

Syllabus: Phil-127, Fall 2013
Ethics: Origins of Animal Rights

Instructor: Richard Fry

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Office Hours: Wednesdays by appointment,
Philosophy Department (2nd Floor, New North)

Class meeting time: MW, 5:00-6:15PM
Meeting place: Walsh 498

Course Description:

Do animals deserve any sort of moral consideration? Ought we to kill them, eat them, torture them? Are we even allowed to do any of these? What features of animals (or humans) bear on these questions?

In the span from 1635 to 1865 we find thinkers engaging with these questions in recognizably modern ways for the first time. Some give reasons to think that animals lack minds, and therefore merit no moral consideration whatsoever. Some think that animals deserve moral protection only as they relate to human interests. Others think that suffering, in itself, is a brute bad and is to be avoided.

By investigating these views in their historical context, we will ask what the salient philosophical considerations ought to be in our moral thinking about animals. In doing so, we will try to determine how the views these thinkers held lead to the kinds of views commonly held today.

We will read works by René Descartes, Michel de Montaigne, Pierre Bayle, Thomas Hobbes, John Locke, G.W.V. Leibniz, David Hume, Immanuel Kant, Jeremy Bentham and J.S. Mill. There will be several 1-2pg writing assignments and one long paper (10+ pgs).

Required Texts:

Descartes, *Philosophical Essays and Correspondence*
ed. Ariew; Publisher: Hackett
ISBN-10: 0872205029

Hobbes, *Leviathan*
ed., tr. Curley; Publisher: Hackett
ISBN-10: 0872201775

Hume, *An Enquiry Concerning Human Understanding*
ed. Steinberg; Publisher: Hackett, 2nd ed.
ISBN-10: 0872202291

Hume, *An Enquiry Concerning the Principles of Morals*
ed. Steinberg; Publisher: Hackett
ISBN-10: 0915145456

Mandeville, *The Fable of the Bees*
ed. Harth; Publisher: Penguin
ISBN-10: 0140445412

Montaigne, *Apology for Raymond Sebond*
tr. Ariew, Greene; Publisher: Hackett
ISBN-10: 0872206793

Bentham and Mill, *The Classical Utilitarians: Bentham and Mill*
ed. Troyer; Publisher: Hackett
ISBN-10: 0872206491

Kant, *Grounding for the Metaphysics of Morals*
tr. Ellington; Publisher: Hackett, 3rd. ed.
ISBN-10: 087220166X

The Honor Code and Plagiarism

You are expected and required to uphold standards of academic honesty in this course. Plagiarism of ideas or words is unacceptable. Familiarize yourself with what counts as plagiarism: <http://gervaseprograms.georgetown.edu/honor/system/53377.html>

The Honor Council (<http://gervaseprograms.georgetown.edu/honor/>) adjudicates cases of suspected academic dishonesty. In effort to uphold this university's high standards, I will submit any and all suspected cases of academic dishonesty to the Honor Council, who will investigate. Confirmed academic dishonesty will result in automatic failure of the course.

Policies

Preparedness: You are responsible for being prepared for class. This includes reading assigned material, thinking about it so that you can ask questions, and arriving on time.

Attitude: You are responsible for comporting yourself in an appropriate manner. This includes both actively participating in discussion as well as treating other members of the class with respect and courtesy.

Laptops: Laptop use may be prohibited at any time at my discretion, so pay attention to me and to your classmates. There will be class meetings when no laptop use at all will be allowed.

Due Dates: You are responsible for turning in your work on time. Each 24 hours or portion thereof that a piece of written work is late will result in the subtraction of 1/3 letter grade. All work more than a week late will receive an F.

Under some circumstances, it is possible to get an extension for written work because of illness, injury or family emergency. If you need an extension or reassignment, email me *as soon as possible* with a brief description of your situation and how long you think it will take you to resolve the issue. We will then work out a timeframe for the extension/reassignment. Extensions must be requested at least 12 hours before the assignment is due.

Grading: All assignments for this course will be graded anonymously. Please submit your papers through Blackboard with the *last four digits* of your GUID and *without* your name. Failure to do so will result in a penalty to your grade.

