



TEXAS A&M UNIVERSITY CENTRAL TEXAS

POLI 4340

Political Ethics

Section 110 - Fall 2020

2 PM - 4:45 PM Tuesdays

Classroom in FH 208, WebEx on Canvas



Dr. Jeffrey Dixon

Office: Heritage Hall 204R

Email: JeffreyDixon@tamuct.edu

(Canvas Inbox preferred)

Phone: (254) 501-5871

Office Hours (select a time slot via WebEx):

4:00-5:30 PM Mon/Wed, 5-5:30 Tues

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 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?*

Modality

This course is a *hybrid* course, meeting face-to-face and synchronously on WebEx for an equal number of sessions, with supplemental materials made available online through the Texas A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. Face-to-face meetings are scheduled for **Sept 1, Sept 8, Sept 21, Oct 5, Nov 2, Nov 9, Nov 16, and Nov 30**. All other sessions will be conducted over WebEx on Canvas.

Learning Outcomes

Learning Outcome 1: By the end of the course, students should be able to compare prominent theorists' answers to questions 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 prepared to apply critical thinking to normative questions.

- 2.1 Students should be able to construct arguments consisting of claims, accompanied by evidence, which warrants the claims.
- 2.2 Students should be able to distinguish normative and empirical claims and the types of evidence appropriate for each.

These learning outcomes are reinforced by the readings (using worksheets to assess whether the student has in fact done the readings) and in-class participation. Both learning outcomes are also assessed using the course exams.

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. **Try to avoid electronic editions**, which rarely offer the same page numbers and marginal notations, making them cumbersome to access during class.

Immanuel Kant. [1993]. Grounding For The Metaphysics Of Morals. 3rd Ed. Transl. James W. Ellington. Hackett Publishing Company. ISBN: 978-0872201668

Niccolò Machiavelli. [1995]. The Prince. Transl. David Wootten. Hackett Publishing Company. ISBN: 978-0872203167

Susan Mendus. 2009. Politics and Morality. Cambridge: Polity. ISBN: 978-0745629681

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

Friedrich Nietzsche. [2000]. Basic Writings of Nietzsche. Transl. Kaufmann. Modern Library. ISBN: 978-0679783398

Plato. [2004]. The Republic. Transl. C.D.C. Reeve. Hackett Publishing Company ISBN: 978-0872207363

All other required readings are on Canvas.

Optional Commentaries and Extensions

Most of the following books are on reserve at the TAMUCT Library on the first floor of Warrior Hall. Please limit yourself to one volume at a time. Ebooks are available through the TAMUCT library website – note that you will need your MyCT username and password to access these from home. 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."

Christa Davis Acampora and Keith Ansell Pearson. 2011. Nietzsche's 'Beyond Good and Evil: A Reader's Guide. Continuum.

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

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

Kenneth Dorter. 2006. The Transformation of Plato's Republic. Lexington Books.

Kant's Metaphysics of Morals: Interpretive Essays. 2002. Oxford University Press.

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

Jon Miller. 2011. Aristotle's Nicomachean Ethics: A Critical Guide. Cambridge University Press.

Morales, Maria H. 2005. Mill's The Subjection of Women: Critical Essays. Rowman & Littlefield.

Nickolas Pappas. 2003. Routledge Philosophy Guidebook to Plato and the Republic. 2nd Ed. Routledge.

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

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.

Sean Sayers. 1999. Plato's Republic: An Introduction. Edinburgh University Press.

Christopher John Shields. 2013. Aristotle. Routledge.

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

John Skorupski, ed. 2008. The Cambridge Companion to Mill. Cambridge University Press.

Jeremy Waldron. 2010. Torture, Terror, and Trade-Offs: Philosophy for the White House. Oxford University Press.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal. We strongly recommend the latest versions of *Chrome* or *Firefox* browsers. Canvas no longer supports any version of Internet Explorer.

