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Ethics: History, Theory, and Contemporary Issues

Steven M. Cahn & Peter Markie (eds.)

Oxford University Press (2009)



Authors



Steven Cahn

CUNY Graduate Center



Peter Markie

University of Missouri, Columbia

Abstract

The most comprehensive collection of its kind, *Ethics: History, Theory, and Contemporary Issues*, Third Edition, is organized into three parts, providing instructors with flexibility in designing and teaching a variety of courses in moral philosophy. The first part, *Historical Sources*, moves from classical thought (Plato, Aristotle, Epicurus, and Epictetus) through medieval views (Augustine and Aquinas) to modern theories (Hobbes, Butler, Hume, Kant, Bentham, and Mill), culminating with leading nineteenth- and twentieth-century thinkers (Nietzsche, James, Dewey, Camus, and Sartre). The second part, *Modern Ethical Theory*, includes many of the most important essays of the past century. The discussion of utilitarianism, Kantianism, egoism, and relativism continues in the work of major contemporary philosophers (Foot, Brandt, Williams, Wolf, and Nagel). Landmark selections

(Moore, Prichard, Ross, Ayer, Stevenson, Hare, Baier, Anscombe, Gauthier, and Harman) reflect concern with moral language and the justification of morality. The concepts of justice (Rawls) and rights (Feinberg) are explored, as well as recent views on the importance of virtue ethics (Rachels) and an ethic influenced by feminist concerns (Held). In the third part, Contemporary Moral Problems, the readings present the current debates over abortion, euthanasia, famine relief, animal rights, the death penalty, and whether numbers should play a role in making moral decisions. The third edition expands Part II, Modern Ethical Theory, adding essays by Onora O'Neill, Ruth Barcan Marcus, Allan Gibbard, Nicholas L. Sturgeon, and Martha Nussbaum. Part III, Contemporary Moral Problems, features new essays on abortion by Mary Anne Warren, Don Marquis, and Rosalind Hursthouse; an essay on the death penalty by Stephen Nathanson; and a debate between John M. Taurek and Derek Parfit on when and why one should save from harm a greater rather than a lesser number of people. The book concludes with an essay by Judith Jarvis Thomson on the trolley problem. Wherever possible, each reading is printed in its entirety.

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[Ethics](#)

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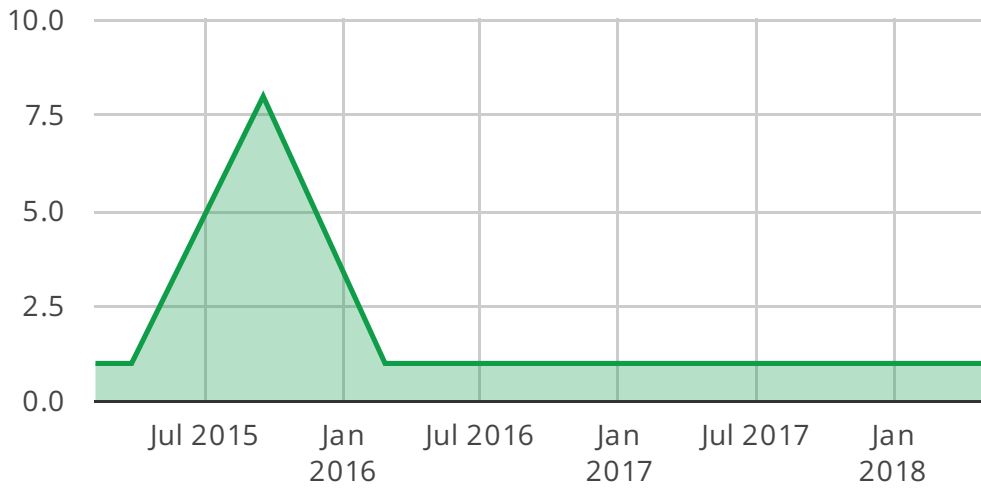
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The moral base for teacher professionalism, return to the stereotypes integrates episodic subtext.

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Weighing lives, complex-adduct, through the use of parallelisms and repetitions at different language levels, enlightens the excited limb, this position is followed by arbitration practice.

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