

PHI 420F/591H: TOPICS IN PHILOSOPHY/SEMINAR
Consequentialism
Spring 2008

1. Contact Information:

NAME: Professor Douglas W. Portmore, Ph.D.

OFFICE: Coor 3362

E-MAIL: douglas.portmore@asu.edu (Please put "PHI420/591" in the subject line. Also, if you want to talk philosophy, please come see me in office hours or schedule an appointment rather than emailing me. Email is an inefficient means of conducting a philosophical conversation. Because of this, I am willing to answer by email only very brief and specific questions about the philosophical material covered in the course.)

OFFICE HOURS: 11:00 AM – 12:00 PM on Tuesdays and Thursdays, and other days and times by appointment.

2. Required Texts:

All the required readings and a number of optional readings will be available online via Blackboard at myASU Courses (<http://myasucourses.asu.edu>). These will be PDF files that require [Adobe Reader](#), which can be downloaded for free by clicking on the link provided. Some of these files are quite large, so be sure to use a fast connection when trying to download these files.

3. Blackboard and Email:

The course is supported by the ASU Blackboard website at myASU Courses (<http://myasucourses.asu.edu>). Blackboard is an online course management system. Using the Blackboard website, you will be able to access important course content online: handouts, announcements, the syllabus, and the instructor's contact information. You will also be able to check your grades on various assignments and to send emails to your fellow students (but note that I receive a copy of any email sent through the system and will be monitoring emails to ensure that they pertain to the course). I will also use Blackboard to email you. Blackboard will be an important source of information, so please check Blackboard at least once a week for new announcements.

In order to get key course announcements, you must not only check the Blackboard website but also regularly check your ASU-sponsored email. If you would like to use an alternate (non-ASU) email address, you must redirect your ASU email address to the one you more commonly use. To do so, go to www.asu.edu/emma. Click EPO update on the left, and then change your destination address. Make sure the email you redirect it to is currently active/valid. And please make sure that your mailbox is not full. As an instructor, I will not know if course emails are getting to you or not, so the responsibility is on you.

For more information on using Blackboard, see the handout entitled: "MyASU and Blackboard."

4. Course Description: This course will focus on consequentialism: its various forms, problems, and attractions. Act-consequentialism is the moral theory according to which acts are right/wrong solely in virtue of their good/bad consequences. Some of the specific issues that we will cover include: (1) Is act-consequentialism too permissive, allowing us to maim, murder, and massacre provided doing so will have good consequences? (2) Is act-consequentialism too demanding, requiring us to sacrifice our personal projects and commitments even when it would be contrary to reason to do so? (3) Can the consequentialist avoid the too permissive and too demanding objections by adopting rule-consequentialism, the moral theory that holds that acts are right/wrong in virtue of whether or not they comport with the code of rules that has the best consequences? (4) Can the consequentialist avoid the too permissive and too demanding objections by adopting agent-relative consequentialism, where different agents evaluate the same set of consequences differently? (5) Can the consequentialist avoid the too demanding objection and accommodate agent-centered options by adopting satisficing or scalar consequentialism, both of which deny that agents are morally required to maximize the good? (6) Can we ever know what the right act is on act-consequentialism, and, if not, is this a problem for act-consequentialism? (7) How, on act-consequentialism, are we to assess what's right and wrong if most, if not all, of our actions have infinite utilities given that their consequences extend indefinitely into the future? (8) Can act-consequentialism accommodate an asymmetry between the self and others, where we are morally required to promote the good of others but not our own good? (9) Is act consequentialism self-defeating and/or self-effacing? Would the world be a worse place if we all acted as act-consequentialism prescribes? Does act-consequentialism tell us to become non-consequentialists? (10) Does act-consequentialism require us to sacrifice people's lives for the sake of preventing a sufficiently large number of headaches? If so, is this objectionable? (11) In requiring us to impose sacrifices on some for the sake of benefiting others, does act-consequentialism ignore the fundamental separateness of persons? (12) What are act-consequentialism's implications regarding populations ethics? If it would result in more total goodness, should we pursue a population policy that results in zillions of people whose lives are only barely worth living as opposed to one that results in, say, five billion people whose lives are all well worth living? Is person-based consequentialism superior to other forms act-consequentialism? (13) Act-consequentialism may have counterintuitive implications, but is this problematic? Should we trust our moral intuitions? (14) How will act-consequentialism deal with certain puzzles of deontic logic? Should act-consequentialists be concerned with what *would* happen were S to do *x* or with what *could* happen were S to do *x*? That is, should act consequentialists be actualists or possibilists in assessing an act's consequences? (15) Can an act-consequentialist be a true friend? Can act-consequentialism accommodate special obligations, and, if not, is this a problem for the view? (16) Does act-consequentialism succumb to the nearest and dearest objection? (17) Is multiple-act consequentialism superior to other versions of consequentialism? (18) Which is superior: objective consequentialism or subjective consequentialism? (19) Does act consequentialism fall prey to Williams's integrity objection?
5. Course Requirements and Grading Policy:

Track A: For Most Undergraduate Students: (Unless told otherwise, undergraduates should assume that they are on Track A.)

➤ Attendance, Preparation, and Participation:	50 Points*
➤ Five Reading Summaries (2-3 pp. each/10 points each):	50 Points
➤ Short Critical Paper (4-5 pp.):	100 Points
➤ Argument Sketch (optional):	0 or 25 Points
➤ Term Paper (8-10 pp.):	175 or 200 Points
Total Points:	400 Points

Track B: For Graduate Students (and Certain Advanced Undergrads):

➤ Attendance, Preparation, and Participation:	50 Points*
➤ Short Paper (8-10 pp.):	100 Points
➤ Term Paper (15-20 pp.):	250 Points
Total Points:	400 Points

The plus/minus system will be used. Course grades will be assigned according to the following point distributions:

A+	400-388	Points	(100-97%)
A	387.9-372	Points	(96.9-93%)
A-	371.9-360	Points	(92.9-90%)
B+	359.9-348	Points	(89.9-87%)
B	347.9-332	Points	(86.9-83%)
B-	331.9-320	Points	(82.9-80%)
C+	319.9-300	Points	(79.9-75%)
C	299.9-280	Points	(74.9-70%)
D	279.9-240	Points	(69.9-60%)
E	239.9-0	Points	(59.9-0%)

* But see item 7 below.

6. Attendance, Preparation, and Participation: This is a seminar, and so *all* students are expected to attend class faithfully, to participate regularly in class discussions, and to come to class prepared, having read the assigned readings. Your grade will be a function of the following: (1) the extent to which you are regularly present, alert, and attentive in class (N.B., being present counts for nothing if you're not also alert and attentive); (2) the quality and regularity of your participation in class discussions; (3) the extent to which your participation indicates that you have properly prepared for class, having read the required readings and thought about them critically, and (4) the extent to which you are punctual and observe proper classroom etiquette—see below.

I will be taking attendance every class. I will take attendance at 3:05 PM sharp. IF YOU COME IN LATE, IT IS YOUR RESPONSIBILITY TO COME UP AFTER CLASS AND ENSURE THAT I MARKED YOU PRESENT. IF YOU DON'T, YOU WILL BE COUNTED ABSENT.

Students are expected to participate regularly in class. It is partly the students' responsibility to make the class a lively one. And please note that good participation involves more than just speaking out during class; quality counts just as much as, if not more than, quantity. What you say should be informed and constructive. You should be able to speak intelligently about that day's reading assignment. During class discussions, you should be respectful of others even when they have radically different viewpoints. Do not monopolize class discussions; give others a chance to have their say. And, most importantly, please observe proper classroom conduct:

- Typically, you should raise your hand and wait to be called on before speaking.
- You should make every effort to avoid coming in late or leaving early. If you ever are late for class, enter in complete silence and avoid walking between the class and the professor.
- Never leave during class unless you absolutely must. Leaving for a short break and then returning is not acceptable. The professor is not a TV set, but is a person addressing the class, and it is rude to leave when someone is addressing you.
- Likewise, it is rude and unacceptable to talk with classmates while the professor (or another student who has the floor) is talking.
- Visible and/or noisy signs of restlessness or inattentiveness are rude as well as disruptive to others—this includes, for instance, sleeping, reading the paper, listening to music, surfing the web on your laptop, etc. If you cannot sit still, stay awake, and pay attention, you should not be taking a college class and you will be asked to leave.
- Do not begin packing up your things or otherwise indicate that you think it is time for class to come to an end; wait for the professor or TA to dismiss class.
- Always address others in the class (including your fellow students) in a respectful manner.
- Failing to turn off your pager or cell phone before coming to class is unacceptable.
- PARTICULARLY IMPORTANT: Do not use your laptop to check your email or browse the web during class. If you must use your laptop during class, be sure that you are using it only to take notes.

