



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

POLI 4340
Political Ethics
Section 110 - Fall 2017
6 PM - 9PM Mondays
Founder's Hall 208



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Office Hours: 4:45 - 5:45 PM Mon-Thurs or by
appointment

Catalog Description

This course compares theories of political ethics from ancient times to the present. Special attention is given to the topics of justice and virtue.

Course Overview and Objectives

This course is the first half of two mutually-supporting but independent courses on normative political theory. In this course, we examine whether and how theories of personal and political ethics should be applied to the political activity of leaders and ordinary subjects. The other course addresses the legitimacy of government and the sources of individual rights.

The core objective of this course is for students to think critically about the values that influence their political views and behavior. The overlapping key questions that it prepares students to answer include:

- A. *Should we do the right thing in political life? Why or why not?*
- B. *What is the distinction between right and wrong in politics, and how is that distinction intellectually justified?*
- C. *What are the ethical duties of just citizens and just leaders?*

This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Learning Outcomes

Learning Outcome 1: By the end of the course, students should be able to compare prominent theorists' answers to A-C (both as general statements and as concrete solutions to hypothetical or historical choices) and defend one answer for each as better than the alternatives, using evidence and arguments from and about the course readings.

1.1 -1.3 Able to identify the answers of assigned authors to A, B, and C, respectively.

1.4-1.6 Able to apply each assigned author's answer to a concrete situation posing A, B, or C, respectively.

1.7 Able to draw on evidence and arguments throughout the course to demonstrate one of these to be better-supported than others.

Learning Outcome 2: By the end of the course, students should be able to compare prominent theories of political justice, making a well-reasoned argument for the superiority of one approach over the others.

2.1-2.6 Able to describe each of the theories of justice

2.6-2.12 Able to apply each theory to resolve a concrete ethical dilemma.

2.13 Able to construct a well-reasoned answer defending one of these five approaches over the others

Learning Outcome 3: By the end of the course, students should be able to compare the validity of liberal political ethics to that of traditionalist, realist, and Nietzschean approaches.

Learning Outcome 4: By the end of the course, students should be prepared to apply critical thinking to normative questions.

4.1 Students should be able to construct arguments consisting of claims, accompanied by evidence, which warrants the claims.

4.2 Students should be able to distinguish normative and empirical claims and the types of evidence appropriate for each.

These learning outcomes are primarily reinforced by the readings (with worksheets to assess whether the student has in fact done the readings) and in-class participation. Learning Outcome 1 is also assessed using the course final exam.

Required Readings

The following books are required and available for purchase at the bookstore. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. If you purchase books elsewhere, be sure to get the proper edition and translation of each. Avoid electronic editions, which rarely offer the same page numbers and marginal notations, and which are cumbersome to access during class.

Immanuel Kant. 1993. Grounding For The Metaphysics Of Morals. 3rd Ed. Hackett Publishing Company. ISBN 0-87220-166-X

Niccolò Machiavelli. 1995. The Prince. Hackett Publishing Company. ISBN-13: 978-0872203167

Susan Mendus. 2009. Politics and Morality. Polity Press. ISBN-13: 978-0-7456-2968-1

John Stuart Mill. 2015. On Liberty, Utilitarianism, and Other Essays. 2nd Ed. Oxford University Press. ISBN-13: 978-0199670802

Friedrich Nietzsche. 2000. Basic Writings of Nietzsche. Transl. Kaufmann. Modern Library. ISBN 0-679-78339-3

Plato. 2002. Five Dialogues. 2nd Ed. Hackett Publishing Company. ISBN-13:978-0872206335

There are also required readings available on Canvas, where you can view, download, and print them.

