



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Letters and Sciences Department IHC

Subject PHI Number 326 Title Philosophy of Happiness Units: 3.0

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) NO

Is this a shared course? (choose one) If so, list all academic units offering this course NO

Course description:

Requested designation: (Choose One) HU

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- ✗ Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.


Contact information:

Name Ian Moulton Phone 17-1172

Mail code 2780 E-mail: ian.moulton@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Ian Moulton Date: 7/17/14

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet either 1, 2 or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, FINE ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Course is focused on the development of philosophic and religious ideas of happiness.	Readings in Plato, Aristotle, Hume, Mill, Nietzsche, Marx etc., as well as Augustine, Aquinas, and the Dalai Lama.
2	Class involves interpretation and analysis of philosophic texts.	Readings in Plato, Aristotle, Hume, Mill, Nietzsche, Marx etc., as well as Augustine, Aquinas, and the Dalai Lama.
3 a	Course is focused on the development of philosophic and religious ideas of happiness	Readings in Plato, Aristotle, Hume, Mill, Nietzsche, Marx etc., as well as Augustine, Aquinas, and the Dalai Lama.

Course Catalog Description:

PHI 326: Philosophy of Happiness:

Examines ancient and contemporary philosophical models of happiness and consideration of criteria for living a life of human flourishing.

PHI 326: Philosophy of Happiness

Sample Syllabus

Schedule Line Number: 82357

Fall 2013

Instructor: Dr. Elaine K. Yoshikawa

Email Address: Elaine.Yoshikawa@asu.edu

I usually respond the same day or the next. If you have not heard from me within a reasonable amount of time, please check your spam filter first, and feel free to email me again.

Virtual Office Hours: M/W: 1:00 - 2:00 pm

Office Hours: T/Th: 12:00 – 1:00 pm.

Pre-requisites: ENG 102, 105 or 108 with C or higher

Recommended: PHI 101 or PHI 105 or one upper-division PHI course

Required Course Textbooks:

Happiness: Classic and Contemporary Readings in Philosophy

Editors: Steven M. Cahn and Christine Vitrano, Oxford University Press, 2008

The text is available at most retail online bookstores such as Amazon.com, BarnesandNoble.com, etc.

All additional readings will be available on Blackboard in 'Add'l Readings'

Course Blackboard™ Site

To access the Course Blackboard site, click on "myASU" on the ASU homepage or point your browser to <https://myasucourses.asu.edu>

Grade Requirements:

Exam 1:	25%
Exam 2:	25%
Exam 3:	30%
Final Paper:	10%
Discussion Posts:	10%

Grade Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	E

Exam Schedule:

Exam One: Friday, September 20 (9:00 AM – 11:00 PM)

Exam Two: Friday, October 18 (9:00 AM – 11:00 PM)

Exam Three: Monday, December 9 (9:00 AM – 11:00 PM)

Paper due: Friday, December 6 by 11:00 pm

Discussion Board Posts Due Dates:

Friday, Sep 6

Friday, Sep 20

Friday, Oct 4

Friday, Oct 25

Friday, Nov 8

Friday, Nov 22

Friday, Dec 6

Course Description:

This course will examine the concept and nature of happiness. We will consider what happiness is, its significance within a life of human flourishing, and practical application of various principles of happiness. This course will consider happiness from a philosophical approach by examining various ethical theories and traditions, viz. Virtue Ethics, Christian Ethics, and Buddhist Ethics. In this way students may: (1) create a foundation for further inquiry, (2) broaden their conceptual, theoretical, and pragmatic understanding of happiness, and (3) examine individual and societal assumptions of happiness. The readings, lectures, class participation and assignments are designed to encourage the development of critical, creative, and integrative thinking skills. Introspective reflection is highly encouraged.

Course Objectives:

- Gain a broader theoretical and conceptual understanding of the conception of happiness
- Examine the philosophical history of the concepts of happiness and well-being
- Examine various ethical theories that include the component of happiness
- From a philosophical perspective, examine the psychology of individual happiness and consider criteria for determining what constitutes a life of human flourishing
- Introspectively reflect and examine personal concepts of happiness
- Consider prescriptions for living a happier life within the Christian and Buddhist religious traditions
- Articulate assumptions inherent in societal notions of contemporary happiness
- Glean principles for practical application in daily life

Course Policies:

Incomplete Grades: A course grade of "Incomplete" will be given only in extreme situations because the sad story is that most students who request incompletes never finish the course. Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both *Word* and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director.

