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100-10 Ethics as Introduction to Philosophy

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Ethics as Introduction to Philosophy

By exploring different philosophical approaches to basic ethical questions, we will engage in ethical analysis of a variety of issues connected to the central theme of justice. The purpose of this exploration is not primarily to introduce you to what others have said but rather to encourage you to face these questions seriously yourself.

Course Goals: As a result of this class, I hope you will
- Become interested in engaging some of the fundamental questions about ethics that are part of the question of how we should live.
- Become better readers by interpreting important texts by philosophers on ethics, identifying major arguments and fundamental principles in those texts.
- Become better writers by organizing your thoughts on complex issues in class discussion and in regular formal and informal writing assignments.

Course Outcomes: As a result of this class, students should be able to:
- Articulate some of the fundamental questions about ethics.
- Explain different alternatives for answering some fundamental questions about ethics.
- Evaluate different alternatives for answering some fundamental questions about ethics.
- Explain a philosophical argument, analysing the fundamental principles on which it relies and the evidence it offers.
- Read a primary text in philosophy, identifying major arguments and fundamental principles in that text.
- Write an argumentative essay, formulating and defending a thesis about an important topic in ethics.

As the foundational philosophy course in the Ethics/Religion and Society focus, this course fulfills an E/RS requirement and a required course in philosophy. This course will help students achieve the following from the student learning outcomes for the Core Curriculum:
- Recognize and cogently discuss significant questions in the humanities.
- Find, evaluate, and logically convey information and ideas in written presentations.
- Identify and critically assess multiple dimensions of an ethical issue in an attempt to reach a conclusion.
- Examine the nature of beauty, truth, and virtue as means of gaining a sense of the divine.
- Describe and examine how the inclusion of different perspectives can influence one’s worldview.
- Discuss and evaluate what constitutes human wellness.
- Investigate the root causes of injustice with compassion and academic rigor.
- Describe the evolution of their vocation and aspirations to contribute to the world.
**Texts:**  Plato, *Republic*
Hume, *An Enquiry Concerning the Principle of Morals*
Nietzsche, *On the Genealogy of Morality*

**Grading:**
- Participation: 10 %
- Journal: 20 %
- Informal Writing: 10%
- Papers: 40 %
- Final exam: 20 %

**Participation:** This is primarily a discussion class, which means that students must be active participants in the course. I expect everyone to contribute to our discussions and to be respectfully engaged with the class when others are talking.
In addition, since active contributions to the course require being adequately prepared, you will post answers to the study questions that accompany each week’s reading.
- Your grade for participation will be based primarily on the number of these posts for which you receive full credit: 13 = A, 10 = B, 7 = C, 4 = D.
- NOTE: Posts will be due at the beginning of the first day of class each week and will not be accepted late. If you miss a post, you can make up the points by doing extra credit (see the extra credit assignment instructions on Canvas).
  - Part A, one-half point extra credit: Post your reading notes for the week.
  - Part B, one-half point extra credit: Post an additional entry for the week, reflecting on class discussion.
- Sleeping, texting, talking to other students and doing work for other classes are disruptive and indicate a deliberate disengagement from the class. *Repeated instances may lower your participation grade as much as a full letter grade.*

**Reflection Journal:** You will maintain a journal this semester, which will require you to reflect on the arguments we discuss in class. There will be five assigned reflections, each worth 4% of your final grade. Specifics will be posted on Canvas before each due date.

**Informal Writing:** You will do two other kinds of informal writing this semester, to help prepare you for the papers and the final exam.
- I will provide review questions for each section of the course. You will be required to submit an answer to one of the questions on the first module (on Glaucon’s argument), which will be worth 5% of your final grade.
- You will have regular informal assignments that require you to explain points we discussed in class or prepare comments for class. Your average on these will be worth 5% of your final grade.

**Paper:** You will write two full papers, which will require you to take a meaningful stand with respect to the text(s) we have read. Specifics will be given at least a week before the paper is due.

**Final Exam:** Your final will be an in-class cumulative exam, which will require you to explain arguments discussed in class. Specifics will be given at least a week before the exam.
COURSE POLICIES

Attendance: While you are expected to keep up with the reading at home, much of the work of the course takes place in the classroom, which means it is important that you are in class.

- *If you miss class 1-4 times:* For each absence, you will lose 0.5 points (on a 100 point scale) from your final grade.
- *If you miss class 5-8 times:* For each absence after the first four, you will lose a grade from your final grade in the course (e.g. from a B to a B-).
- The penalty applies regardless of whether your absence is excused. You can, however, avoid the penalty by turning in the make-up work:
  - Get notes from another student for the day(s) you missed and summarize them, explaining the three or four most important ideas covered on the day you missed.
  - Include questions that you have after reading those notes, along with questions you had about the reading for the week that were not answered in those notes.
  - NOTE: This summary should show you have read and thought about the notes you got. Simply copying another student’s class notes is not sufficient.
  - Type up your summary and turn in a hard copy, along with a xerox copy of the notes you borrowed, at the beginning of the class after your first class back.
- *If you miss more than 8 classes:* You will automatically fail the course.
- Missing part of class (by being late, leaving early, or leaving for a few mintues in the middle of class) will also affect your grade. *For every three times you miss part of class,* you will lose 0.5 points from your final grade. Make-up work will not erase this penalty.

