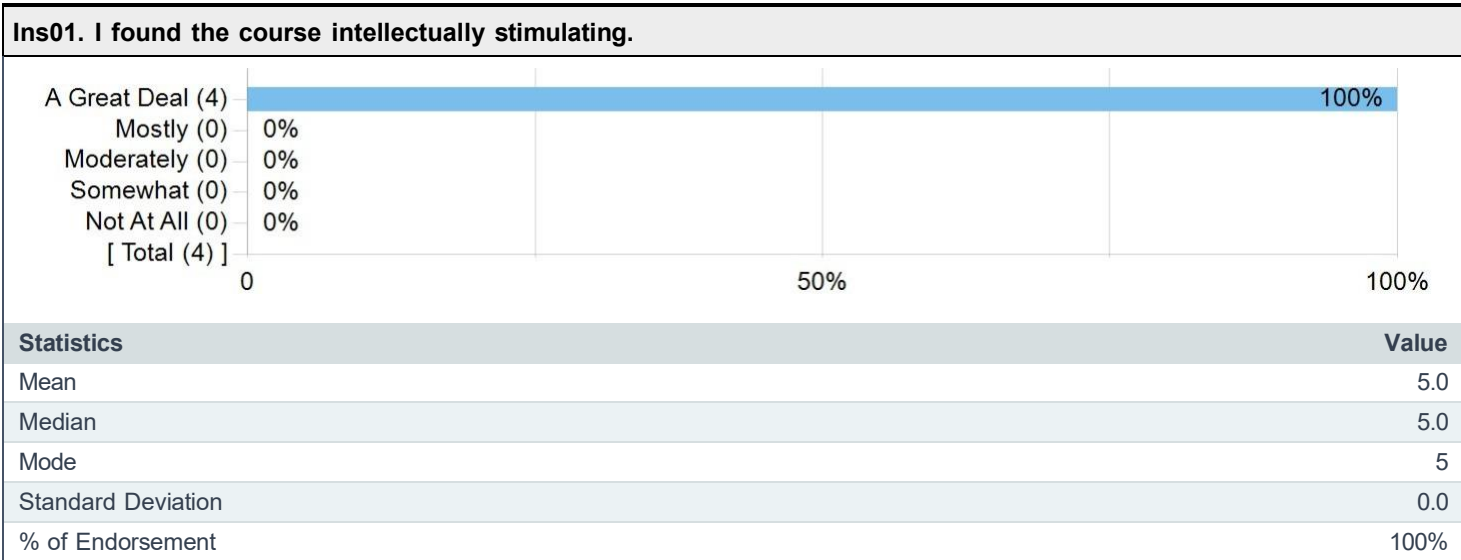
Divisional and departmental items may use scales different than the two noted above.

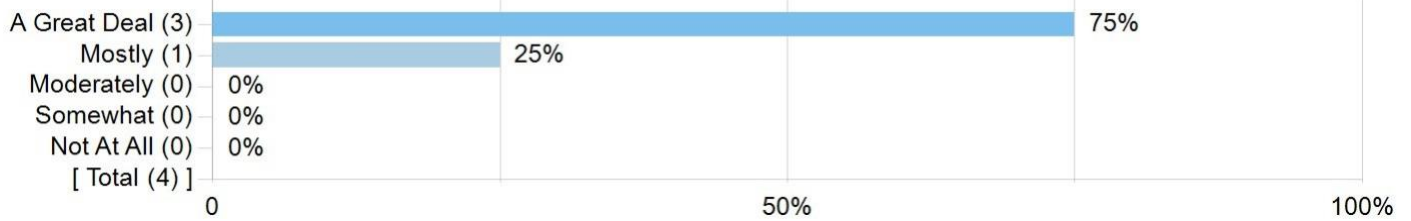
The bar graphs provide the number and percentage of respondents selecting each answer option for each item. The distribution of answer options in the bar graphs gives the most complete information about the typical student response and the variability in the distribution of responses. When interpreting course evaluation results, the bar graph provides more nuanced information than any summary statistic alone.

Mean, Median, Mode and Standard Deviation are calculated from the numerical values of each answer option.

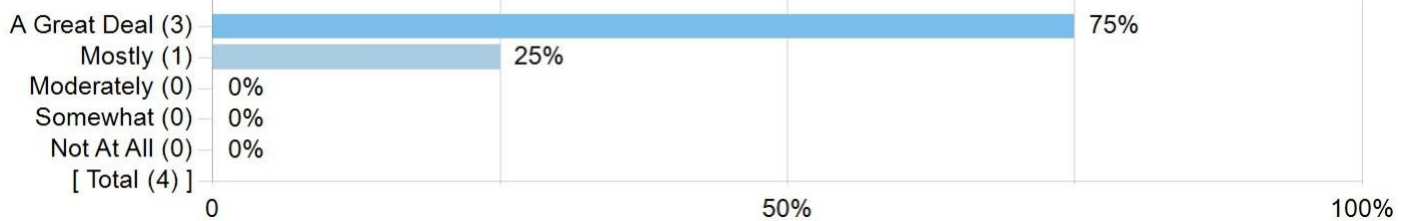
“% of Endorsement” indicates the percentage of respondents that selected the two most positive response options (“A Great Deal” and “Mostly” combined in Ins01 to Ins05; “Excellent” and “Very good” combined in Ins06). Please note that divisional and departmental items might use scales that are not in ascending order and thus “% of Endorsement” is only provided for institutional rating-scale items.

Institutional Items

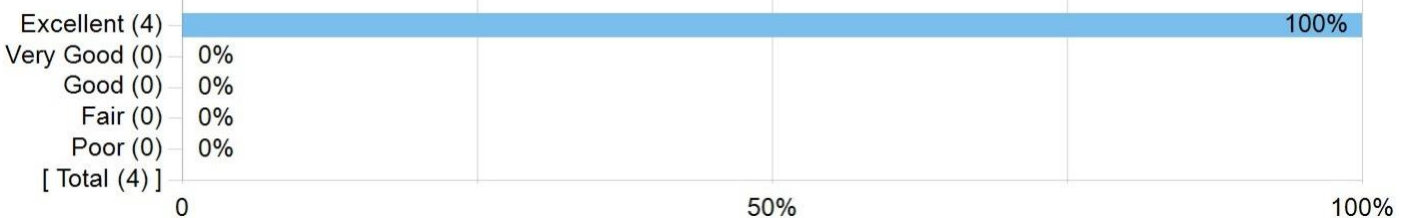


Ins04. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.5
% of Endorsement	100%

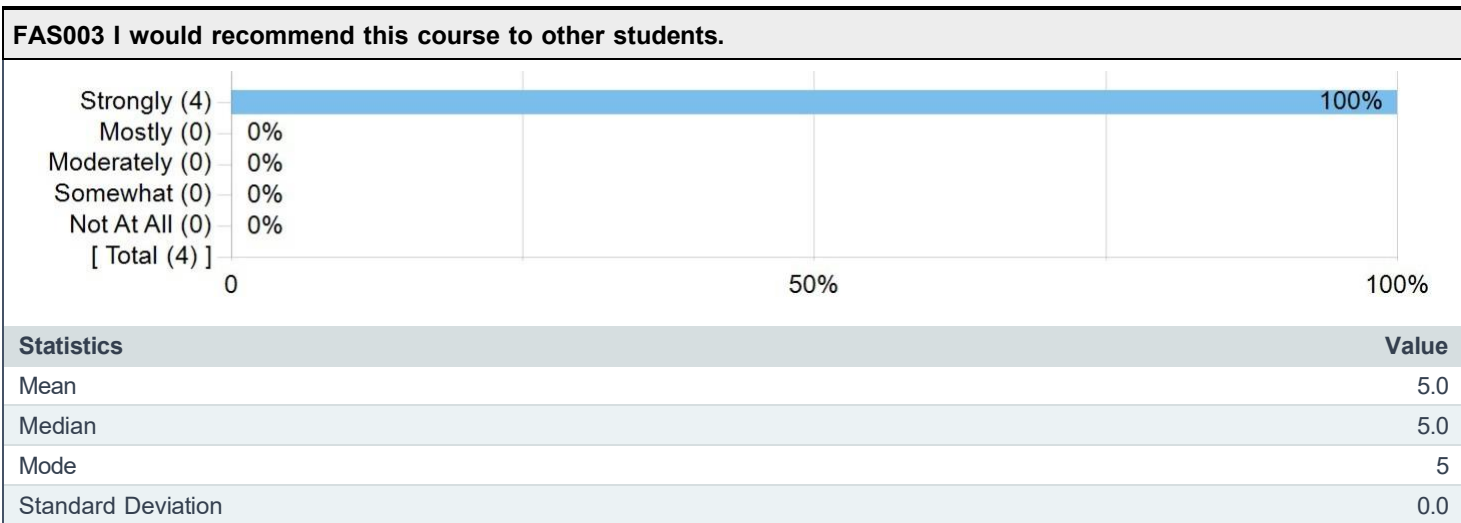
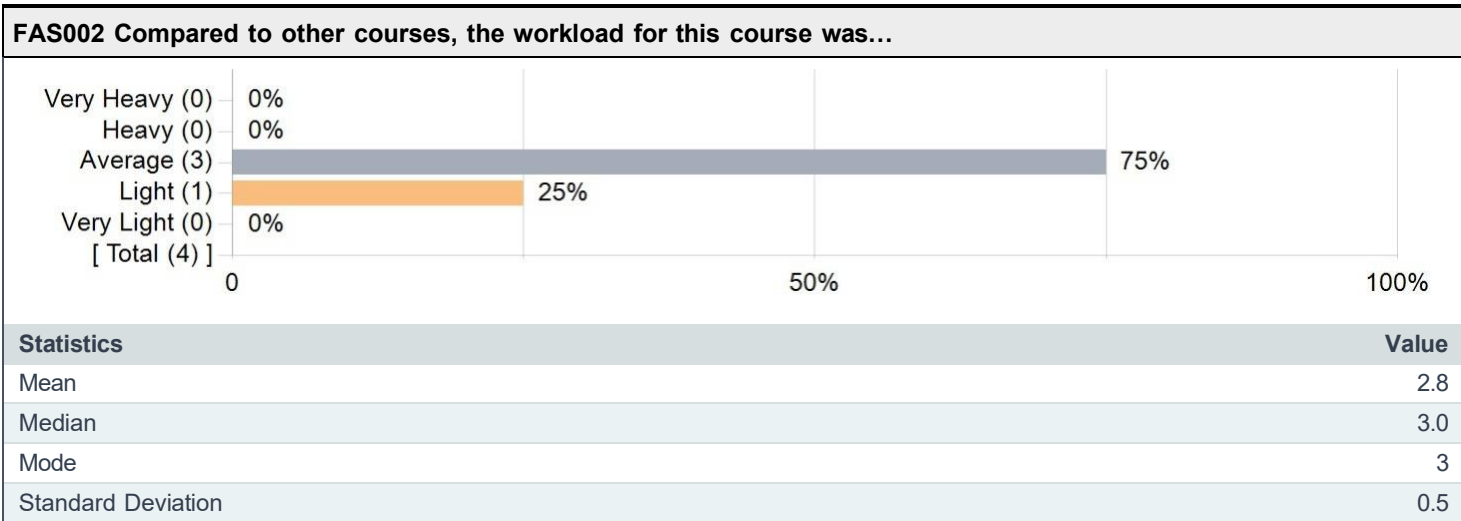
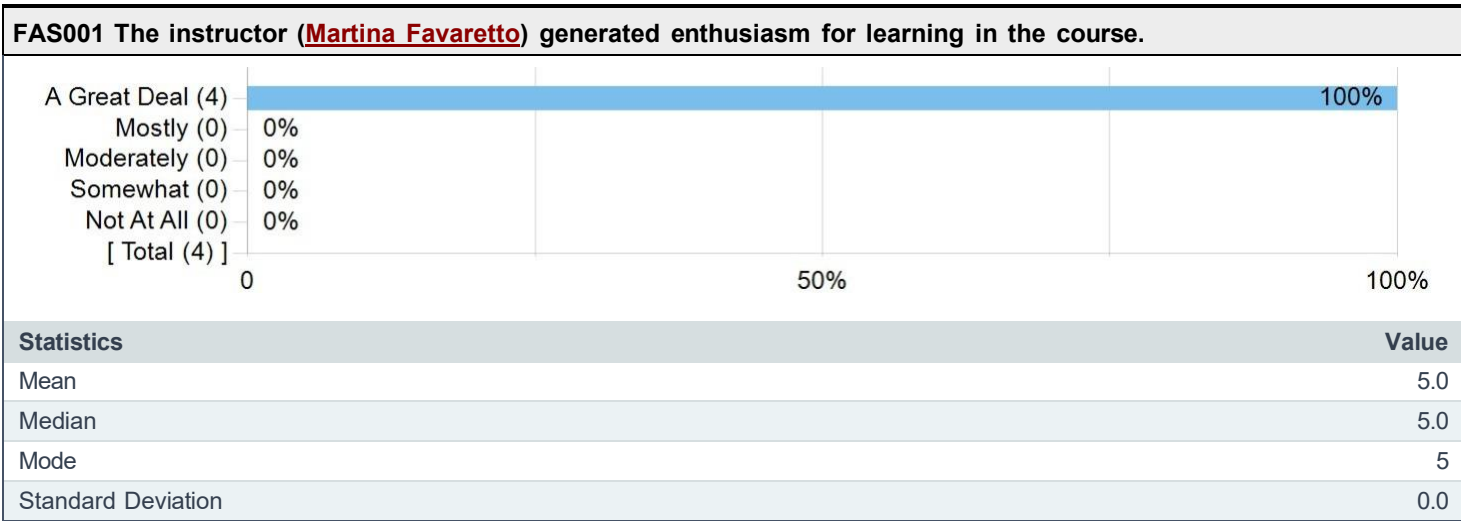
Ins05. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.5
% of Endorsement	100%

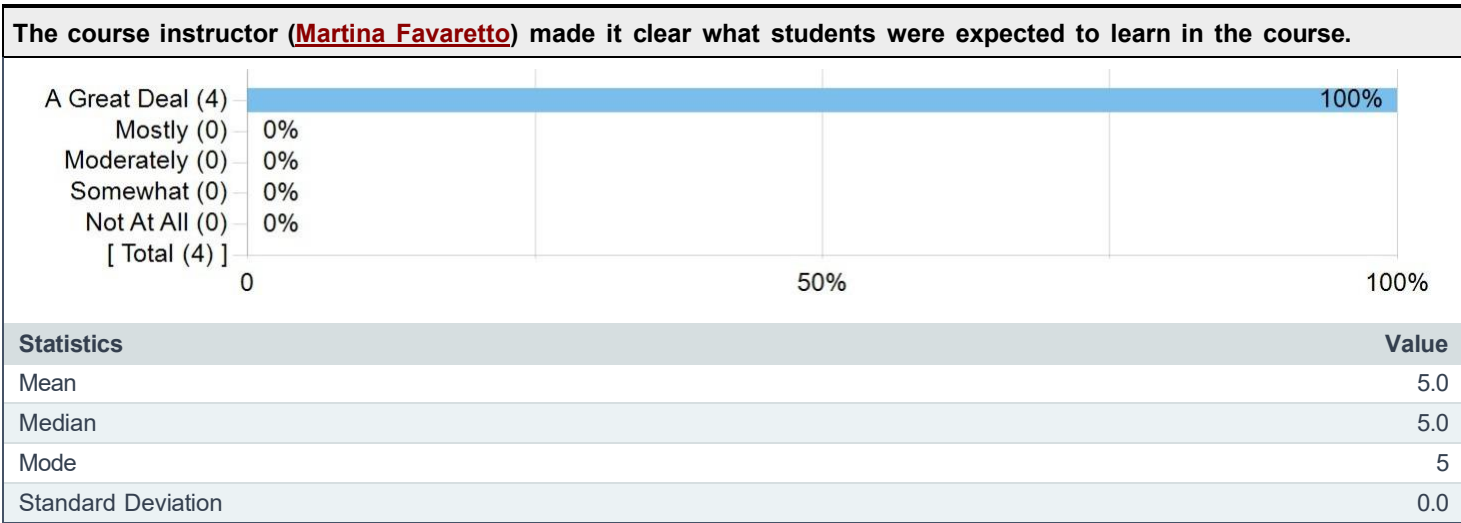
Ins06. Overall, the quality of my learning experience in this course was:

Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0
% of Endorsement	100%

Divisional Items



Departmental Items



Section 2: Instructor-selected Items

This section provides the results of the quantitative items you selected from the item bank during the question personalization period. These results are available only to you as they serve for personalized formative feedback.

Please note instructor-selected items are *not included* in the administrative report provided to your department.

Section 3: Comparative Data

This section provides comparative information (i.e., means and medians) between the results of this course and those of all courses evaluated in the department (if applicable) and/or in the division **in this term**.