Username: Your MyCT email address. Password: Your MyCT password

You are required to have reliable access to a computer with a broadband internet connection and a working microphone for this course. All course readings are in the commonly-used *pdf* format and can be opened with Adobe Acrobat Reader or many other free programs.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor (preferably using Canvas itself, but email will also work, albeit perhaps not as quickly).

Other 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

Grading

Grading (90/80/70/60, rounded to the nearest percentage): 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. If you have successfully completed this exercise in another one of my courses, then you need not complete it again to get the credit.

*****Completing the Academic Integrity Exercise is a prerequisite to passing this course.*****

- **Rubric: You will fail the course if you have not completed the Academic Integrity Exercise!**

Worksheets (20%). There are 13 worksheets, worth equal credit (roughly 15 points) regardless of the number of questions on each. They are due at 2 PM each day -- **before** we begin class -- either via Assignments on Canvas or in person (for face-to-face sessions). You can type them or handwrite and scan/image them, uploading the file(s) to Canvas. The score on each worksheet is the percentage of questions which are correctly answered. This percentage is multiplied by 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, since class is a discussion of their merits and not a lecture about their content. Such a discussion 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 Plato, Kant, and Mill.
 - The first question will ask you to compare two authors' answers to one of the three questions of political ethics listed on the first page of the syllabus.
 - The second question will ask you to use the remaining author 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 author to concrete problems).
 - The second exam will focus on the political philosophies of Machiavelli, Nietzsche, and Mendus. It will otherwise be identical in structure to the first exam.
- 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 your 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 <i>interpretation</i> 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.

Grade	Thesis and Structure	Textual Support
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 during each of the 14 non-exam sessions of the course. 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 (roughly 11 points) for attending a class and doing little else.
 - You will receive 80% credit (roughly 23 points) for attending and constructively participating at least once during the discussion.
 - You will receive 120% credit (roughly 34 points) for attending and making several reasonable comments about the readings and/or asking several relevant questions about the material..
 - 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 15 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 to what the author is arguing 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 14 sessions)	40%	
Worksheets	200 Points (divided evenly into 13 worksheets)	20%	
Academic Integrity Exercise	<i>* required to pass the course</i>	0%*	
TOTAL POSSIBLE	1000 Points	100%	
895+ = A 795-894=B 695-794=C 595-694=D 594 or lower = F			

Regrade Policies

I can make mistakes. 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 or indication 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
Gyges’ ring of invisibility	Gyges’ Ring: People would be unjust if no fear of consequences (invisibility).
Soul = 3 parts	Soul = appetite, spirit, reason
Categorical imperative	Maxims of conduct must conform to categorical imperative
Greatest happiness principle	Maximize total happiness (greatest happiness principle)

- Late Worksheets: Late worksheets will not be accepted, except in the case of emergencies described above.
- 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 values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas

expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), see [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Specific guidelines for this course, which supplement and do not replace University policy:

- **Violations:** There are plenty of ways to cheat. 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 (rare but possible 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.

University Policies

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Professors are Mandatory Reporters

Texas State Law S.B. 212 states that:

- "An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes **sexual harassment, sexual assault, dating violence, or stalking** and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator"
- Further: "A person **commits an offense if the person is required to make a report...and knowingly fails to make the report.** ... A postsecondary educational institution **shall terminate the employment** of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense."

Student Resources

- **Warrior Shield (Emergency Warning System for Texas A&M University-Central Texas)**
 - Warrior Shield 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 Warrior Shield through their myCT email account.
 - Connect to Warrior Shield by 911Cellular [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.
- **University Library:** 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 85,000 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 24 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 [<http://tamuct.libguides.com/index>].
 - *For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [<http://tamuct.libguides.com/index>] to access our virtual reference help and our current hours*
- **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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

- Important information for Pregnant and/or Parenting Students
 - Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [<https://www.tamuct.edu/student-affairs/index.html>]. 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>].
 - Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. Texas A&M University-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.
- **Tutoring:** Tutoring is available to all Texas A&M University - Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020 semester. Student success coaching is available online upon request.
 - If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu
 - Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.
- **University Writing Center:** The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.
 - Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors

highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

- Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University COVID-19 Policies

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Amendments

Not all exigencies can be foreseen, especially in the midst of a pandemic. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing by uploading a revised syllabus to the course on Canvas. If I need to do so, I will use the Announcements feature of Canvas to inform students of the change(s).