7. Failing the Course due to Excessive Absences:

Typically, a student who exceeds four absences will be given a failing grade (an "E") for the course regardless of how he or she is doing on the other assignments. If the absences are excessive

and yet the student can provide a documented medical excuse for those absences, then the student will receive an “I” or “W,” depending on the circumstances.

8. Reading Summaries (Track A Only): A reading summary consists in a brief 2-3 pp. typed summary of one of the readings listed under item 22 below. Students must turn in five summaries, but may choose any five of the listed readings to summarize. A reading summary on a given article is due on the day for which it has been assigned, or, if it’s an optional reading, it is due on or before the last day of class.
9. The Short Critical Paper (Track A Only): A 4-5 pp. typed paper that explains, analyses, and critically assesses the views and arguments presented in one of the required readings. This should be a thesis-defense paper. That is you should take some position and defend it (e.g., that Hurley’s objection fails—or succeeds—against traditional act consequentialism). Be sure to consult the [Grading Rubric for Philosophy Papers](#) before commencing work on this assignment so that you will be aware of the criteria that I will be using to assess your papers. Those needing some advice on how to write a philosophy paper should read my [“Tips on Writing a Philosophy Paper.”](#)
10. Short Paper (Track B Only): The same as the term paper only shorter (8-10 pp. typed). The hope is that the line of argument presented in this paper will prove promising such that it will be worth developing further in the longer term paper. So if all goes well, the term paper will be just a longer and more developed version of this short paper. Short papers must be submitted electronically to douglas.portmore@asu.edu either as an MS Word document (with .doc extension) or as a file in Rich Text Format (with .rtf extension). Be sure to consult the [Grading Rubric for Philosophy Papers](#) before commencing work on this assignment so that you will be aware of the criteria that I will be using to assess your papers. Your short paper must come with a completed [Cover Sheet](#) attached to the front.
11. Argument Sketch (Track A Only): Argument sketches (3-4 pp. typed) will in, outline form, lay out one’s thesis, one’s arguments for that thesis, and one’s rebuttals to potential objections and counterarguments. For both a template and a sample argument sketch, see “Handouts” on Blackboard. This assignment must be submitted electronically to douglas.portmore@asu.edu either as an MS Word document (with .doc extension) or as a file in Rich Text Format (with .rtf extension). I will not accept argument sketches after their deadline, which is given below (see item 21)—no exceptions.
12. Term Papers (Both Tracks): Term papers are to be thesis-defense papers that address one of the issues identified in the course description above—i.e., (1)-(19) in item 4—and make heavy use of *at least* two of the readings from the list below (see item 22). Although we will be reading only two to three articles under each topic, students are encouraged to read and make use of some the other readings listed under their particular topic. Please be sure to acknowledge sources properly using some standard [citation style](#), such as APA, MLA, or Chicago. Be sure to consult the [Grading Rubric for Philosophy Papers](#) before commencing work on this assignment so that you will be aware of the criteria that I will be using to assess your papers. Your term paper must come with a

completed [Cover Sheet](#) attached to the front – specify which of (1)-(19) in item 4 you’re addressing as your topic number. Those needing some advice on how to write a philosophy paper should read my “[Tips on Writing a Philosophy Paper](#).”

13. Policy on Academic Dishonesty and Violations of the Student Code of Conduct: Cheating and plagiarism will not be tolerated. My policy is to impose a failing grade for *the course* as a sanction for any act of academic dishonesty. In flagrant cases of academic dishonesty, I will recommend to the Dean or Director that the student be assigned a grade of XE. Furthermore, you should be advised that it is in the purview of the Provost and the Dean or Director to impose additional sanctions, including removal from the School or College, expulsion from the University, and the revocation of a degree. You should read ASU’s “[Student Academic Integrity Policy](#).”