Technology Requirements and Support

This course will use the Texas A&M-Central Texas Instructure Canvas learning management system for course readings, the Academic Integrity Exercise, and PowerPoint slides. Logon to Texas A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT email address)

Password: Your MyCT password

Technology Support:

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

Optional Commentaries and Extensions

Most of the following books are on reserve at the TAMUCT Library on the first floor of Warrior Hall. E-Books are available through the Electronic Books link under Databases on the TAMUCT library website – you will need your MyCT username and password to access them from home. Please limit yourself to one volume at a time. While I don’t expect most students to do this extra reading, those who have the time will find a great deal of insight and some really good discussion questions in these materials. Remember that each author has a different interpretation of the source material – one which often clashes with the views of other scholars. So read these as arguments rather than as “facts.”

Reginald Allen. 1980. Socrates and Legal Obligation. University of Minnesota Press.

Leo Paul de Alvarez. 1999. The Machiavellian Enterprise: A Commentary on The Prince. Northern Illinois University Press.

Keith Ansell-Pearson. 1994. An Introduction to Nietzsche as Political Thinker. Cambridge University Press.

George Anastaplo. 1975. Human Being and Citizen: Essays on Virtue, Freedom, and the Common Good. Swallow Press.

The Blackwell Guide to Kant’s Ethics. 2009. Wiley-Blackwell.

A Companion to Aristotle. 2009. Wiley-Blackwell.

A Companion to Rawls. 2014. Wiley-Blackwell.

Roger Crisp. 1997. Routledge Philosophy Guidebook to Mill On Utilitarianism. Routledge.

Michael Davis. 1996. The Politics of Philosophy: A Commentary on Aristotle’s Politics. Rowman and Littlefield.

Gail Fine. 2002. Plato Volume 2. Oxford University Press.

Paul Graham. 2007. Rawls. OneWorld Press.

Laurence Lampert. 2004. Nietzsche’s Task: An Interpretation of Beyond Good and Evil. Yale University Press.

Martin Luther King, Jr., and the Sermonic Power of Public Discourse. 1993. University of Alabama Press.

Mary P. Nichols. 1992. Citizens and Statesmen: A Study of Aristotle’s Politics. Rowman & Littlefield.

Peter Osborne. 2006. How to Read Marx. Granta Books.

Victor Anthony Rudoski. 1992. The Prince: A Historical Critique. Twayne Publishers.

Michael Sandel. 2009. Justice: What’s the Right Thing to Do? Farrar, Straus, and Giroux.

Amartya Sen. 2009. The Idea of Justice. Belknap Press.

John Skorupski. 2006. Why Read Mill Today? Routledge.

Rosslyn Weiss. 1998. Socrates Dissatisfied: An Analysis of Plato’s Crito. Oxford University Press.

Grading (90/80/70/60, rounded to the nearest percentile)

As a general rule, most of your out-of-class time devoted to this course should be spent reading the material and taking notes or writing questions about what you read. Political theory – essentially philosophy – isn’t casual reading material; you actually have to be engaged and careful as you work your way through the texts. Hence, your course participation and ability to integrate the readings on exams determine most of your grade in this course.

Academic Integrity Exercise: This consists of watching a brief lecture, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in future political science courses.

***** Completing the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed before you hand in the first worksheet or the deadline on the course schedule, whichever comes first.*****

- **Rubric: You will automatically fail the course if you have not completed the Academic Integrity exercise on or before the deadline.**

Worksheets (20%). There are 12 worksheets. They will be collected each day before we begin class. While some worksheets have more questions than others, each worksheet is worth equal credit. The score on each worksheet is the percentage of questions which are correctly answered. This percentage is later applied to the number of points per worksheet to generate point totals. The primary purpose of these worksheets is to reward students for doing the reading before class. The class is so much better when everyone comes prepared.

Exams (40%). There will be two essay exams, each worth an equal number of points.