Instructor's Personal Statement (not required reading, but may be of interest)

I strive to provide my students with a liberal arts education. Such an education is intended to expand human potential by emphasizing critical thinking skills, strong writing and oral communication skills, and perceptive responses to others' arguments. These goals enable students to become lifelong learners, constructive members of the polities in which they live, and ultimately to lead rewarding lives. Therefore, under the broad rubric of a liberal arts approach to teaching, I emphasize four objectives in my teaching: development of critical thinking skills, advancement of writing and speaking skills, moral development, and mastery of what in my judgment constitutes the "core" of the area under study. These goals determine how I construct course syllabi, which materials I use, and how I manage the classroom.

Critical Thinking Skills

I divide critical thinking skills into three components. First, students must be perceptive readers and listeners. In nearly all courses, there are either sections of the readings, lectures, or class handouts which we discuss and debate, nearly line by line. The point of these exercises is to draw students' attention to the multiple ways in which one might read a phrase or argument. Even where the course readings consist largely of a standard textbook, I try to model this skill in class discussions by initially responding to many questions with "Are you asking X, Y, or Z?" Understanding the nuances of an argument is a prerequisite to analyzing it.

Second, students should have the ability to challenge and dissect arguments made by the course materials, fellow students, or myself. There are some students who are looking for "the way it is" to be handed to them from "on high." While informing students is part of my responsibilities, I also aim to challenge those students by presenting concrete, unsolved puzzles, and then presenting a number of possible solutions, requiring them to compare the evidence for each. Since the questions I ask in class are usually open questions within the discipline of political science, there are no easy answers. When I open a class discussion, engage with students doing discussion exercises, or even grade homework assignments, I play "devil's advocate" for each student or group, taking a different position as I interact with each student. It is therefore disappointing when students simply parrot back what they believe the professor wants to hear. Their own thoughts count.

Just as important as the ability to analyze an argument is the ability to construct and defend one, choosing one among several imperfect explanations as the "best bet" for

explaining a phenomenon or the superior normative framework for evaluating its ethical implications. There are some students who are very good at critiquing existing explanations, but who then use this skill as an excuse to avoid argument altogether: “None of these explanations are perfect, so it’s all just a matter of opinion.” This is illustrated by Russian dissident Gary Kasparov (2017):

"The point of modern propaganda isn't only to misinform or push an agenda. It is to exhaust your critical thinking, to annihilate truth. Modern dictatorships have become far more sophisticated still in how to achieve their ends. They learned that by constant bombardment, your senses become overwhelmed. You start to doubt, to shrug your shoulders, to tune out, and that makes you vulnerable. Instead of pushing one lie, one fake, they can push a dozen, or a hundred, and that's pretty good odds against one lonely truth. They win when you say: 'Who can be sure what really happened?'"

I press students to weigh the strengths and flaws of each competing explanation and identify the one which is most likely to be correct. For empirical questions, I require them to devise some way in which their preferred explanation could be tested. For normative questions, I require them to apply their framework to difficult moral questions. In sum, I try to combine the focus on argument dissection that one finds in debate with the focus on puzzle-solving that one finds in science and philosophy.

Effective Communication and Argument Construction

As a former debater and debate coach, I appreciate the importance of being able to write and speak clearly. Of course, one of the most important ways to accomplish this is by assigning writing or oral participation activities that require effective argument. At a minimum, an argument consists of a claim (i.e. a conclusion or thesis the reader/listener is meant to accept as true), some type of evidence (in a normative politics course, this often means examples of things the receiver already considers “good” or “bad”), and a warrant that connects the two by showing that if one accepts the evidence as valid, one is compelled to reach the conclusion embodied in the claim of the argument.

