

PHIL U294: Philosophical Themes in Ayn Rand

Loyola University of New Orleans

Spring 2016, Dr. Ben Bayer

Section 001: MW, 3:30-4:45pm, Bobet Hall 216

Section 052: MW, 4:55-6:10pm, Bobet Hall 216

GENERAL COURSE INFORMATION AND POLICIES

Contact information

Email: bjbayer@loyno.edu

Cell phone: (719) 439-2047

Office phone: (504) 865-3945; Office room: Bobet 435

Office hours

Mondays, Wednesdays and Fridays: 10:30-11:30am, Bobet Hall 435

Mondays and Wednesday only: 1:00pm-3:00pm, Bobet Hall 435

I can often be found in my office on Tuesdays/Thursdays, but only an appointment guarantees it.

Course description

Millions of people have read Ayn Rand's novels. Her influence is felt decades after her death and continues to provoke debate, especially in politics. While Rand was best known for her defense of laissez-faire capitalism, both her fans and her critics too often neglect the system of ideas she developed about morality and human nature, ideas she saw as fundamental to her other views. This course seeks to examine these ideas through the lens of her major work of fiction, *Atlas Shrugged*.

Though the plot pits various businessmen and women against government oligarchs, the most compelling conflicts it portrays are internal and psychological, usually for the protagonists. Though the novel begins as the portrayal of a political controversy, it gradually unfolds as a drama about morality, the scope of human knowledge, and metaphysics. Ayn Rand described the theme of *Atlas* as "the role of the man's mind in existence."

Questions that arise for the protagonists include: What is the moral status of wealth creation, and of human sexuality? What is the nature of evil, and how powerful is it? What basic motives divide good people from evil people? What is the relationship between the mind and the body? Do we have free will, and if so in what choices does it consist? What attitudes toward reality as such are expressed through the choices we make?

We'll study how Rand's own views about the answers to these questions can be brought into dialogue with other major historical philosophers, including Plato, Aristotle, Marx, Dostoevsky, Schopenhauer, Nietzsche and Kant, among others. We will especially take care to explore the compatibility between Rand's worldview and the professed Judeo-Christian worldview of many of her admirers.

Course goals and learning objectives:

1. Development of student ability to read and interpret primary texts by examining a major work of philosophical fiction and contrasting works in the history of philosophy.
2. Development of a student's ability to formulate clearly and explain cogently her or his philosophical inquiry in either oral or written form, through a series of written assignments on the philosophical texts.
3. Development of a student's capacity to evaluate with insight his or her fundamental beliefs (e.g. about reality, knowledge, and ethics) and to reflect on the relationship between these beliefs and how he or she lives, by examining a work that reflects on the impact of philosophical ideas on life.

Grading

Reading quizzes	15%
Online participation	15%
Midterm exam	15%
Paper #1	15%
Paper #2	20%
Paper #3	20%
In-class participation	Extra credit up to an extra 5%

Grading scale*

96–100: A	71–75: C+
91–95: A-	66–70: C
86–90: B+	61–65: C-
81–85: B	56–60: D+
76–80: B-	51–55: D

* your final grade is rounded *up* from your course average to the closest integer.

Required texts

- Ayn Rand, *Atlas Shrugged* (mass market paperback Centennial edition, ISBN 0451191145). Numerous other editions are available but we'll work with page numbers from this edition.
- Secondary readings from public domain philosophy sources, on Blackboard

Email—check it every day

I send out frequent email announcements to the class containing updates about course material and requirements, so it is important to check email regularly (at least once a day). Announcements sent over email supersede older material on Blackboard. You will also participate in a Google Groups-based online discussion group, for which you'll need to use a Google account, associated with either of your email addresses.

