



TEXAS A&M UNIVERSITY CENTRAL TEXAS

POLI 4340:
Political Ethics
Section 110 (Fall 2021)
August 24 – December 7, 2021
Tuesdays / 6:00-9:00 PM / HH 309



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Office Hours: 4:15 PM – 5:45 PM Mon-Wed 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 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 meets face-to-face, with supplemental materials made available online through the Texas 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 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.

All other recommended readings are on Canvas.

Course Delivery

This course meets face-to-face in a classroom, with supplementary materials provided on Canvas: Logon to Texas 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.

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

Additional requirements:

- Everything is tested using the free Google Chrome web browser, but should also work with

most modern web browsers (e.g. Firefox). However, Internet Explorer is not supported by Canvas.

- You will need to be able to open Portable Document Files (for readings posted on Canvas). Adobe Reader can do this for free.
- You may want to be able to view the Microsoft PowerPoint files which provide the basis for the first and only lecture in the course. If you cannot gain access to a program which can open these, I can post them in pdf format as well.

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

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.

Student-Instructor Interaction

The instructor will be checking email at least once per day from Monday-Friday. Expect a response within 24 hours during the week, *if you request one* in your email. Weekend responses may take longer. Practice professionalism (full sentences, spelling, etc) in your electronic correspondence.

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 in this or another of my courses (past or present)**

Worksheets (20%). There are 13 worksheets, worth equal credit (roughly 15 points) regardless of the number of questions on each. They are due at 6 PM each day -- **before** we begin class. You can type them or neatly handwrite them. 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 readings *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. Perspectives (authors) to study include virtue ethics (Plato, Aristotle), deontology (Kant, Korsgaard) and utilitarianism (Mill).
 - The first question will ask you to compare two perspectives' 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 perspective to address the ethics of a novel political situation (i.e. usually one *not* covered in the books or in class, requiring you to be able to *apply* the perspective to concrete problems).
 - The second exam will focus on the particular 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 – but 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 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			

Attendance

Attendance is required, and participation while you are in class is graded. Note that the PowerPoint files I post don't include the explanations I give in the lectures themselves. The (few) lectures in this course do **not** simply rehash the readings – they add new material and help you *organize* the evidence presented in the assigned readings.

Deadlines and Late Work

Assignments are due at the beginning of each class session. Late work loses 20% of the credit it would otherwise receive each day (not each class session) that it is late. If your printer fails, email me the file to show that you have it completed – and if you do so, always be sure to hand in a hard copy for me to grade by the next session.

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, Make Up 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.
 - **Make-Up 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)

- 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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 the following link: [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), at [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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

- *Violations:* Some common violations of academic integrity that I have observed while teaching similar classes 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.
 - Even paraphrasing another person's words or ideas without citing the source you used
- *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>]

Faculty 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. Once you submit the completed 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 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

- **UNILERT** (Emergency Warning System for Texas A&M University – Central Texas): UNILERT 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 and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at <http://www.tamuct.edu/departments/news/unilert.php>
- **University Writing Center:** University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

- Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. 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 at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.
- **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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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) [<http://tamuct.libguides.com/index>].
- **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](https://tamuct.instructure.com/courses/717) 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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. A&M-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 A&M-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. 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 (but not writing support). Access Tutor.com through Canvas.

Important University Dates [Copied from <https://www.tamuct.edu/registrar/academic-calendar.html>]

September 7, 2021	Deadline to drop 16-week Classes with No Record
October 4, 2021	Deadline for Teacher Education Program Applications
October 15, 2021	Deadline for Clinical Teaching/Practicum Applications
October 18, 2021	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants

October 18, 2021	Classes Begin for Second 8-Week Session
October 20, 2021	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 19, 2021	Deadline for Graduation Application for Fall Ceremony Participation
November 1, 2021	Deadline for GRE/GMAT Scores to Graduate School Office
November 1, 2021	Registration Opens for Spring Semester
November 5, 2021	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2021	Veterans' Day (University Closed)
November 25-26, 2021	Thanksgiving (University Closed)
November 29, 2021	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 10, 2021	Deadline to Withdraw from University for 16- and Second 8-Week Classes. Deadline for Applications for Tuition Rebate for Fall Graduation (5pm). Deadline for Fall Degree Conferral Applications to the Registrar's Office (\$20 Late Application Fee). Fall Commencement Ceremony Bell County Expo 7 PM.

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, community members, and ultimately to lead rewarding lives. Therefore, under the broad rubric of a liberal arts approach to teaching, I emphasize four objectives: 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

Students should learn to think critically about the material in the course (primarily the assigned readings). This is a difficult skill to learn, but one that pays dividends in every other class and in the outside world. After all, we want educated and critical members of the polity.