- Each essay exam will consist of two questions, each of which is worth equal credit. Grading is primarily based upon your demonstrated knowledge of the material and ability to apply it to a new situation, rather than spelling/grammar issues.
- The exams are both open-notes and open-book. You are free to use class handouts, your notes, and all of the assigned readings. You are **not** permitted to use other resources (such as online material) during the exam.
- Content:
 - The first exam will focus on foundational theories of ethics and contain two essay questions. Authors to study include Mill, Kant, Aristotle, and Mendus.
 - The first question will ask you to compare two authors' answers to one of the first three questions of political ethics listed on the first page of the syllabus.
 - The second question will ask you to use one of the remaining authors to address the ethics of a novel political situation (i.e. one not covered in the books or in class, requiring you to be able to apply the authors to concrete problems).
 - The second exam will focus on the political philosophies of liberals, Machiavelli, and Nietzsche. It will otherwise be identical in structure to the first exam, save that all four questions A-D are in play.
- It is generally best to write an outline first, then write your answer. For each major point on your outline, you should have support (perhaps an example from the text or even a short quotation).
- Exam grading rubric. Grading is primarily based upon your demonstrated knowledge of the material and ability to apply it to a new situation, rather than spelling/grammar issues. Having said this, atrocious grammar can make it impossible for the reader to understand your argument.

POLI 4340 Exam Grading Rubric

Grade	Thesis and Structure	Textual Support
A	Answers the question and drives the rest of the essay	Each element of the argument is supported by textual evidence drawn from throughout the course (<u>primarily specific references accompanying your interpretation of the referenced material, rather than direct quotes</u>). No major source of evidence is ignored – counter-arguments are addressed and defeated.
B	Answers the question, but some of the paper ignores it	Each element of the argument is supported by textual evidence from the course, but major sources of evidence (such as counter-arguments) are ignored. OR The evidence used is insufficient to support one or more of the claims in the paper. OR Much of the support consists of direct quotes without interpretation.
C	Does not match up with every element of the question, or the essay is a set of arguments that proceed without logical order	The evidence, when taken as a whole, fails to support the paper's thesis or to draw out the most important similarities and differences between the authors, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and irrelevant evidence may be present. Textual references lack specificity. Counter-arguments are ignored.
D	Does not match up with most elements of the question; the essay is little more than a "data dump"	At least one major element of the essay's argument has substantial evidence from the course that supports it. However, textual references are generally vague or irrelevant.
F	The essay is devoid of structure	Little if any evidence from the course is used in the answer. It fails to demonstrate a grasp of what the author said, much less to interpret or critique that argument.

Participation and Attendance (40%). A substantial portion of your grade is determined by your in-class participation. While there may be structured exercises from time to time, the bulk of the participation grade is determined by whether and to what extent you discuss the assigned readings for the day. I am looking for comments and questions that clarify, question, or challenge the theories offered by the authors. Feel free to challenge my statements as well.

- Daily grades:
 - You will receive 40% credit for attending a class and doing little else.
 - You will receive 80% credit for attending and making a reasonable comment (or participating in an in-class exercise when these are offered).
 - You will receive 120% credit for attending and making a particularly insightful observation or several reasonable comments.
 - If you are more than 5 minutes late for class or leave early without providing me with a legitimate excuse for that session ASAP, participation credit will be deducted in proportion to how much time you missed (10% for each 17 minutes), rounding up to the next 10%.

- Overall grade:
 - You are expected to average 100% per class period, except the first day and exam days.
 - The maximum participation grade is therefore 120% of 400 points = 480 points. This is a significant extra-credit opportunity.
- Tip: If you have trouble thinking of things to say in class (a common problem for shy students), write down discussion questions or objections while you are reading the material at home. Then you don't have to worry about "blanking" in class because you can simply read off a question from your notes.

