

## Phil 28 Ethics & Society

Syllabus  
Spring 2025  
MW 10:00-10:50 am  
Mandeville Center B-202  
Prof. Lamey's Office: RWAC 491  
Zoom Meeting Room:

Andy Lamey  
alamey@ucsd.edu  
(858) 534-9111 (no voicemail)  
Office Hours:  
Tues 4-5 pm (Zoom) Fri 10:45-11:45 am (in person)  
<https://ucsd.zoom.us/my/lameymeetingroom>

*The best way to contact Prof. Lamey is in person or by email (I don't check Canvas messenger).*

<i>Teaching Assistant</i>	<i>Email</i>	<i>Sections</i>
Tyler Farmer	tfarmer@ucsd.edu	M 2:00 pm (A01) M 3:00 pm (A02)
Javier Medina Barrientos	jmb224@ucsd.edu	W 3:00 pm (A05) W 4:00 pm (A06)
Subin Park	sup017@ucsd.edu	M 12:00 pm (A03) M 1:00 pm (A04)

### 1. Overview

This class investigates philosophical questions related to free speech and expression. Should social media be regulated to prevent the spread of hate speech? Or should hate speech in general be subject to legal punishment, regardless of where it appears? What concerns does pornography give rise to, and might they also justify a legal response? What should we do with the work of artists who are revealed to be racists or sexual harassers? These are some of the contemporary issues and debates that we will investigate. But the proper boundary of free expression is a perennial topic of controversy. For this reason we will also devote sustained attention to a major statement on free expression from the 19<sup>th</sup> century, John Stuart Mill's famous work *On Liberty*. Mill's text has had an enormous impact on how people in the United States and elsewhere think about free speech, yet its central ideas also raise important questions about how they be interpreted. We will come to grips with Mill by reading *On Liberty* in its entirety alongside an influential contemporary interpretation of his text. In addition to Mill's view, we will expose ourselves to what contemporary thinkers have said for and against the idea of free speech as a principle of justice.

The class assumes no particular conclusion on the issues we will examine and students of diverse political views who make an effort can do well.

## 2. Assessment

An in-lecture midterm Monday April 21 (20%)

A 2,000-word essay due at 5:00 pm Tuesday May 20 (25%)

An in-person exam Monday June 9 (30%)

Section Participation (5% attendance + 10% informed participation = 15%)

In-lecture iclicker participation (10%)

*Please note that there is a strong penalty for using ChatGPT to create or partially create written work for this class.*

## 3. Readings and Schedule

*On Liberty* is available at the bookstore and at course reserves, located at the front desk of the Geisel library. All other readings will be available on Canvas.

Week One March 31-April 4: Intro to Phil 28 and *On Liberty*

Mon: No lecture reading (Turner required reading for all sections).

Wed: Piers Norris Turner. "Harm" and Mill's Harm Principle. *Ethics* 124/2 (2014), 299-326.

Week Two April 7-11: Mill cont.

Mon: John Stuart Mill, *On Liberty*. Elizabeth Rapaport, ed. (Indianapolis: Hackett, 1978 [1859]), 1-28 (first quarter).

Wed: Mill, *On Liberty*, 29-56 (second quarter).

Week Three April 14-18: Mill cont.

Mon: Mill, *On Liberty*, 57-85 (third quarter).

Wed: Mill, *On Liberty*, 86-113 (final quarter).

Week Four April 21-5: Pornography

Mon: **In-lecture midterm covering all material from weeks 1-3 (Turner and Mill).**

Wed: Wed: Amia Srinivasan. Talking to my Students About Porn. *The Right to Sex: Feminism in the Twenty-First Century*. (New York: Picador, 2021), 33-72.

## Week Five April 28-May 2: Hate Speech

Mon: Jeremy Waldron. The Appearance of Hate. *The Harm in Hate Speech*. (Cambridge: Harvard University Press, 2014), 65-104.

Wed: Juan Espíndola. Attributing Responsibility to Big Tech for Mass Atrocity: Social Media and Transitional Justice. *Perspectives on Politics*. Published online 2024, 1-15.

## Week Six May 5-9: Hate Speech cont.

Mon: Matthew Kramer, Hate-Speech Bans are at Odds with Central Principles of Liberalism. *Law and Philosophy* 44 / 1 (2025), 13-36.

Wed: Kramer, Hate-Speech Bans, 37-59.

## Week Seven May 12-16: Artistic Boycotts and Cancel Culture

Mon: Erich Hatala Matthes. Complicity and Solidarity: Is it Wrong to Enjoy the Work of Immoral Artists? *Drawing the Line: What to Do With the Work of Immoral Artists from Museums to the Movies* (Oxford: Oxford University Press, 2022), 41-74.

Wed: Matthes. Reforming the Art World: Should Immoral Artists Be Canceled? *Drawing the Line*, 75-115.