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. I aim to challenge those students by presenting unsolved puzzles and then presenting a number of possible solutions, requiring them to compare the evidentiary support for each. Since the questions I ask in class are usually open questions within the discipline of political science and even normative theory in general, there are no easy answers. I commonly play "devil's advocate," taking a different position from what appears to be the dominant one in the class. 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 superior normative framework. 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 a failure of critical thinking, not a successful use of it, as 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?'"

For this reason, 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 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.

Writing and Speaking Skills

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 oral participation activities that require effective argument. I urge students to think in terms of the simplified Toulmin model of argument, in which effective arguments must contain a clear claim (a thesis or conclusion the speaker wants the audience to accept as true), evidence, and

“warrants” that show that the evidence offered – if it is correct – does indeed support the claim being made.

Think about this structure when answering essay exam questions. Structurally their needs to be an overall thesis/claim about the answer to the question. That answer needs to be accompanied by evidence drawn from the relevant readings (which need not be directly quoted when they can be quickly referenced or summarized), and links between each piece of evidence offered and the claim it purports to support. Contrary arguments should be addressed by showing that their evidence is unsound or that it does not in fact warrant the claim made by the counter-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 informed and 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 behavior) 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.

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 mean being able to apply the material to an unanticipated question or situation. Accordingly, units are structured around great unanswered questions or moral dilemmas. In this course, the arguments of the authors – their content and their validity -- are usually the unanswered questions under examination. To do well, students need to nevertheless provide well-supported answers to each exam question (selected as described above).

Course Schedule

Session	Topic	Assigned Readings (<i>italicized = optional</i>)
Aug 24	Introduction	None
Aug 31	Justice and the Ideal <i>Polis</i>	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 7	Skepticism, Knowledge, and Degeneration	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 14	The Politics of Virtue Ethics	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 21	Deontic Ethics	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) Korsgaard, “The Authority of Reflection” (Canvas) <i>Kornblith, <u>On Reflection</u>, “Normativity” (Canvas)</i>
Sept 28	Political Implications of Deontology	Kant, “What is Enlightenment?” (Canvas) <i>Fleischacker, “The Official Story” (Canvas)</i> Kant, “On the Proverb: ‘That May Be True in Theory, but Is of No Practical Use’” (Canvas) <i>Murphy, “Kant on Theory and Practice” (Canvas)</i> Korsgaard, “Taking the Law into Our Own Hands: Kant on the Right to Revolution” (Canvas) <i>Flikschuh, “Sidestepping Morality: Korsgaard on Kant’s No-right to Revolution” (Canvas)</i> Korsgaard, “The Origin of Value and the Scope of Obligation” (Canvas) <i>Wiland, “A Fallacy in Korsgaard’s Argument for Moral Obligation” (Canvas)</i>

Session	Topic	Assigned Readings (<i>italicized = optional</i>)
Oct 5	Utilitarianism Defended	<p>Mill, <u>Utilitarianism</u> (from <u>On Liberty, Utilitarianism, and Other Essays</u>), all (pp. 115-177)</p> <p><i>Crisp, Chapters 2, 4-5 and 7 (Physical and Ebook)</i> <i>Skorupski (2006), Chapter 2 (Physical)</i> <i>Donner, "Mill's Utilitarianism" in Skorupski (2008) (Physical)</i> <i>Sandel, Chapter 2 (Physical)</i></p> <p>Mill, Excerpts on Political Ethics I (Canvas)</p>
Oct 12	Applying Utilitarianism to Political Issues	<p>Mill, <u>On the Subjection of Women</u> (from <u>On Liberty, Utilitarianism, and Other Essays</u>)</p> <p><i>Harriet Taylor Mill, "Women – Rights Of" (Canvas)</i> <i>Crisp, Chapter 9 (Physical and Ebook)</i> <i>Annas, "Mill and the Subjection of Women" in Morales (2005) (Ebook)</i> <i>Shanley, "The Subjection of Women" in Skorupski (2008) (Physical)</i></p> <p>Mill, Excerpts on Political Ethics II (Canvas)</p>
Oct 19	Exam I	Review Plato/Aristotle, Kant/Korsgaard, and Mill
Oct 26	The Challenge of Political Practice	<p>Machiavelli, <u>The Prince</u>, all (pp. 5-80)</p> <p><i>Paul de Alvarez, All (Physical)</i> <i>Rudowski, Chapters 6-10 (Physical)</i></p> <p>Machiavelli, Excerpts from Machiavelli's Post-Prince Writings (Canvas)</p>
Nov 2	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</u>: Preface and Parts 1-3</p> <p><i>Lampert, Introduction, Preface, and Chapters 1-2 (Physical and Ebook)</i> <i>Acampora and Ansell-Pearson, Chapters 3-5 (Ebook)</i></p> <p>Nietzsche, "Seventy-five Aphorisms:" 317, 322 and 323 (p. 165)</p>
Nov 9	Egoism and Objectivity	<p>Nietzsche, <u>Beyond Good and Evil</u>: Parts 4-6</p> <p><i>Lampert, Chapters 3-6 (Physical and Ebook)</i> <i>Acampora and Ansell-Pearson, Chapters 6-8 (Ebook)</i></p> <p>Nietzsche, <u>Genealogy of Morals</u>, Third Essay: Sections 10-12 only (pp. 551-555)</p> <p>Nietzsche, "Seventy-five Aphorisms:" 92 (p. 148), 89 (p. 154), 33 (pp. 159-162), 1 (p. 166)</p>