Overall Course Rubric

Item	Points	Percent of Grade	
Exam 1	200 Points (100 for each question)	20%	40%
Exam 2	200 Points (100 for each question)	20%	
Participation	400 Points (divided evenly into 12 sessions)	40%	
Worksheets	200 Points (divided evenly into 12 worksheets)	20%	
Academic Integrity Exercise	<i>* required to pass the course</i>	0%*	
TOTAL POSSIBLE	1000 Points	100%	
<i>895+ = A 795-894=B 695-794=C 595-694=D 594 or lower = F</i>			

Regrade Policies

Mistakes happen. Don't be shy about checking everything twice. In order to prevent a last-minute search for points long after the original grading has been done, I have two policies for regrades or disputes over grades. Please remember the deadlines in each case. After this time, I am no longer confident that I will be able to remember enough to fairly regrade the material (i.e. using exactly the same standards as those applied to other students).

- Written Work: If you believe I have graded written work incorrectly, then you have up to **one week** to return the work to me along with a *brief* explanation of the portion to be regraded.
- Participation: **At the end of any class period**, you may request to see your participation grade for that class. If you disagree with the grade, you need to explain your disagreement **then, while the discussion is still fresh in everyone's memory**. I advise you to write down a few words each time you participate so that you might be able to jog my memory after class if you believe I missed your effort.

Absences, Late Work, and Incompletes

- Excused absences (unexcused ones earn zero credit for the session)
 - Excusing an Absence
 - Scheduled Absences: Students must inform the instructor *prior to an absence*. Send me an email stating the dates(s) you will be missing and the reason(s). You should also hand me a written note with this information in class. (Protect yourself! Don't rely on my memory – hand me something written that I can keep in my files). **Hand in your worksheet(s) and outline(s) (see below) before you leave.**
 - Emergencies: Send me an email if possible. If all else fails, you or a friend may call my office and speak to me or my voicemail. There are very few situations in life that preclude making a phone call or having a friend do so; failure to contact the instructor *prior to class* will normally rule out any sort of make-up. The standard is "ASAP" – that is, as soon as a reasonable person would have been able to contact me. **When you**

return, be sure to bring worksheets and outlines (see below) for any missed classes and to request any make-up in-class work. It is not the instructor’s duty to remind you. Make-up work often differs from the original and is offered at the instructor’s convenience.

- Participation Grade: For each **excused** absence, hand in a 2-4 page outline of the major points in the reading, as detailed below. This will make up for the three hours of missed class time. It will also help you prepare for the exam, albeit not as well as participating and taking notes in class will. Notes may be handwritten or typed.
 - If you turn in an outline for only some of the assigned reading, your maximum credit will be equal to the proportion of the reading that you have outlined, as estimated by the professor.
 - As for the notes you turn in, they should contain two elements. They are listed in order of importance: the first will get you up to 67% (depending on level of detail, given the reading); both the first and second together will get you 100%.
 - An outline or other indented format, with main points (perhaps 4-10 words including a subject and verb -- they need not be grammatically-correct sentences, but must express a complete thought) followed by the supporting points offered by the author (same requirements)
 - Textual references (typically not quotes) to index each point (page number or line number is required)
 - Abbreviations and symbols are acceptable but should be easy to decipher. Will you remember whether “comp.” means comprehensive, comprehend, or composition?

Example of poor outlining	A better alternative
Original position	Original position = reasoning behind veil of ignorance
Primary social goods	Primary Social goods = Rights, liberties, opportunities, income/wealth
“Honor thy parents”	Reject “honor thy parents” as political power after majority
About social stigma	Social stigma can violate liberty if fired or forced to self-censor
Social contract → give up rights	Social contract → law down natural rights, gain civil rights
Gyges’ ring turned him invisible	Gyges’ Ring story: People would be unjust if no fear of consequences

- Late Worksheets: Late worksheets will not be accepted, except in the case of emergencies described above. If you must email me a worksheet to prove you have it done on time, then you need to *bring a hard copy for me to grade* the next class session.
- Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

Academic Integrity

University Code of Academic Honesty: Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. More information can be found at www.tamuct.edu/StudentConduct. Specific guidelines for this course, which supplement and do not replace University policy:

- *Violations:* There are plenty of ways to cheat, all of which are listed by the Student Handbook. Some common violations of academic integrity that I have observed while teaching this class at TAMUCT are