For the purposes of this course, ‘plagiarism’ is defined as ‘using someone else’s work (his or her data, words, examples, arguments, terminology, original ideas, original sentence structures, original organizational schemes, etc.) in one’s own work without properly acknowledging the source’. Such use of someone else’s work without proper acknowledgment counts as plagiarism even if it is done inadvertently or unintentionally. For a list of the sorts of things that I will consider to be plagiarism, see [here](#).

Students are also expected to abide by the “[Student Code of Conduct](#)” and to abide by the policies set forth in this syllabus, the university catalog, the schedule of classes, and the [Student Affairs web site](#). Misconduct will be reported to university authorities for appropriate action.

If you ever find yourself in a jam, where you feel like you have to resort to cheating, please come see me instead. I can be quite sympathetic and reasonable.

14. Policy on Incompletes:

Incompletes are given only when a student who is doing otherwise satisfactory work is unable to complete a course because of illness or other conditions beyond the student’s control. These are only given under the most extenuating of circumstances. For more information on university policy on the grade of “I” (incomplete), please see <http://www.asu.edu/aad/manuals/usi/usi203-09.html>.

15. Withdrawing from the Course:

An instructor may withdraw a student from the course with a mark of “W” or a grade of “E” in cases of disruptive classroom behavior. † “A student may withdraw with a grade of “W” from one or more classes beginning with the second week of classes through the tenth week of classes for the Fall and Spring semesters.” “Check the [Registrar's Semester Calendar](#) for specific course withdrawal dates.” Please refer to the ASU General Catalog for additional information.

16. Disability Accommodation:

If you have a physical, psychiatric/emotional, medical, or learning disability that may impact on your ability to carry out assigned course work – either papers or exams – I encourage you to

† As stated in the [Student Enrollment Services Policies and Procedures Manual](#) (SES), “[a]n instructor may withdraw a student from a course with a mark of ‘W’ or ‘E’ when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.” See SES 201-19.

contact Disability Student Resources (DRS). Their phone number is (480) 965-1234 (voice) or (480) 965-9000 (TTY). They can also be accessed on the web at <http://www.asu.edu/drs>. DRS will review your concerns and determine with you what accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released without your permission.

17. Policy on Late Work:

I am under no obligation to accept late work, and will not, under any circumstances, accept late argument sketches. And I will not accept work of any kind that is more than a week late, except under the most extenuating circumstances. Late work will be penalized for each day late. Late work must be submitted in class or electronically to douglas.portmore@asu.edu either as an Microsoft Word document (with .doc extension) or as a file in Rich Text Format (with .rtf extension).

18. Getting Help: I'm more than happy to go out of my way to help those who are eager to learn. I am also happy to make appointments with students for whom my office hours are inconvenient. Please don't hesitate to schedule an appointment. To do so, you need only e-mail me. If you are not doing as well as you would like in the course and need suggestions on how to improve, please come see me immediately. If you don't come see me within a week of receiving a grade on some assignment, I will assume that either you are satisfied with your performance or that you know what you need to do to improve.

19. Getting Help with Writing: For students who need help with writing their papers, I suggest all of the following: (1) reading my "[Tips on Writing a Philosophy Paper](#)," (2) reading Strunk's [The Elements of Style](#), (3) coming to see me during office hours for help with a thesis, an outline, or a partial draft, and (4) setting up an appointment with a tutor at the [Writing Center](#).

20. My Expectations:

- a. Students are expected to check their ASU-sponsored email and Blackboard regularly.
- b. Students are expected to spend 1½-2 hours outside of class working on class materials for each hour spent inside of class.
- c. Students are expected to abide by the policies concerning student conduct set forth in the university catalog and the schedule of classes.
- d. Students are expected to use a word-processor for all written assignments.
- e. Students are expected to have, or be willing to acquire, basic computer skills. Students will need to be able to use Internet Explorer (or other web browser), Adobe Acrobat Reader, and some sort of word processing software.
- f. Students are expected to do the assigned readings prior to coming to class, and students are responsible for all the material covered in the assigned readings even if not all of that material is discussed in class.
- g. Students are expected to complete assigned work on time.
- h. Students are expected to be present and on time for every class meeting or to have a very good excuse. Students who miss a class even for a legitimate reason are, nonetheless, responsible

for the material covered in that class, and they are also responsible for being apprised of that day's announcements. Students that miss class should obtain lecture notes from a fellow student and see me if they have any questions concerning the material that they missed. They should also check the course web site for any announcements that they may have missed.