Moral Development

One goal of a liberal arts education is to render students more capable of self-reflection and positive development. Moral education is essential to this process, yet may be the most difficult task facing an educator. Students must first be convinced that the ethical life is the best life. Fortunately, most students already have a set of values, albeit sometimes under-examined and often inconsistent ones. The task of the professor is to challenge their moral beliefs in such a manner that students have to choose between competing values and become more consistent in their moral judgments. It is not the task of the professor to ensure that students adhere to a particular value system or ideology; instead, the ideal professor will challenge students of any ideology and make them more consistent in their judgments.

For this to be possible, students need to recognize their own underlying assumptions (often their religious faith, combined with a cynical view of “human nature”) that make a system of values possible. They must then be able to defend the connections between those assumptions and their value choices. In short, political science needs to be seen as part of a broader liberal arts curriculum which prepares students to do justice (as students understand it) in the world. Otherwise, we risk training sophists who simply use their skills to manipulate others. For example, if we train students in the study of armed conflict, we should also train them in the ethics of armed conflict, be they realist, pacifist, the criteria of just war theory, or something else. Moreover, they should understand how their moral attitude toward war is connected to other ethical beliefs in their lives.

Subject Mastery

Finally, each class I teach has a certain “core” of material I expect students to master. This material is the necessary data for intelligent discussion of the questions posed by the course. Mastery is different than memorization; it means being able to apply the material to an unanticipated question or situation. The learning outcomes of the course reflect the knowledge of the subject I expect students to have by the end of the course.

Course Schedule

Session	Topic (Modality)	Assigned Readings (<i>italicized = optional</i>)
Aug 25	Introduction (WebEx)	None
Sept 1	Justice and the Ideal <i>Polis</i> (Classroom)	Plato, <u>The Republic</u>, Books I-IV <i>Sayers, Chapters 3-9</i> (Physical) <i>Dorter, Chapters 1-4</i> (Physical and Ebook) <i>Pappas, Chapters 4-6</i> (Physical)
Sept 8	Skepticism, Knowledge, and Degeneration (Classroom)	Plato, <u>The Republic</u>, Books V-IX <i>Sayers, Chapters 10-12</i> (Physical) <i>Dorter, Chapters 5-9</i> (Physical and Ebook) <i>Pappas, Chapters 7-8</i> (Physical)
Sept 15	The Politics of Virtue Ethics (WebEx)	Aristotle, <u>Nicomachean Ethics</u> and <u>Politics</u>, Excerpts (Canvas) <i>Shields, Chapters 8-9</i> (Physical and Ebook) <i>Miller, Chapters 2-3, 6, 11</i> (Physical and Ebook)
Sept 22	Deontic Ethics (Classroom)	Kant, <u>Grounding for the Metaphysics of Morals</u> and “Letter on a Supposed Right to Lie” (pp. 1-67) <i>Johnson, “Good Will and Moral Worth” in <u>The Blackwell Guide to Kant’s Ethics</u></i> (Physical and Ebook) <i>Kerstein, “Deriving the Supreme Moral Principle From Common Moral Ideas” in <u>The Blackwell Guide to Kant’s Ethics</u></i> (Physical and Ebook) <i>Sandel, Chapter 5</i> (Physical) Kant, Excerpt from <u>Metaphysics of Morals</u> (Canvas) <i>Wood, “The Final Form of Kant’s Practical Philosophy”</i> (Canvas)
Sept 29	Political Implications of Deontology (WebEx)	Kant, “On the Proverb: ‘That May Be True in Theory, but Is of No Practical Use’” (Canvas) <i>Murphy, “Kant on Theory and Practice”</i> (Canvas) Kant, “What is Enlightenment?” (Canvas) <i>Fleischacker, “The Official Story”</i> (Canvas) Kant, “Toward Perpetual Peace” (Canvas) <i>Easley, “The Textual Hooks of Interpretations”</i> (Canvas)
Oct 6	Utilitarianism Defended (Classroom)	Mill, <u>Utilitarianism</u> (from <u>On Liberty, Utilitarianism, and Other Essays</u>), all (pp. 115-177) <i>Crisp, Chapters 2, 4-5 and 7</i> (Physical and Ebook) <i>Skorupski (2006), Chapter 2</i> (Physical) <i>Donner, “Mill’s Utilitarianism” in Skorupski (2008)</i> (Physical) <i>Sandel, Chapter 2</i> (Physical) Mill, Excerpts on Political Ethics I (Canvas)