- **Most Common Violation:** Receiving assistance or answers on any coursework from anyone other than the instructor. If you hand your work to someone else and they proceed to copy part or all of it, both of you will be deemed to have violated the policy. A single copied answer on a worksheet is sufficient to trigger the policy!
- **Second Most Common Violation:** Using prohibited resources on exams. You are permitted to use your personally-prepared notes (i.e. not downloaded or copied ones), class handouts, the exam itself, and the required readings for the course. That is all. No online resources are to be used, so please print out online readings prior to the exam (having them in class during our discussion is also a plus, since then you can mark them for the exam).
 - You may study together for the exams, but each student needs to prepare his or her own notes as study progresses.
- **Plagiarism (uncommon in this course):**
 - Use of direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn't create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source's ideas in your own words.
 - Paraphrasing another person's words without citing the source
- *Penalties:*
 - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is **greater**. The infraction will also be reported to the TAMUCT administration, who will take independent action with respect to the student.
 - The (a) outright purchase, download, or completion by others of an exam, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure **and** the infraction will also be reported to the TAMUCT administration, who will take independent action with respect to the student.

Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The records office will give a deadline for which the form must be returned, completed, and signed. Once you return the signed form to the records office and wait 24 hours, you must go into WarriorWeb and confirm that you are no longer enrolled. If you are still enrolled, follow up with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Student Resources

- **911 Cellular:** Emergency Warning System for Texas A&M University – Central Texas
 - 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.
 - Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in

911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

- **Library Services:**

- The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
- Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<https://tamuct.libguides.com/>].

- **Academic Accommodations.**

- At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.
- For more information please visit our Access & Inclusion webpage [<https://www.tamuct.edu/departments/access-inclusion>].
- Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

- **Tutoring:** Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing [tutoring@ tamuct.edu](mailto:tutoring@tamuct.edu)

- Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry,

Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Canvas account and click "Online Tutoring."

Amendments: Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing.

Course Schedule

Session	Topic	Assigned Readings (Boldfaced ones are required, while <i>italicized</i> ones are recommended)
Aug 28	Introduction	None
Sept 4	No Class (Labor Day)	None
Sept 11	Foundations of Virtue Ethics	<p>Plato, <u>Five Dialogues, "Euthyphro"</u> <i>Allen, "Comment" (Canvas)</i></p> <p>Plato, <u>Five Dialogues, "Apology"</u> <i>Allen, "The Apology: Irony and Rhetoric in Plato's Apology"</i> <i>Anastaplo, Chapters 1-2</i></p> <p>Plato, <u>Five Dialogues, "Crito"</u> <i>Allen, "Crito: Analysis"</i> <i>Weiss, Chapter 4</i> <i>Brown, "Did Socrates Agree to Obey the Laws of Athens?" (Canvas)</i></p> <p>Plato, <u>Five Dialogues, "Phaedo"</u> <i>Bostock (Chapter XVIII in Fine)</i> <i>Connolly, "Plato: Phaedo" -- available at http://www.iep.utm.edu/phaedo/</i></p>
Sept 18	Aristotle's Development of Virtue Ethics in Politics	<p>Aristotle, <u>Nicomachean Ethics: Excerpts (Canvas)</u> <i>Lear, "Happiness and the Structure of Ends" in <u>A Companion to Aristotle</u></i> <i>Young, "Justice" in <u>A Companion to Aristotle</u></i> <i>Sandel, Chapter 8</i></p> <p>Aristotle, <u>Excerpts from The Politics (Canvas)</u> <i>Davis, Chapters 1, 3</i> <i>Nichols, Chapters 1-2</i> <i>Roberts, "Excellences of the Citizen and of the Individual" in <u>A Companion to Aristotle</u></i></p>
Sept 25	Deontic Ethics	<p>Kant, <u>Grounding for the Metaphysics of Morals and "Letter on a Supposed Right to Lie" (pp. 1-67)</u> <i>Johnson, "Good Will and Moral Worth" in <u>The Blackwell Guide to Kant's Ethics</u></i> <i>Kerstein, "Deriving the Supreme Moral Principle From Common Moral Ideas" in <u>The Blackwell Guide to Kant's Ethics</u></i> <i>Sandel, Chapter 5</i></p> <p>Kant, "On the Proverb: 'That May Be True in Theory, but Is of No Practical Use'" (Canvas) <i>Murphy, "Kant on Theory and Practice" (link on Canvas)</i></p>
Oct 2	Utilitarian Ethics and Justice	<p>Mill, <u>Utilitarianism (from On Liberty, Utilitarianism, and Other Essays), all (pp.)</u> <i>Crisp, Chapters 4-5 and 7</i> <i>Skorupski, Chapter 2</i> <i>Sandel, Chapter 2</i> <i>Sen, Chapters 11-14</i></p>

