

Honors Introduction to Ethics Philosophy 2050, Fall 2018

Professor: Kathryn Lindeman

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Office Hours: W 2-4pm, and by appointment

Class Held: Beracha Hall 218, TuTh 11AM-12:15PM

Course Overview

This course is an introduction to moral theory. We'll be focusing on a few of the classics in the Western philosophy tradition: Plato, Aristotle, Mill, Kant. These four authors have had an amazing impact on the way we think about ethics and philosophy in general. We'll be looking at them in conjunction with current commentators and critics to understand how they answer two central questions:

(1) What does morality demand? (2) What is the connection between moral and choiceworthy action?

The first question demands a moral theory. The second question demands an answer to what Korsgaard has called the Normative Question: Why be moral?

In this class students will not only gain an understanding of several important moral theories, but also develop central philosophical skills: to carefully read philosophical texts, to understand and evaluate arguments, to participate in a community of inquiry seeking shared understanding, and to clearly explain, develop, and defend their views.

In order to accomplish these goals, students will write papers, engage in constructive peer editing, participate in student-led discussion groups, and work together to complete a semester-long project.

Graded Components

1. Discussion Summaries
(20% of grade)
2. Discussion Group Report
(20% of grade)
3. Two Essays
(50% of grade)
4. Peer Editing
(10% of grade)

Keep electronic copies of all assignments and all returned graded assignments until final grades have been submitted.

Course Website

Course materials, readings, and other documents can be found at:

<http://www.klindeman.com/honorsethics.html>

Class Schedule (subject to revision)

Week 1	Introductions
Week 2	Demands of Morality Readings: 1. "Famine, Affluence, and Morality." Peter Singer 2. "Sometimes there is nothing wrong with letting a child drown." Timmerman <i>Facilitated Discussion days: 9/6</i>
Week 3	What Good is Morality? Readings: 3. <i>The Republic</i> Bk I 338d-341a; 343a-344c; Bk II 357a-368c; 368c-376c; 412b-417b 4. Sinnott-Armstrong, Practical Moral Skepticism <i>Facilitated discussion days: 9/13</i>
Week 4-7	Does Morality Require Being Good? (Virtue Theory) Readings 5. <i>The Republic</i> Bk IV 419a-445e; Bk VIII 543-569c 6. <i>The Nicomachean Ethics</i> Bk I; Book II; Bk III 1-5, 9 7. "Virtue Theory and Deontic Constraints,"* Mark LeBar 8. "Aristotle's Function Argument,"* Christine Korsgaard <i>Facilitated discussion days: 9/27, 10/9</i>
Weeks 8-10	Does Morality Require Maximizing the Good (Consequentialism) Readings: 9. <i>Utilitarianism</i> Ch II; Ch IV 10. "Utilitarianism and Aggregation,"* John Rawls, Iwao Hinrose 11. "Is Utilitarianism Esoteric?*" Peter Singer, Henry Sidgwick <i>Facilitated discussion days: 10/25, 11/01</i>
Weeks 11-13	Duties and Rights (Deontology) 12. <i>Groundwork for the Metaphysics of Morals</i> Section 1 Section 2 13. "Moral Requirements and Imperatives,"* Mark Schroeder, Philippa Foot 14. "How to Argue for the Value of Humanity,"* Adrienne Martin <i>Facilitated discussion days: 11/13, 11/20</i>
Weeks 14-15	Review and Wrap-up

Class Deadlines:

First paper:	10/18/18
Second paper:	12/06/18
Discussion Group Report:	12/14/18 (one per group)
Peer Editing Portfolio:	12/06/18 (one per student)
Discussion Summaries Due:	following class meeting (one per group)
Paper Drafts Due to Peer:	48hours prior to editing

* excerpts

Course Policies

Attendance Policy

Students are expected to attend and be fully engaged participants in class. Engaged participation requires that class-members, course-content, and class discussion are the sole focus of your attention during class time.

Attendance is not a graded course component, but many graded course components are very difficult to complete if you do not attend class. Students are advised to be in touch with their discussion group if they will be absent. There is no reason to contact Professor Lindeman directly except in cases of peer editing days.

Anonymity and Formatting Policy

I grade all essays anonymously because I believe that it leads to fairer assessments of written work.

Required formatting:

- Times New Roman, size 12 font, double spaced, 1" margins.
- Each page should include at the top right of each page: a page number, your Banner ID number.
- Your name or identifying information should **not** be included on *any* page.
- Do not make statements from which I can identify your gender, race, or nationality.
- Essays and all accompanying materials must be submitted as a single pdf. Pdfs should be titled with your banner id.
- Essays must be submitted electronically to the course gmail address:
SLU.PHIL.2050@gmail.com

Email and Communication Policy

I try to answer all emails within 24 hours of receipt, but please know that I don't answer emails after 8pm or on Sundays. If you do not get an email within 24 hours, please feel free to send me a (polite) reminder email. I appreciate polite reminders, and I promise I will not hold them against you.

Extension Policy and Deadlines

To receive an extension, you must email me by midnight the day before the essay is due and request an extension. **I grant all extension requests with a 72 hour extension.** You do not need to specify the reason you are asking for the extension.

If you need an extension for more than 72 hours, you need be in contact with the Dean's Office or the Student Health Center. In such cases, I am happy to be in contact with those offices to arrange a schedule for you to complete your work.

Work submitted late to a peer will result in a letter grade reduction on your peer editing portfolio. Work submitted late to Professor Lindeman without an extension will result in a full letter grade reduction on the submitted work.

Paper Re-writing Policy

The first paper may be rewritten upon request. It must, however, be entirely rewritten (not merely re-edited). Rewritten papers must be submitted within a week of the original paper being returned. Due to the pacing of assignments, there are no extensions for rewrites.

Rewritten papers must be submitted with a one-page written summary of changes.

Grades on rewritten papers will replace the original grade.

General SLU Syllabus Statements

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses: www.slu.edu/here4you and <https://www.slu.edu/general-counsel>.

Disability Services

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact to Disability Services.

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The

University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.