Student Conduct: Students are required to adhere to the behavior standards listed in Arizona Board of Regents Code of Conduct

(http://www.asu.edu/studentaffairs/reslife/outreach/abor_code.htm)

ACD 125: Computer, Internet, and Electronic Communications

(<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy

(<http://provost.asu.edu/academicintegrity>).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process (http://www.asu.edu/studentaffairs/vp/safety/disruptive_student_behaviour).

Accommodations for Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

Student Support Services

Polytechnic campus site: <http://www.poly.asu.edu/students/services/>

The Writing Center at the Polytechnic Campus: The Polytechnic Writing Center offers tutoring services to all students on any sort of writing project. Writing tutors can help with any stage of the writing process, including choosing a topic, brainstorming, clarifying a thesis, organization of ideas or paragraphs, grammar, citation styles, and more. The Center is located in the Academic Center Building on the Lower Level. Although walk-ins are accepted, it is strongly recommended that you make an appointment. Please call (480) 727-1452 to schedule an appointment. Online tutoring is also available if you cannot come in. Visit the Writing Center's website (<http://studentsuccess.asu.edu/polytechnic/writing>) for more information.

ASU Libraries - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.

<http://lib.asu.edu/>

Polytechnic campus link: <http://lib.asu.edu/poly/>

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling>

Polytechnic campus site (Student Counseling Services): <http://students.asu.edu/counselingpoly>

Student Success Centers – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>

The Student Success Center at the Polytechnic Campus provides a variety of support services that promote students' academic success. The SSC's programs help students to become better learners and to gain the confidence and skills to do well in their courses. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call (480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at <http://studentsuccess.asu.edu/polytechnic>. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit <http://www.asu.edu/map/interactive/>

Career Services – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://students.asu.edu/career>

Polytechnic campus site: <http://students.asu.edu/career/poly>

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment. <http://students.asu.edu/financialaid>

Polytechnic campus site: <http://www.asu.edu/fa/> (same as general ASU site)

Student Health and Wellness Center – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. www.asu.edu/health/
Polytechnic campus site: same

Student Recreational Center – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based.
www.asu.edu/src/
Polytechnic campus site: <http://www.poly.asu.edu/pac/>

Student Legal Assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge.
<http://www.asu.edu/studentaffairs/mu/legal/>

Help Wiki – provides a ‘frequently asked questions’ resource for technology users at ASU.
<http://wiki.asu.edu/help/>
Information Technology on the Polytechnic campus: <http://campus.asu.edu/polytechnic/uto>

EMPACT Crisis Hotline – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential.
<http://www.empact-spc.com/>

Course Content (subject to change):

Reading Assignments

Lectures can be found in 'Lecture Materials'
Pdf files can be found in 'Add'l Readings'
(Page numbers below refer to the course text.)

PART 1

8/22-30:

- | | |
|-----------------|---|
| 1. Introduction | Materials in 'Read Me First'
Lecture 1 |
| 2. Plato | p. 3 <i>The Republic</i> , Plato
Lecture 2 |

9/2-6:

- | | |
|--------------|--|
| 3. Aristotle | p. 19 <i>The Nicomachean Ethics</i> , Aristotle
Lecture 3 |
| 4. Seneca | p. 41 "On the Happy Life" Seneca
Lecture 4 |

Discussion Board Posts due: Friday, Sep 6 by 11:00 pm

9/9-13:

- | | |
|----------------|---|
| 5. Epictetus | pdf file: "The Art of Living" Epictetus
(in 'Add'l Readings')
Lecture 5 |
| 6. Julia Annas | p. 238 "Happiness of Achievement" Annas
Lecture 6 |

9/16-20:

7. Julia Annas

p. 245 "Virtue and Eudaimonism" Annas
Lecture 7

Discussion Board Posts due: Friday, Sep 20 by 11:00 pm

Exam One: Friday, September 20

Will cover Lectures 2 – 7 and associated readings

The exam will be available between 9:00 AM and 11:00 PM (MST).