Session	Topic	Assigned Readings (Boldfaced ones are required, while <i>italicized</i> ones are recommended)
Oct 9	Liberal Values and their Traditionalist Critics	<p>Kant, "What is Enlightenment?" (Canvas) <i>Taylor, "The Progress of Absolutism in Kant's 'What is Enlightenment?'" (Canvas)</i></p> <p>Williams, "Liberalism" (Canvas)</p> <p>Safranek, "Recapitulations – Modern" (Canvas)</p>
Oct 16	Applied Political Ethics: Civil Disobedience, Pragmatism, and Bullshit in Politics	<p>King, "Letter from a Birmingham Jail" (Canvas) <i>Miller, "The American Dilemma in King's 'Letter from Birmingham Jail'" in <u>Martin Luther King, Jr., and the Sermonic Power of Public Discourse</u></i></p> <p>Rawls, Excerpts from <u>A Theory of Justice</u> (Canvas) <i>Graham, "The Role of Civil Disobedience" and "King and the Civil Rights Movement"</i> <i>Kaufman, "Political Authority, Civil Disobedience, Revolution" in <u>A Companion to Rawls</u></i></p> <p>Le Guin, "The Ones Who Walk Away from Omelas" (Canvas) <i>Simon, "William James's Lost Souls in Ursula Le Guin's Utopia" (Canvas)</i></p> <p>Frankfurt, "On Bullshit" (Canvas) <i>Perla and Carifio, "Psychological, Philosophical, and Educational Criticisms of Harry Frankfurt's Concept of and Views About 'Bullshit' in Human Discourse, Discussions, and Exchanges" (Canvas)</i></p>
Oct 23	Exam I	Review Virtue Ethics (Plato, Aristotle, and Frankfurt), Deontic Ethics (Kant), Utilitarian Ethics (Mill), and Liberalism (Williams, King, and Rawls)
Oct 30	The Realist Critique	<p>Machiavelli, <u>The Prince</u>, all (pp. 5-80) <i>Paul de Alvarez, All</i> <i>Rudowski, Chapters 6-10</i></p>
Nov 6	Is Political Integrity Possible?	<p>Mendus, <u>Politics and Morality</u>, all <i>Mendus, "Professor Waldron Goes to Washington" (Canvas)</i></p>
Nov 13	The Marxist Critique	<p>Marx, "On the Jewish Question" (Canvas) <i>Fischman, "Four Jewish Questions About Marx" (Canvas)</i></p> <p>Marx, "On Feuerbach" (Canvas) <i>Osborne, Chapter 2</i></p> <p>Marx, "Alienated Labor" (Canvas) <i>Osborne, Chapter 4</i></p> <p>Marx, Excerpt from "The German Ideology" (Canvas)</p>
Nov 20	Has the Emperor any Clothes? A Critique of Philosophy and Ethics	<p>Nietzsche, "Seventy-five Aphorisms:" 381 (pp.176-178)</p> <p>Nietzsche, <u>Beyond Good and Evil: Preface and Parts 1-3</u> <i>Lampert, Introduction, Preface, and Chapters 1-2</i> <i>Ansell-Pearson, Chapter 6</i></p> <p>Nietzsche, "Seventy-five Aphorisms:" 317, 322 and 323 (p. 165)</p>