Session	Topic	Assigned Readings (<i>italicized = optional</i>)
Nov 16	Greatness as a Moral Imperative	<p>Nietzsche, <u>Beyond Good and Evil</u>: Parts 7-9 <i>Lampert, Chapters 7-9</i> (Physical and Ebook) <i>Acampora and Ansell-Pearson, Chapters 9-11</i> (Ebook)</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: <u>Ecce Homo</u> as Satire”</i> (Canvas)</p>
Nov 23	Must Integrity Conflict with Impartiality?	<p>Mendus, <u>Politics and Morality</u>, Introduction and Chapters 1-4 (pp. 1-77)</p> <p>Mendus, “Impartiality” (Canvas)</p>
Nov 30	Are Political Ethics Possible After Machiavelli and Nietzsche?	<p>Mendus, <u>Politics and Morality</u>, Chapters 5-6 (pp. 78-122)</p> <p>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)</p>
Dec 7	Exam II	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?

4. What is the difference between the first and second cities discussed?

5. How far do state and social control of the individual extend in the ideal city described by Socrates?

6. What are the four virtues described by Socrates?

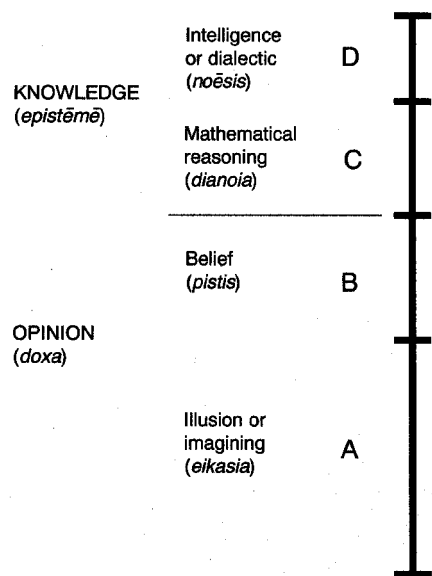
7. We have seen one vision of the just city. So what is the just individual like?

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?

1. According to Aristotle, what is the end that everything aims at?

2. Why is virtue praised by people?

3. How does one develop a virtuous character in oneself?

4. How does one separate the virtue from the vices? That is, how can we identify the virtuous path?

5. What are the excess and deficiency concerning wealth?

6. How do we identify greatness of soul?

7. Is pleasure good?

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?

1. The pure good is found in only one place. Where?

2. What is the purpose of reason?

3. What's a maxim, as Kant uses the term?

- 4-8. Provide the five major formulations of the Categorical Imperative:
 4. *Formula of Universal Law (401 and 421):*

 5. *Formula of the Law of Nature (421):*

 6. *Formula of the End Itself (429):*

 7. *Formula of Autonomy (431):*

 8. *Formula of the Kingdom of Ends (433):*

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

10. Korsgaard argues that “each impulse as it offers itself to the will must pass a kind of test for normativity before we can adopt it as a reason for action.” What test does she suggest?

11. What worldview does Korsgaard refer to as “the philosopher’s bugbear,” threatening normative theory and the concept of free choice with the possibility of determinism?

12. Korsgaard distinguishes Kant’s Categorical Imperative from what she refers to as “the moral law.” What determines the content of “the moral law?”

13. What part of the self has *authority* over the acting self?

14. When does an impulse we have become a reason to act?

15. Why should we value humanity and human beings, according to Korsgaard?

1. What freedom is necessary for “Enlightenment?”
2. Does Kant’s “Enlightenment” involve disobedience to the authorities?
3. In “On the Proverb...” Kant responds to some of the past and contemporary critics of his conclusions. Who are the three thinkers to which he responds?
4. How does morality relate to happiness?
5. A rightful state/government is based on what three principles?
6. What three views about revolution does Korsgaard attribute to Kant?
7. According to Korsgaard, why does Kant maintain that it is *a duty of justice* to live in political society?