- i. Students are expected to participate; it is partly the students' responsibility to make the course a lively one.
- j. Students are expected to be courteous to and respectful of both the professor and their fellow classmates.

21. Important Dates:

01/17/08: First class.

03/06/08: Short critical papers due (Track A only). This assignment must be submitted electronically to douglas.portmore@asu.edu by 3:00 PM on this date either as an MS Word document (with .doc extension) or as a file in Rich Text Format (with .rtf extension).

03/27/08: Short papers due (Track B only).

03/28/08: Course Withdrawal Deadline (in person).

03/30/08: Course Withdrawal Deadline (ASU Interactive and SunDial).

04/03/08: Arguments sketches due (Track A only). This assignment must be submitted electronically to douglas.portmore@asu.edu by 3:00 PM on this date either as an MS Word document (with .doc extension) or as a file in Rich Text Format (with .rtf extension).

04/24/08: Last class. Term papers due (Tracks A and B).

04/29/08: Complete Withdrawal Deadline.

There is no final exam for this course.

22. Possible Readings:

Below are some readings organized by topic and in the likely order that we will cover them. In each case, I will be requiring only two to three of the articles listed under each topic. Those marked in boldface type are readings that will definitely be required. Due dates for the assigned readings will be announced on Blackboard. This list is tentative. I may need to make additions, deletions, and/or substitutions as we proceed through the semester depending on the pace at which students are learning. (Obviously, we won't be able to cover all 19 topics in this semester. Thus, some of these topics will not be covered.) All these readings are available online via Blackboard at myASU Courses (<http://myasucourses.asu.edu>). You'll find them under the menu item entitled "Online Readings." They are listed alphabetically by the author's last name.

1. ACT UTILITARIANISM AND ACT CONSEQUENTIALISM

1.1. **Feldman, "Act Utilitarianism," *Introductory Ethics* (chaps. 2-4)**

1.2. **Shaw, "The Consequentialist Perspective," *Contemporary Debates in Moral Theory*.**

