

PHIL 160 –Justice & Virtue Online

This course is online through d2l.arizona.edu located inside the Desire2Learn learning management system under the title PHIL 160. Students must log in using their UA NetID and password. The course is self-paced but includes weekly assignments with due dates.

Description of Course

The goal of this course is to introduce you to some central questions of moral philosophy through some classic and contemporary works of philosophy. These questions include: What is the basis of our moral judgments and attitudes? What makes (morally) right actions right, and (morally) wrong actions wrong? What sort of person is it best to be? What kind of person should I be? What is valuable in life? What reason, if any, do we have to do the (morally) right thing? In discussing these questions, attention will be given to clarification of concepts, rigorous argument, and the evaluation of arguments – all with the aim of helping you learn to think philosophically about difficult moral questions. Throughout the course we will read classic works that have had a great impact on moral thought in the Western tradition as well as examine issues that emerge from perspectives that have been historically underrepresented in the history of Western philosophy. My hope is that this course will help you become more reflective and open-minded while giving you a lay of the land of the space of moral possibilities and providing you with the skills and knowledge to consciously develop and defend your own values and principles. The skills acquired in philosophical argument are transferable to other disciplines, careers, and even relationships.

Instructor and Contact Information

Instructor name: Santiago Sanchez Borboa (he/his/him)

Email: ssanchezborboa@email.arizona.edu

Office Hours: by appointment. Do feel free to set up an appointment with me to discuss any specific philosophical issues in the course you may be struggling with. Philosophy is inherently a conversation, and real-time discussion is always helpful. **(Note: I will answer emails within two business days. If you don't hear back from me by then, please send me a reminder)**

Course Home Page: <https://d2l.arizona.edu/d2l/home/1207164>

Course Format and Teaching Methods

Online lectures, quizzes, and papers.

Course Objectives

Students will:

1. Develop argumentative abilities by reading argumentative works of philosophical and ethical canon.

2. Study the historical trajectory of moral philosophy in the Western tradition
3. Read from a diverse canon of authors and views.
4. Work out their own views on discussed topics through an extended writing process including one revised paper in response to comments on a previous draft.

Expected Learning Outcomes

Students will identify the approaches and methodologies of the disciplinary perspective, use evidence and/or knowledge generated within the disciplinary perspective to critically analyze questions, ideas, and/or arguments, and describe contributions of this perspective to finding solutions to global and/or local challenges.

Students will demonstrate rhetorical awareness and writing proficiency by writing for a variety of contexts and executing disciplinary genre conventions of organization, design, style, mechanics and citation format while reflecting on their writing development.

Upon completion of the course, students will be able to:

1. Write a clear, logical, and mechanically sound philosophy paper.
2. Analyze a philosophical text.
3. Demonstrate critical thinking.
4. Describe and evaluate some of the most prominent theories and principles of ethics.
5. Outline how classic and contemporary ethical approaches address central ethical questions.
6. Provide knowledge of foundational concepts of moral philosophy in the Western tradition.

Absence and Class Participation Policy

Watching the course lectures, turning in quizzes, and generally turning in assignments are vital to the learning process. I understand some of the hardships students can face (especially during a global pandemic). For this reason, I am generally understanding of late work.

That said, grading takes time. The due dates here reflect the way I can provide feedback in a timely manner.

Turning in work late causes delays not only for your own grade and feedback but for others' as well. If you have to turn in an assignment late, please let me know no later than 1 day after the due date to work out an extension. Please note that the later the semester goes, the less wiggle room there will be for extensions. Standards will be stricter for papers than for other assignments.

If you anticipate being unable to participate in class online activities, please contact me as soon as possible.

Course Communications

We will be communicating by means of the D2L course page and by UA email-address: ssanchezborboa@email.arizona.edu

Required Texts or Readings

Aristotle, *Nicomachean Ethics*, 3rd edition, trans. T. Irwin, Hackett, 2019.

Hume, *Enquiry Concerning the Principles of Morals*, ed. J. Schneewind, Hackett, 1983.

Kant, *Groundwork of the Metaphysics of Morals*, ed. M. Gregor and J. Timmermann, Cambridge, 2012.