8. Korsgaard argues that even a virtuous person may be tempted to revolt – not *despite* their virtue, but *because* of it. Name and describe the Kantian virtue to which Korsgaard is referring.

9. In “The Origin of Value and the Scope of Obligation,” Korsgaard distinguishes private reasons from public reasons. What is the difference?

10. _____ argued that a truly private language cannot exist.
11. How does Korsgaard defend the thesis that we are *deeply* social creatures and not merely shallowly social ones?

12. If pain is not in itself a sensation, what on Earth *is* it?

13. Is reflective endorsement sufficient to make an action right?

14. What does Korsgaard regard as the fact of life?

15. There is no normativity if you cannot be _____.

1. The first of the additional excerpts posted on Canvas deals with the provability of moral rules. Can fundamental moral rules be proven, so that one can deduce a complete system of practical political ethics from them? Why/why not?

2. What is utility, according to Mill?

3. What is one of Mill's answers to those who call utilitarianism a doctrine fit only for swine?

4. Are we required to justify every action we take as maximizing utility? Why/Why not?

5. How can we measure the quality of some pleasure or pain, according to Mill?

6. If I take action with the *intention* of maximizing everyone's utility but I end up causing harm instead, was the action I took wrongful? Why/why not?

7. In Chapter V, Mill examines examples of injustice and the etymology of the word. Then he supplies his own definition of the *rule* of justice and describes the "*sentiment*" behind it. What **is** the definition/rule (not the sentiment)?

8. What is a right, according to Mill?

9. Why did Mill decline to give advice or assistance to the Neophyte Writers Society?

10. Why is justice alone an imperfect guide to ethical decision-making, according to the excerpts from Mill on political ethics for this week?

1. What is Mill's thesis in *The Subjection of Women*?
2. List at least two responses that *Mill provides* to the argument that the subjection of the female sex is natural.
3. What is Mill's *response* to the notion that women simply have a distinct feminine power and are therefore not truly subordinated by men?
4. How does the subjection of women harm men, and how will ending it help men? Provide at least one harm (to men) of subjection and at least two benefits (to men) of ending it.

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?

1. What's wrong with thinking of philosophy as the pursuit of truth?
2. How does knowledge rely on ignorance?
3. What are some features that Nietzsche argues philosophy should have?
4. What are the characteristics of "free spirits?"
5. Nietzsche identifies multiple purposes with religion, depending on one's perspective. Pick one. What does religion mean from this perspective?

Worksheet on Nietzsche (2)

1. According to Nietzsche, what is the key to the analysis of moral theories?
2. How is morality tyranny – and is that a bad thing?
3. What is “herd” morality?
4. What is wrong with scientific objectivity?
5. “Their ‘knowing’ is *creating*, their creating is a legislation, their will to truth is – *will to power*.” P.326 What does this mean? Who is “they” and how is “their knowing” different from scientists’ knowing?

6. How did justice evolve?

7. What are the two types of revenge?

1. What is the order of rank?
2. List and define at least one of “our virtues.”
3. What are master and slave morality?
4. How do we know the best?
5. What does Nietzsche consider to be his best work?
6. What gave Nietzsche freedom from *ressentiment*?

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

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?
5. What problem with act-utilitarianism is rule-utilitarianism (aka "Government House utilitarianism") supposed to solve?

6. What two reasons does Mendus have for arguing that utilitarianism – even rule-utilitarianism – makes the notion of integrity not just difficult but “incomprehensible?”

7. What is *erschreckend* about Machiavelli?

8. What does Mendus mean when she uses the word “pluralism?”

9. What is *two-level impartiality*, according to Mendus’s essay, “Impartiality?”

10. Whose or what justification for impartiality does Mendus favor over that of utilitarianism?

11. Does Mendus agree that impartiality itself is simply another ideology?

Worksheet on Mendus (2)

1. According to Mendus, who maintains that it is Impossible to make judgments without social roles that determine our duties?
2. What did the *Huckleberry Finn* excerpt illustrate about simply following one's conscience (often called *intuitionism*)?
3. According to Mendus, what is the correct phrasing of the ethical question the captain should be asking in *Billy Budd*?
4. Who suffers from the dilemma of being forced to choose between personal integrity and the duties that come with social roles?
5. What does Waldron fail to defend, according to Mendus?
6. What does Mendus conclude about whether the use of torture can be justified?