Blackboard access

To receive and submit assignments, and to view archived Powerpoint slides, and to check your online grades, you will need to be able to access our course section's Blackboard account. You can log in here:

<http://loyno.blackboard.com>

Online grades

You will be able to review all of your grades, including recently graded quizzes and online discussion posts, in Blackboard's online Grade Center. Here are a few notes on interpreting what you'll see there:

- Q1, Q2, etc., are your quiz grades. QuizAvg is your raw average. Drop1QuizAvg is your average dropping your lowest score (likewise for Drop2 and Drop3).
- D1A, D1B, D2A, D2B etc., are your online discussion grades. If you only do one post in period 1, for example, you will only see a grade under D1A.
- Dsum is your online point total, while CurrentD% is an estimate of your online discussion average, calculated by comparing your point total to the total points possible up until that time of the semester.
- CurrentAvg is an estimate of your current overall course average, determined by an average of your current grades weighted in proportion to course requirements completed up to that point of the semester.

QUIZZES AND CLASSROOM PARTICIPATION

Quizzes

There will be *approximately 27* reading quizzes over the course of the semester. Here are some important policies about quizzes:

- I will begin each class with several questions about the assigned chapters from the novel. **These quizzes are closed-book and closed-note.**
- I will end each class with at least one question about material discussion during class. **These quizzes are open-book and open note.** This is to incentivize your note-taking process during class.
- It should go without saying that your quiz answers are your own, not copied from or taken by a neighbor.
- **There is no way to make up missed quizzes**, unless you arrange to take a quiz in advance of a class you plan to miss. You must arrange with me **24 hours in advance** of your quiz to do this. You can also make up for missed quizzes by taking the quiz in the other section of my class (see the schedule on top of the syllabus).
- **You must bring your Clicker or REEF-enabled mobile device to take the quizzes for full credit** (see below). You may take the quizzes on paper, but only for half credit (unless you brought a malfunctioning device to class and you show me that you brought it).
- At the end of the semester, I will drop your **lowest three** quiz scores.

Required hardware: iClickers or REEF

This semester I will be using the new REEF digital polling system to facilitate in-class opinion polls, quizzes, and other forms of interaction. To use REEF in class, you must use *either* of the following options:

- The REEF application for your Iphone, Android phone, or laptop, downloadable here: <http://reef-education.com/download/>. To use the app you will need to purchase a subscription, which is available for any of the following intervals:
 - 6 months: \$9.99; 1 year: \$15.99; 2 years: \$21.99; 4 years: \$31.99
 - *You can try the subscription for the first 14 days for free.*
- iClicker Classroom Response System (\$45.25 new, \$34 used, \$33.94/24.89 rental at the Loyola Bookstore; used from \$17 on Amazon.com). At this time if you have a physical iClicker, you do not need to purchase a REEF subscription, **but you'll still need to create a REEF account.**

Both options require creation of a REEF account (with a subscription if you are using the app) at <http://app.reef-education.com/#/account/create>

Instructions for creating your account can be found here: <http://goo.gl/PGbqid>

At the beginning of the semester, you will have the duration of the first week to purchase your REEF option and create an account. At the beginning of the second week, I will begin using REEF for graded quizzes.

Some tips for saving money on physical iClickers:

- You can resell your iClicker at the end of the semester for about half price, or keep it for other classes.
- You can use an iClicker from a previous semester, and you can use it for future classes.
- You can borrow a friend's iClicker as long as you use the same one consistently.

Attendance

Attendance is not a required component of your grade, but you'll need to attend regularly to take the regular quizzes, and keep up with the material in a way to perform well on the papers and exams. I will post my PowerPoint slides to Blackboard, but viewing these slides is no substitution for actual attendance, and I will only post them the week before each of the two exams, and perhaps before the papers are due. I do encourage you to take notes in addition to consulting the slides.

ONLINE PARTICIPATION

About your online participation grade

- Online participation is worth 15% of your grade.
- I will post at least one question per biweekly grading period to encourage discussion, but you should feel free to post your own discussion questions as well.
- Original posts, questions, and replies to prompts or other posts can all count for points.
- I assign a score between .5 and 3 points to each of your posts. Your point total will be posted on the Blackboard Grading Center. Your grade is determined by the scale below.
- **To receive credit for your post, you must be sure it goes to the whole group**, not just to me or the author of a post. Please make sure your response goes to bayer-aynrand-spring2016@googlegroups.com if you are posting by email.
- **I will count a maximum of two posts per biweekly grading period** towards your grade. If you post more than that, I will count the scores of your two best posts.
- **There is no required number of posts per biweekly period.** To get the desired point total of 25.5 for an A (see the scale below) you must write a quality post twice per period *occasionally*, but usually only once.
- **You can skip a period or two and make up for it with more posts later**, but you can only do this to a limited extent because of the maximum number counted per week.
- Posts do not need to be extremely lengthy—a paragraph or two of reflection will be sufficient.
- Grading periods generally end on **Wednesday nights**.