Late/missed work:

- Weekly study questions are due by the beginning of the first day of class each week, on the reading we will discuss that week. I will not accept these posts late, but you can do extra credit to make up for a missed post. (See the assignment instructions for Extra Credit on Canvas).
- Reflection journal posts are due by midnight on the day indicated. Late posts will lost a point for each day late.
- Papers must be submitted on-line by midnight on the day indicated. Papers will lose a grade (e.g. from a B to B-) for each day late; weekends count as a single day.
- Due dates for informal writing will be indicated when assigned. I will not accept these assignments late.
- Technical problems are not an adequate excuse for submitting work late. Submit your work early enough that you have time to address any technical problems that come up.
- Since most of your work will be submitted electronically, it is your responsibility to ensure that it has been submitted correctly.

Plagiarism: You will be expected to follow the policy for academic honesty as outlined in the Xavier University Catalog. Violation of this policy will result in an F on the assignment. A second violation of this policy will result in an F for the course.

- All papers will be submitted to turnitin.com, a service that checks papers against those on the web and in its database. If you have any questions or concerns, please see me.
- Working with other students does not constitute plagiarism, but copying another student’s work does. If you work with your classmates or with other students who have taken my class in the past, be sure anything you turn in is written in your own words.
- Consulting a website such as Sparknotes does not constitute plagiarism. Cutting and pasting from a website, however, is plagiarism, even if you rephrase occasional passages. Any time you use someone else’s words, you must provide an adequate citation.
Course Schedule

NB: The weekly study questions post will be due 5 minutes before class each Monday, unless a change is announced for a particular week.


Week 2: Jan. 20, 22  Republic 2: 357a-362c (SQ 1-4)  Jan. 20  MLK DAY, NO CLASS

Week 3: Jan. 27, 29  Republic 2: 360e-362c (SQ 5)  Jan. 31  Journal post, Glaucon

Week 4: Feb. 3, 5  Enquiry, Sec. 1, Sec. 5, pt. 1 (SQ 1-4)  Feb. 7  Review Quest, Glaucon

Week 5: Feb. 10, 12  Enquiry, Sec. 5, part 1-2 (SQ 5-7)

Week 6: Feb. 17  Enquiry, Sec. 9, part 2 (SQ 8)  Feb. 21  Journal post, Hume

Week 7: Feb. 24, 26  Genealogy, First Treat., sec. 1-8 (SQ 5-7)  Feb. 28  Paper One

Mar. 3, 5  SPRING BREAK, NO CLASS

Week 8: Mar. 10, 12  Genealogy, First Treat., sec. 10-17 (SQ 8-11)  Mar. 14  Journal post, Nietzsche

Week 9: Mar. 17, 19  Republic 2: 368c-372b; 3: 414b-417b (SQ 1-4)

Week 10: Mar. 24, 26 Republic 4: 432b-434c; 439a-441c (SQ 5-7)

Week 11: Mar31/Apr2 Republic 4: 439a-445b (SQ 8-11)


Week 13: Apr. 14, 16 Republic 5: 474c-480a (SQ 1)

Week 14: Apr. 21  EASTER BREAK, NO CLASS  Apr. 23  Republic 7: 514a-518d (SQ 2-4)  Apr. 25  Paper Two

Week 15: Apr. 28, 30  Republic 10: 614b-621d (SQ 5-7)

FINAL EXAM: Monday, May 5, 4:30-6:20 pm

NOTE: This schedule is subject to change. Any changes to the weekly readings, including specific pages for you to focus on in the reading, will be posted on Canvas, in the assignment for that week’s study questions. You should always check Canvas to be sure you are doing the correct assignment.
PHILOSOPHY DEPARTMENT GRADING STANDARDS

According to the Xavier University 2000-02 Catalog, the undergraduate grades of A, B, C, D, F signify the following:

A = Exceptional  
B = Good  
C = Satisfactory  
D = Minimum Passing  
F = Failure

On exams or work in which numerical grading is used the Philosophy Department agrees that these grades are equivalent to the following:

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59 and below

The Philosophy Department further agrees that these letter grades signify the following level of accomplishment by students when given for discursive, written work:

A = work that not merely fully and accurately reproduces class discussion, the main thread in an argument or the main philosophical significance of a text under discussion, but which, having considered arguments and counter-arguments, goes beyond these and indicates a contribution of the student herself or himself, giving evidence of an individual and hence deeper understanding of the material in question.
B = work that shows a more or less complete and exact understanding of the issues, texts, and/or arguments as explained in class, clearly and logically formulated without going beyond such explanations.
C = work that shows basic understanding of the material but with errors, omissions and confusions of either a formal or material nature.
D = work that shows a minimal acquaintance with the material or serious logical and conceptual flaws in formulating responses to the question raised, the argument at issue, or to the philosophical text under discussion.
F = work that shows inadequate acquaintance with texts, issues, or ideas with little or no valid logical argumentation; or, the work is a plagiarism. Cases of plagiarism, which involve the use of published or others’ written work without giving credit, must be given F.

The department does not mandate grade distributions or curves. The final goal of all of our grading must be fairness to all students and the encouragement of the highest level of achievement possible in each student.

Approved by Philosophy Department  
April 15, 2002  
Revised, January 12, 2005