Please note that means for the department/division are weighted by the number of respondents so courses with higher numbers of respondents carry more weight in the calculation of the departmental/divisional mean values.

The departmental and divisional median values are the middle values when responses from all courses are ordered.

Departmental/divisional mean and median values are provided for comparison but due to other course factors that may influence the responses for a course, they should not be regarded as definitive benchmarks.

Institutional Composite Mean (ICM): A mathematical average of the first five institutional rating scale items (Ins01-05).		
Course	Department	Division
4.9	4.9	4.1

Institutional Items	Course Mean	Dept Mean	Div Mean	Course Median	Dept Median	Div Median
Ins01. I found the course intellectually stimulating.	5.0	5.0	4.1	5.0	5.0	4.0
Ins02. The course provided me with a deeper understanding of the subject matter.	5.0	5.0	4.2	5.0	5.0	5.0
Ins03. The instructor (Martina Favaretto) created an atmosphere that was conducive to my learning.	5.0	5.0	4.2	5.0	5.0	5.0
Ins04. Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.8	4.8	4.0	5.0	5.0	4.0
Ins05. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.8	4.8	4.1	5.0	5.0	4.0
Ins06. Overall, the quality of my learning experience in this course was:	5.0	5.0	3.9	5.0	5.0	4.0

Divisional Items	Course Mean	Dept Mean	Div Mean	Course Median	Dept Median	Div Median
FAS001 The instructor (Martina Favaretto) generated enthusiasm for learning in the course.	5.0	5.0	4.3	5.0	5.0	5.0
FAS002 Compared to other courses, the workload for this course was...	2.8	2.8	3.3	3.0	3.0	3.0
FAS003 I would recommend this course to other students.	5.0	5.0	3.9	5.0	5.0	4.0

Departmental Items	Course Mean	Dept Mean	Course Median	Dept Median
The course instructor (Martina Favaretto) made it clear what students were expected to learn in the course.	5.0	5.0	5.0	5.0

Section 4: Qualitative Comments

Please note that unedited student responses are presented here in random order.

When reviewing student responses, look for common themes and focus on actionable feedback. For assistance interpreting your report(s), please see details on the [Step-by-Step Guide to Reviewing Your Course Evaluations for Instructors](#).

Ins07. Please comment on the overall quality of the instruction in this course.

Comments
Amazing instruction! Readings were posted well in advance, the course structure was clear, and discussions in class were engaging and (I felt like for my learning) super fruitful!
The quality of instruction was very high. Martina is a very knowledgeable instructor in many areas of ethics and other fields of study, which was very helpful considering that each week of the course covered a very different topic.
It was really great! Martina is a great instructor and really helped us unpack the reading while also letting us explore our own thoughts. She directed the discussion well, highlighting the important points. She let us discuss and debate the paper and explained parts when we needed a more clear description.
Martina has been one of the best Profs I've had during my time at U of T. Over the course of a year, we met bi-weekly during a seminar discussing very diverse philosophical topics. Each class, no matter the topic, Martina was able to break-down the often-complicated texts and help the class arrive at fruitful and focused discussion. She always posed sharp and engaging questions and managed our small class discussions very well. When I, or other students asked questions during our discussion, she was able to quickly focus the questions and identify the deeper philosophical tension we were articulating, pushing our discussion much further. She made the classroom feel like a comfortable space for the exploration of ideas, which was especially important given that the work we read spanned across so many areas of philosophy. She also provided excellent and detailed feedback on written all assignments, challenging me and pushing my work in a better direction.

Ins08. Please comment on any assistance that was available to support your learning in the course.

Comments
Professor Favaretto was very accommodating when I needed extra support due to disability related reasons, and I cannot say how much I appreciated her support during a particularly difficult semester.
Extensive support was always available. Martina provided very detailed and helpful feedback on assignments and always made herself available to discuss assignments.
Martina provided a great learning environment and was always free to meet to discuss our papers. She would meet with us after every paper to give us feedback. The feedback was helpful and constructive. For the course, we were required to hand in a draft. This was really helpful as she could give us feedback that we would actually be able to implement. The feedback was very thorough. It was also constructive without feeling condescending or disheartening. Martina is a great instructor and clearly cares about her students.
Martina provided a lot of additional support in this course. She was very available to discuss ideas for upcoming assignments, and to discuss feedback after it had been given. In overseeing the long form research project I had to conduct for the course, Martina was available along the way to help shape ideas and sharpen my project.

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across ***all other evaluated courses at a particular level of comparison (e.g. division, program)*** for each set of items.

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

Course Name: Phil of Emotions PHL344H1-F-LEC0101	Instructor: Martina Favaretto
Division: ARTSC	Section: LEC0101
Session: F	Delivery Mode: INPER
Session Codes: F = First/Fall, S = Second/Winter	

Raters	Students
Responded	13
Invited	33

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	4.5	5.0
The course provided me with a deeper understanding of the subject matter.	4.8	5.0
The instructor (Martina Favaretto) created an atmosphere that was conducive to my learning.	4.9	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.5	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.7	5.0
Institutional Composite Mean	4.7	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
Overall, the quality of my learning experience in this course was:	4.5	5.0

7. Please comment on the overall quality of the instruction in this course.

Comments
The course is interesting and the content is very relevant to the modern world. I like that it feels like a more modern version of philosophy, and there's a mixture of science as well, which is appreciated since it's different than most Western philosophers we learn about.
I really enjoyed the lectures from Professor Favaretto. She would structure the class around both slideshows and handouts, which presented the information for the course in two really helpful formats. The handouts were very easy to refer back as she broke down the key information relevant for the readings and the lectures. She also encouraged class participation and would structure lectures around the questions and comments of students which made the class engaging.
good
The instructor is a very good educator.
Lectures were long but Professor Favaretto made it very engaging. She encouraged students to speak and share ideas and would then offer responses or philosophical rebuttals that continued the conversation.
The instruction in this course was very good, and the instructor clearly put in a lot of effort. Handouts and slideshows were provided in advance, which meant that there were several mediums through which students could absorb the content. The instructor's explanations were very clear and easy to follow. Overall very good learning experience
The instructor was very engaged, provided appropriate material to enhance learning (handouts and slides)
Concepts clearly explained via class handouts, instruction concise and engaging.
Provides great feedback on assignments Does not make me feel dumb with the questions I ask Always available for office hours
The instructor provided handouts and/or lecture slides that were helpful for getting an overview of the readings and grasping the important content. Her lecturing was also kind of helpful in aiding such understandings. She also intended to motivate class discussion and tried to rely any questions in a clear way. One area that might need improvement is that the class discussion can get a bit drifted when the instructor is replying to a particular student's question, where the other students not interested in the question can get a bit bored. Maybe the discussion can be better monitored in terms of engagement.
The overall quality of instruction in this course was outstanding. This has been my favorite philosophy course to date at the university. Professor Martina was lovely, responsive, and taught in a way that truly facilitated student learning. The readings were well-balanced, and the weekly handouts were incredibly helpful for understanding key concepts. The assignments were thoroughly stimulating, providing opportunities to apply and deepen my knowledge. While having lectures at 9 a.m. on a Monday was challenging, starting the week with such an excellent class significantly lifted my spirits this semester.
The overall quality of instruction for the course was good. It was well thought out, as the instructor provided us with handout- sheets she had made prior to the class, which made it easier for us to follow along the class discussion. As well as, she explained our bigger projects or assignments thoroughly during class time and gave us good key points to look out for.

8. Please comment on any assistance that was available to support your learning in this course.

Comments
Questions are answered, office hours, quality time spent on students who have questions.
Professor Favaretto was always available by email and willing to answer any questions and was flexible with deadlines. She also allowed students to explore philosophy of emotions within their own interest, like letting us write our final papers on topic of our own choosing and was very helpful with finding literature and constructing a prompt that was specific to what we were interested in.
good
The instructor was always extremely available to assist me in my learning
She always responded to emails quickly and always had her door open. She was always available for office hours as well.
Office hours and scheduled meetings were offered. The instructor also offered to look over a rough draft of our first paper before the final submissions, which I thought was very generous
The instructor was available through office hours and for questions in class, provided extensions when necessary
Office hours and a welcoming class environment via discussions was conducive to understanding the material.
I was permitted to record lectures—as part of my accommodations Granted extensions—as part of my accommodations
The instructor is willing to answer questions right after class as well as those sent through emails, aside from regular office hours. She also replied to emails quite promptly and with a great deal of detail, which is great.
Professor Martina was always eager to assist and provided excellent support throughout the course. I appreciated being able to stay after class to ask questions and even receive additional weekly material to deepen my understanding. Her email response time was exceptional, and her replies were always welcoming and helpful, which made reaching out for assistance a positive experience.
She was always available for assistance and replied promptly to any emails regarding course material or issues with the course instructions or topics.

Part B. Divisional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
FAS001 The instructor (<u>Martina Favaretto</u>) generated enthusiasm for learning in the course.	4.8	5.0

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
FAS002 Compared to other courses, the workload for this course was...	2.9	3.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
FAS003 I would recommend this course to other students.	4.6	5.0

Part C: Departmental Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
The course instructor (Martina Favaretto) was enthusiastic about the course material.	4.9	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
The course instructor (Martina Favaretto) explained concepts clearly.	4.9	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
The course material inspired me to learn more about the subject matter.	4.5	5.0

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
UNIT(OQI) Overall, the quality of instruction provided by (Martina Favaretto) in this course was:	4.7	5.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

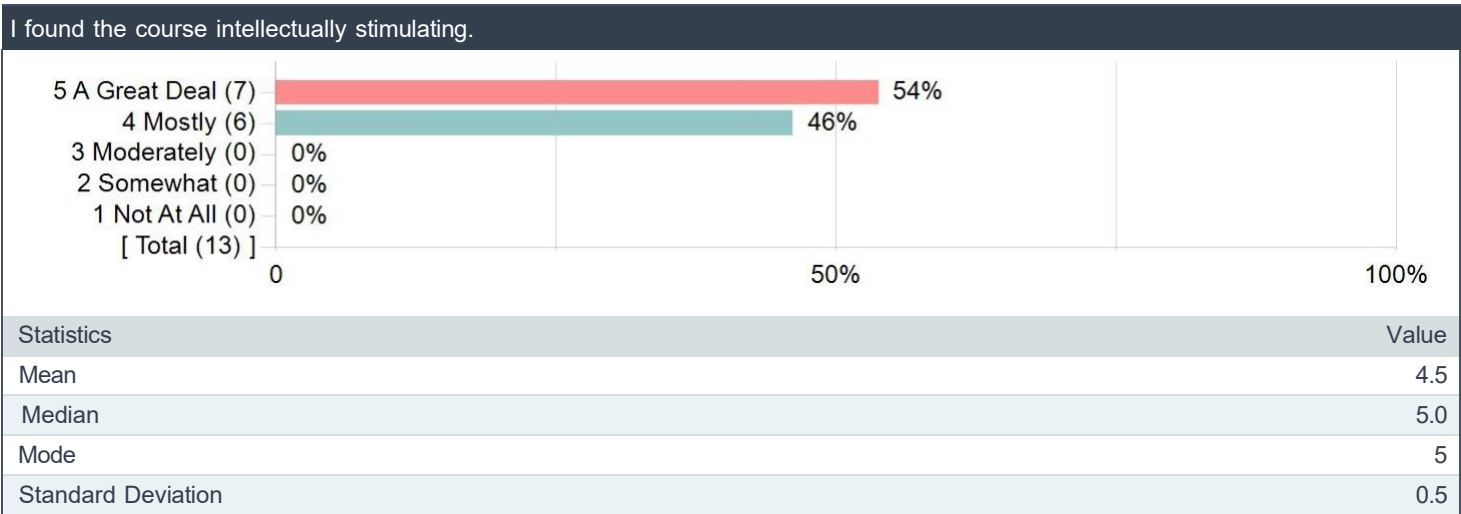
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

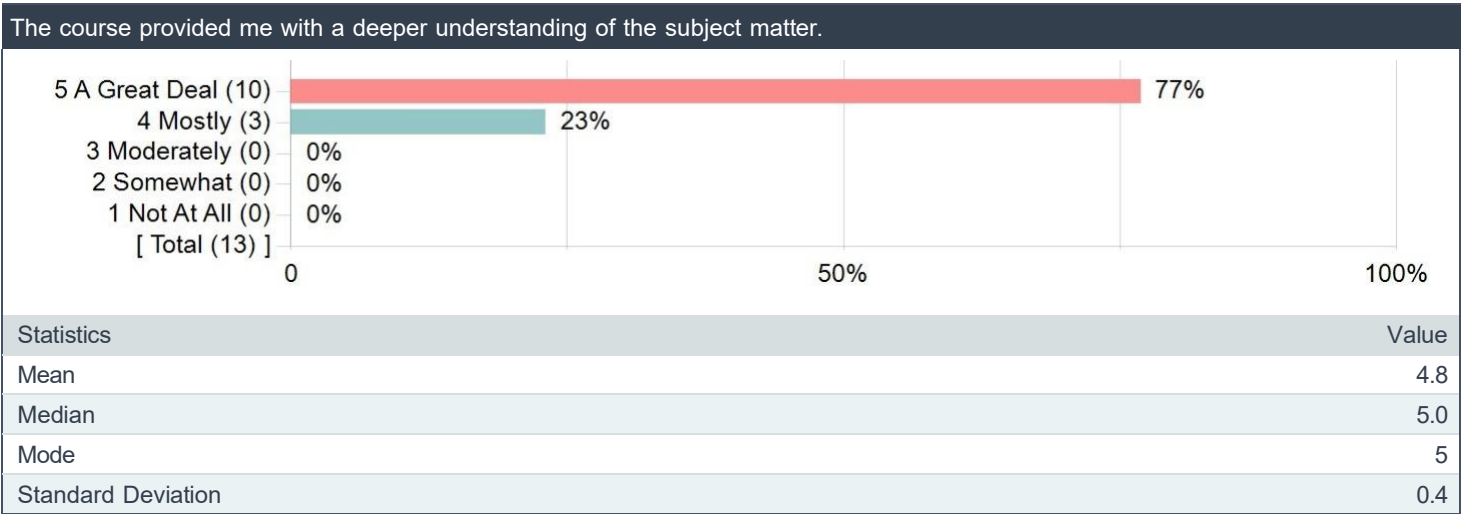
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

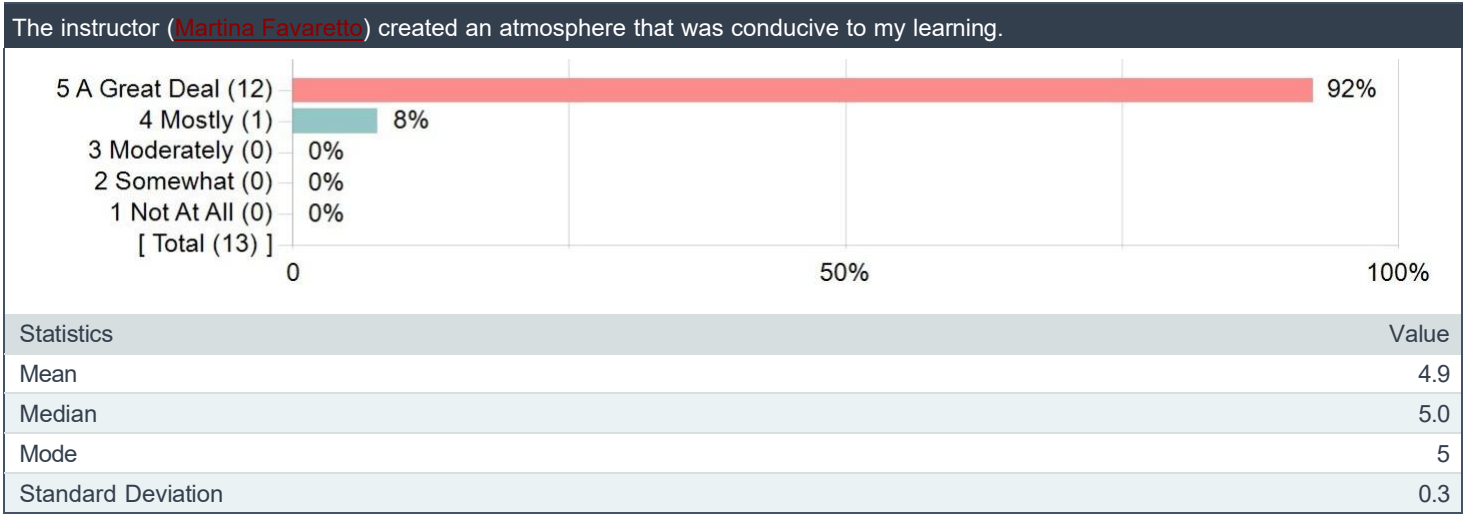
1. I found the course intellectually stimulating.