Schedule

Here are the periods during each of which a maximum of 2 posts will be counted:

- Wed., January 20th–Wed., January 27th
- Thurs., January 28th–Wed., February 10th
- Thurs., February 11th–Wed., February 24th
- Thurs., February 25th–Wed., March 9th
- Thurs., March 10th–Wed., March 23rd
- Thurs., March 24th–Wed., April 6th
- Thurs., April 7th–Wed., April 20th
- Thurs., April 21st–Wed., May 11th

Please do not wait until the end of the day on the last day of each grading period to submit your posts. If you do this, it will diminish the chances that you will be engaging in an actual discussion with other students, which will increase the chances that you'll not be writing substantive posts.

Each of these grading periods will end at **11:59pm at the end of the day of the last day (usually, Wednesday nights)**. Posts after this time will count towards the next grading period. (Note that unlike the others, the first grading period is one week long rather than two, and the last is three.)

Grading scale for online participation

<i>Sum of points</i>	<i>Letter grade</i>	<i>Sum of points</i>	<i>Letter grade</i>
19-20	A = 1.0	7-8.99	C = .70
17-18.99	A- = .95	5-6.99	C- = .65
15-16.99	B+ = .90	3-4.99	D+ = .60
13-14.99	B = .85	1-2.99	D = .55
11-12.99	B- = .80	0-.99	F = .5
9-10.99	C+ = .75		

Individual post grades

- 1 point: either your post asks a trivial question of your own or is not responsive to questions posed by others in a discussion thread, or is not clearly written enough to express your point.
- 2 points: your post is “minimally relevant”: either you have asked a new question that begins a new thread of discussion, or your post adds a new thought to an existing discussion thread. Minimally relevant posts should be around 100 words.
- 3 points: your post is significantly relevant: either you have asked an original and insightful question that begins an especially interesting discussion, or you contribute significantly to an existing thread. I reserve the right to assign more than 3 points for posts of exceptional quality.

Guidelines for writing high-quality posts

High-quality posts are *philosophical* posts. Philosophical posts attempt to engage with the *ideas* we’re examining and the arguments of your fellow students. Do they offer logical reasons for the views they advance? Are the objections raised against them decisive or not? Here are some tips for making the conversation more philosophical. Here are some tips for writing a high-quality post:

- **Read the whole thread of conversation for a given topic before posting.** This will give you a better idea of what ideas have already been discussed, and about whether you’re repeating something someone has already said. The purpose of your posting is to move the discussion forward.
- **Pay attention to the questions I’m asking other posters, and try to answer them.** I usually make short responses to others’ posts and aimed at moving the conversation to the next important issue. They’re not just intended for the poster, but for anyone who wants to take up the question I’m raising.
- **Be sure to read or review my lecture or book chapter before discussing the material.** If you’re discussing an idea with just a kind of generalized understanding picked up from the discussion group, the conversation won’t be as good.
- **LOOK TO THE MYSTERY LIST (<https://goo.gl/YtA26u>) for post ideas. All subject headers should be like this: “SOLUTION TO MYSTERY #1” without giving spoilers in the header.**

Keeping the discussion organized

The online discussion group is a high-volume email list with many students receiving emails. For everyone’s benefit it is best to keep the discussion as organized as possible and the number of posts received by each student to the minimum necessary:

- **If you are replying to posts via email, please send your posts to the @googlegroups.com address only.** Please delete all other addresses, such as the addresses of the author you're replying to.
- **To contribute to an existing thread of conversation, please reply to that thread.** Please don't start a new thread with a different subject header, as a few of you have already done, unless you mean to start a conversation on a new topic.
- **Please start new threads of conversation when the specific topic is new.** To do this you can send a post with a new and distinctive subject header to the @googlegroups.com address, or by clicking the red "New Topic" button on the web version of the online group.