Session	Topic	Assigned Readings (Boldfaced ones are required, while <i>italicized</i> ones are recommended)
Nov 27	Egoism and Objectivity	<p>Nietzsche, <u>Beyond Good and Evil</u>: Parts 4-6 <i>Lampert, Chapters 3-6</i></p> <p>Nietzsche, <u>Genealogy of Morals</u>, Third Essay: Sections 10-12 only (pp. 551-555) <i>Nietzsche, <u>Genealogy of Morals</u> (all)</i></p> <p>Nietzsche, "Seventy-five Aphorisms:" 92 (p. 148), 89 (p. 154), 33 (pp. 159-162), 1 (p. 166)</p>
Dec 4	Greatness as a Moral Imperative	<p>Nietzsche, <u>Beyond Good and Evil</u>: Parts 7-9 <i>Lampert, Chapters 7-9</i></p> <p>Nietzsche, "Seventy-five Aphorisms:" 112 (pp. 168-170), 51 (p. 171), 173 (p. 172), 325 (p. 175)</p> <p>Nietzsche, <u>Ecce Homo</u>: Preface, Why I Am So Wise, Why I Am So Clever (Sections 1 , 9, 10 only) <i>More, "Nietzsche's Last Laugh: Ecce Homo as Satire" (Canvas)</i></p>
Dec 11	Exam 2	Review Machiavelli, Mendus, Marx and Nietzsche

8. Why is escape unjust?

9. In *Phaedo*, how does Socrates define death?

10. Socrates makes at least three arguments for the immortality of the soul. What are two of them?

11. What features does Socrates say are characteristic of the afterlife?

12. According to *Phaedo*, with whom does Socrates last speak before his death?

D. Formula of Autonomy (431):

E. Formula of the Kingdom of Ends (433):

6. In “On the Proverb...” Kant responds to some of the past and contemporary critics of his conclusions. Who are the three thinkers to whom he responds?

7. How does morality relate to happiness?

8. A rightful state/government is based on what three principles?

6. Williams says that liberalism has been widely attacked for its conflation of _____ and _____.
7. According to Safranek, with what does liberalism associate the good?
8. From Safranek's perspective, "morality retains no currency in contemporary liberal philosophy." What does he mean by morality?
9. Why does Safranek find liberal freedom and liberal rights to be contradictory?
10. What type of equality does Safranek defend?
11. Why is hierarchy better than egalitarianism, according to Safranek?

1. Agathocles acquired power but not _____.
2. What creates good laws?
3. Is virtue best for a ruler?
4. Why refrain from being too generous?
5. What should be a Prince's policy when neighbors fight?
6. Should a Prince seek independent-minded advisors who may object to his policies?

1. What is Walzer's hypothetical situation?
2. Mendus reviews several approaches to integrity. What is her definition of integrity?
3. What is an example of where doing the right thing in politics undermines, or threatens to undermine, integrity?
4. For what two general reasons do personal integrity and political duty conflict? That is, why is integrity so difficult for politicians?

Worksheet on the Marxist Critique

1. In “On the Jewish Question,” Marx distinguishes between “civil, political emancipation” and human emancipation. What does human emancipation mean to Marx?
2. Why is the atheistic, democratic state really the most powerful form of a Christian state?
3. From pp. 58 on, Marx critiques liberal rights. What is one argument he makes against the liberal idea of individual rights?
4. In his brief “Concerning Feuerbach,” Marx notes several limits to Feuerbach’s “contemplative” materialism. What are two of these limits?

6. Nietzsche identifies multiple purposes of religion, depending on one's perspective. Pick one. What does religion mean from this perspective?

6. How did justice evolve?

7. What are the two types of revenge?