Session	Topic (Modality)	Assigned Readings (<i>italicized = optional</i>)
Oct 13	Applying Utilitarianism to Political Issues (WebEx)	Mill, <u>On the Subjection of Women</u> (from <u>On Liberty, Utilitarianism, and Other Essays</u>) <i>Harriet Taylor Mill, "Women – Rights Of"</i> (Canvas) <i>Crisp, Chapter 9</i> (Physical and Ebook) <i>Annas, "Mill and the Subjection of Women" in Morales (2005)</i> (Ebook) <i>Shanley, "The Subjection of Women" in Skorupski (2008)</i> (Physical) Mill, Excerpts on Political Ethics II (Canvas)
Oct 20	Exam I (On Canvas)	Review Plato, Kant, and Mill
Oct 27	The Challenge of Political Practice (WebEx)	Machiavelli, <u>The Prince</u>, all (pp. 5-80) <i>Paul de Alvarez, All</i> (Physical) <i>Rudowski, Chapters 6-10</i> (Physical) Machiavelli, Excerpts from Machiavelli's Post-Prince Writings (Canvas)
Nov 3	Has the Emperor any Clothes? A Critique of Philosophy and Ethics (Classroom)	Nietzsche, "Seventy-five Aphorisms:" 381 (pp.176-178) Nietzsche, <u>Beyond Good and Evil: Preface and Parts 1-3</u> <i>Lampert, Introduction, Preface, and Chapters 1-2</i> (Physical and Ebook) <i>Acampora and Ansell-Pearson, Chapters 3-5</i> (Ebook) Nietzsche, "Seventy-five Aphorisms:" 317, 322 and 323 (p. 165)
Nov 10	Egoism and Objectivity (Classroom)	Nietzsche, <u>Beyond Good and Evil: Parts 4-6</u> <i>Lampert, Chapters 3-6</i> (Physical and Ebook) <i>Acampora and Ansell-Pearson, Chapters 6-8</i> (Ebook) Nietzsche, <u>Genealogy of Morals, Third Essay: Sections 10-12 only</u> (pp. 551-555) Nietzsche, "Seventy-five Aphorisms:" 92 (p. 148), 89 (p. 154), 33 (pp. 159-162), 1 (p. 166)
Nov 17	Greatness as a Moral Imperative (Classroom)	Nietzsche, <u>Beyond Good and Evil: Parts 7-9</u> <i>Lampert, Chapters 7-9</i> (Physical and Ebook) <i>Acampora and Ansell-Pearson, Chapters 9-11</i> (Ebook) Nietzsche, "Seventy-five Aphorisms:" 112 (pp. 168-170), 51 (p. 171), 173 (p. 172), 325 (p. 175) Nietzsche, <u>Ecce Homo: Preface, Why I Am So Wise, Why I Am So Clever</u> (Sections 1, 9, 10 only) <i>More, "Nietzsche's Last Laugh: <u>Ecce Homo</u> as Satire"</i> (Canvas)
Nov 24	Must Integrity Conflict with Impartiality? (WebEx)	Mendus, <u>Politics and Morality</u>, Introduction and Chapters 1-4 (pp. 1-77) Mendus, "Impartiality" (Canvas)

Session	Topic (Modality)	Assigned Readings (<i>italicized = optional</i>)
Dec 1	Are Political Ethics Possible After Machiavelli and Nietzsche? (Classroom)	Mendus, <u>Politics and Morality</u>, Chapters 5-6 (pp. 78-122) Mendus, "Professor Waldron Goes to Washington" (Canvas) <i>Waldron, Introduction and Chapter 7 (pp. 213-260)</i> (Ebook) <i>Waldron, "Responses to Zedner, Haque and Mendus"</i> (Canvas)
Dec 8	Exam II (On Canvas)	Review Machiavelli, Mendus, Nietzsche

REMINDER: Do not collaborate or share answers on the worksheets.

Handy guide to pronunciation:

Cephalus: SEF-uh-lus or KEF-uh-lus

Polemarchus: pall-uh-MARK-us

Thrasymachus: thrah-SIM-uh-cus

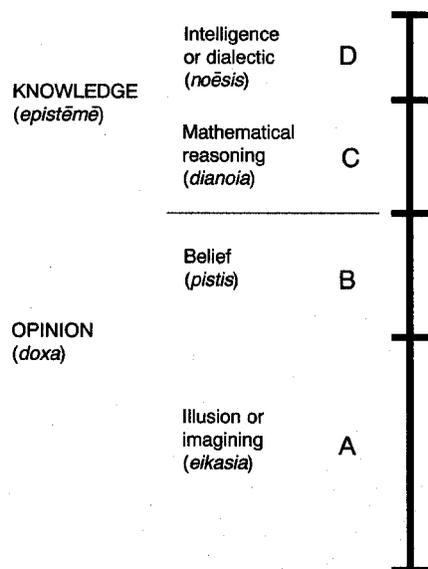
Glaucon: GLAW-con

Adeimantus: ah-die-MAHN-tus

1. What question are Socrates and the others debating?
2. What is the take of Polemarchus on the question?
3. What is the Ring of Gyges, and how does Glaucon use it to challenge Socrates?

1. Does Socrates favor a division of labor between the sexes? That is, does he think some jobs should be “women’s work” and other jobs should be “men’s work?” Why/why not?
2. Who leads the ideal city of Socrates?
3. What characteristics make a person a philosopher, according to Socrates/Plato?

Questions about the divided line from 509-511. (Figure from Sayers, Plato’s Republic: An Introduction, 1999):



4. Which **two letters** represent the intelligible world?
5. Where do physical objects like your computer fall on this line (i.e. which letter)?
6. Where do the Forms fall?

Figure 11.1 The Divided Line

7. In the story of the cave, what happens to the prisoner? Just list the events in his journey.

8. List the five types of government in order from best to worst (from Plato's perspective)

9. What are two of the arguments presented from 576b-592b that attempt to prove that being just is good for you?

8. What is the difference between pleasure and happiness?

9. Why is legislation required for virtue?

10. What is justice in The Politics?

11. Which type of constitutions are always wrongful?

12. How do we know which type of constitution is right for a particular people?

D. Formula of Autonomy (431):

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

9. What is the difference between the two standpoints posited by Kant?

10. What is the Universal Law of Right (Justice)?

11. What is freedom?

5. Who does Mill anticipate will look after the household and children in a marriage?
6. Is Mill himself sexist? Provide two pieces of textual evidence for your answer.
7. According to this week's excerpts from Mill on political ethics, what is the object of the social sciences?
8. How can an office-holder reconcile the demands of politics with those of ethics?
9. Should the national interest be a state's guide in foreign policymaking?
10. When is it generally *most* important for people to keep their promises?

1. Agathocles acquired power but not _____.
2. What creates good laws, and how does it create them?
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, or people that will always agree with his inclinations?
7. What plea does Machiavelli make in the last chapter of *The Prince*?
8. How is rulership different in republics than in monarchies?

6. How did justice evolve?

7. What are the two types of revenge?

7. Why is Nietzsche so clever (according to Nietzsche)?