Group software

We will use Google Groups as our online discussion forum, rather than the discussion forum on Blackboard (which is difficult to use effectively). You will be able to access the forum here: <https://goo.gl/5scUy8>

Here are directions for how to join the Google Group:

- **If you already have a Gmail account** or another email address associated with a Google account which you would like to use for this group, you should give me this address on the first day of class (or earlier) and I will add you directly to the group. Or, if you are already signed in to your account, you can visit the <https://goo.gl/5scUy8> and click "Subscribe to this group"
- **If you do *not* already have a Google account**, you'll need to create an account. Here are the directions for doing so:
 1. Go to <https://goo.gl/5scUy8>, or simply to <http://groups.google.com>, and click "Sign in to view this group" or the blue "Sign in" button on the upper right hand corner.
 2. If you see an email address already appearing under "Choose an account," it means you may actually have an account already. If so, follow the directions on the list above.
 3. *If you would like to create a Google account to associate with a pre-existing non-Gmail address*, click the "Add account" option. On the next screen, click the "Create account" link at the bottom:
 - a. Click "I prefer to use my current email address," and fill out the form to choose a password by which to log into your new Google account.
 - b. Once you've filled out this and the remaining information, you'll get an email from Google asking to verify that this is your email address. Click on the link in that address and the account will be created.
 - c. Email me to let me know what email address you've used to create your Google account and I will add you to the group. Or if you've already been added, you'll now be able to verify your membership and read posts.
 4. *If you would like to create a new Gmail address to use as your Google account*, click the "Add account" option. On the next screen, click the "Create account" link at the bottom:
 - a. Choose a Gmail username and fill out the form to choose a password by which to log into your new Google account.
 - b. Email me to let me know what email address you've used to create your Google account and I will add you to the group. Or follow the directions at the top to subscribe to the group on your own.
 5. By default I will make your account "all email." If you would rather not receive emails every time someone posts to the group, or instead digest of a given day's posts, you should visit the URL listed above and click the grey "My membership" button, and can choose from among several options.

To post messages to the group, either send them to bayer-aynrand-spring2015@googlegroups.com or post directly through the web at the address <https://goo.gl/5scUy8>

ASSIGNMENT AND EXAM POLICIES

Extensions

I offer students extended deadlines for assignments under a variety of circumstances, but to receive one, **you must request an extension for a graded assignment in writing, 96 hours (four days) before the due date.** (See the times and dates of deadlines on the class schedule below.) All assignments turned in after an agreed-upon extension deadline fall into the category of late as of the extension deadline (with usual late policies described below

applying). For the extension to apply, you must email me a request in writing, and we must agree on a new deadline. No extensions will be granted for a period of longer than a week after the original deadline.

Late extension policy

Asking for and receiving an extension before the due date, but later than 96 hours prior will at first result in your assignment being downgraded by the following amounts, depending on how much time remains before the class deadline, provided that you turn in your assignment no later than the agreed upon extension deadline:

- between 24 hours and 96 hours before the class deadline: 10 points
- less than 24 hours before the class deadline: 20 points

Late assignment policy

A late assignment received without any request for an extension will be downgraded by the following amounts, depending on how late the paper is:

- immediately after the deadline (even if it is only one minute late) and up to 12 hours afterwards: 5 points
- between 12 hours and 36 hours after the deadline: 25 points
- no assignments submitted more than 36 hours late will be accepted. Students failing to turn in a paper this late without an extension will receive an automatic 0

Electronic upload policy

I require all assignments to be submitted electronically through Blackboard's SafeAssign software. To obtain full, on-time credit for your assignment, it must be submitted on time and in a working, readable file format. You will not receive any credit if you forget to upload the file, or if the file does not work, or if you think you uploaded the file but there was a computer glitch, unless you resubmit on time. I do not promise to remind you that you have not submitted your assignment successfully. It is your responsibility. Some notes on your file format:

- please save and upload your work as .doc, .docx, or .pdf
- please do *not* submit in the .pages format.