You will be given a maximum of 90 minutes to complete the exam.

Please note: the exam is accessible until 11:00 pm. For example, if you access the exam at 10:45 pm, you will have the full 90 minutes to take the exam. If you are taking the exam out-of-state please adjust to your time zone.

PART 2

9/23-27:

8. Friedrich Nietzsche

p. 152 "On the Uses and Disadvantages of
History for Life" Nietzsche
Lecture 8

9. John Stuart Mill

p. 121 "Utilitarianism" Mill
pdf file: "A Crisis in My Mental History" Mill
Lecture 9

9/30-10/4:

10. David Hume

p. 86 "The Skeptic" Hume
Lecture 10

11. St. Augustine

p. 51 "The Happy Life" Augustine
Lecture 11

Discussion Board Posts due: Friday, Oct 4 by 11:00 pm

10/7-11:

12. St. Thomas Aquinas

p. 60 "Summa Contra Gentiles" Aquinas
Lecture 12

10/14-18:

Fall Break: 10/14-15

13. The Dalai Lama

pdf file: "The Benefits of Altruism" Dalai Lama
Lecture 13

Exam Two: Friday, October 18 (9:00 AM – 11:00 PM)

Will cover Lectures 8 – 13 and associated readings

The exam will be available between 9:00 AM and 11:00 PM (MST).

You will be given a maximum of 90 minutes to complete the exam.

Please note: the exam is accessible until 11:00 pm. For example, if you access the exam at 10:45 pm, you will have the complete 90 minutes to take the exam.

(If you are taking the exam out-of-state please adjust to your time zone)

PART 3

10/21-25:

- | | |
|----------------------------|----------------------------------|
| 14. Happiness and the Mind | Lecture 14 (Buddhist Philosophy) |
| 15. Training the Mind | Lecture 15 (Buddhist Philosophy) |
| 16. Compassion | Lecture 16 (Buddhist Philosophy) |

Discussion Board Posts due: Friday, Oct 25 by 11:00 pm

10/28-11/1:

- | | |
|---------------------------------|--|
| 17. Suffering (<i>dukkha</i>) | pdf file: "The Four Noble Truths" Rahula
Lecture 17 |
| 18. Attachment | Lecture 18 |

11/4-8:

- | | |
|--------------------|---|
| 19. Marsha Sinetar | pdf file: "The Psychology of Right Livelihood"
Sinetar
Lecture 19 |
| 20. Karl Marx | pdf file: "Alienated Labour" Marx
Lecture 20 |

Discussion Board Posts due: Friday, Nov 8 by 11:00 pm

11/11-15:

- | | |
|-------------------|--|
| 21. Richard Kraut | p. 201, "Two Conceptions of Happiness" Kraut
Lecture 21 |
| 22. Daniel Kolak | pdf file: "Meaning" Kolak and Martin
Lecture 22 |

11/18-22:

23. Martha Nussbaum

pdf file: "Therapy of Desire" Nussbaum
Lecture 23

Discussion Board Posts due: Friday, Nov 22 by 11:00 pm

11/25-29:

24. Julia Annas

pdf file: "Morality of Happiness" Annas
Lecture 24

12/2-6:

25. Tom Morris

pdf file: "If Aristotle Ran General Motors"
Morris
Lecture 25

26. Chris Peterson

pdf file: "Positive Psychology" Peterson
Lecture 26

Discussion Board Posts due: Friday, Dec 6 at 11:00 pm

Paper due: Friday, Dec 6 by 11:00 pm

Exam Three: Monday, December 9, 9:00 AM – 11:00 PM (MST)

Will cover Lectures 14 – 26 and associated readings

The exam will be available between 9:00 AM and 11:00 PM (MST).

You will be given a maximum of 90 minutes to complete the exam.

Please note: the exam is accessible until 11:00 pm. For example, if you access the exam at 10:45 pm, you will have the full 90 minutes to take the exam.