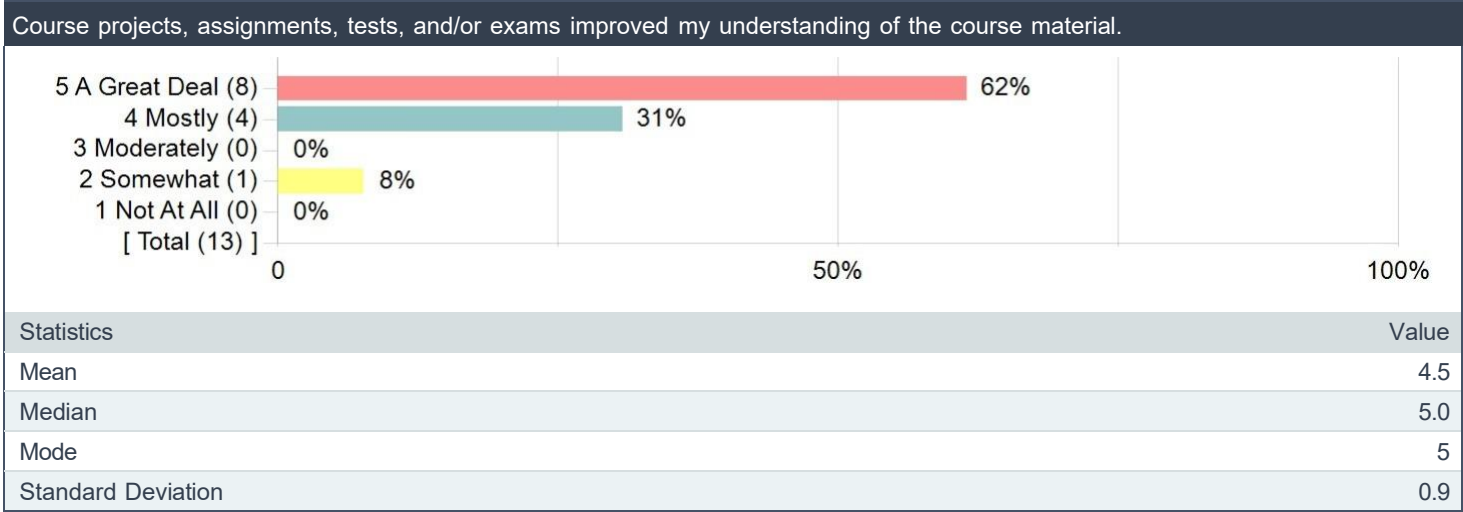
2. The course provided me with a deeper understanding of the subject matter.



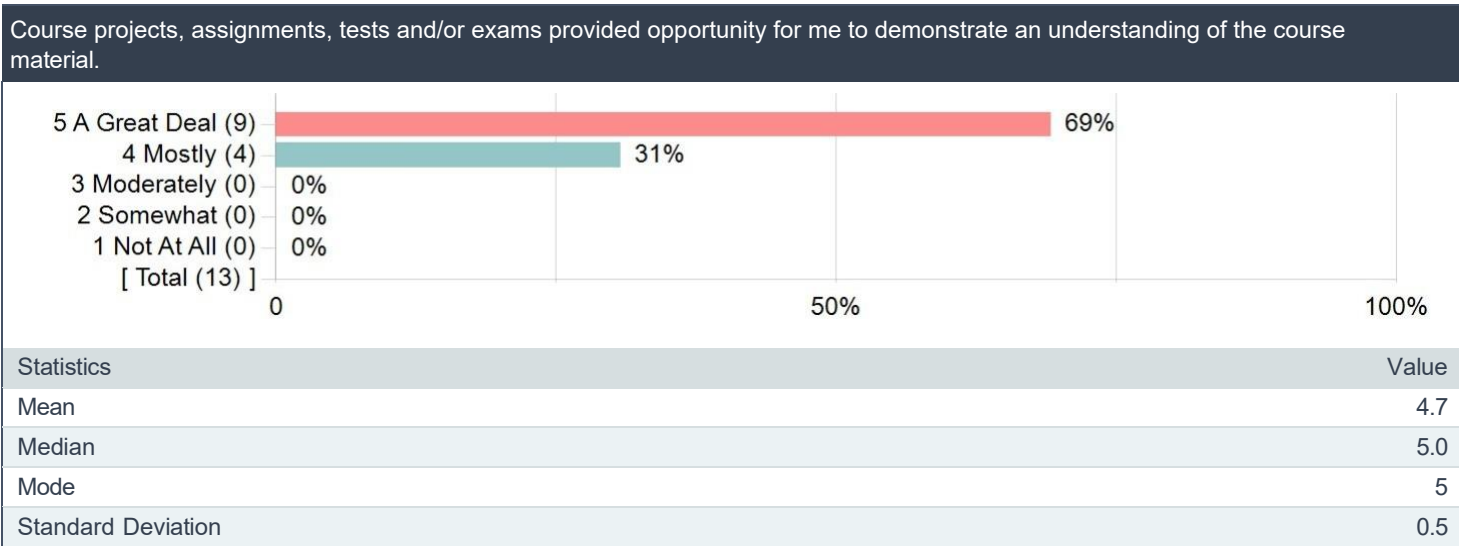
3. The instructor (Martina Favaretto) created a course atmosphere that was conducive to my learning.



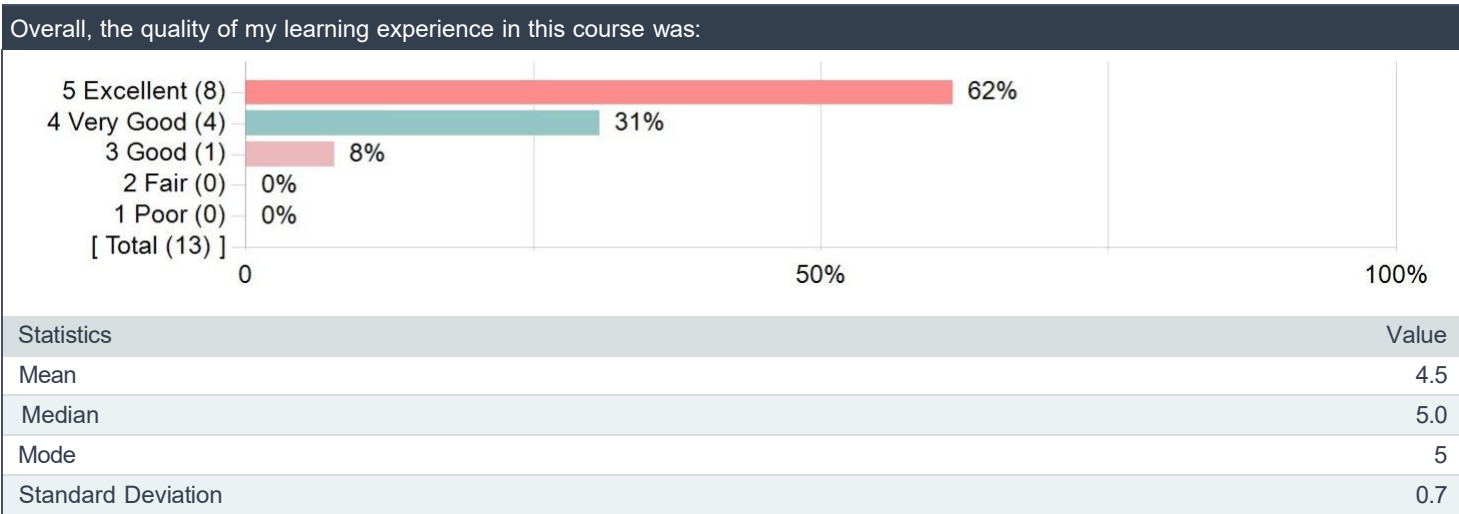
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

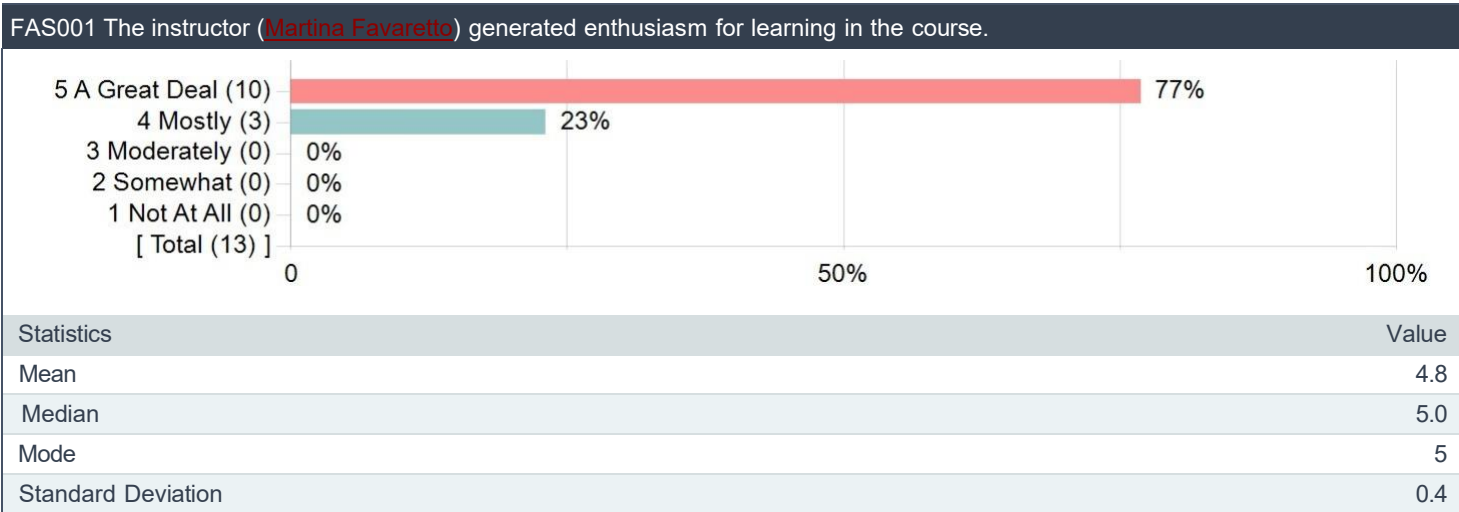


6. Overall, the quality of my learning experience in this course was....

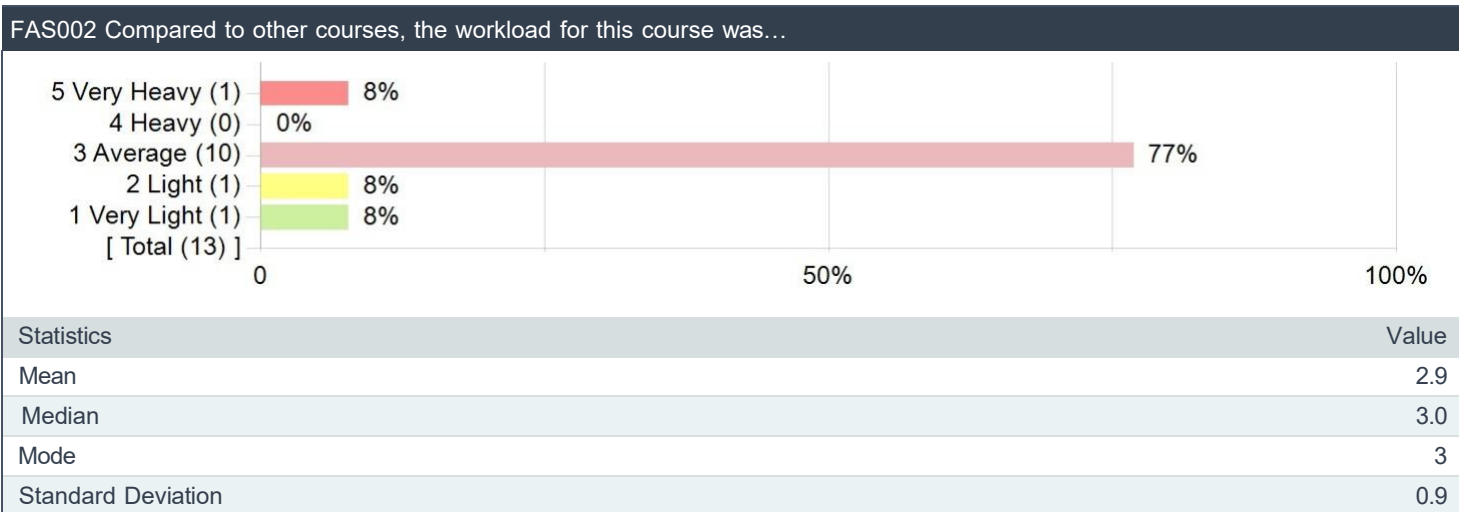


Part B. Divisional Items

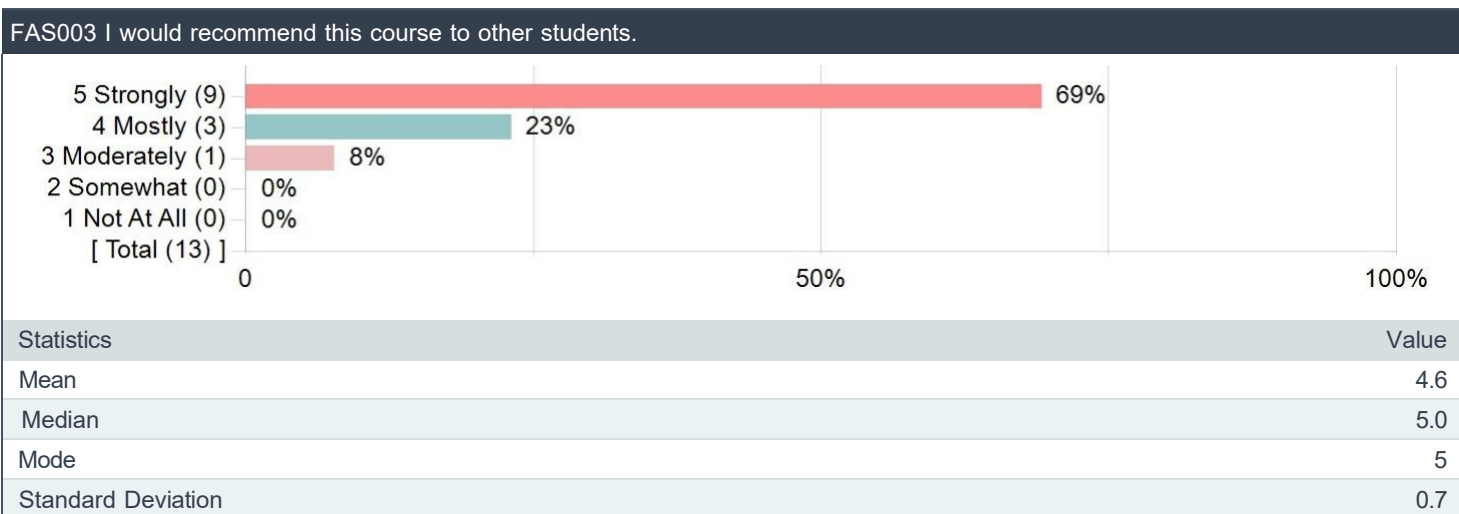
The instructor (**Martina Favaretto**) generated enthusiasm for learning in the course.



Compared to other courses, the workload for this course was...

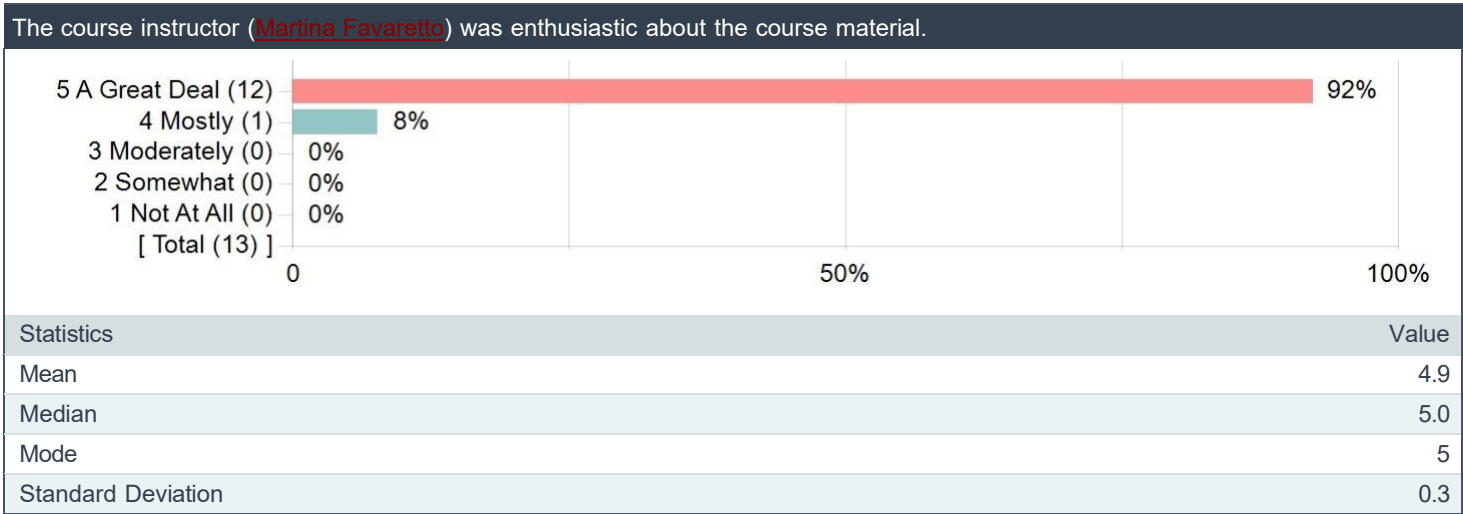


I would recommend this course to other students.