Grades: If you believe the work you submitted deserves a different grade than it received, you may ask *in writing* for reconsideration. Your request must be submitted *within one week*, but no sooner than *two days after* the assignment is returned. Your written request *must explain why* you believe the work deserves a different grade. Please note that *if* a change is made, the new grade may be either higher or lower.

Changes: I reserve the right to change any part of this syllabus at any time. Changes will be announced in class and a new version of the syllabus posted to Blackboard.

Assignments and Assessment

Short papers (30%)

In the second half of the course, you will write up to four short (~500 word) papers. Details for this assignment can be found at the end of this syllabus, with its rubric. The best three of these short papers will count for your grade. *You must turn in both the first and the last of these papers.* (But may skip either the second or third.)

Participation/Comportment (10%)

To get these ten points participate in class or come to office hours: if you make an effort to be involved in the discussion over the course of the semester, you'll get these points. You'll lose points, however, for looking at your phone, sleeping, not reading, *etc.*

Group Presentation (10%)

Most class meetings will have one small presentation. You will be graded on the clarity, coherence and correctness of your presentation of the theory and the extent to which you relate the theory to other views we have discussed.

Final paper (50%)

A final, **8-10 page** paper, relating the moral views explored in the second half of the course with the views of animal cognition explored in the first half. Details for this assignment will be distributed later in the semester. This paper will be due during the time scheduled for the final exam.

Class Calendar: Phil-127, Fall 2013
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Monday	Wednesday
02 Sept - Labor Day	04 Sept - Animals and Reasoning Read: Montaigne, <i>Apology</i> , 15-47
09 Sept - Animals: No Reasoning Read: Descartes, <i>Discourse</i> , 71-73	11 Sept - Animals: Kinds of Understanding Read: Hobbes, <i>Leviathan</i> , 6-37, 108-9
16 Sept - Animal Souls Read: Bayle, <i>Dictionary</i> , 'Rorarius'	18 Sept - Animals: What They Lack Read: Locke, Leibniz (selections)
23 Sept - Human Reasoning Read: Hume, <i>EHU</i> , 108-130	25 Sept - Animals: Causal Reasoning Read: Hume, <i>EHU</i> , 165-168
30 Sept - Animals: Man and Machine Read: La Mettrie, <i>Man-Machine</i>	02 Oct - Morals: Intellectualism Read: Descartes, <i>Discourse</i> , 56-60
07 Oct - Intellectualism Read: Elizabeth, selected letters	*09 Oct - Spinoza Read: Spinoza, <i>Ethics</i> (selections)
14 Oct - Columbus Day	16 Oct - Egoism Read: Mandeville, <i>Fable of the Bees</i>
21 Oct - Hobbes as Egoist Read: Hobbes, <i>Leviathan</i> , 74-118	23 Oct - Hobbes as Natural Lawyer Read: Hobbes, <i>Leviathan</i> , 74-118 (again)
28 Oct - Natural Law Read: Locke, <i>Essays/Law of Nature</i> (selections)	*30 Oct - Sentimentalism Read: Shaftesbury, <i>Inquiry</i> (selections)
04 Nov - Sentimentalism Read: Hume, <i>EPM</i> , 73-98	06 Nov - Sentimentalism Read: Hume, <i>EPM</i> , 145-169
11 Nov - Sentimentalism Read: Smith, <i>TMS</i> , 1-12, 36-39, 62-84	*13 Nov - Intuitionism Read: Reid, <i>Essays/Active</i> , 1-20
18 Nov - Duty/Obligation Read: Kant, <i>Grounding</i> , 7-17	20 Nov - Duty/Obligation Read: Kant, <i>Grounding</i> , 19-48
*25 Nov - Consequences Read: Bentham, <i>Principles</i> , 1-31, 92-94	27 Nov - Consequences Read: Mill, <i>Utilitarianism</i> , 95-114
02 Dec - Consequences Read: Mill, <i>Utilitarianism</i> , 115-145	04 Dec - Wrap Up/Spillover Read: None

Stars (*) indicate short paper due dates.