(If you are taking the exam out-of-state please adjust to your time zone)

Final Grades will be available on myASU

Suggested Readings:

Mindfulness and Meaningful Work: Explorations in Right Livelihood, edited by Claude Whitmyer

The Art of Happiness: A Handbook for Living, HH Dalai Lama and Howard C. Cutler, Riverhead Books, 1998

Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment Martin E. P. Seligman, Free Press, 2002

How Should One Live? Essays on the Virtues, ed. Roger Crisp, Clarendon Press, 1998

The Morality of Happiness, Julia Annas, Oxford University Press, 1993

Happiness: A History, Darrin M. McMahon, New York: Grove Press, 2006

Exploring Happiness: From Aristotle to Brain Science, Sissela Bok, New Haven: Yale University Press, 2010

Happiness: A Guide to Developing Life's Most Important Skill, Matthieu Ricard, New York: Little, Brown and Company, 2007

The Happiness Hypothesis, Jonathan Haidt, New York: Basic Books, 2006

Nichomachean Ethics, Aristotle, trans. Martin Ostwald, Bobbs-Merrill Educational Publishing, 1962

Pleasure and the Good Life, F. Feldman, Clarendon Press, 2004

Reasons and the Good, Roger Crisp, Clarendon Press, 2006

Value Judgment, J. Griffin, Clarendon Press, 1996

Perfectionism, T. Hurka, Clarendon Press, 1993

What is Good and Why, Richard Kraut, Harvard University Press, 2007

What We Owe to Each Other, T. Scanlon, Kelknap Press, 1998

A Brief History of Happiness, N. White, Blackwell, 2006

- Guide to the Good Life: The Ancient Art of Stoic Joy*, W. Irvine, Oxford University Press, 2008
- Treatise on Happiness*, Saint Thomas Aquinas, University of Notre Dame Press, 2001
- Living Love*, Francis de Sales, ed. Bernard Bangley, Paraclete Press, 2003
- Jesus and Virtue Ethics: Building Bridges between New Testament Studies and Moral Theology*, Daniel Harrington, S.J. and James Keenan, S.J, Sheed & Ward, 2002
- What the Buddha Taught*, Walpola Rahula, Grove Press, 1974
- The Good Heart: A Buddhist Perspective on the Teachings of Jesus*, HH Dalai Lama, Wisdom Publications, 1998
- A Guide to the Bodhisattva Way of Life*, Santideva, Snow Lion Publications, 1997
- Happiness: A Guide to Developing Life's Most Important Skill*, Ricard, M, New York: Little, Brown and Company, 2007
- The Art of Happiness at Work*, Dalai Lama and Howard C. Cutler, Riverhead Books, 2003
- Making a Life, Making a Living: Reclaiming Your Purpose and Passion in Business and in Life*, Mark Albion, Warner Business Books, 2000
- Mindfulness and Meaningful Work: Explorations in Right Livelihood*, ed. Claude Whitmyer, Parallax Press, 1994
- The World of Tibetan Buddhism*, HH Dalai Lama, Wisdom Publications, 1995
- If Aristotle Ran General Motors*, Tom Morris, Henry Holt and Co., 1998
- A Primer in Positive Psychology*, Christopher Peterson, Oxford University Press, 2006

Happiness

*Classic and Contemporary Readings
in Philosophy*

Edited by

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New York Oxford

OXFORD UNIVERSITY PRESS

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PREFACE

Happiness—its nature, source, and value—has been a central topic in philosophy from the time of the ancient Greeks until our own. Many anthologies, however, treat the subject only in passing, thereby neglecting its importance. This volume is designed to demonstrate how the study of ethics can be viewed as a set of variations on the theme of happiness. The concept continues to be a key to contemporary debates about the good life, the concept of the self, and the nature of well-being. The book can thus serve as an engaging introduction to the major theories of ethics and to some ongoing moral controversies.

The book explores such provocative questions as: What, after all, is happiness? Is it necessary for a worthwhile life? Is it sufficient? Do our choices depend on one's state of mind, one's circumstances, or both? Can one be immoral yet happy? Many who begin the study of philosophy find that such matters will be a focus of discussion and are disappointed to find that the subject is so simple. But students can be offered a serious course in ethics that does justice to the subject's complexity and fulfills their original expectations. This book will encourage instructors to try such an approach.

We are grateful to our executive editor, Robert Miller, for his helpful advice and guidance, and to his associate editor, Sarah Calabi, for her generous assistance. We also wish to thank the staff of Oxford University Press for its kind and efficient assistance throughout the stages of production.