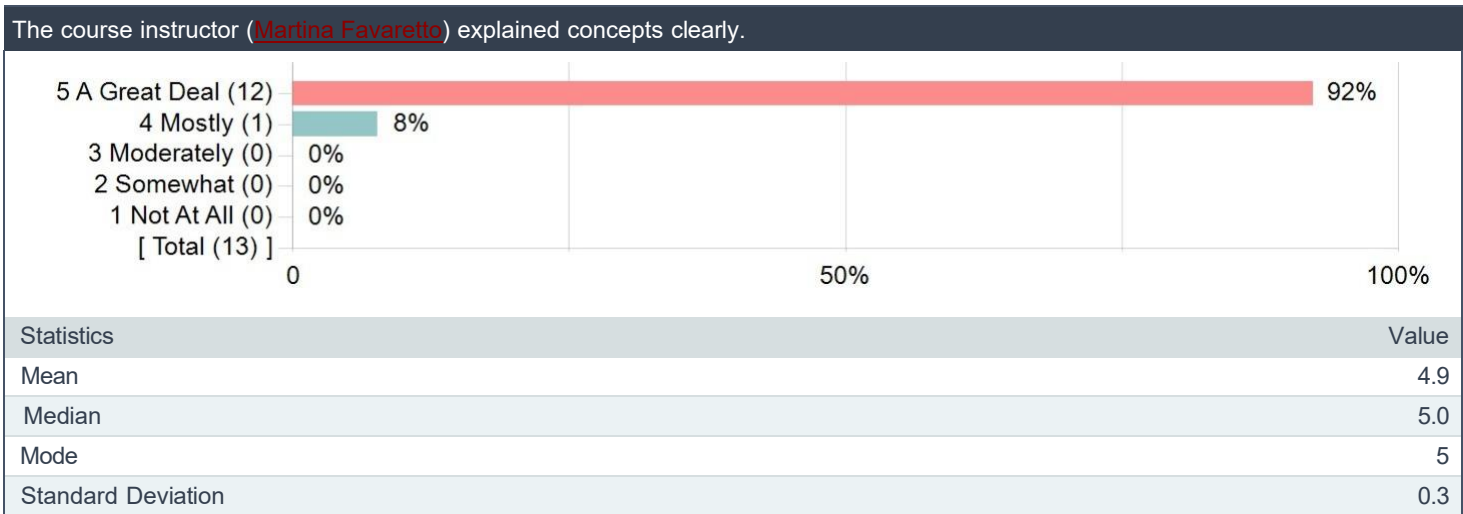


Part C. Departmental Items

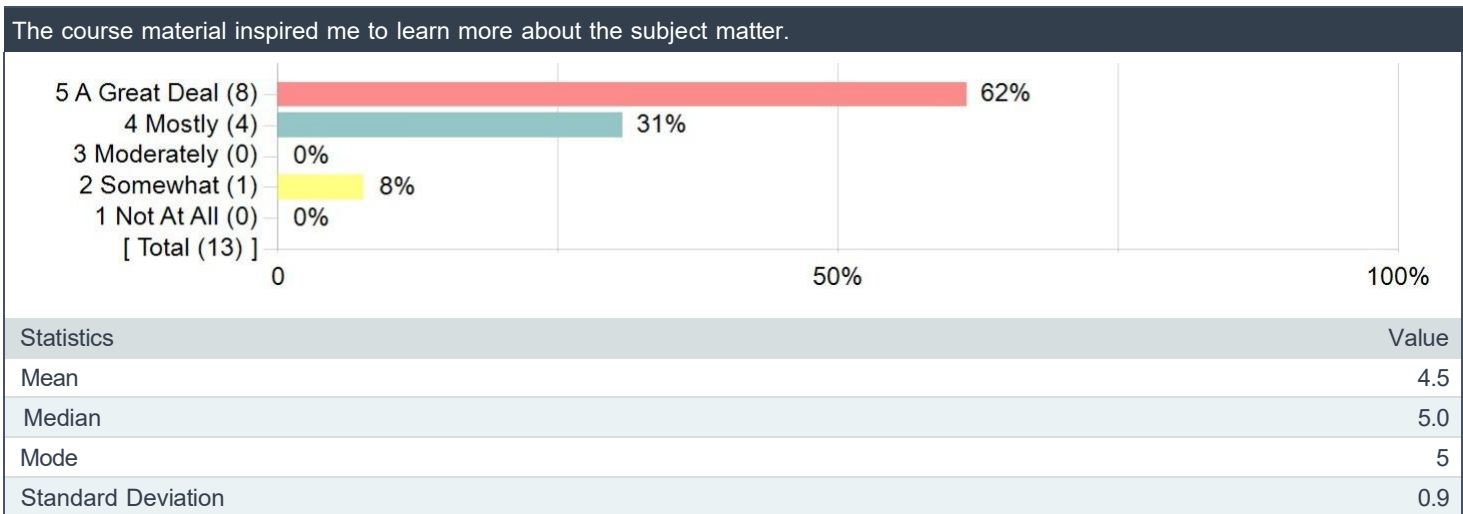
The course instructor (Martina Favaretto) was enthusiastic about the course material.



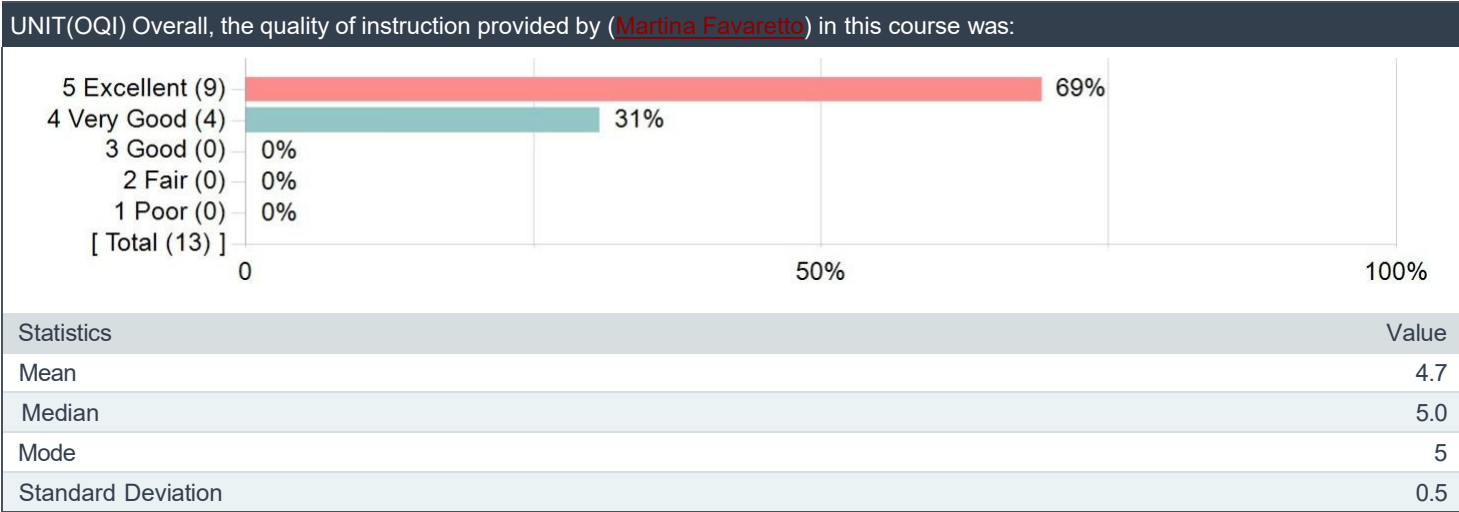
The course instructor (Martina Favaretto) explained concepts clearly.



The course material inspired me to learn more about the subject matter.



Overall, the quality of instruction provided by (Martina Favaretto) in this course was:



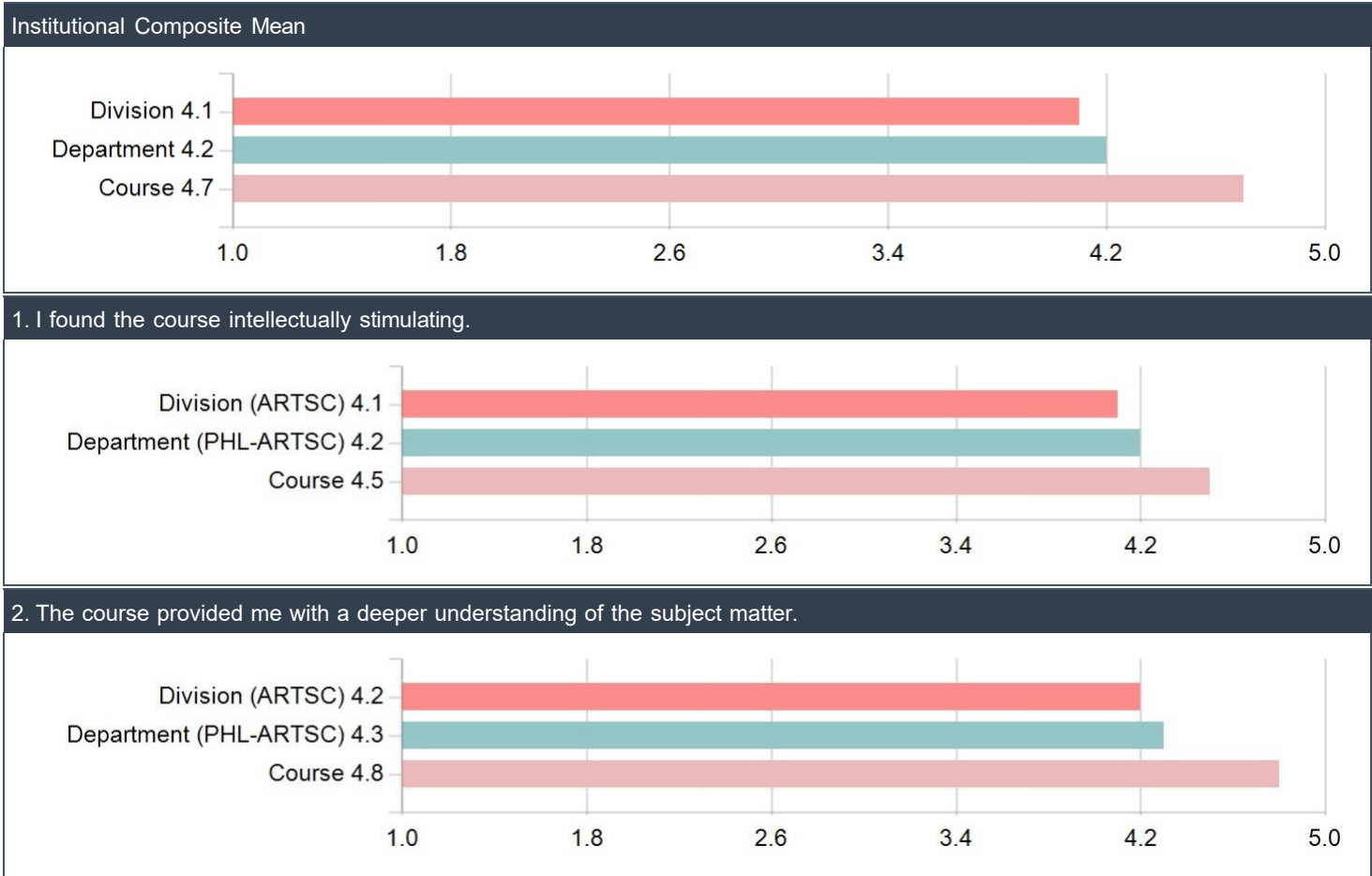
Section 3. Comparative Data

This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

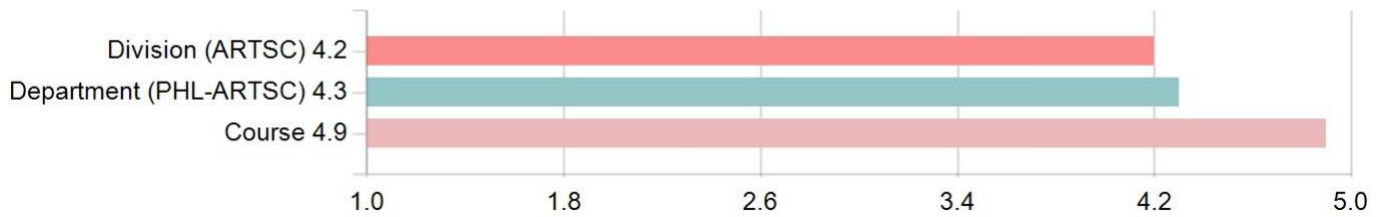
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$ and not $(3.5 + 4.5) / 2 = 4$.

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



3. The instructor ([Martina Favaretto](#)) created an atmosphere that was conducive to my learning.



4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.



5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



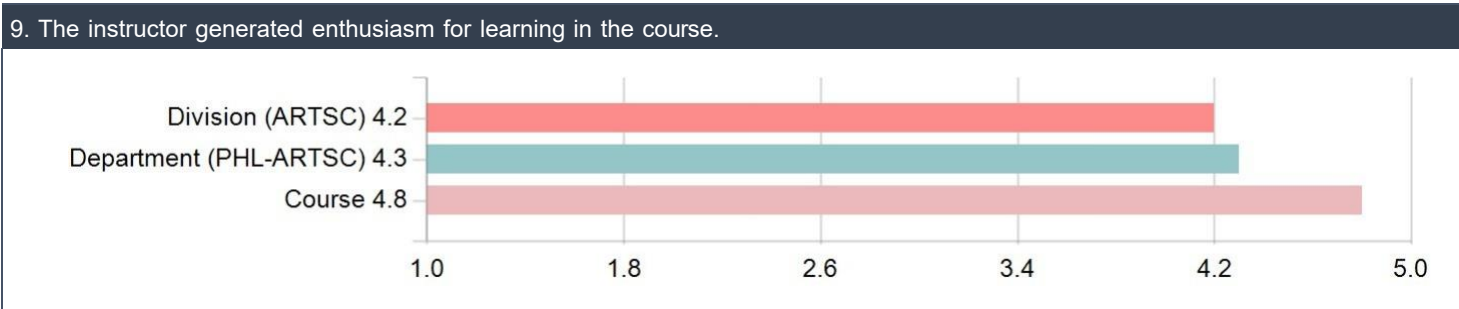
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