## Week Eight: May 19-23: Reckless vs. Fearless Speech

Mon: Mary Anne Franks, Burning Down the Public Square. *Fearless Speech: Breaking Free of the First Amendment* (New York, Hachette, 2024), 90-118.

Wed (optional): Franks, The Promise of Fearless Speech. *Fearless Speech*, 119-32.

*Students do not need to read the second Franks reading before section. Whether students need to read it to prepare for the exam will be confirmed by week eight.*

**Essay due 5:00 pm Tuesday May 20.**

## Week Nine May 26-30: The Thinker-based Approach to Freedom of Speech.

Mon: No class (Memorial Day)

Wed: Seana Shiffrin, A Thinker-based Approach to Freedom of Speech. *Speech Matters: On Lying, Morality and the Law* (Princeton: Princeton University Press, 2014), 79-115.

## Week Ten June 2-6: Free Speech and Holocaust Denial

Mon: Stanley Fish, *There's No Such Thing as Free Speech, and It's a Good Thing, Too*. (Oxford: Oxford University Press, 1994), 102-119.

Wed (optional): Deborah Lipstadt. *The Battle for the Campus. Denying the Holocaust: The Growing Assault on Truth and Memory*. (New York, Penguin, 1994), 183-208.

*Students do not need to read Lipstadt before section. Whether students need to read it to prepare for the exam will be confirmed by week eight.*

**In-person exam Monday June 9th.**

#### **4. General Information**

##### *Professor Lamey's Office Hours*

I am happy to meet with students during my office hours, during which students should feel free to drop in without an appointment. I'm also available by appointment outside of these hours. I'm always happy to discuss any aspect of this course with you.

##### *Email Policy*

I am happy to reply to emails sent from UCSD email addresses. I do not reply to emails from non-UCSD addresses. Please note that there are two subjects I do not discuss by email, even if they are sent from a UCSD account. These are:

- a) Requests for information about an exam or other assignment due during exam week that arrive in the 24-hour period immediately preceding the assignment start or deadline.
- b) Requests to discuss or adjust your final class grade. If you have an issue with your grade please make an appointment to discuss it during my office hour next quarter. If you are graduating let me know and we will make alternative arrangements.

##### *Late Work*

For all essays handed in after the due date and without an extension, a five percent penalty applies for the first day of the missed deadline. After that, a subsequent penalty of two percent per day will be applied for the next thirteen calendar days after the due date (including Saturdays and Sundays). No assignment can be accepted after more than fourteen calendar days except in exceptional circumstances and in consultation with your professor. Assignments that are handed in late without an extension will be graded and returned after those that were completed on time and will not receive comments.

Note that non-essay assignments (e.g. Perusall assignments or online quizzes, if this class has either) are likely to have different lateness penalties. If so these will normally be outlined in the first class.

### *Regrading*

Students unhappy with an essay grade can have it regraded. Students first need to arrange a face-to-face meeting with their grader to discuss the basis for the original grade. Please note that email or other written forms of electronic communication are not an acceptable substitute, and no regrading will occur without an initial face-to-face meeting, whether in person or on Zoom. If the student and grader come to an agreement on the merit of the initial grade, or on an adjusted grade resulting from their meeting, no further student action is required. If the student still prefers a regrade he or she should email me a clean copy of the original essay, without the original grade or comments. The essay will then go to a second grader unfamiliar with the original grade for regrading.

For a regrade to occur I need to receive the clean copy within two weeks of the original grade being released or before the exam deadline, whichever is sooner. **The second grade will be final, even if it is lower than the original.**

There is no option to regrade midterms or exams or do assignments for bonus grades.

### *Accommodation for Disability*

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: 858.534.4382 (phone), osd@ucsd.edu (email), disabilities.ucsd.edu (web)

### *Academic Integrity*

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. More information about UCSD's policy on academic integrity is available at <https://academicintegrity.ucsd.edu/process/policy.html>

### *Health and Well-being*

During your time at UCSD, you may experience a range of issues that can negatively impact your learning. These may include physical illness, housing or food insecurity, strained relationships, loss of motivation, depression, anxiety, high levels of stress, alcohol and drug problems, feeling down, interpersonal or sexual violence, or grief.

These concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. If there are issues related to coursework that are a source of particular stress or challenge, please speak with me, Professor's Lamey, so that I am able to support you. UC San Diego provides a number of resources to all enrolled students, including:

Counselling and Psychological Services (858-534-3755 | [caps.ucsd.edu](https://caps.ucsd.edu))

Student Health Services (858-534-3300 | [studenthealth.ucsd.edu](https://studenthealth.ucsd.edu))

CARE at the Sexual Assault Resource Center (858-534-5793 | [care.ucsd.edu](https://care.ucsd.edu))

The Hub Basic Needs Center (858-246-2632 | [basicneeds.ucsd.edu](https://basicneeds.ucsd.edu))

We care about you at UC San Diego, and there is always help available.