Please double check that you successfully uploaded your file. To do so, attempt your upload and then revisit the link to the assignment under the "Assignments" section of Blackboard. If your upload was successful, you will be able to click on and view the file you uploaded. To further ensure that you have submitted a gradable assignment, consider submitting the text of your paper through the "Comments" text box on the assignment page in addition to attaching a file. That way, even if your file is corrupted, I'll know that you've written a paper. If you are having trouble uploading an assignment even after double checking, you can always email it to me at bjbayer@loyno.edu. (To ensure that I receive your answers, don't just attach the assignment, but include its text in the text of the message.)

Conflict/ARC exams

You must request a conflict session for your exam **72 hours in advance** of your regularly scheduled test date and time. If you need to take your exams in the ARC, please also inform me 72 hours before the test.

Academic integrity

Both I and the Department of Philosophy treat violations of academic integrity seriously. It should go without saying that students are expected to avoid plagiarism in their written work, and otherwise uphold the principles of academic integrity. Please be aware of this, as I have a long, unfortunate track-record of identifying plagiarists.

According to the Bulletin, plagiarism is primarily "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own." Other variations include "repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own." Please review Loyola's definitions of plagiarism in the University Undergraduate Bulletin:

<http://goo.gl/nuyr0b> . Loyola establishes strict penalties for plagiarism.

University policy is that a student engaging in plagiarism or other violations of academic integrity may receive a failing grade for the course, and a second offense is grounds for dismissal. It is the policy of the Philosophy Department (<http://goo.gl/iQAHpk>) that students found to have engaged in plagiarism will be reported to the Department Chair and Associate Dean, and will receive a zero on the assignment, and a failing grade in the course.

Be advised that I will require you to submit your assignments through software (“SafeAssign”) that automatically checks it against the internet and a database of other papers. It will automatically flag plagiarized assignments and identify their sources. I will then review flagged submissions using my own methods.

Here are some reminders about principles of academic integrity that you already know as a college student:

- **Unless otherwise specified, you should not consult any sources other than the assigned course texts.** Philosophy papers are exercises in your own personal reflection on a text and the ideas discussed therein. If you are having trouble understanding the texts or the ideas, you should come to me or post questions to the online discussion group. Both I and the group exist to help clarify your understanding. You should only need to consult external sources in case you need to verify a specific matter of fact that is not common knowledge.
- **Cite any and all sources you do consult.** Whether you consult a source to quote it directly or merely to enrich your understanding of some topic, you must cite it both in the portion of the text where you draw on this material and in your bibliography at the end. Failing to cite sources you do consult is a violation of academic integrity.
- **Cite only reliable sources.** To cite specific matters of fact that are not common knowledge, please do not cite Wikipedia but a primary source, such as a newspaper, magazine, or scholarly journal.
- **Use quotation marks for passages copied directly.** This applies whether you are citing an external source or even the course text. If you copy text from a source by an author other than yourself directly into your paper, you must use quotation marks and list the page number or other locator for the text. This also applies to taglines or headers from my Powerpoint slides: they should be cited and quoted as well (though I discourage direct quotation of the slides). Failing to indicate that the text is not yours is plagiarism.
- **You should not need to copy many passages directly.** Most of the paper should be in your own words, not quoted from another source. Most of the time you can summarize an idea or fact from another person in your own words. In such case, you should still of course cite the source you are summarizing, but you won’t need quotation marks because the words are your own. You only need to quote directly when the very form of the words is the object of your commentary, and for a paper like this, this will be rare.
- **Copying text from another source and simply changing the wording slightly is still plagiarism.** Don’t think that you are putting ideas in your own words if you take another’s text and simply substitute their words with synonyms. If you are still relying on the overall structure of their sentence, but tweaking it slightly, you are not the one doing the writing: your source and your thesaurus are. This is true even when you cite the source. Passing off another’s writing as if it is your own simply by changing a few words here and there is still plagiarism. To avoid the temptation to make this mistake, resolve never to use the copy and paste function in your note taking process unless you immediately surround the pasted text with quotation marks. It is better if all other notes are done in condensed shorthand so it is not even possible to use another’s words unintentionally when one is writing from one’s notes.

OTHER NOTES ON STUDENT SERVICES

Emergencies

I reserve the right to make exceptions to the policies above when students can provide verifiable evidence of an emergency situation that make it impossible to comply with my requirements.