List of Readings

*Readings available on Blackboard are indicated with a trailing *.
All other readings come from the editions listed on the first page of this syllabus.*

Animals

- Montaigne, *Apology for Raymond Sebond*, III.ii (15-47)
Descartes, selections from *Discourse on Method*, pt. V selection, (71-73)
Hobbes, *Leviathan*, i-vii, xvii.6-12 (6-37, 108-9)
Bayle, *Historical and Critical Dictionary*, 'Rorarius' *
Locke, *Essay Concerning Human Understanding*, II.ix-xi *
Leibniz, *New Essays Concerning Human Understanding*, II.ix-xi *
Hume, *Enquiry Concerning Human Understanding*, sections 4-5 (108-130)
Hume, *Enquiry Concerning Human Understanding*, section 9 (165-168)
La Mettrie, *Man-Machine* *

Morals

- Descartes, *Discourse on Method*, pt. III, (56-60)
Elizabeth of Bohemia, selected letters with Descartes, 21 July 1645 to 28 Nov 1645 (17-37) *
Spinoza, *Ethics*, Preface and Appendix to Part IV (84-86, 116-120) *
Mandeville, *Fable of the Bees*, 'Grumbling Hive,' 'Enquiry...' and Remark P (63-92, 188-98)
Hobbes, *Leviathan*, xiii-xviii (74-118)
Locke, *Essays on the Law of Nature*, Essays I, VI, and VIII *
Shaftesbury, *Inquiry Concerning Virtue or Merit*, 1.1.2-1.2.1, 1.2.3, 1.3.1-2 *
Hume, *Enquiry Concerning the Principles of Morals*, sections 1-3 (73-98)
Hume, *Enquiry Concerning the Principles of Morals*, section 9, appendices 1-2 (145-169)
Smith, *Theory of the Moral Sentiments*, I.1.1-5, II.1.1-2, III.0.1-4 (1-12, 36-39, 62-84) *
Reid, *Essays on the Active Powers of Man*, Vi-iv (1-20) *
Kant, *Grounding for the Metaphysics of Morals*, section 1 (7-17)
Kant, *Grounding for the Metaphysics of Morals*, section 2 (19-48)
Bentham, selections from *Principles of Morals and Legislation*, to section XIV (1-31)
Mill, *Utilitarianism*, I-II (95-114)
Mill, *Utilitarianism*, III-V (115-145)

Resources: Phil-127, Fall 2013
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Philosophical Resources

The Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu>

Internet Encyclopedia of Philosophy: <http://www.iep.utm.edu>

The Philosopher's Index: accessible at library.georgetown.edu, through "Articles and Databases."

Philpapers.org: <http://philpapers.org>

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Academic Resources

Academic Resource Center: Leavey center Suit 335

<http://ldss.georgetown.edu> and arc@georgetown.edu

The Academic Resource Center arranges accommodations for students with disabilities and provides assistance with study skills.

Writing Center: 217A Lauinger Library

<http://writingcenter.georgetown.edu> and writingcenter@georgetown.edu

The Writing Center provides one-on-one assistance with academic writing skills. Their website also has many useful links for improving your writing.

Scholarly Research and Academic Integrity

Resources are available at <http://www.library.georgetown.edu/tutorials/academic-integrity/refresher-tipsheet>

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Health and Wellness Resources

Counseling and Psychiatric Services (CAPS): Eastern Side of Darnall Hall

(202)687-6985 and <http://caps.georgetown.edu>

24-hour doctor on-call: (202) 444-PAGE

CAPS is a primary mental health resource assisting students in overcoming difficulties that interfere with the attainment of their personal and educational goals.

Health Education Services: 207 Village C West

(202)687-8949 and <http://healthed.georgetown.edu>

Health Education Services is comprised of health professionals who are available to help students deal with a range of health issues, including pregnancy, alcohol and drug issues, eating disorders, sexual assault, relationship violence, stalking, and stress management. All services are individualized, confidential, and free for students.

Student Health Center: Ground Floor, Darnall Hall

Appointments: (202)687-2200; General info: (202)687-4500

<http://shc.georgetown.edu>

Short Paper Assignment

Your will be engaging with a view we have discussed. After very briefly introducing the author and the context, explain the author's position. Then articulate a criticism or enhancement of that view.

Introduce the author. Who is writing, when are they writing and who are they responding to (if anyone)? This should take no more than one well constructed sentence.

