

Syllabus

The University of Michigan: A Moral Institution?

PHIL 196, Sec 003 Fall 2008

Meeting Times: MW 2:30-4:00

Location: 3451 Mason Hall

Instructor

Gary D. Krenz

Special Counsel to the President

Lecturer, Department of Philosophy

Office: 2080 Fleming Administration Building

E-mail: gdkrenz@umich.edu

Phones: Office: 734-936-7724

Cell: (please use only for urgent matters)

Office hours: By appointment. Please call my assistant at the number above, talk with me before or after class, or e-mail me to schedule.

Course Description and Goals

The course description is attached.

Texts, Materials, and Readings

1. Books.

Baggini, Julian and Peter S. Fosl. *The Ethics Toolkit: A Compendium of Ethical Concepts and Methods*. Malden: Blackwell Publishing, 2007. ISBN: 978-1-4051-3231-2.

Kant, Immanuel. *Foundations of the Metaphysics of Morals; and What is Enlightenment?*. Trans. Lewis White Beck. 2nd ed. Upper Saddle River, New Jersey 07458: Prentice-Hall, Inc., 1997. ISBN: 0-02-307825-1

Books may be purchased at Shaman Drum, 311-315 South State Street. Various editions of Kant's *Foundations* are readily available for purchase, new and used, on the Internet and at many bookstores. If you purchase from a seller other than Shaman Drum, please make sure that you get the Beck translation of Kant.

The Ethics Toolkit is for your use as a reference book, to help with your understanding of concepts in philosophical ethics. There will be no required readings from *The Ethics Toolkit*, but I strongly encourage you to purchase it.

Both books are on reserve at the library.

2. DVD.

Keeping in Mind: The McCarthy Era at the University of Michigan. Dir. Adam E. Kulakow. Documentary. Academic Freedom Lecture Fund, 1989/2000.

I am looking into webstreaming the video on CTools and will report on that later.

The DVD will be on reserve at the Askwith Media Library in Shapiro Library for 2 weeks prior to the scheduled class discussion. Viewing must be done in the library; the DVD cannot be checked out.

You can purchase the DVD by going to <http://www.umich.edu/~aflf/kulakow1.html> and following the instructions.

3. Other texts.

Other readings and video will be available on-line in Electronic Library Reserves (accessible through Mirlyn or from CTools), on the CTools course website, or elsewhere on the Internet. To get to Electronic Library Reserves from CTools, click on "Library Reserves" in the left column, then click on "Full Text" under the Electronic Library Reserves heading. A list of reading links should come up.

Please note that availability of documents in reserves or on CTools does not mean that they are out-of-copyright or in the public domain. These readings are generally, but not always, under copyright; those that are under copyright are made available either by permission or under the fair-use doctrine of the copyright law and may be used solely for your individual scholarship in the context of this class.

Expectations of scholarship

This is a class in philosophical and moral deliberation and discourse in the context of our academic lives and association with the University. So, please deliberate and discourse. I have outlined in the course description some of my larger hopes and aspirations for the class.

Academic integrity. Academic integrity, academic honesty, and academic dishonesty are topics of the course, and we will be questioning them in depth. The policy of the College of LSA regarding academic integrity may be found at the following website: <https://www.lsa.umich.edu/academicintegrity/>. I expect you to conduct yourself in a manner consistent with this policy. Please note that it is a general expectation under the LSA policy that suspected incidents of plagiarism or other forms of academic misconduct will be referred to the Assistant Dean for Student Academic Affairs for adjudication and recommendation of sanctions; this promotes consistency in treatment of misconduct across the College. Depending on the circumstances, recommended sanctions may include receiving a failing grade for the course.

As we explore academic integrity, I trust you will come to see it as something much more than a matter of policy, that you will see it, in fact, as a matter of freedom, autonomy, responsibility and community, and that you will act accordingly. To act with integrity is to act out of your own self as a responsible, principled, true and autonomous individual. In

addition, then, to adhering to the academic integrity policy, I hope you will develop a strong sense of academic integrity as a positive attribute, a virtue.

Discourse ethics. Class discussion is a significant part of this course, and it is important for us to conduct this discussion in a respectful and encouraging manner. This does not mean that you should not be passionate when you speak — quite the opposite, I hope. But I expect us all to be respectful of others, to avoid *ad hominem* arguments, and to understand the limitations of all understanding, including our own.

Course work and grading criteria

Your grade for this class will be based on writing and participation as follows:

Paper 1, 4-5 pages, due October 6.	20%
Paper 2, 4-5 pages, due November 10.	20%
Paper 3, 4-5 pages, due December 8 (last class).	20%
Class participation	40%

Note: there will also be several short (1-2 page) writing assignments that are required but ungraded.

Grading of Papers. I will grade papers on their originality, complexity and persuasiveness.

- (1) By *originality*, I mean that you have come to grips with ideas in your own terms, that they express or challenge your own orientation in the world. I want to know what *you* think and believe. This is really an element of academic, or intellectual, integrity in the broadest sense — the sense of developing your own self and your own moral voice.
- (2) By *complexity*, I mean that you have gone beyond simply asserting your own opinions and beliefs, or simply recounting the opinions of others, and that you have developed opinions and beliefs into a network of ideas, logically and rationally connected. Effective utilization of the philosophical concepts we explore in class, entertainment of contrasts, difficulties, and alternatives, and their resolution, juxtaposition or integration, contribute to complexity.
- (3) By *persuasiveness*, I mean that you have presented your ideas in a compelling manner; this encompasses the range of issues of composition, exposition and argumentation, including grammar, diction, logic, and rhetoric.

Late submission of papers raises issues of justice and pedagogy. Late submission can be seen as a violation of the social contract that you have with your fellow students; if you submit an assignment late, and I do not take that into account in the grading, it is *prima facie* unfair to others in the class who completed the assignment on time. Late submission also could signal the failure of virtue that Aristotle terms *akrasia* (see the entry in *The Ethics Toolkit*). However, I understand that circumstances can arise that might make it unreasonably difficult for you to complete a paper by the assigned deadline. Please discuss

them with me in advance, and we can try to come to an understanding. I will not accept late papers if you haven't discussed late submission with me first.

Class participation. Class participation constitutes a significant portion of your grade. My fundamental request is that you contribute to the intellectual life of the class — to advancing our explorations of the topics at hand and to building, or attempting to build, an academic community. We are going to search for the good, the right and the true in the context of University life, and I want us to do this together. Since it is difficult to build community if constituents are frequently absent or late, your regular attendance and punctuality will be greatly appreciated.

Students are the single largest group of University constituents: depending on how you count, undergraduates outnumber faculty about 8 to 1, and in this class, you'll outnumber me something like 20 to 1. We cannot understand the good, the right and the true, in the context of our University, without each other, and I believe we owe it to each other to contribute.

I will judge your participation in two dimensions:

- (1) *Your level of engagement.* Bringing your interest, your curiosity, your passion and your intellect to our discussions in class, and respectfully challenging yourself, those we read, the instructor, and each other, will be much valued. This is a discussion-based class, and I expect that you will speak up in class. I realize that this is something that comes more easily to some students than to others, and I am ready to assist students for whom this does not come naturally.

You may also engage outside of class: through postings to CTools; by drawing others' attention to related readings, issues, items you have come across; by supplementing information I've assigned or that we've discussed by your own discoveries and thoughts.

- (2) The *philosophical quality* of your participation — how thoughtful your comments are, and in particular, *how effectively you utilize philosophical concepts we explore in class in making your points.*

There are some specific requirements that I include under class participation:

1. Holding at least one scheduled appointment with me outside of class. *You must do this before the end of October.*
2. In addition to the graded papers, there will be several brief (1-2 pages), ungraded writing assignments over the course of the semester, which you will be required to complete.
3. Participating in at least one extracurricular activity related to the course. I will provide a list of possible activities at the beginning of the course, and we will all supplement as the semester goes on. Examples of activities include: attending a relevant lecture; participating in a forum sponsored by the President's Ethics in Public Life Initiative or some other campus organization; participating in or attending a meeting related to University governance, such as a Board of Regents meeting, a student government meeting (MSA, LSA, COE, etc.), a faculty governance meeting. You may choose to participate in an activity not on the list,

but please check with me ahead of time to discuss whether it will qualify. *You must document your participation; how you do that is up to you, but please make it convincing. You must also share your experience with the class, either by presenting in class or posting about it in CTools.*

Accommodations

If you need or desire an accommodation for a disability, I encourage you to contact me at your earliest convenience. Many aspects of this course — the assignments, the in-class activities, and the means we use to communicate — can be modified to facilitate your participation and progress throughout the semester. The earlier you make me aware of your needs, the more effectively we will be able to use the resources available to us, such as the office of Services for Students with Disabilities and the Adaptive Technology Computing Site. If you do decide to disclose your disability, I will treat that information as private and confidential.

Course Schedule

No.	Date	Day	Topics, Readings, and Assignments
1	Sept. 3	Wed	Introductions; a reflection on two quotes; syllabus and expectations; what is philosophy? what is ethics?
2	Sept. 8	Mon	<p>Moral inquiry. Why be moral? What is morality? What is <i>your</i> morality?</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Plato. "The Ring of Gyges." <i>The Republic</i>. (CTools) <p>Reference in <i>The Ethics Toolkit</i> (hereafter, <i>TET</i>):</p> <ul style="list-style-type: none"> ▪ 'Amoralism,' 'Bad faith,' 'Conscience,' 'Power.'
3	Sept. 10	Wed	<p>Moral inquiry. Morality in academe: a case study</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> ▪ Smith, Frank H. "Co-Education: A Story." (Electronic Reserves)
4	Sept. 15	Mon	<p>Moral inquiry. Philosophical knowing. Perceptions, beliefs, theoretical principles, dialectical process. From beliefs to principles and reasons.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Plato, "The Divided Line" (CTools) ▪ Plato, "The Myth of the Cave" (CTools) ▪ Krenz, Gary. "An Overview of Moral Inquiry" (CTools) <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ 'Intuition,' 'Absolute/relative,' 'Intrinsic/Instrumental Value'
5	Sept. 17	Wed	<p>Moral inquiry. What is integrity? What is academic integrity? Integrity as a secondary principle.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ <i>To be determined:</i> integrity and academic integrity. <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ 'Bad faith,' 'Character,' 'Consistency,' 'Impartiality,' 'Moral subjects/moral agents.'

No.	Date	Day	Topics, Readings, and Assignments
6	Sept. 22	Mon	<p>Ethics of Right: Immanuel Kant: <i>Theory 1.</i> A model of moral experience. Kinds of moral theories. Duty and good will, reason, and principles. Deontological ethics.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Kant, Immanuel. <i>Foundations of the Metaphysics of Morals.</i> (Section I) <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ ‘Cause/reason,’ ‘Deontological Ethics,’ ‘Intentions/Consequences.’ <p><u>Assignment handout:</u> <i>Paper 1, due October 6.</i></p>
7	Sept. 24	Wed	<p>Ethics of the Right: Kant: <i>Application</i> Intentions, duties, good will. Plagiarism. What are your academic duties? Your academic duties and the development of integrity.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Malloch, A.E. “A Dialogue on Plagiarism.” (CTools) ▪ Choose an academic integrity policy of interest to you: <ul style="list-style-type: none"> ○ LSA: https://www.lsa.umich.edu/academicintegrity/ ○ Engineering: http://www.engin.umich.edu/students/honorcode/code/index.html ○ Other schools: http://www.crlt.umich.edu/faculty/honor.html ○ UM Faculty Integrity of Scholarship Policy: http://www.research.umich.edu/policies/um/integrity.html ○ Pavela, Gary. “A Model Code of Academic Conduct.” (CTools) <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ ‘Rights,’ ‘Individual/collective.’
8	Sept. 29	Mon	<p>Ethics of the Right: Kant: <i>Theory 2.</i> Reason, universalizability, and the categorical imperative.</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> ▪ Kant, Immanuel. <i>Foundations of the Metaphysics of Morals.</i> (Section II, part 1) <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ ‘Universalizability,’ ‘Agency,’ ‘Facts/Values,’ ‘Intentions/Consequences,’ ‘Means/Ends.’

No.	Date	Day	Topics, Readings, and Assignments
9	Oct. 1	Wed	<p>Ethics of the Right: Kant: <i>Application</i> Universalizability in action; means and ends; reasons and inclinations; price and dignity.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ <i>To be determined:</i> music download/uploading ▪ <i>To be determined:</i> Embryonic stem cell research
10	Oct. 6	Mon	<p>Ethics of the Right: Kant: <i>Theory 3.</i> Autonomy and freedom; heteronomy and control; the community of free individuals; discourse.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Kant, Immanuel. <i>Foundations of the Metaphysics of Morals.</i> (Section II, part 2) <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ ‘Autonomy,’ ‘Consistency,’ ‘Free will.’ <p><i>Paper 1 due at midnight.</i></p>
11	Oct. 8	Wed	<p>Ethics of Right: Kant: <i>Application</i> Students and academic freedom; the community of the University.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ “University of Michigan Statement of Student Rights and Responsibilities.” http://studentpolicies.dsa.umich.edu/statementsstudentrights.htm ▪ <i>To be determined:</i> student freedoms and constraints.
12	Oct. 13	Mon	<p>The Ethics of Good: John Stuart Mill: <i>Theory 1.</i> What utilitarianism is. Value and utility. Consequentialist and utilitarian ethics. Pleasure and happiness.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Mill, John Stuart. <i>Utilitarianism.</i> (Selections on CTools) <p><u>Supplemental readings (optional):</u></p> <ul style="list-style-type: none"> ▪ LeGuin, Ursula. “The Ones Who Walk Away from Omelas.” ▪ Jackson, Kate. “The Lottery.” <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ ‘Consequentialism,’ ‘Hedonism,’ ‘Intentions/Consequences,’ ‘Intrinsic/Instrumental Values,’ ‘Pain and Pleasure.’

No.	Date	Day	Topics, Readings, and Assignments
13	Oct. 15	Wed	<p>The Ethics of Good: Mill: <i>Application</i> The utility of your college education. Investment and return. Is college worthwhile?</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ The cost and price of a U-M student's education: sources and uses. (CTools) ▪ The College Board. <i>Education Pays</i>. (CTools) ▪ Miller, Charles. "Open Letter to Gaston Caperton, President of the College Board, on <i>Education Pays</i>." (CTools)
	Oct. 20	Mon	Fall Study Break: No class.
14	Oct. 22	Wed	<p>The Ethics of Good: Mill: <i>Application</i> The social utility of the University. Conflicts of value.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ <i>To be determined.</i>
15	Oct. 27	Mon	<p>The Ethics of Good: John Stuart Mill: <i>Theory 2</i>. The sanctions of the principle of utility. Cooperation, community, solidarity, fellow-feeling, the evolution of society.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Mill, John Stuart. <i>Utilitarianism</i>. (Selections on CTools) <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ 'Act/rule,' 'Evolution,' 'Individual/Collective,' 'Sympathy.' <p><u>Assignment handout:</u></p> <ul style="list-style-type: none"> ▪ <i>Paper 2, due November 10.</i>
16	Oct. 29	Wed	<p>The Ethics of Good: Mill: <i>Application</i> Cooperation, fellow-feeling, and the communities of the University: students, faculty, everyone.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ <i>To be determined.</i>
17	Nov. 3	Mon	<p>Interlude: Right, Good and a Case of Academic Freedom Professors Davis, Markert, and Nickerson and the University of Michigan. Academic freedom and academic community: autonomy, right, collegiality, happiness in conflict.</p> <p><u>Viewing:</u></p> <ul style="list-style-type: none"> ▪ <i>Keeping in Mind: The McCarthy Era at the University of Michigan</i> <p><u>Reading – one of the following:</u></p> <ul style="list-style-type: none"> ▪ Schrecker, Ellen. "The New McCarthyism in Academe." (CTools) ▪ Tierney, William and Vicente Lechuga. "Academic Freedom