Mill, *Utilitarianism*, 2nd edition, ed. G. Sher, Hackett, 2001

All other readings will be posted on D2L.

Assignments and Examinations: Schedule/Due Dates

- There will be 15 quizzes, one due at the end of every week.
- There will be two take-home exams. One is a midterm due 9/25, and the other is a final due 12/14.
- There will be one paper due 10/16 and one revision of that paper based on feedback you receive due 11/20.

Final Exam

The final exam will be due on 12/14 at 11:59 pm. Here is a link to the Final Exam Regulations and Final Exam Schedule, <https://registrar.arizona.edu/faculty-staff-resources/room-class-scheduling/schedule-classes/final-exams>

Grading Scale and Policies

Your final grade will be calculated as follows (out of 1000 points):

Weekly Quizzes (MC + Short Reflection): 30% (300 points) – your five lowest quizzes will be dropped. You are required to complete online quizzes concerning the readings and lecture material. These serve as a check on your understanding of the material and an opportunity to reflect on what you have learned.

Midterm Exam (MC + Short Essay Questions): 25% (250 points) – your exam will consist of multiple-choice questions from the quizzes (which count for half or 125 points) and separate take-home short essay questions (which count for the other half or 125 points).

Paper: 10% (100 points) – The paper will be on a topic assigned by the instructor. It should be approximately 1500 words (+/- 10%). A word count (exclusive of footnotes and bibliography) should be included.

Students should spend approximately half of their papers summarizing the key ideas from the relevant lectures/readings, and the other half evaluating these ideas.

Do not attempt to discuss all of the ideas in the lectures/readings but rather choose some ideas and develop a coherent and integrated essay around them. **Students should not do any external research beyond the assigned readings for the papers in this course.**

Paper Revision: 10% (100 points) – You will revise your paper based on feedback received. You are required to include an explanatory note detailing how you revised the paper using the feedback you received. It should be approximately 1500 words (+/- 10%). A word count (exclusive of footnotes, bibliography, and explanatory note) should be included.

Final Exam: 25% (250 points) – your exam will consist of multiple-choice questions from the quizzes (which count for half or 125 points) and separate take-home short essay questions (which count for the other half or 125 points).

Grading Scale:

>90% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

<60% = E

- Grades will be rounded up from .5 (e.g., a 79.5 will earn a B while a 79.4 will earn a C).
- There is a possibility that final grades will be assigned on a curve that creates slightly higher grades overall, but there is no guarantee of that.
- No extra credit will be offered.

If you have to turn in an assignment late, please let me know no later than 1 day after the due date to work out an extension. After 1 day of the due date has passed without arranging for an extension, you will lose a full-letter grade (e.g., a B- goes to a C-). You will lose a subsequent full-letter grade for every day that passes after that until you turn the assignment in or arrange for an extension.

Dispute of Grade Policy

Grade appeals must be written, submitted no earlier than 48 hours and no later than two weeks after the graded work is returned, and should specify concrete reasons why you think the grade should be changed. That you don't like the grade or feel that you deserve a better one is not a reason.

A Note on the Reading

If you have never taken a philosophy course before, then the reading material for this course may be far more challenging than any academic material you've encountered before. Be prepared to *work* on the reading. Not only will the concepts under discussion be abstract and hard to understand, some of the classic texts will not even be in 'modern English'. You should expect to have to read the material more than once.

Word to the Wise

Measured in opportunity costs, this is some of the most expensive time in your whole life. Treat it as the valuable resource it actually is. You've decided to take a class, so take it. Put something into it. Get something out of it. Indeed, the more you put into it, the more you'll get out of it. If you take the time and make the effort, you can take home a whole new way of approaching the problems life throws your way.

Tentative Scheduled Topics/Activities

Note: This schedule is tentative. We may revise it along the way in light of how quickly we are getting through the material and which issues the class finds most interesting.

Week 1

Introduction to Ethics

8/22: Classes Begin: Read Syllabus

8/24: Annas, "Making Sense of My Life as a Whole" (pp. 27-34)

Aristotle: Eudaimonism

8/26: *NE* Book I.1-5

8/28: Quiz 1 due by Sunday 8/28 at 11:59 pm

Week 2

8/29: *NE* Book I.7-9,13

8/31: *NE* Book II

9/2: *NE* Book III

9/4: Quiz 2 due by Sunday 9/4 at 11:59 pm

Week 3

9/5: LABOR DAY – NO CLASSES

9/7: NE Book V

9/9: NE Book VI

9/11: Quiz 3 due at 11:59 pm

Week 4

9/12: NE Book VII

9/14: NE Book X

David Hume: Sentimentalism

9/16: *Enquiry* “Of the General Principles of Morals” (pp. 13-16) and “Benevolence” (pp. 16-20)

MIDTERM EXAM ASSIGNED

9/18: Quiz 4 due at 11:59 pm

Week 5

9/19: *Enquiry* “Of Justice” (pp. 20-34)

9/21: *Enquiry* “Why Utility Pleases” (pp. 38-51) and “Of Self-Love” (pp. 88-93)

9/23: *Enquiry* “Concerning Moral Sentiment” (pp. 82-88)

9/25: Quiz 5 and MIDTERM EXAM DUE at 11:59 pm

Week 6

9/26: *Enquiry* “Conclusion” (pp. 72-80)

PAPER ASSIGNED

Immanuel Kant: German Rationalism

9/28: *Groundwork* Preface (pp. 3-8), Section 1 up until 4:394 (pp. 9-10)

9/30: *Groundwork* Section 1 up until end of 4:399 (pp. 9-14)

10/2: Quiz 6 due at 11:59 pm

Week 7

10/3: *Groundwork* Section 1 (pp. 14-20)

10/5: *Groundwork* Section 2 up until 4:425 (pp. 21-37)

10/7: *Groundwork* Section 2 (pp. 21- 55), focus on 4:414 to 4:428 (pp. 28-40)

10/9: Quiz 7 due at 11:59 pm

Week 8

10/10: *Groundwork* Section 2 (cont.), focus on 4:428-4:437 (pp. 40-48)

Zera Yacob: Ethiopian Rationalism of the Heart

10/12: *Treatise* (pp. 3-24)

10/14: *Treatise* (cont.)

10/16: Quiz 8 and PAPER DUE due at 11:59 pm

Week 9

John Stuart Mill: Utilitarianism

10/17: *Utilitarianism* “General Remarks” (1-5) and Chapter I “What Utilitarianism Is” (5-26)

10/19: *Utilitarianism* Chapter II “What Utilitarianism IS” (cont.)

10/21: *Utilitarianism* Chapter III “Of the Ultimate Sanction of the Principle of Utility” (27-34) and Chapter IV “Of What Sort of Proof the Principle of Utility is Susceptible” (35-41)

10/23: Quiz 9 due at 11:59 pm

Week 10

10/24: *Utilitarianism* Chapter V “On the Connection between Justice and Utility” (42-64)

10/26: *Utilitarianism* Chapter V “On the Connection between Justice and Utility” (cont.)

Friedrich Nietzsche: Oppressive Aspects of Morality

10/28: *Genealogy of Morals* (First Essay, sections 2, 4-7, 10, 16-17)

10/30: Quiz 10 due at 11:59 pm and COMMENTS ON PAPERS RETURNED

Week 11

10/31: *Genealogy of Morals* (Second Essay, sections)

11/2: *Beyond Good and Evil* (selections)

11/4: *Beyond Good and Evil* (cont.)

11/6: Quiz 11 due at 11:59 pm

Week 12

Contemporary Ethics:

11/7: King, "Letter from a Birmingham Jail"

11/9: Langton, "Duty and Desolation"

11/11: VETERAN'S DAY – NO CLASSES

11/13: Quiz 12 due at 11:59 pm

Week 13

11/14: Ahmed, "Killing Joy: Feminism and the History of Happiness"

11/16: Calhoun, "Standing for Something"

11/18: Crenshaw and Peller, "Reel Time/Real Justice"

11/20: Quiz 13 AND PAPER REVISION & EXPLANATION OF CHANGES DUE due at 11:59 pm

Week 14

11/21: Boxill, "Self-Respect and Protest"

11/23: Stramondo and Campbell, "The Complicated Relationship of Disability and Well-Being"

Quiz 14 due at 11:59 pm

11/24—11/27: THANKSGIVING RECESS – NO CLASSES

Week 15

11/28: Kittay, "The Ethics of Care, Dependency, and Disability"

11/30: Held, "Feminist Transformations of Moral Theory"

12/2: Gilligan, "Moral Orientation and Moral Development"

12/4: Quiz 15 due at 11:59 pm

Week 16

12/5: Raghuram, "Race and Feminist Care Ethics: Intersectionality as Method"

12/7: Last Day of Classes: Le Guin, "The Ones Who Walk Away from Omelas"

FINAL EXAM ASSIGNED

12/8: READING DAY – NO CLASSES

12/14: FINAL EXAM DUE by 11:59 pm

Classroom Behavior Policy

This is a wholly online course, so there will not be a classroom setting where we congregate as a class. Nevertheless, you are expected to be an active participant in the course by regularly doing the assigned work. This will include readings from the textbooks, taking quizzes, and writing reflections on that material. The course is self-paced, but you are expected to complete graded assignments by their due dates.

You are expected to be respectful towards the instructor and towards your fellow students in all online interactions. Here are some **Common Practices and Standards for Online Interactions:**

- **Communication.** Maintain the same standard of behavior and ethics that you would follow in a face-to-face context.
- **Tone.** Treat others with respect. Be mindful of your tone and how that is conveyed in your writing style. Do NOT use ALL CAPS. It is considered shouting and not appropriate in a classroom. Avoid sarcasm and irony as it is easily misinterpreted in an online environment.
- **Clarity and Content.** Be succinct: write, reread, and then post. Carefully consider what you have written. Does it make sense? Is it free from errors? Is it substantive? Is it unnecessarily confrontational or offensive?
- **Contribute.** Share your knowledge, insight, and questions. Be an active contributor to the learning community. These issues are fascinating but difficult. Your own take and questions on the material are bound to be appreciated by others.
- **Be forgiving.** If someone makes a mistake or does something inappropriate, address it privately and politely. You can always let the instructor know and ask them to address it as well.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

Nondiscrimination and Anti-harassment Policy

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, including how to report a concern, please see

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Campus Health

<http://www.health.arizona.edu/>

Campus Health provides quality medical and mental health care services through virtual and in-person care.

Phone: 520-621-9202

Counseling and Psych Services (CAPS)

<https://health.arizona.edu/counseling-psych-services>

CAPS provides mental health care, including short-term counseling services.

Phone: 520-621-3334

The Dean of Students Office's Student Assistance Program

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Student Assistance helps students manage crises, life traumas, and other barriers that impede success. The staff addresses the needs of students who experience issues related to social adjustment, academic challenges, psychological health, physical health, victimization, and relationship issues, through a variety of interventions, referrals, and follow up services.

Email: DOS-deanofstudents@email.arizona.edu

Phone: 520-621-7057

Survivor Advocacy Program

<https://survivoradvocacy.arizona.edu/>

The Survivor Advocacy Program provides confidential support and advocacy services to student survivors of sexual and gender-based violence. The Program can also advise students about relevant non-UA resources available within the local community for support.

Email: survivoradvocacy@email.arizona.edu

Phone: 520-621-5767

Campus Pantry

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, the University of Arizona Campus Pantry is open for students to receive supplemental groceries at no cost. Please see their website at: campuspantry.arizona.edu for open times.

Preferred Gender Pronouns

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct instructors on your preferred gender pronouns. If you have any questions or concerns, please do not hesitate to contact me directly via email (ssanchezborboa@email.arizona.edu). If you wish to change your preferred name or pronoun in the UAccess system, please use the following guidelines:

Preferred name: University of Arizona students may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student's preferred name will appear instead of the person's official/legal first name in select University-related systems and documents, provided that the name is not being used for the purpose of misrepresentation. Students are able to update their preferred names in UAccess.

Pronouns: Students may designate pronouns they use to identify themselves. Instructors and staff are encouraged to use pronouns for people that they use for themselves as a sign of respect and inclusion. Students are able to update and edit their pronouns in UAccess.

More information on updating your preferred name and pronouns is available on the Office of the Registrar site at <https://www.registrar.arizona.edu/>.

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.