

Moral Philosophy Extra Credit Project

Revisit the “Right and Wrong” cases. (Ask for the handout if you don’t have it anymore.) Present a case of your choice to a friend, family member, or significant other--someone reasonably close to you. This must happen either over Skype video call (or similar) or actually face-to-face in the physical world.

Ask them about their opinion on the case, and push them to articulate their moral philosophy like you did in class with your classmate. Ask “why” over and over and over. Try to discover the “big ideas” underlying their opinion or claim on the specific case. People typically have an opinion on a case, a reason why they believe their opinion on the case is right, and a larger principle that shapes that reasoning. For instance, “No, you shouldn’t kill the 9/11 bombers in their sleep on September 10, 2001,” (why) “Because killing defenseless, sleeping people who haven’t done anything bad yet is always wrong,” (why) “Because all people have a basic right to life, and it’s wrong to deprive someone of that right”. There might be a way to dig even deeper--go as deep as you can. Play the devil’s advocate. Push them hard to articulate their ideas. **Take notes!**

Your **deliverable** has three parts: a report on what your subject (family, friend, etc.) said, an analysis of the philosophical context of the subject’s ideas, and a reflection on the experience of interviewing the subject.

1. Report their opinion, their reason(s), and the principle(s) underlying that opinion. This can be more like a list--doesn’t have to be in a traditional paragraph form.

2. Put their ideas into context in moral philosophy. This means that you need to look up actual philosophical points of view on ethics. Our Right and Wrong chapter is a good source, also, the Stanford Encyclopedia of Philosophy online, also *Justice*, a book by Michael Sandel that we use as the textbook for the Ethics course at BHCC. Is your friend/relative/lover a utilitarian, perhaps, or maybe an advocate of divine command ethics? Is their system of judging right and wrong more deontological, or more consequentialist? Would they agree with Immanuel Kant, or maybe John Locke, or John Stuart Mill? ***We might not have encountered in class or in our textbook the philosophical context of their ideas--you might need to do some digging!***

3. Reflect on this experience. What was it like? What did you learn? What surprised you--about yourself, about the world of moral philosophy, about what your subject believes? Do you think your subject was really candid and honest with you--if so, why do you think that, and if not, why might they have felt reluctant to be candid and honest?

Due by Monday, May 12, at 11:59 PM, by email. NO LATE SUBMISSIONS ACCEPTED.

DO NOT LET THIS INTERFERE WITH OTHER WORK YOU’RE DOING AT THIS POINT IN THE SEMESTER; IT’S NOT WORTH IT.

PHL 101 students, in order to earn maximum credit, you must also put this on your e-portfolio as well as emailing me a copy in a document.

PHL 101: Doing this and doing it well will earn you a boost of one-third of a letter grade on your outreach project.

Ethical Hacking: Doing this and doing it well will earn you a boost equal to **one** ethics assignment.

If you’re in both classes, and you want to earn the extra credit boost in both classes, you need to do this twice with two different people. You can’t use the same person for both classes. I will notice.