Explain the author's position. There are two key questions here: what is the position being advanced, and how is the author advancing it? Carefully explain what it is the author wants you to believe, then carefully explain what reasons they give you to believe it.

Present the best version of the author's argument or considerations. Note any theoretical or cultural presuppositions at work. Be sure to *cite the text frequently*. Use quotes where appropriate but always explain the quotation. Use approximately 300-350 words for this part of the assignment.

Engage with the author. In this section, provide some sort of response to the author. Perhaps it will be a criticism of the author's position. Or maybe you will fix the author's argument. Maybe you'll explain how the argument doesn't show what the author wants it to show or how there are crucial considerations they don't attend to. You could expand on the author's conclusion. You could explain why the author is confused.

The key to this section is *engaging* with the author: it need not be criticism, but you should identify where you could either further the author's position or show what might be wrong with it and then do so. Use approximately 150-200 words for this part of the assignment.

Instructions:

1. The paper must be between 450-550 words (approximately 1.5 double-spaced pages). Focus on being clear and concise. Avoid unnecessary words, phrases, and extraneous details.
2. Put the last four digits of your GU ID on the paper, but do *not* put your name on it. Your paper will receive a penalty if it has your name on it.
3. Your paper should be typed, double-spaced, and carefully proofread for spelling, grammar, clarity, and style. Pages must be numbered.
4. Use quotations sparingly. Be sure you explain the ideas in your own words. You *must* include citations for both direct quotes and paraphrases of specific ideas from the text.
5. Submit your paper as a .doc, .docx or .pdf file to Blackboard by **11:59 p.m. on the due date**. Due dates are marked on the course calendar.

	Superior	Very Good	Competent	Not Competent
Introduction / 3pts	Appropriately and concisely introduces the author and issue. (3pts)	Demonstrates knowledge of the context, but it may not be concise or relevant. (2-5pts)	Displays knowledge of the context, some of which is relevant. (2pts)	Does not adduce any relevant background information beyond simple facts. (0-1pts)
Explain / 10pts	Shows a sophisticated, holistic understanding of the view it addresses, and how the different parts of that view fit together to achieve the end result. Superior work will provide close reading with careful attention to philosophical issues. (10pts)	Accurate in its claims and provides a clear organization of its ideas. Clearly address each of the different parts of the position or argument and shows how they are interconnected. Provides close reading and demonstrates full understanding. (8-9pts)	Provides an adequate explanation of key portions of the view, but does not integrate the pieces adequately together. Additionally, there may be some confusions about the details of the author's position. Demonstrates partial understanding. (6-7pts)	Work that is not competent will fail to provide the relevant or asked for material; it may also fail to integrate the different pieces together or fail to demonstrate an understanding of the position. (0-5pts)
Engage / 7pts	Points to a substantial but subtle weakness in the position. (8pts)	Less subtle engagement; says what is at issue but may not do so clearly. (7pts)	Unclear in scope or target, or relies on a misreading of target. (5-6pts)	Does not address relevant parts of the view. Unclear how it constitutes engagement. (0-4pts)
Writing / 4pts	Writing is fluid and demonstrates varied sentence construction, achieves the proper tone, includes sign-posting, and has no grammatical errors and is formatted properly. (4pts)	Uses the right words and has well constructed sentences; may have a few errors or awkward constructions and may not have good section or paragraph transitions. (3.5pts)	Competent writing displays some errors or poorly constructed sentences; may have problems with referents; Will have few or poor paragraph or section transitions. (3pts)	Writing that is not competent has errors in spelling, punctuation, grammar or tense. There may be no or inadequate transitions. These problems will impede understanding. (0-2pts)
Philosophical Quality / 6pts	Shows the author has a grasp of the relevant philosophical concepts; shows original thought and careful attention to argument presentation and quality. Uses and explains citations well. (6pts)	Demonstrates some understanding of the philosophical concepts at work; presents arguments and reasons. May use quotes but not fully explain them. (5pts)	Displays familiarity with the concepts, but no subtlety in their application or confusion about closely related concepts. Arguments are muddled, citations unexplained. (3-4pts)	Does not show understanding of philosophical concepts or substitutes folk concepts. Arguments and positions are unclear or unstated. Citations may be infrequent, missing. (0-2pts)

Comments: