

Phil 2300: Moral Theory and Practice

Instructor: Dr. Duane Long

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Office: Catt Hall 432

Office Hours: MF 12:15-1:30 PM

Also available by appointment

Meeting Time: MWF 9:55-10:45 AM

Classroom: 1411 Lago

Section 10

3 credits

Learning Outcomes: Upon completing this course, students should be able to do the following:

- Understand the origins of ethical thought in Western philosophy
- Describe prominent philosophical analyses of what a just economic system looks like
- Explain arguments for and objections to views that deny there are any moral truths
- Describe the differences between “justice-based” ethical theories and “care-based” ethical theories
- Display understanding of the ethical thought of philosopher Friedrich Nietzsche

Required Texts: There is no book for this class. All readings will be made available on Perusall. However, the readings on Perusall are required, not optional. Here is the link to join the Perusall class:

Course Purpose: One of the most fundamental questions in human life is, “How should I live?” Many people, however, give little if any thought to this question, for a variety of reasons. Some people believe there is no answer to the question; no way of living is any better or worse than any other. Others believe there is no way to know what the answer is; after all, we’ve been asking the question for thousands of years and haven’t reached a decisive answer. And still others believe asking and answering the question is a luxury they can’t afford: doing so doesn’t get you a job, pay your rent, or put money in your retirement account. This class seeks to convince you that you should take this question seriously: the grounds for doubting that there is an answer* or that it can be known are overblown, and the rewards for asking and (hopefully) answering it are significant.

Statement of Free Expression

Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

- No employee, student, applicant, or campus visitor is compelled to disclose their pronouns.
- Anyone may voluntarily disclose their own pronouns.

General Course Expectations: Most of you taking this class are doing so to fill an ethics or humanities requirement. As such, there is no expectation that you have taken any philosophy classes before or developed the skills of a philosophy major. The expectations for the class are calibrated on the assumption that this is your first or, perhaps, second philosophy course. That being said, the class is not a freebie ‘A’ - you do have to show some aptitude at doing philosophy to do really well in the class. Some of you may be naturals at the discipline; others may have to

put in significant work to develop that aptitude. I am here to help any and all of you as you work to achieve the grade you desire. To get the most out of the class, the following are best practices:

- Attend lectures consistently
- Arrive on time and do not leave early
- Do the assigned readings before the class in which they will be discussed
- Stay off your phone and only use computers for note-taking and other class-related activities
- Participate in class discussion, whether by asking questions or answering them
- Pay close attention when your classmates are speaking. Philosophy works best when it is a conversation, and every contributor to that conversation brings something of value
- Take notes during lecture. I do not distribute my lecture notes. If you have to miss a class and want notes from that class, you will need to find a classmate who will share their notes
- Visit me in office hours if something is unclear or if you have follow-up questions that go beyond what we cover in lecture

Course Grading Scheme

- Participation in class and on Perusall: 15%
 - Each day's reading is an opportunity for 2 points. One is for spending the required amount of time actively engaged with the reading. (Perusall measures this automatically.) The required time reading is listed for each reading. The second point is for leaving a substantive comment or question.
 - This means each week has the opportunity for up to 6 points. To get 100% for Perusall participation, you must earn 4 points per week. If you earn more than 4 points, the extra will be banked - every two extra points can be cashed in for a missed point in a future week.
- Short Paper: 12% = 17%
- In-class Exams (3): 17% each = 51%
- Final Exam: 17%

Late papers or take-home exams will be penalized 1/3 of a letter grade for each day they are late. If you miss the final exam without a documented emergency, you will not have an opportunity to take it late. Regardless of points earned, you must do all the papers and exams to pass the course.

<u>Letter Grade</u>	<u>Percentage</u>	<u>Letter Grade</u>	<u>Percentage</u>
A	93.0-100%	C	73.0-76.999%
A-	90.0-92.999%	C-	70.0-72.999%
B+	87.0-89.999%	D+	67.0-69.999%
B	83.0-86.999%	D	63.0-66.999%
B-	80.0-82.999%	D-	60.0-62.999%
C+	77.0-79.999%	F	59.999+% or lower

The professor, at his sole discretion, reserves the right to round a grade up instead of down if he feels the result better reflects a student's efforts, participation, and mastery of the material (for instance, if a single grade is especially dragging a student's average down or if a student shows consistent improvement over the course of the semester).

Policy on Academic Dishonesty

The class will follow Iowa State University's policy on academic misconduct (5.1 in the Student Code of Conduct). Students are responsible for adhering to university policy and the expectations in the course syllabus and on coursework and exams and for following directions given by faculty, instructors, and ISU Test Center regulations related to coursework, assessments, and exams. Anyone suspected of academic misconduct will be reported to the Office of Student Conduct in the Dean of Students Office. Information about academic integrity and the value of completing academic work honestly can be found in the Iowa State University Academic Integrity Tutorial.

- **Generative AI:** Use of generative AI is not allowed on any assignment in this course. If detected, such use will be reported as academic misconduct. Please be aware, many writing assistance programs such as Grammarly now use generative AI. As such, use of these programs is not allowed. It is your obligation to check and confirm that any software you use to bolster your writing does not use generative AI content.

Accessibility Statement

Iowa State University is committed to advancing equity, access, and inclusion for students with disabilities. Promoting these values entails providing reasonable accommodations where barriers exist to students' full participation in higher education. Students in need of accommodations or who experience accessibility-related barriers to learning should work with Student Accessibility Services (SAS) to identify resources and support available to them. Staff at SAS collaborate with students and campus partners to coordinate accommodations and to further the academic excellence of students with disabilities. Information about SAS is available online at www.sas.dso.iastate.edu, by email at accessibility@iastate.edu, or by phone at 515-294-7220.

Discrimination and Harassment

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline 515-294-1222, email eooffice@iastate.edu.

Mental Health and Well-Being Resources

At Iowa State, we're committed to your success and well-being. As a Cyclone, you can access 24/7 resources, services, and people dedicated to helping you achieve your goals and be your best in and out of the classroom. Whether you need academic support or just someone to talk to, we're here for you at Cyclone Support (cyclonesupport.iastate.edu). If you are struggling emotionally and need support, there's confidential help available 24/7/365. You can call or text 988 or use the chat at 988lifeline.org.

Reading Schedule

8/25 - Intro and syllabus (5 minutes)
8/27 - Euthyphro 2A-8E (15 minutes)
8/29 - Euthyphro 9A-11D (10 minutes)
9/1 - ***NO CLASS***
9/3 - Euthyphro 11E- 16A (15 minutes)

9/5 - Apology 17A-23B (20 minutes)
 9/8 - Apology 23C-42A (20 minutes)
 9/10 - Crito (20 minutes)
 9/12 - In-class review session
 9/15 - **Exam 1, Part 1**
 9/17 - **Exam 1, Part 2**
 9/19 - Nozick, *Anarchy, State, and Utopia* (15 minutes)
 Boghossian, "The Inescapable Casino" (5 minutes)
 9/22 - John Rawls, *A Theory of Justice* Sections 1-3 (30 minutes)
 9/24 - John Rawls, *A Theory of Justice* Section 4-6 (30 minutes)
 9/26 - John Rawls, *A Theory of Justice* Section 10-12 (40 minutes)
 9/29 - John Rawls, *A Theory of Justice* Sections 13-15 (30 minutes)
 10/1 - David Schweikart, *After Capitalism*, Chapter 2 (30 minutes)
 10/3 - David Schweikart, *After Capitalism*, Chapter 3.1-2 (25 minutes)
 10/6 - David Schweikart, *After Capitalism*, Chapter 3.3-5 (20 minutes)
 10/8 - Michael Sandel, *The Tyranny of Merit*, chapter 1 (20 minutes)
 10/10 - Michael Sandel, *The Tyranny of Merit*, chapter 3 (20 minutes)
 10/13 - In-class review session
 10/15 - **Exam 2, Part 1**
 10/17 - **Exam 2, Part 2**
 10/20 - James Rachels, "Egoism and Skepticism" (10 minutes)
 10/22 - James Rachels, "The Challenge of Cultural Relativism" pp. 240-244 (8 minutes)
 10/24 - Continue Rachels, "The Challenge of Cultural Relativism" pp. 244-248 (8 minutes)
 10/27 - James Rachels, "Feminism and the Ethics of Care" (15 minutes)
 Paper Assigned, Due 11/2, 11:59PM
 10/29 - Sara Ruddick, "Injustice in Families: Assault and Domination" (20 minutes)
 10/31 - Annette Baier, "The Need for More Than Just Justice" (10 minutes)
 Paper Due 11/2, 11:59PM
 11/3 - Jean Rumsey, "Justice, Care, and Questionable Dichotomies" (12 minutes)
 11/5 - Alison Jagger, "Caring as a Feminist Practice of Moral Reason" (20 minutes)
 11/7 - Sandra Harding, "Can Men Be Subjects of Feminist Thought?" (25 minutes)
 11/10 - In-class review session
 11/12 - **Exam 3, Part 1**
 11/14 - **Exam 3, Part 2**
 11/17 - Nietzsche, *Zarathustra*: Prologue (15 minutes)
 11/19 - Nietzsche, *Zarathustra*: On the Three Metamorphoses, On the Afterworldly, On Reading and Writing (12 minutes)
 11/21 - Nietzsche, *Zarathustra*: On the Preachers of Death, On the New Idol, On the Flies of the Marketplace (12 minutes)
11/24, 11/26, 11/28: NO CLASS, THANKSGIVING BREAK
 12/1 - Nietzsche, *Zarathustra*: On Chastity, On the Friend, On Little Old and Young Women (8 minutes)
 12/3 - Nietzsche, *Zarathustra*: On the Gift-Giving Virtue, On the Pitying, The Soothsayer, On Redemption (20 minutes)
 12/5 - Nietzsche, *Zarathustra*: On Human Prudence, The stillest Hour, On the Vision and the Riddle (15 minutes)

12/8 - Nietzsche, *Zarathustra*: Part IV chapters 1-11 (The Honey Song to The Welcome) (40 minutes)

12/10 - Nietzsche, *Zarathustra*: Part IV chapters 12-20 (The Last Supper to The Sign) (40 minutes)

12/12 - In-class review session

Final Exam during Finals Week