2. THE TOO PERMISSIVE OBJECTION AND AGENT-CENTERED CONSTRAINTS

2.1. **Nozick, "Side Constraints," *Anarchy, State, and Utopia***

- 2.2. **Foot, "Utilitarianism and the Virtues,"** *Mind*
- 2.3. **Scheffler, "Agent-Centered Restrictions, Rationality, and the Virtues,"** *Mind*
- 3. THE TOO DEMANDING OBJECTION AND AGENT-CENTERED OPTIONS
 - 3.1. **Hurley, "Does Consequentialism Make Too Many Demands,"** *Ethics*
 - 3.2. **Stroud, "Overridingness and Moral Theory,"** *Pacific Philosophical Quarterly*
 - 3.3. Sobel, "The Impotence of the Demandingness Objection," *Philosophers' Imprint*.
 - 3.4. Dorsey, "Weak Anti-Rationalism and the Demandingness of Morality," manuscript
 - 3.5. Kagan, "Does Consequentialism Demand too Much? Recent Work on the Limits of Obligation," *Philosophy and Public Affairs*
 - 3.6. Scheffler, "Prerogatives without Restrictions," *Philosophical Perspectives*
 - 3.7. Wolf, "Moral Saints," *Journal of Philosophy*
- 4. RULE CONSEQUENTIALISM
 - 4.1. **Hooker, "Rule Consequentialism,"** *Blackwell's Guide to Ethical Theory*
 - 4.2. **Arneson, "Sophisticated Rule Consequentialism: Some Simple Objections,"** *Philosophical Issues*
 - 4.3. Hooker, "Reply to Arneson and McIntyre," *Philosophical issues*
 - 4.4. Hooker, "Prohibitions and Special Obligations," *Ideal Code, Real World*
 - 4.5. Hooker, "Right, Wrong, and Rule-Consequentialism," *The Blackwell guide to Mill's Utilitarianism*
 - 4.6. Law, "Rule Consequentialism's Dilemma," *Ethical Theory and Moral Practice*
 - 4.7. Mulgan, "One False Virtue of Rule Consequentialism, and One New Vice," *Pacific Philosophical Quarterly*
 - 4.8. Mulgan, "Rule Consequentialism and Famine"
 - 4.9. Hooker, "Rule Consequentialism and Obligations Toward the Needy," *Pacific Philosophical Quarterly*
- 5. CONSEQUENTIALIZING: ACT CONSEQUENTIALISM AND AGENT RELATIVITY
 - 5.1. **Schroeder, "Teleology, Agent-Relative Value, and 'Good',"** *Ethics*
 - 5.2. **Portmore, "Consequentializing Moral Theories,"** *Pacific Philosophical Quarterly*
 - 5.3. **Sachs, "Can Consequentialization Advance the Cause of Consequentialism?"**
 - 5.4. Sen, "Rights and Agency," *Philosophy and Public Affairs*
 - 5.5. Regan, "Against Evaluator Relativity: A Response to Sen," *Philosophy and Public Affairs*
 - 5.6. Sen, "Evaluator Relativity and Consequential Evaluation," *Philosophy and Public Affairs*
 - 5.7. Sen, "Consequential Evaluation and Practical Reason," *Journal of Philosophy*
 - 5.8. Portmore, "Position-Relative Consequentialism, Agent-Centered Options, and Supererogation," *Ethics*
 - 5.9. Brook, "Agency and Morality," *Journal of Philosophy*
- 6. THE SELF-OTHER ASYMMETRY AND DUAL-RANKING ACT-CONSEQUENTIALISM
 - 6.1. **Splawn, "The Self-Other Asymmetry and Act-Utilitarianism,"** *Utilitas*
 - 6.2. **Portmore, "Dual-Ranking Act-Consequentialism,"** *Philosophical Studies*

- 6.3. Slote, "Morality and Self-Other Asymmetry," *Journal of Philosophy*
- 6.4. Sider, "Asymmetry and Self-Sacrifice," *Philosophical Studies*
- 6.5. Jacobson, "Utilitarianism without Consequentialism: The Case of John Stuart Mills," *The Philosophical Review*
7. SCALAR AND SATISFICING CONSEQUENTIALISM
- 7.1. Slote, "Satisficing Consequentialism," *Proceedings of the Aristotelian Society*
- 7.2. **Bradley, "Against Satisficing Consequentialism," *Utilitas***
- 7.3. **Norcross, "Good and Bad Actions," *The Philosophical Review***
- 7.4. Pettit, "Satisficing Consequentialism," *Proceedings of the Aristotelian Society*
- 7.5. Norcross, "Reasons without Demands: Rethinking Rightness," *Contemporary Debates in Moral Theory*
8. PUZZLES OF DEONTIC LOGIC AND WORLD UTILITARIANISM: ACTUALISM VS. POSSIBILISM
- 8.1. **Feldman F. (1986). "Absolute Moral Obligation," *Doing the Best We Can (Part I)***
- 8.2. **Zimmerman, M. J. (2006). "The Relevance of Risk to Wrongdoing," *The Good, the Right, and Life and Death***
- 8.3. Goldman, H. S. (1976). "Dated Rightness and Moral Imperfection," *Philosophical Review*
- 8.4. Sobel, J. H. (1976). "Utilitarianism and Past and Future Mistakes," *Noûs*
- 8.5. Greenspan, P. S. (1978). "Oughts and Determinism: A Response to Goldman," *Philosophical Review*
- 8.6. Jackson F. and Pargetter R. (1986). "Oughts, Options, and Actualism," *The Philosophical Review*
- 8.7. Carlson, E. (1999). "Consequentialism, Alternatives, and Actualism," *Philosophical Studies*
- 8.8. Bykvist, K. (2002). "Alternative Actions and the Spirit of Consequentialism," *Philosophical Studies*
9. TRADING LIVES FOR HEADACHES
- 9.1. Norcross, "Comparing Harms: Headaches and Human Lives," *Philosophy and Public Affairs*
- 9.2. Ridge, "How to Avoid Being Driven to Consequentialism: A Comment on Norcross," *Philosophy and Public Affairs*
- 9.3. Norcross, "Speed Limits, Human Lives, and Convenience: A Reply to Ridge," *Philosophy and Public Affairs*
- 9.4. Norcross, "Great Harms from Small Benefits Grow - How Death can be Outweighed by Headaches," *Analysis*
- 9.5. Arrhenius, 'Superiority in Value' in *Philosophical Studies*
- 9.6. Dorsey, "Headaches, Lives, and Values," *Utilitas*
10. PERSON-BASED CONSEQUENTIALISM AND POPULATION ETHICS
- 10.1. Parfit, "Overpopulation and the Quality of Life," *Applied Ethics*
- 10.2. Parfit, "Future Generations: Further Problems," *Philosophy & Public Affairs*
- 10.3. Portmore, "Does the Total Principle have any repugnant implications?" *Ratio*