No.	Date	Day	Topics, Readings, and Assignments
			<p>in the 21st Century.” (CTools)</p> <ul style="list-style-type: none"> ▪ Wilson, John. “Academic Freedom in America After 9/11.” (CTools) <p><u>Supplemental Reading (optional):</u></p> <ul style="list-style-type: none"> ▪ Schrecker, Ellen. “ ‘The Slow Treatment’: Academic Committees and Their Unfriendly Witnesses,” <i>No Ivory Tower</i>, through 2nd paragraph on p. 233 (Electronic Reserves) ▪ Morris, Julie. “The man who fought McCarthy’s red smear.” <i>Detroit News</i>, http://info.detroitnews.com/history/story/index.cfm?id=221&category=people
18	Nov. 5	Wed	<p>The Ethics of Virtue: Aristotle: <i>Theory</i> Excellence and function; experience, habit, practice and thought. Moral and intellectual excellence and the role of education. Happiness. Experience and thought. Pursuing a good life.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Aristotle. <i>Nicomachean Ethics</i>. (Selections on CTools) <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ ‘Bad/evil,’ ‘Character,’ ‘Flourishing,’ ‘The Golden Mean,’ ‘Honor/Shame,’ Natural Law,’ ‘Perfectionism,’ ‘Prudence,’ ‘Virtue ethics.’
19	Nov. 10	Mon	<p>The Ethics of Virtue: Aristotle: <i>Application</i> Will your education bring you fulfillment?</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ <i>To be determined.</i> <p>Paper 2 due at midnight.</p>
20	Nov. 12	Wed	<p>The Ethics of Virtue: Aristotle: <i>Theory 2</i> Practice, achieving excellence, the art of living, friendship.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Aristotle. <i>Nicomachean Ethics</i>. (Selections on CTools) <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ ‘Bad/evil,’ ‘Character,’ ‘Flourishing,’ ‘The Golden Mean,’ ‘Honor/Shame,’ Natural Law,’ ‘Perfectionism,’ ‘Prudence,’ ‘Virtue ethics.’

No.	Date	Day	Topics, Readings, and Assignments
21	Nov. 17	Mon	<p>The Ethics of Virtue: Aristotle: <i>Application</i> Does the president exercise moral leadership? <i>Visitor: President Mary Sue Coleman</i></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Fish, Stanley. "Save the World on Your Own Time." (CTools) ▪ Keohane, Nannerl. "When Should a College President Use the Bully Pulpit?" (CTools)
22	Nov. 19	Wed	<p>The Ethics of Virtue: Aristotle: <i>Application</i> Will your education make you more virtuous? More perfect? ...Or less?</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ <i>To be determined.</i>
23	Nov. 24	Mon	<p>The Ethics of Virtue: Aristotle: <i>Application</i> Is the University a virtuous institution? If so, what are its virtues?</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Alexander, Jeffrey. "The University and Morality: A Revised Approach to University Autonomy and Its Limits." (CTools) ▪ <i>To be determined.</i> <p><u>Assignment handout:</u></p> <ul style="list-style-type: none"> ▪ <i>Paper 3, due December 8.</i>
24	Nov. 26	Wed	<p>Ethics of Justice as Fairness: John Rawls: <i>Theory</i> The social contract. The societal basis of the university. The academic social contract.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ Rawls, John. <i>A Theory of Justice</i>. (Selections in Electronic Reserves) <p><u>TET:</u></p> <ul style="list-style-type: none"> ▪ 'Contractarianism,' 'Fairness,' 'Justice and Lawfulness,' 'Proportionality,' 'Reflective equilibrium.'
			Thanksgiving Break
25	Dec. 1	Mon	<p>Ethics of Justice as Fairness: Rawls: <i>Application</i> The just establishment of a university, and the establishment of a just university. What would it look like?</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ <i>To be determined.</i>
26	Dec. 3	Wed	<p>Ethics of Justice as Fairness: Rawls: <i>Application</i> The university as a just institution: access and admissions. Justice and the academic community: who should get in and why? On</p>

No.	Date	Day	Topics, Readings, and Assignments
			what basis do <i>you</i> have a right to be here? Access, diversity, affirmative action, and admissions. <u>Readings:</u> ▪ <i>To be determined.</i>
27	Dec. 8	Mon	Education, philosophy, and the plan of your life. <u>Reading:</u> Plato. "The Myth of Er." <i>The Republic</i> . <i>Paper 3 due at midnight.</i>
	Dec. 17	Wed	EXAM PERIOD: 10:30 am – 12:30 pm No exam, but we might schedule a voluntary discussion session.