6. Overall, the quality of my learning experience in this course was:

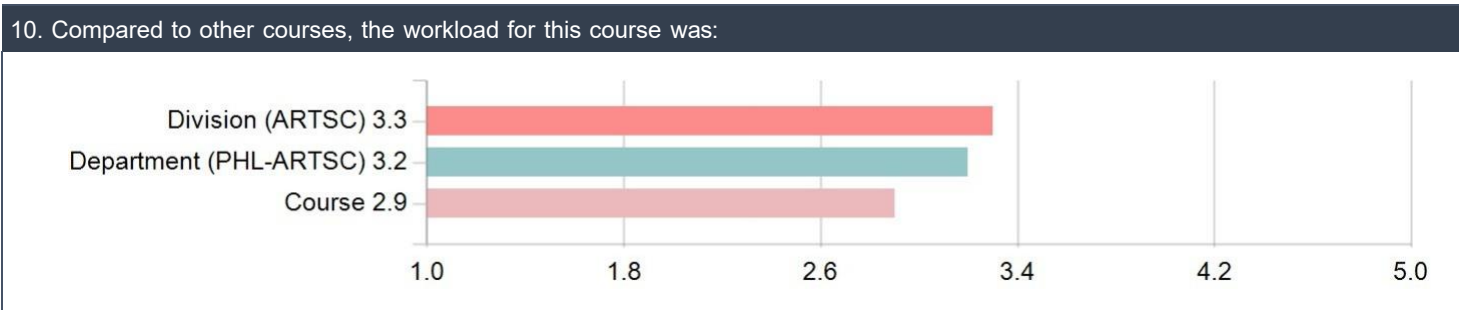


Part B. Divisional Items

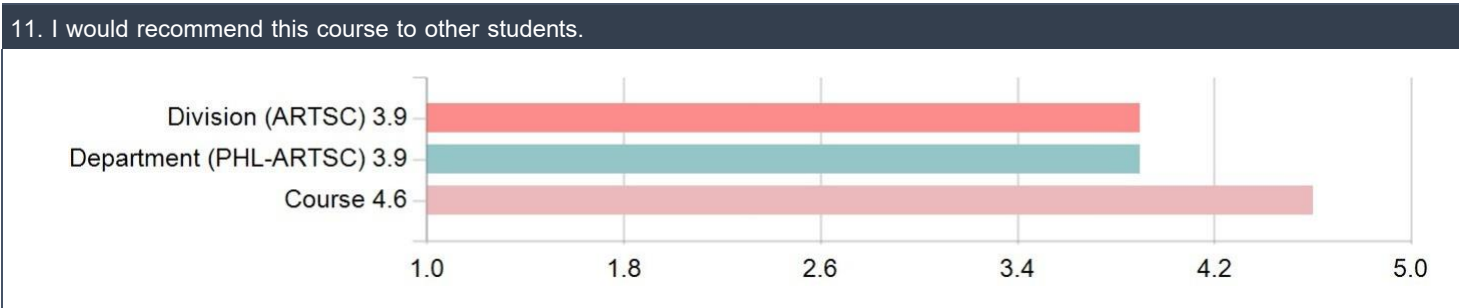
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy



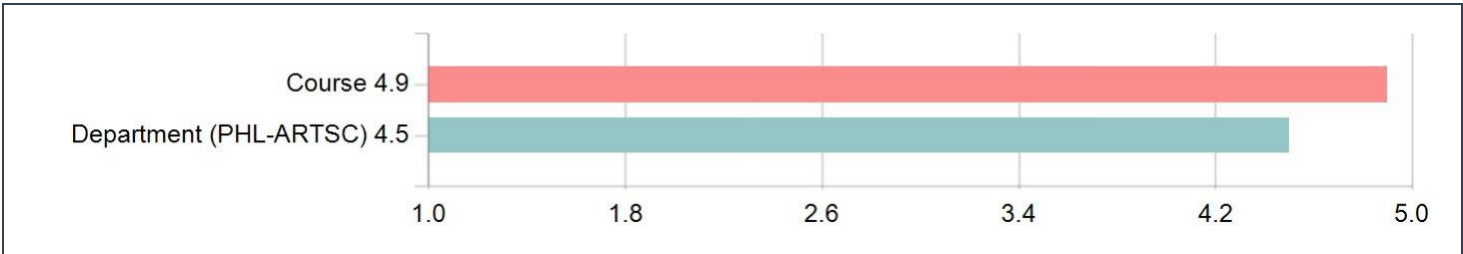
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly



Part C: Departmental Items

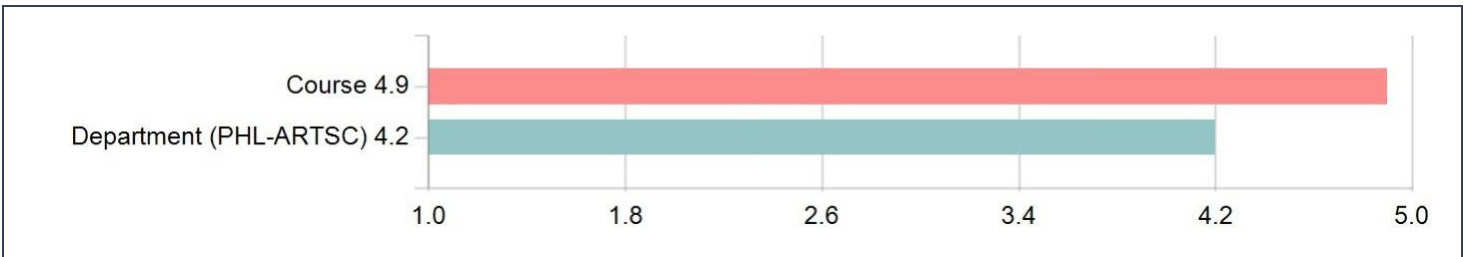
The course instructor (Martina Favaretto) was enthusiastic about the course material.

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



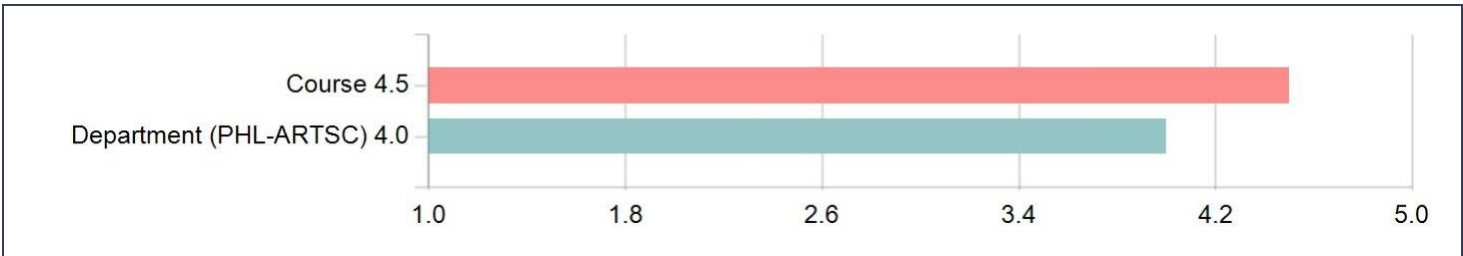
The course instructor (Martina Favaretto) explained concepts clearly.

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

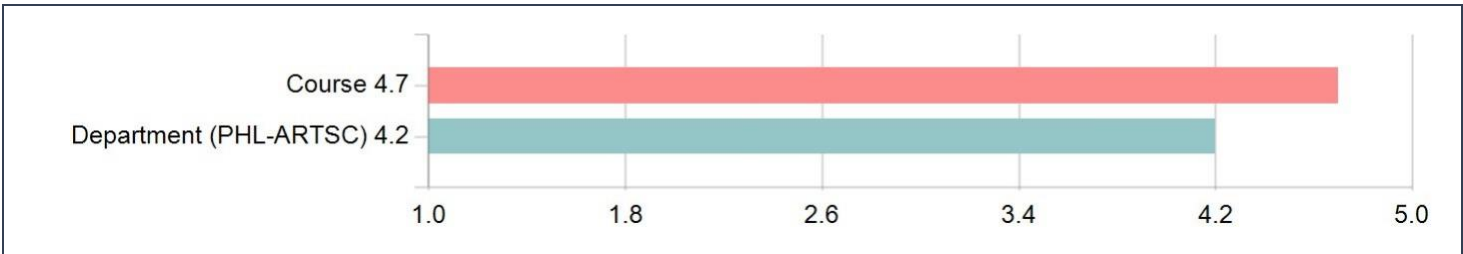


The course material inspired me to learn more about the subject matter.

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Overall, the quality of instruction provided by (Martina Favaretto) in this course was:



Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across ***all other evaluated courses at a particular level of comparison (e.g. division, program)*** for each set of items.

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

Course Name: Topics Value Theory ETH350H1-S-LEC0101	Instructor: Martina Favaretto
Division: ARTSC	Section: LEC0101
Session: S	Delivery Mode: INPER
Session Codes: F = First/Fall, S = Second/Winter	

Raters	Students
Responded	11
Invited	20

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	4.8	5.0
The course provided me with a deeper understanding of the subject matter.	4.5	5.0
The instructor (Martina Favaretto) created an atmosphere that was conducive to my learning.	4.8	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.5	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.5	5.0
Institutional Composite Mean	4.6	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
Overall, the quality of my learning experience in this course was:	4.5	5.0

7. Please comment on the overall quality of the instruction in this course.

Comments
the professor was a good instructor
Professor Favaretto is a dedicated instructor and she is very flexible and receptive to her students' opinions. She consistently encouraged free thinking and was open to our challenges to Kantian ethics which is notable as she is a Kantian philosopher. She uses clear language in explaining concepts and does not shy away from explaining complicated concepts in more than one way. She is not critical and was very effective in creating a very safe collaborative environment in her classroom where everyone, irrespective of which department they came from, felt welcomed and valued and able to participate in class discussions.
One of the best experiences I had in all my courses! Very patient, explains very well, encourages everyone's opinions.
Professor Favaretto led the class well. Her use of briefs and which she handed out for us to walk through readings was very useful. There were moments in which questions were answered in a long winded-manner, but it's better to listen to more details than needed than to not have enough.
Professor Favaretto is clearly highly knowledgeable about the subject matter, but still makes it accessible to students from outside of philosophy. Her handouts were clear and comprehensive and greatly helped my understanding of the material which was often quite dense.
I liked it, the instructor was great at her job!
Great introductory course on value ethics. Having no previous experience taking ethics courses, I was able to learn a lot about the field with various topics.
I found the quality of the instruction very good. The topics were philosophically interesting and complex. I really appreciated the handout/slides as that was able to focus my attention. The only thing I wished was that there was more groupwork as I like hearing what my peers think about the topics.
Professor Favaretto is a great instructor. She made the content interesting and was always available for extra help, even on the weekends. She was very approachable and always made us laugh. Her class has a great environment and is always a fun time.

8. Please comment on any assistance that was available to support your learning in this course.

Comments
The professor was always able to answer questions during office hours or over email.
She was always available by email to answer questions in between classes and I also benefited a great deal from my meetings with her during office hours. She always answered students' questions during class break as well and in case she did not have a meeting afterwards, she would spend some time answering questions after class as well.
Great!
N/A
The instructor was really quick to respond and was really helpful throughout.
Martina was great. She provided extensions and was very accommodating to students by offering several different options to support everyone's learning. For example, the presentation had two days and could have been in person or online. In addition, she was very quick to respond over email and she read and provided extensive feedback on my draft which helped to write a stronger paper. Overall, very pleased.
Professor Favaretto always made herself available to students for extra help. She truly cares about her students and wants to see them improve.

Part B. Divisional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
FAS001 The instructor (Martina Favaretto) generated enthusiasm for learning in the course.	4.8	5.0

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
FAS002 Compared to other courses, the workload for this course was...	2.6	3.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
FAS003 I would recommend this course to other students.	4.5	5.0

Part C: Departmental Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
The course instructor (Martina Favaretto) made it clear what students were expected to learn in the course.	4.7	5.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

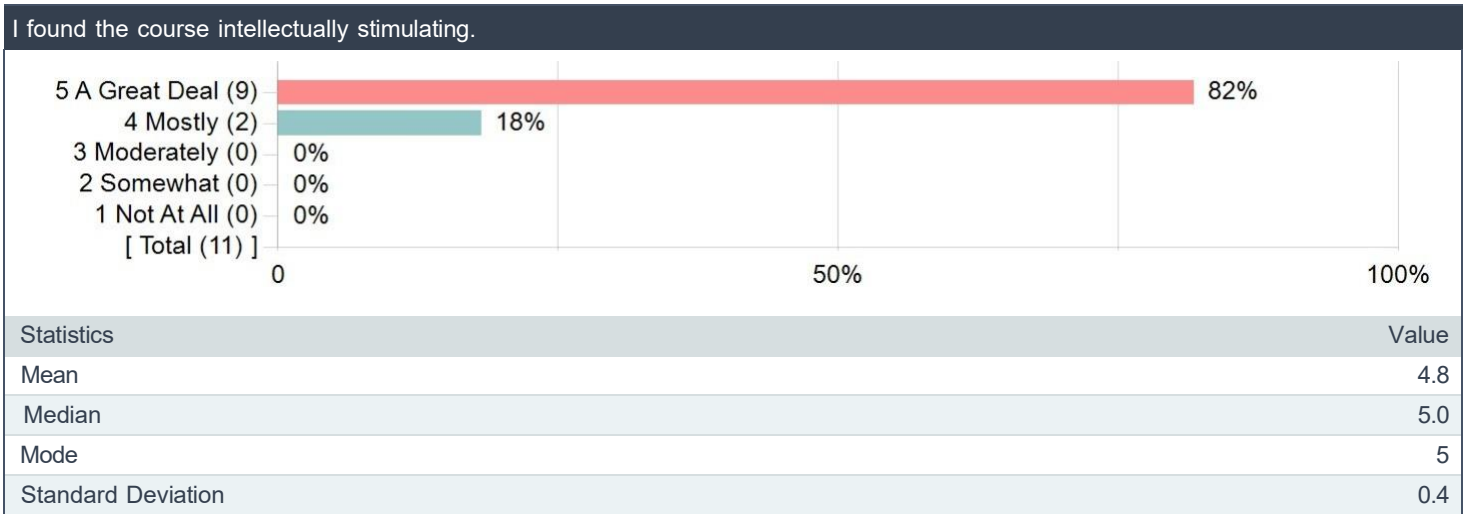
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

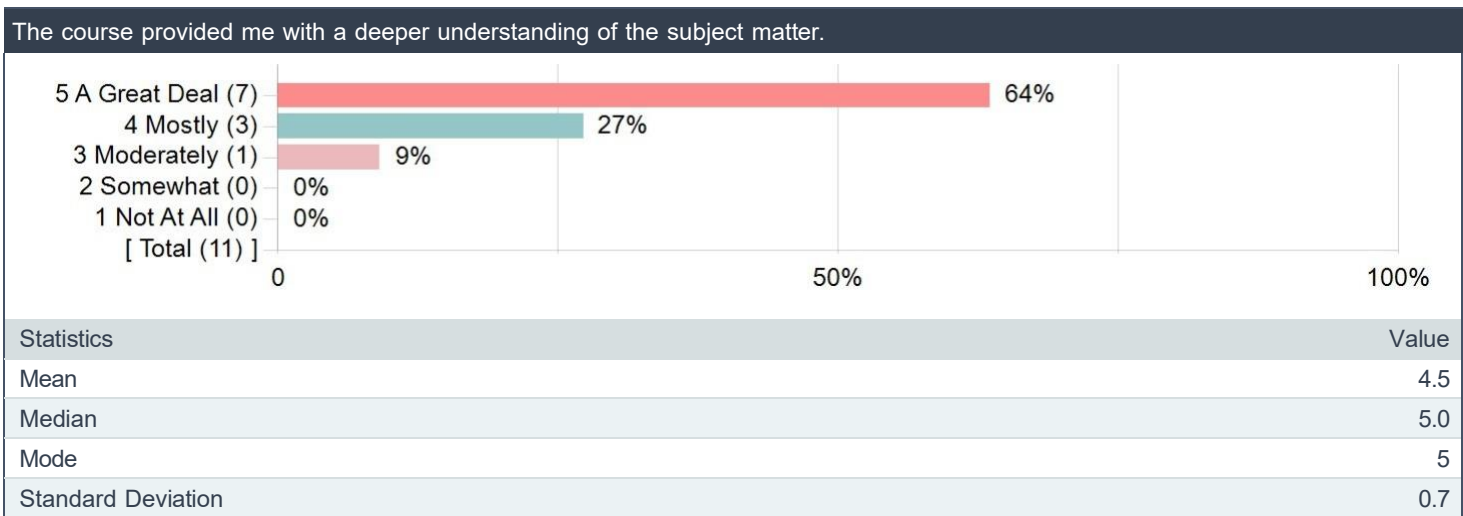
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

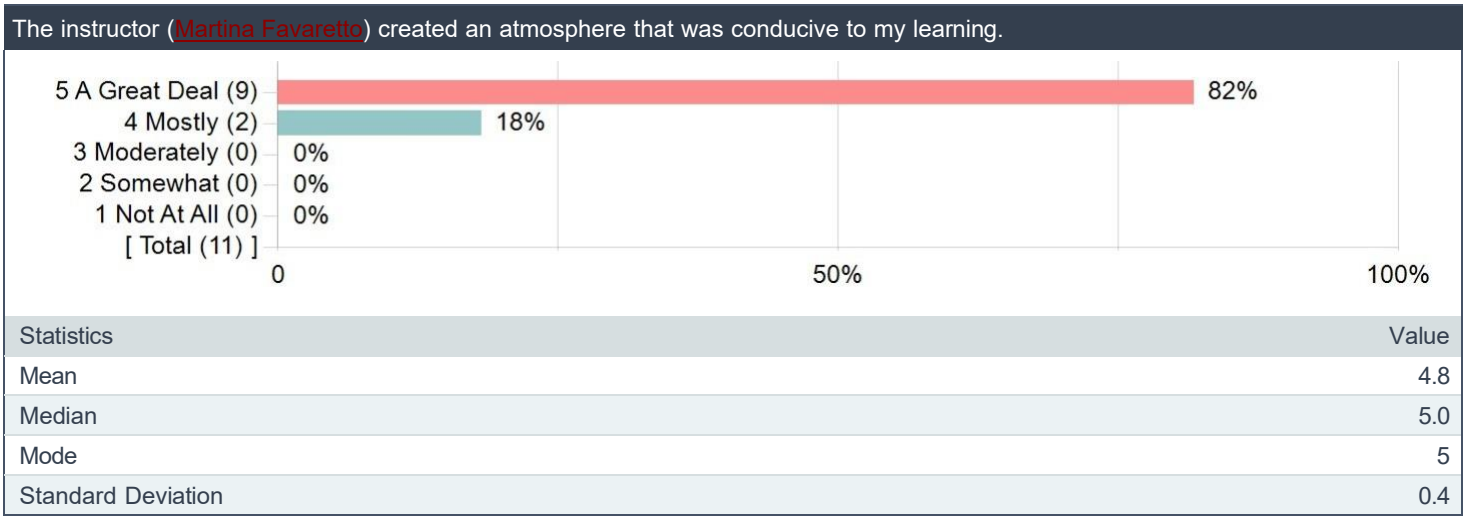
1. I found the course intellectually stimulating.



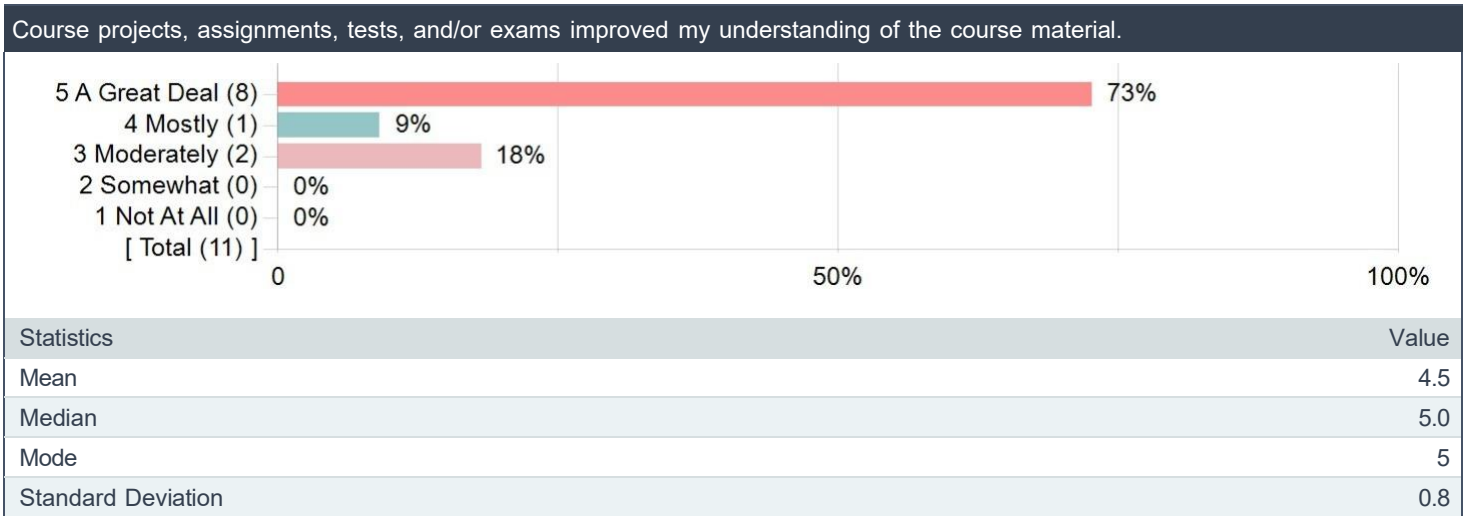
2. The course provided me with a deeper understanding of the subject matter.



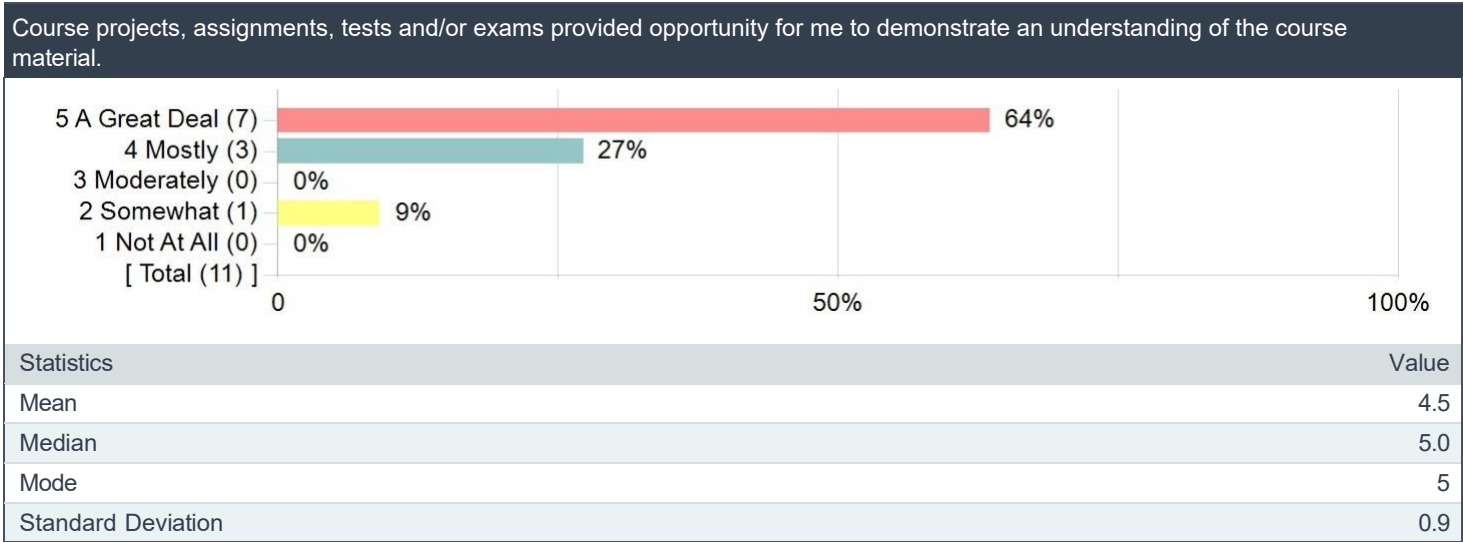
3. The instructor (Martina Favaretto) created a course atmosphere that was conducive to my learning.



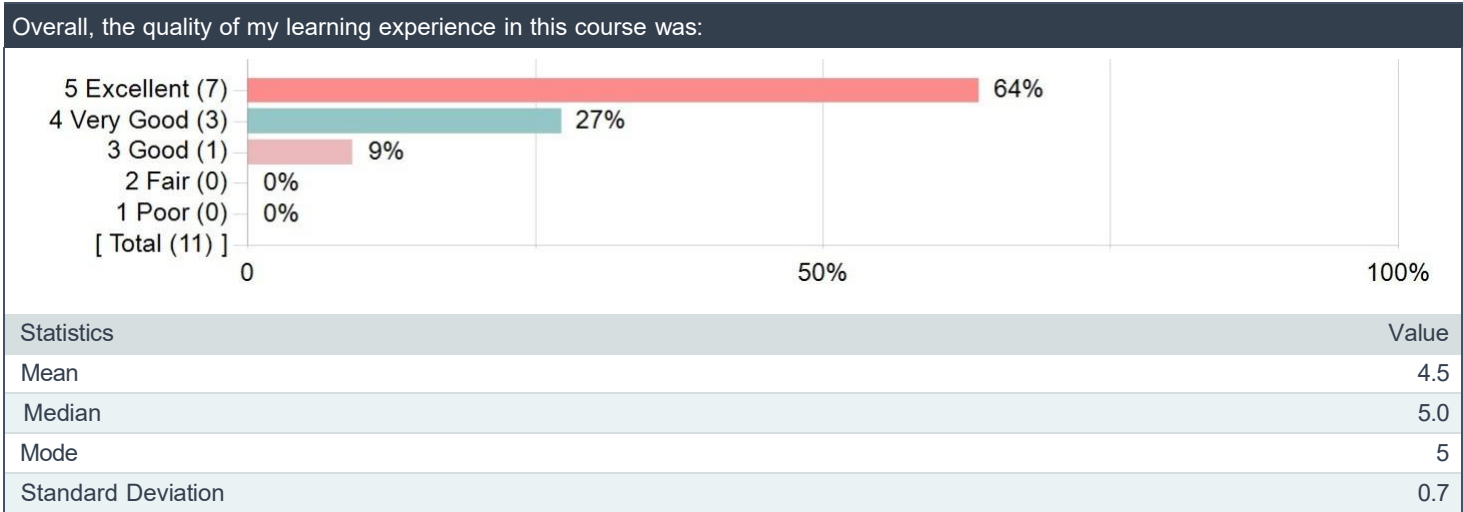
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

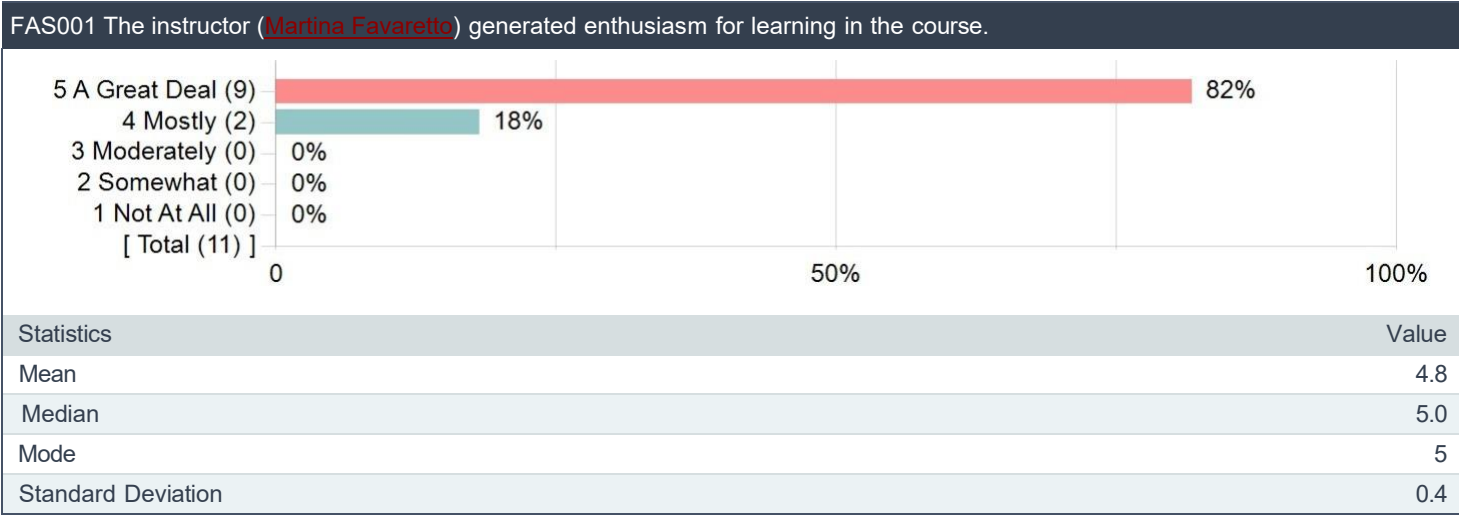


6. Overall, the quality of my learning experience in this course was....

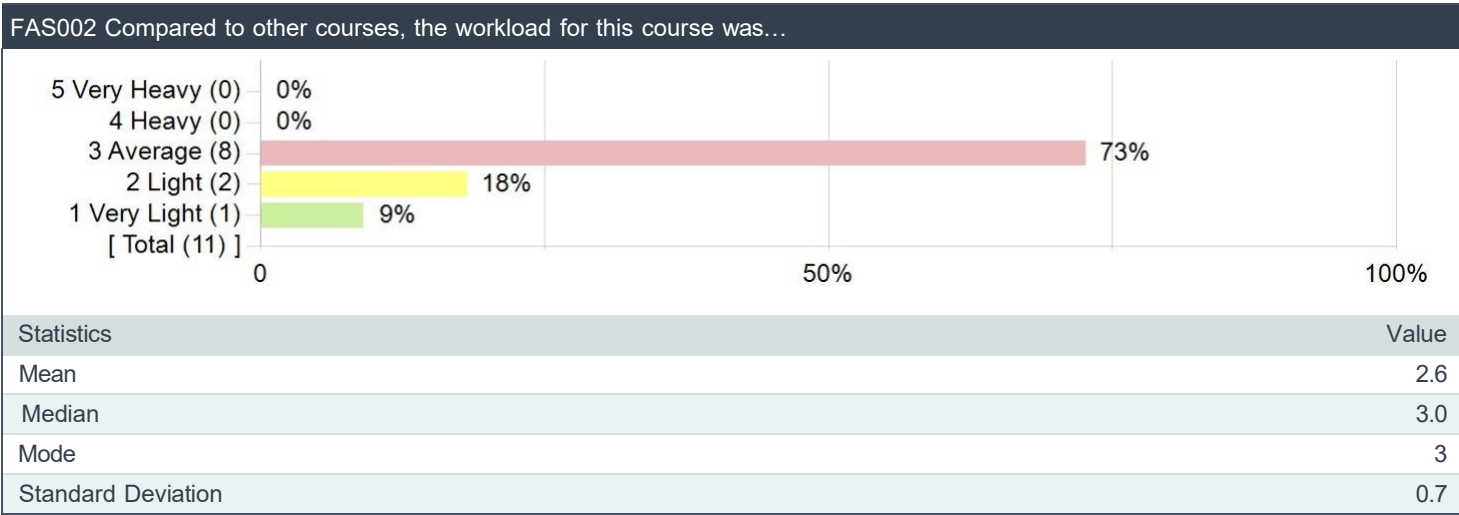


Part B. Divisional Items

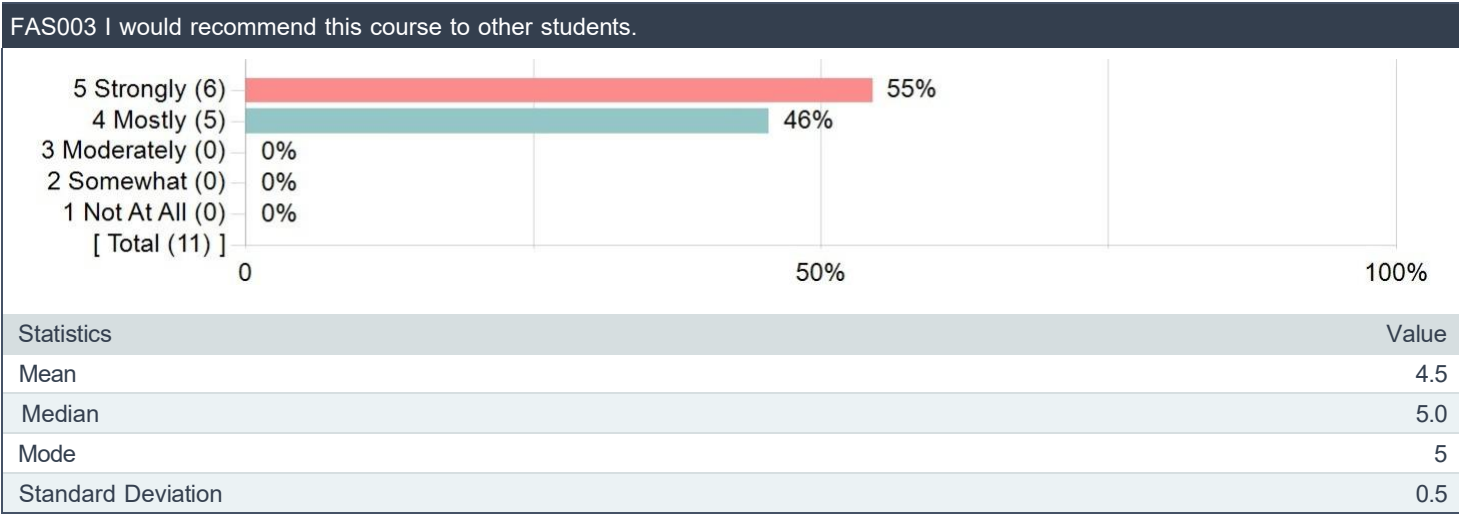
The instructor (**Martina Favaretto**) generated enthusiasm for learning in the course.



Compared to other courses, the workload for this course was...

