I. Required texts:


II. Supplementary texts:


III. Course outline:

A. Two concepts of goodness (Univ. Studies Objectives: 1, 4, 5; Time: 9 hours)

1. Virtuous character
   a. classical views (Aristotle, Hegel, Nietzsche)
   b. classical virtues: courage, temperance, wisdom, justice
   c. contingencies: fate, gifts of fortune, material prosperity, moral luck
   d. paradoxes (Oskar Schindler, Tolstoy's peasants)

2. Principled commitment and obedience
   a. universalist views (Plato, Stoicism, Augustine, Kant)
   b. Christian virtues: meekness, humility, altruism, self-denial
   c. the finessing of contingency
d. commitment without principles (Gandhi, King, Tutu)

3. Accommodation of classical and universalist ideals
   a. expanded conception of personhood (Casey, Thomas)
   b. relevance of emotions, feelings, knowledge, habits, dispositions (de Sousa)
   c. the importance of unity and tradition (MacIntyre)

B. Elements of moral personhood (Objectives: 1, 2; Time: 6 hours)
1. respect for persons
   a. domain of will (Kant)
   b. domain of character (Aristotle, Hegel, Nietzsche)
2. appropriateness of emotions, attitudes, feelings
   a. anger, fear, respect (Aristotle, Aquinas, Spinoza)
   b. sympathy, imagination: Hume
   c. hatred (George Eliot, Spinoza)
   d. envy, jealousy
   e. admiration, contempt
3. cultivation of interpersonal and social relations
   a. self-consciousness, the glance (Sartre)
   b. subject and object (Merleau-Ponty)
4. acceptance of physical embodiment
   a. shame, modesty
   b. sexual expressiveness (Proust)
   c. spiritual qualities (Winckelmann)
5. the right to demands on others
   a. self-assertion, resentment, insult
   b. pride, self-esteem, vanity

C. First midterm exam

D. Virtue and vice in history, literature and art (Objectives: 1, 2, 6, 7; Time: 15 hours)
1. Courage and cowardice
   a. types: moral, psychological, physical, political
   b. facing fear (Aristotle, Homer, Stockdale)
   c. self-confidence, shame, weakness of will
   d. knowledge, choice, indecision (Sartre)
   e. pride, magnanimity (Hume, Virgil)
   f. false courage (Aristotle)
   g. nobility vs. vanity
      1) artistic depictions of noble character (Michelangelo, Shakespeare)
   h. heroism vs. egoism
      1) artistic depictions of heroism (Shakespeare, Nietzsche)
   i. honor, duty, obligation, loyalty (Melville)
   j. virtues, valiantness, boldness (Machiavelli)
1) artistic depictions of virtues (Shakespeare's Othello, Coriolanus)

2. Temperance and self-indulgence
   a. natural endowments: appetites, tastes, pleasures, feelings, emotions
   b. fitness, vitality, energy, readiness to act, being-in-the-world (Sartre)
      1) sloth, inactivity, indisposition, depression, apathy, idleness
   c. grace, decorum: as the expression of character
      1) willfulness, uncontrolled passion, ugliness of expression and gesture
   d. self-control, respect, patience (Roberts)
      1) intertemperance, rage, lust, passion, willfulness, fantasy
   e. emotional consciousness (Sartre), sincerity (Proust)
      1) imagination, magic, absorption, nostalgia, reverie
   f. self-love, proper pride (Taylor)
      1) amour propre, vanity, envy, deceit, carnality (Dostoevski)
      2) worldliness, overweening ambition (Macbeth), jealousy
   g. clemency
      1) cruelty, sadism (Hallie)
   h. sensual awareness, gusto, sensuous openness
      1) perversions
   i. will to power, ambition, self-esteem
      1) lust for power, megalomania

3. Practical wisdom and cautious rule following
   a. counsels of prudence vs. commands of morality (Kant)
   b. requires intelligence, moral imagination, perception (Aristotle)
      1) contrasts with skill, which lacks overall understanding
      2) contrasts with art, which lacks knowledge of itself
   c. absence of practical knowledge is a vice
      1) excusable vs. inexcusable ignorance (is Othello culpably ignorant?)
   d. practical knowledge informs other virtues (Godlovitch)
      1) vice is inadvertence, negligence, recklessness, absent-mindedness
   e. objectivity, honesty, discipline of imagination by truth (Jane Austen)
      1) vice is passive sensation, concealment, immersion in subjectivity
   f. teachability, openness to the wisdom of others, engagement of tradition
      1) vice is close-mindedness, traditionalism

4. Justice and selfishness
   a. conceived of as dispositions rather than states of affairs
   b. requires interests in and concerns for others (Le Guin)
   c. gratitude, approval, benevolence, selfless love
      1) vice is excess attachment to one's own interests
d. distinct from love which makes a claim on others (erotic love, friendship)
e. distinct from charity which is a relation of inequality
f. similar to friendship: as interest, love and delight in another's well being (Bennett)
g. good will: concern for the attitudes, feelings, responses of others
h. civic friendship: unity, completeness, lacking in ulterior ends (Oakeshott)
i. respect, piety, homage, loyalty to shared goods (Macbeth)

E. Second midterm exam

F. Assessment of virtue theory (Objectives: 2, 7; Time: 6 hours)
1. shows importance of habits, feelings, dispositions to morality (MacIntyre)
   a. virtues are dispositions which everyone has reason to cultivate
2. compatibility with heterogeneity of goods (Taylor)
   a. sensitive to the intrinsic worth of the agent's interests and well being
3. promotes both self knowledge and civic loyalty
   a. behavior motivated by seriousness of ideals, conscientiousness
4. reveals continuing conflict in our moral inheritance (Casey)
   a. ethic of honor vs. ethic of love

G. The relation of psychology to ethics (Objectives: 2, 4, 7; Time: 9 hours)
1. Psychological realism
   a. view that moral theory should be informed and constrained by empirical science
   b. holds that all moral behavior is mediated through the psychology of the agent
   c. holds that only psychology can explain how biological and social forces interact
   d. claims psychology can expose a priori philosophical assumptions about morality
2. Philosophical psychology
   a. view that psychology can be informed and constrained by logical analysis
   b. show how research in moral psychology is based on philosophical assumptions
3. Moral development theory (Piaget, Kohlberg)
   a. asserts a universal disposition to develop morality
   b. proposes a universal pattern of moral development
   c. proposes a typology of ideal moral personalities
4. Criticism of moral development theory
   a. based on a narrow conception of morality and moral competence
   b. experimental method inadequate to reveal moral competence (Flanagan)
c. idealized typology fails to account for the variety of moral traits (Gilligan)

d. hypothesis of psychological equilibrium cannot explain moral adequacy

H. Final exam