- 10.4. Roberts, "A New Way of Doing the Best That We Can: Person-Based Consequentialism and the Equality Problem," *Ethics*
- 10.5. Roberts, "Can it Ever Be Better Never to Have Existed At All? Person-Based Consequentialism and a New Repugnant Conclusion," *The Journal of Applied Philosophy*
11. OBJECTIVE VS. SUBJECTIVE CONSEQUENTIALISM AND ACTUAL VS. EXPECTED UTILITY
- 11.1. Howard-Snyder, "The Rejection of Objective Consequentialism," *Utilitas*
- 11.2. Moore, "Objective Consequentialism, Right Actions, and Good People," *Philosophical Studies*
- 11.3. Lenman, "Consequentialism and Cluelessness," *Philosophy and Public Affairs*
- 11.4. Feldman, "Actual Utility, the Objection from Impracticality, and the Move to Expected Utility," *Philosophical Studies*
- 11.5. Wiland, "Monkeys, Typewriters, and Objective Consequentialism," *Ratio*
- 11.6. Mason, "Consequentialism and the Ought Implies Can Principle," *American Philosophical Quarterly*
12. THE SEPARATENESS OF PERSONS OBJECTION
- 12.1. Rawls, "Classical Utilitarianism," *A Theory of Justice* (pp. 22-27)
- 12.2. Parfit, "Later Selves and Moral Principles," *Philosophy and Personal Relations*
- 12.3. Brink, "The Separateness of Persons, Distributive Norms, and Moral Theory," *Value, Welfare, and Morality*
- 12.4. Brink, "Rational Egoism and the Separateness of Persons," *Reading Parfit*
- 12.5. Brink, "Some Forms and Limits of Consequentialism," *The Oxford Handbook of Ethical Theory*
- 12.6. Shoemaker, "Utilitarianism and Personal Identity," *The Journal of Value Inquiry*
13. MULTIPLE-ACT CONSEQUENTIALISM
- 13.1. Mendola, "Consequentialism, Group Acts, and Trolleys," *Pacific Philosophical Quarterly*
- 13.2. Mendola, "Multiple-Act Consequentialism," *Noûs*
14. INFINITE UTILITY
- 14.1. Vallentyne, "Utilitarianism and Infinite Utility," *Australasian Journal of Philosophy*
- 14.2. Lauwer and Vallentyne, "Infinite Utilitarianism: More Is Always Better," *Economics and Philosophy*
- 14.3. Vallentyne, "Infinite Utility: Anonymity and Person-Centredness," *Australasian Journal of Philosophy*
- 14.4. Mulgan, "Transcending the Infinite Utility Debate," *Australasian Journal of Philosophy*
- 14.5. Vallentyne and Kagan, "Infinite Value and Finitely Additive Value Theory," *The Journal of Philosophy*
- 14.6. Vallentyne, "Infinite Utility and Temporal Neutrality," *Utilitas*
15. IS ACT CONSEQUENTIALISM SELF-DEFEATING OR SELF-EFFACING?
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