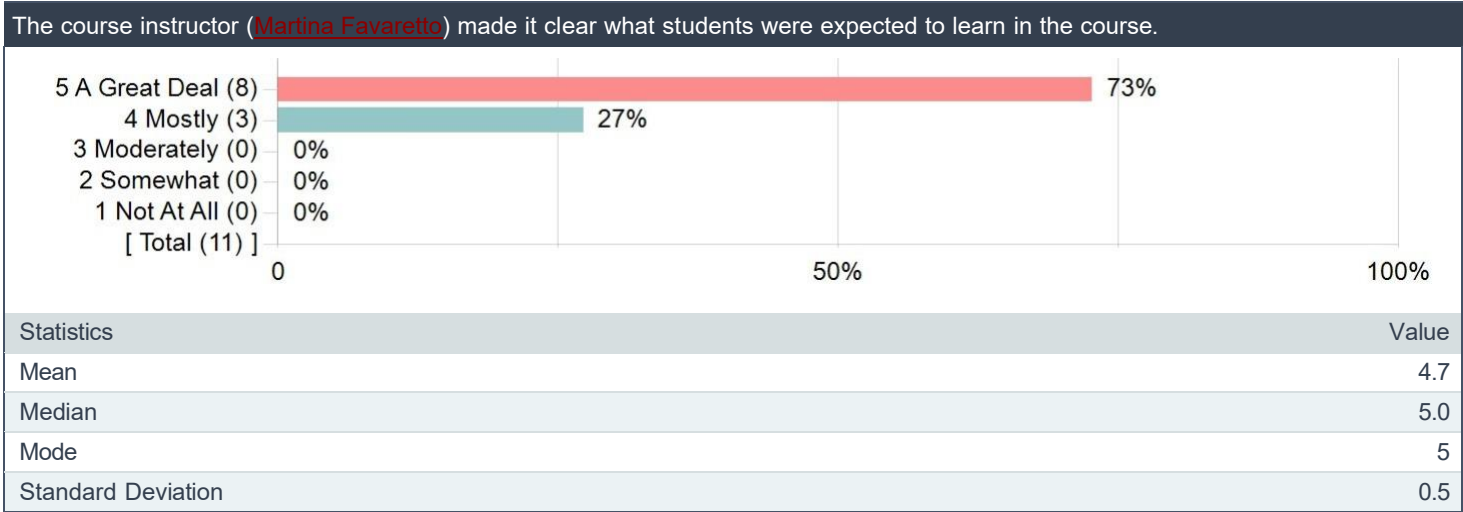


I would recommend this course to other students.



Part C. Departmental Items

The course instructor (Martina Favaretto) made it clear what students were expected to learn in the course.



Section 3. Comparative Data

This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

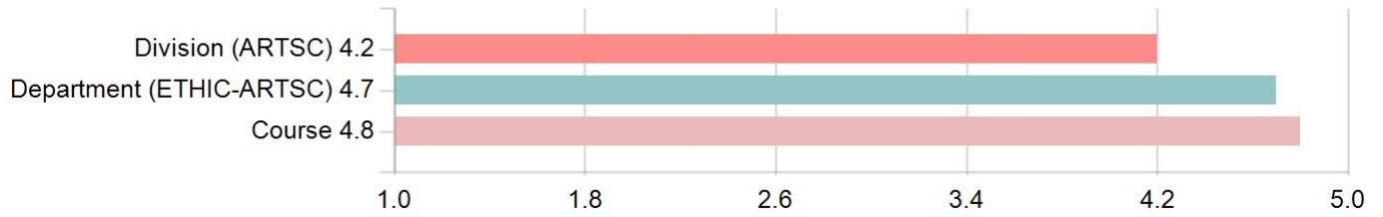
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$ and not $(3.5 + 4.5) / 2 = 4$.

Part A. Core Institutional Items

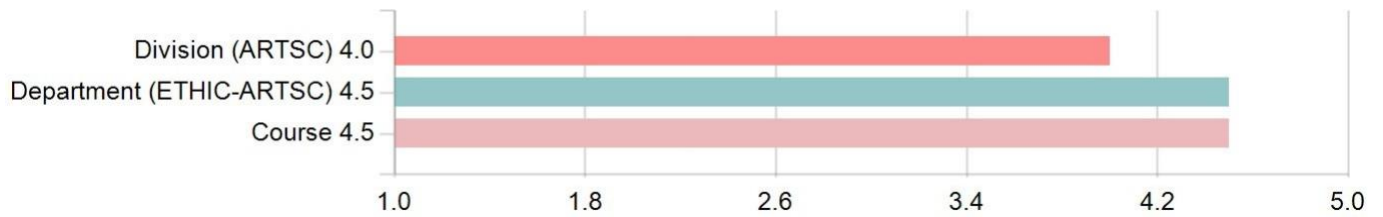
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



3. The instructor ([Martina Favaretto](#)) created an atmosphere that was conducive to my learning.



4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.



5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

6. Overall, the quality of my learning experience in this course was:

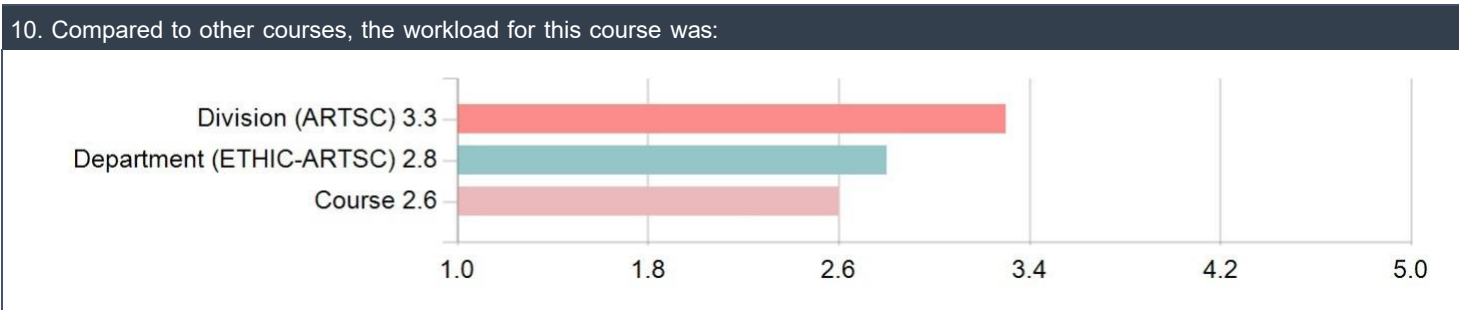


Part B. Divisional Items

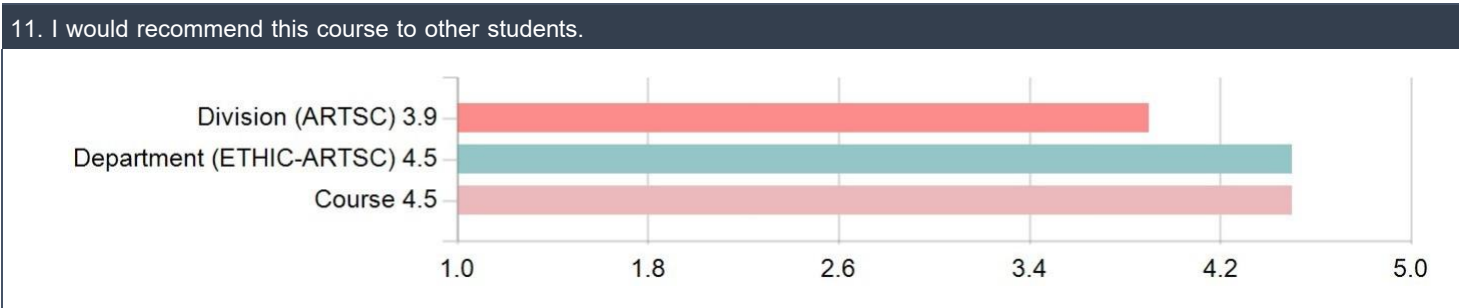
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy



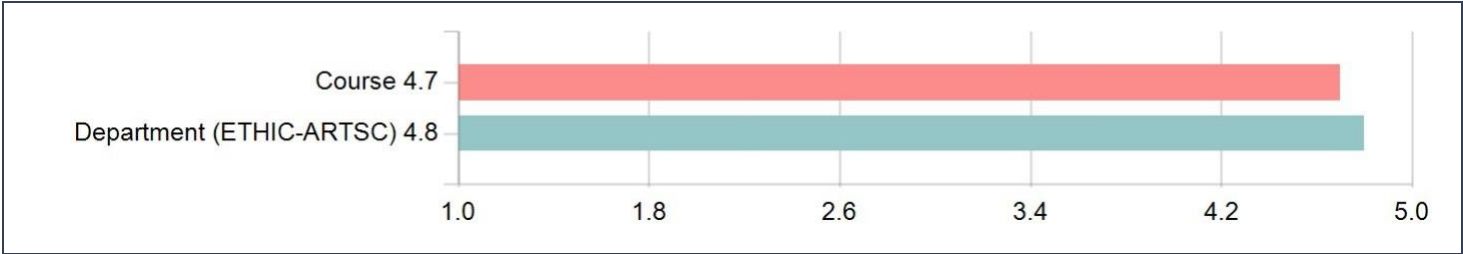
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly



Part C: Departmental Items

The course instructor (Martina Favaretto) made it clear what students were expected to learn in the course.

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal





IUB Spring 2022 Course Questionnaire Individual Report for PHIL P103 (LEC) 11559 GENDER, SEXUALITY AND RACE (Martina Favaretto)

Project Title: **IUB Spring 2022 Course Questionnaire**

Courses Audience: **39**

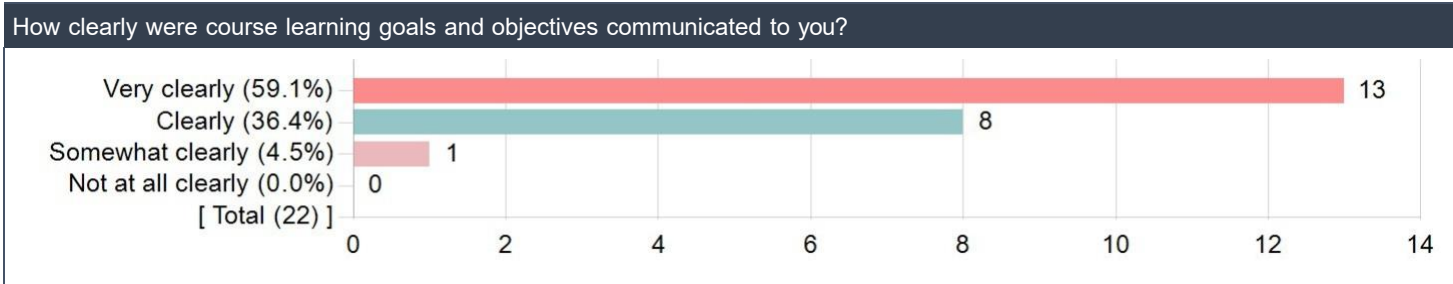
Responses Received: **22**

Response Ratio: **56.4%**

Creation Date: **Monday, July 18, 2022**

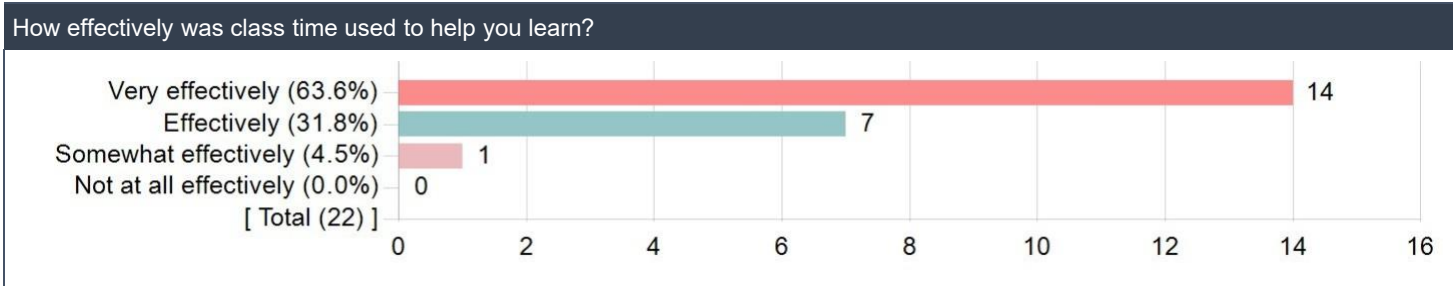
University Questions

How clearly were course learning goals and objectives communicated to you?



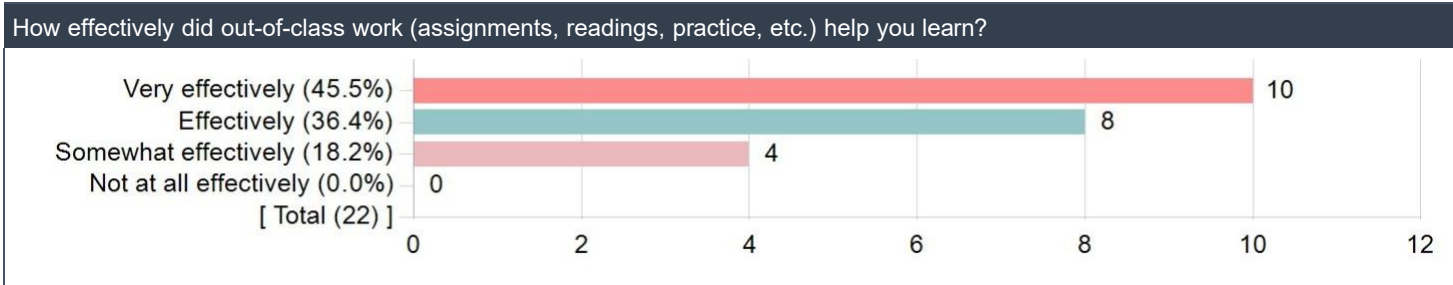
Question	Course			Department (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How clearly were course learning goals and objectives communicated to you?	22	3.5	0.6	423	3.5	0.7	74300	3.5	0.8

How effectively was class time used to help you learn?



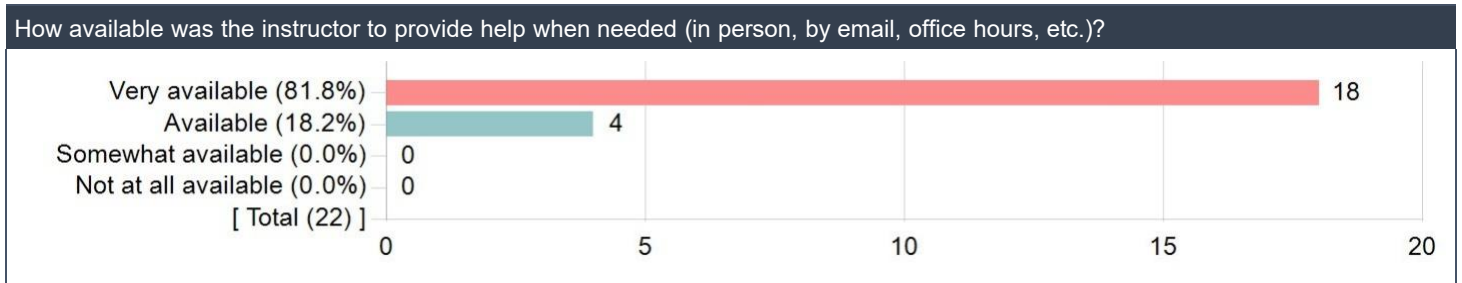
Question	Course			Department (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How effectively was class time used to help you learn?	22	3.6	0.6	423	3.5	0.7	73150	3.3	0.8

How effectively did out-of-class work (assignments, readings, practice, etc.) help you learn?



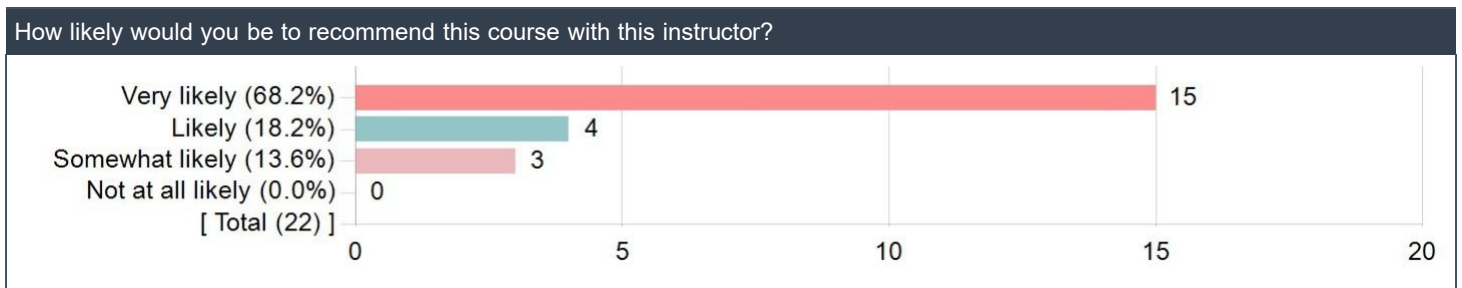
Question	Course			Department (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How effectively did out-of-class work (assignments, readings, practice, etc.) help you learn?	22	3.3	0.8	413	3.2	0.8	72973	3.2	0.9

How available was the instructor to provide help when needed (in person, by email, office hours, etc.)?



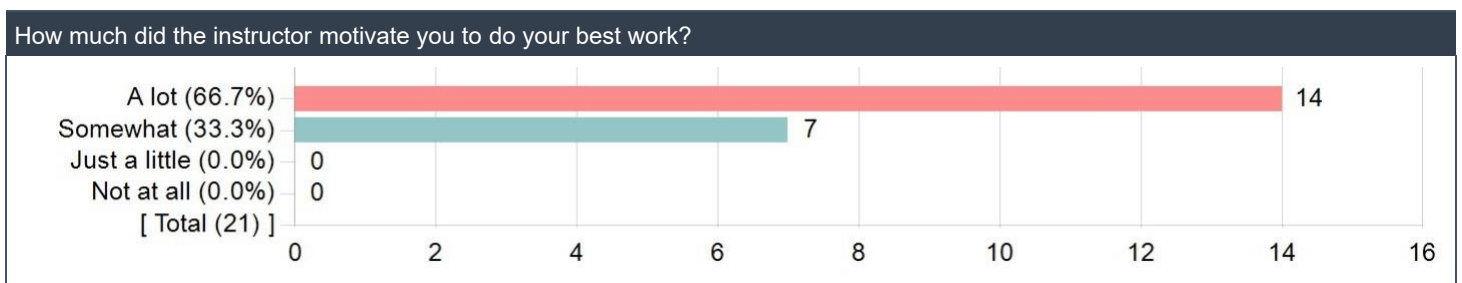
Question	Course			Department (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How available was the instructor to provide help when needed (in person, by email, office hours, etc.)?	22	3.8	0.4	501	3.6	0.7	82944	3.5	0.7

How likely would you be to recommend this course with this instructor?



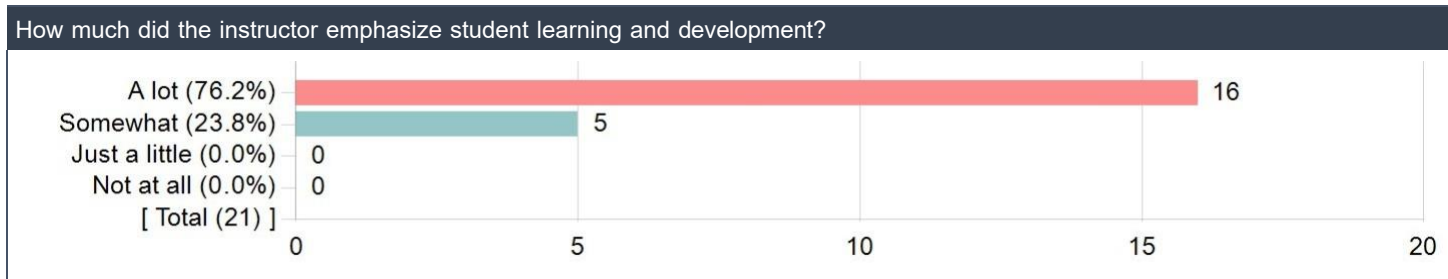
Question	Course			Department (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How likely would you be to recommend this course with this instructor?	22	3.5	0.7	502	3.4	0.9	83165	3.4	0.9

How much did the instructor motivate you to do your best work?



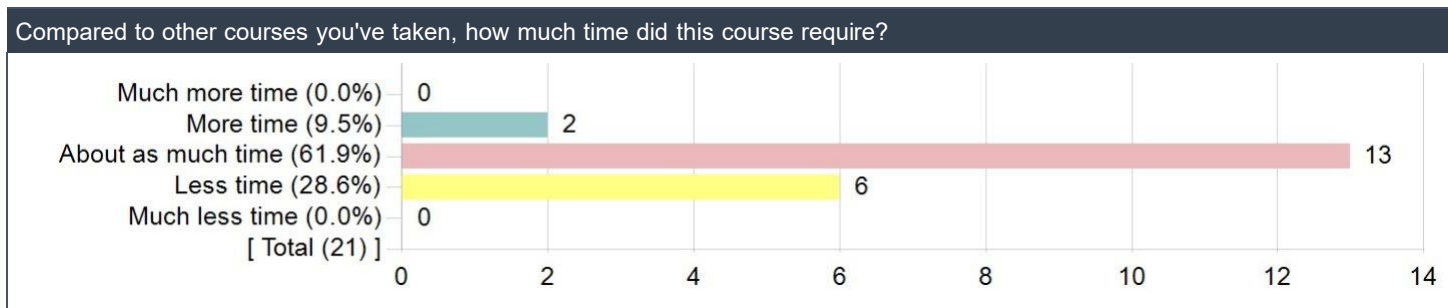
Question	Course			Department (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How much did the instructor motivate you to do your best work?	21	3.7	0.5	500	3.6	0.7	82633	3.5	0.8

How much did the instructor emphasize student learning and development?



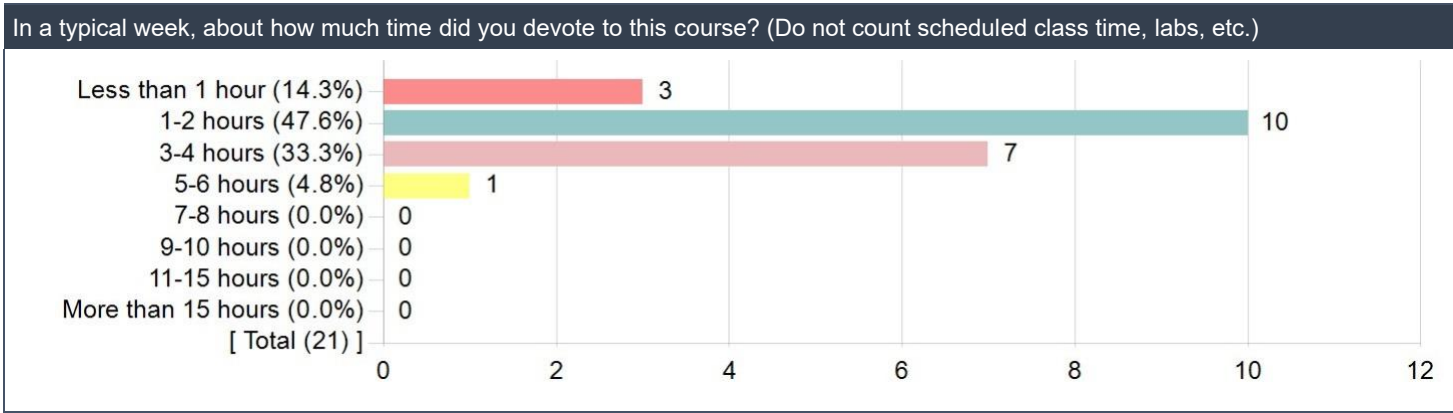
Question	Course			Department (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
How much did the instructor emphasize student learning and development?	21	3.8	0.4	501	3.6	0.7	82506	3.6	0.7

Compared to other courses you've taken, how much time did this course require?



Question	Course			Department (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
Compared to other courses you've taken, how much time did this course require?	21	2.8	0.6	422	3.0	0.8	73775	3.3	1.0

In a typical week, about how much time did you devote to this course? (Do not count scheduled class time, labs, etc.)



Question	Course			Department (PHIL)			Institution		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
In a typical week, about how much time did you devote to this course? (Do not count scheduled class time, labs, etc.)	21	2.3	0.8	422	2.5	1.0	73810	2.9	1.3

PHIL Open Ended Questions

What did you like most about this course and instructor?

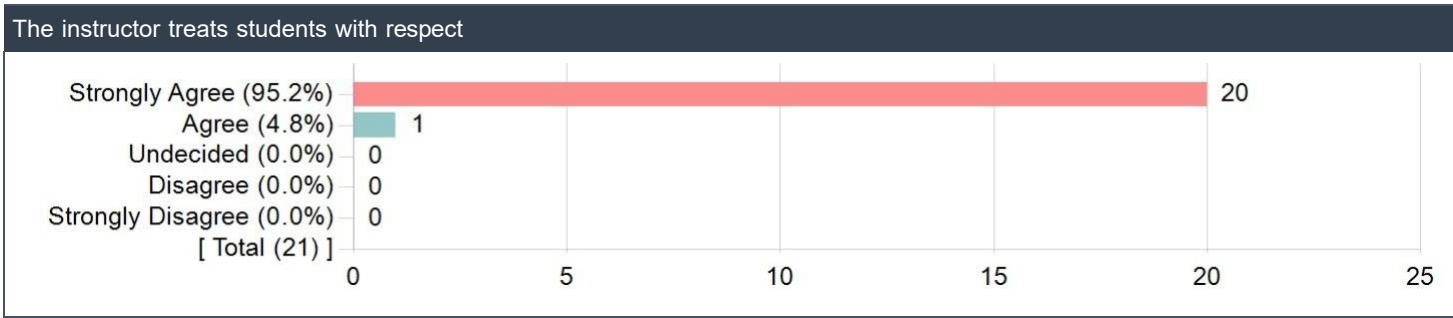
Comments
I loved how Professor Favaretto conducted all the classes. She made sure that they were insightful and interactive. Most importantly, she was a highly approachable professor, which is something that I found very endearing. Furthermore, she was always open to office hours appointments, and she was always ready to clear my doubts. In addition, she made such amazing efforts to understand where I was coming from and what my line of thinking was, and then she would go ahead to give me some amazing advice on assignments. In short, she was truly the best professor I had this semester.
I liked how available and approachable she was to ask for help.
She is fantastic! When giving instruction she is clear and concise. She was always very prompt if you had a question over Canvas, email, or in-person. She did a great job explaining all these topics, topics which could be very hard to translate, discuss, and explain to others. She was always very conscious of how she said things and made sure to keep students comfortable.
She was very approachable and didn't make people feel excluded
I liked how understanding the professor was. She also explained the material well and had a well-structured class.
She was very supportive and uplifting and understood that each person has their own learning style. It was easy to learn the material and easy to get help if you didn't understand.
I really liked all of the readings and topics we covered!! also really appreciated her offering a zoom option.
I liked the discussions we were able to have in class about the readings
It was very fluid and interesting.
I really liked the class lectures and discussions, because I would always know that if I didn't understand the paper when I first read it that in class she would be able to explain it well.
Flexible
I liked writing papers rather than exams because it encouraged me to engage with course material more. Professor was very available and helped answer questions
I think Professor Favaretto is incredibly knowledgeable and passionate about the course's subject matter which makes it more interesting and makes me want to pay attention! Plus is think the material is very relevant and important and it is stuff everyone should learn at some point.
I liked that the discussions were always engaging and we talked about important topics
I liked that the only assignments we had were the readings for class and the papers. I loved that my instructor was so sweet and understanding. She also is a really great speaker and gives great lectures that help us understand the readings better.
She was very passionate about the course material.
Martina is very good-natured, and she seems very excited and interested in discussions and what we have to say during them. She really knows what she's talking about, and there weren't any moments where I felt hesitant to express thoughts or opinions. The classwork was pretty simple, the papers were not difficult, and the readings were interesting and relevant.
She was very positive and showed a lot of energy about the class
I like how responsive Martina was, how helpful she was, and how she gave great feedback on our assignments.

What did you like least about this course and instructor?

Comments
Since I was in India throughout the semester, I could not attend the class in-person, and that is something that I liked least, because I could not meet Professor Favaretto and the other students in-person.
I think it would be more engaging when there is more discussion. I found it is hard to sustain attention when it is mostly lecture but when encouraged to think and respond to the topics I find it very engaging.
Nothing. Top-tier. She deserves a raise honestly.
The only thing I didn't really like about the course was that the final paper was such a large percent of our grade even though we hadn't done many assignments like it.
I don't have any negative feedback!
N/A
I think it would have been better for discussions if more people came to class.
n/a
N/A
I liked this class a lot, but if I had to say something it would be wishing for more student interaction (but I know that was hard because of Covid-19).
Zoom set up was difficult to hear. Wish that slides and zoom were on same computer so we could see them
It was strange not being able to use my computer during class in a college course. Also, attendance was very low so there weren't many incentives to come to class in person. I received good grades in the class but would still miss points and not have much guidance for why i lost those points
I'm just a terrible writer and have never been able to excel at writing which this course consists heavily of.
I do not like that there are only 5 graded assignments.
That some of the readings were too long to read.
I could not understand her accent and that made it very difficult to pay attention and learn. Also, the course content is so abstract that it felt like I could have written anything in our papers and still received a good grade.
Sometimes the lectures dragged a bit or were somewhat confusing, but overall, everything went great.
Nothing much, I liked Professor Favaretto.
The readings were just so long, it was difficult to get through them at times, but once I made a schedule for myself to deal with longer readings, it became easier.

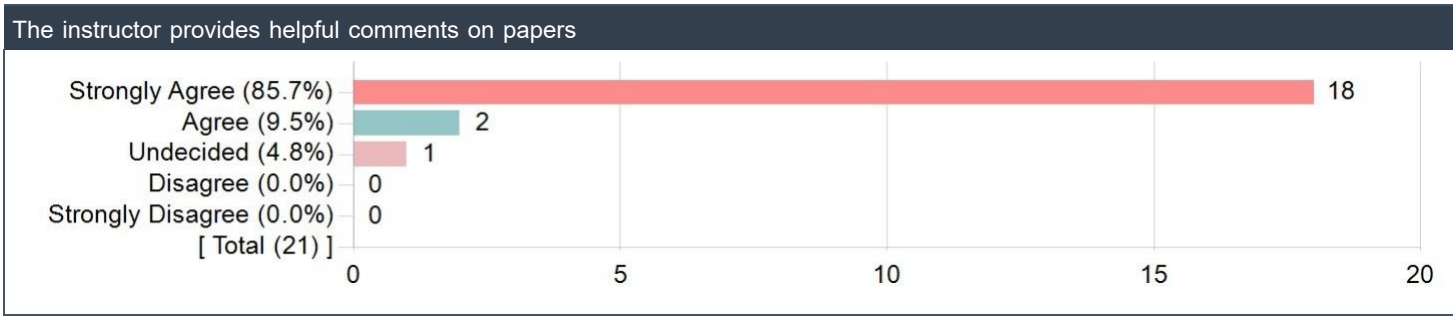
Instructor Added Quantitative Questions

The instructor treats students with respect



Question	Course		
	Response Count	Mean	Standard Deviation
The instructor treats students with respect	21	5.0	0.2

The instructor provides helpful comments on papers



Question	Course		
	Response Count	Mean	Standard Deviation
The instructor provides helpful comments on papers	21	4.8	0.5

Instructor Added Open Ended Questions

Which readings did you find most interesting?

Comments
I found Dembroff's reading and Kate Manne's reading the most interesting.
Marilyn Frye and Charles Mills papers were really influential to me. They both gave very good frameworks at looking at oppression or race.
I found the readings about intersectionality to be the most interesting
The microaggression reading and the Passing as Privileged reading.
Charles mills and Jenkins
I really liked the reading about microaggressions and the Kimberly Crenshaw one.
the reading about misogyny and sexism by Kate Manne
I liked the more personal readings (examples, personal experience).
The readings that dealt more with theoretical definitions of gender, sexuality, and race were the most interesting to read.
The ones about passing
I enjoyed the subject matters of sexuality identification and passing the most
The shorter ones, I can not focus when they are 60 pages long.
I really enjoyed all the readings and thought that I learned a lot from them.
None.
The papers on intersectionality or topics reflective of it were the most interesting to me. I enjoyed hearing, too, about Audre Lord's experiences with intersectionality. Crenshaw, as well, had a very powerful reading and TED Talk on intersectionality, which just piqued my attention more than others.
I liked the Oppression by Alison Bailey

Which readings did you find least interesting?

Comments
I found Haslanger's reading the least interesting.
I honestly can't think of one.
N/A
Amelioration and Inclusion
Passing as privileged
N/A
n/a
They all were very interesting.
The least interesting readings were usually the ones near the end of the semester that dealt with more wider topics.
N/A
The ones that were very long.
I didn't like the readings that were almost impossible to finish because they were so long.
All.
I have to say while I understand Charles Mills' work in the fundamentals, his papers were a bit tedious to read at times. The first paper we read didn't feel all too engrossing.
Some of the readings were really really long.