Writing help

From WAC: “Writing is a process. Start your writing assignments well before the due date and always have another person review your work before you turn it in.” Also: “Writing Across the Curriculum assists students writing in any discipline and at any stage of the writing process—from brainstorming to revising. WAC tutors do not write or edit papers, but they do help student writers improve their writing and strengthen their critical thinking skills. Tutoring is free and no appointments are necessary. Visit us in Bobet 100, call us at 865-2297, or visit us on the web at www.loyno.edu/wac”

Evacuation policy

In the event that there is an interruption to our course due to the cancellation of classes by the university as a result of an emergency, we will continue our course on Blackboard within 48 hours after cancellation. I plan on conducting the course in its entirety using streaming video from <http://www.livestream.com/benbayer> in the event that the university is dismissed for an extended period of time.

All students are required to sign on to Blackboard and to keep up with course assignments within 48 hours of evacuation and routinely check for announcements and course materials associated with each class.

Students should be familiar with their responsibilities during emergencies, including pre-evacuation and post-evacuation for hurricanes. This information is available on the Academic Affairs web site: <http://goo.gl/ULyJb9> Please monitor the University emergency site for updates on the status of the evacuation: <http://goo.gl/Kp0BRk> Students should also be sure to check their Loyola email accounts for additional information.

Disabilities

If you have a disability and wish to receive accommodations, please contact 504-865-2990, or rvoelker@loyno.edu. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall, Room 112.

LECTURE AND READING SCHEDULE

All Atlas page numbers are from mass market paperback Centennial edition, ISBN 0451191145.

All secondary readings are tentative proposals subject to revision and only optional assignments. When available they will come from public domain documents posted to Blackboard.

Wednesday, January 20th

Introduction

Monday, January 25th

- Part I, Ch 1-2 (11-47)

Wednesday, January 27th

The mind-body dichotomy

- Part I, Ch 3-4 (48-87)
- Secondary readings: (1) Plato, selections from *Phaedo*; (2) Aristotle, selection from *Metaphysics*

Monday, February 1st

Meaning in life and purposefulness

- Part I, Ch 5 (89-121)
- Secondary reading: (3) Aristotle, selections from *Nicomachean Ethics*

Wednesday, February 3rd

Reason and emotion

- Part I, Ch 6 (122-153)
- Secondary readings: (4) David Hume, selections from *Treatise on Human Nature*; (5) Edmund Burke, selections from *Of Our Ideas of the Sublime and the Beautiful*

Thursday, February 4th

FIRST WRITTEN ASSIGNMENT DUE, 11:59pm (just before midnight)

Monday, February 8th–Wednesday, February 10th–MARDI GRAS HOLIDAYS

Monday, February 15th

The mind-body dichotomy: Views of production and exploitation

- Part I, Ch 7 (154-202)
- Secondary reading: (6) Aristotle, from the *Politics*; (7) Immanuel Kant, from *Groundwork for the Metaphysics of Morals*; (8) Karl Marx, from *The German Ideology*

Wednesday, February 17th

Mind-body unity and idealism about values

- Part I, Ch 8 (203-236)

Monday, February 22nd

The mind-body dichotomy: Views of sexuality

- Part I, Ch 9 (237-272)
- Secondary reading: Letters of Abelard and Heloise

Wednesday, February 24th

Choice and chance

- Part I, Ch 10 (273-312)

Monday, February 29th

IN-CLASS EXAM

Wednesday, March 2nd

The mind-body dichotomy: Views of knowledge, wealth and pleasure

- Part II, Ch 1 (315-351)
- Secondary reading: selections from the New Testament, St. Augustine's *Confessions*

Monday, March 7th

The mind-body dichotomy: Views of knowledge, wealth and pleasure (continued)

- Part II, Ch 2 (352-391)
- Secondary reading: selections from the New Testament

Wednesday, March 9th

Justice, injustice, and morality

- Part II, Ch 3 (392-426)
- Secondary reading: Hegel, selection from the Master-Slave dialectic, *Phenomenology of Spirit* (?)

Monday, March 14th

- Part II, Ch 4 (427-457)
- Secondary reading: Marx/Engels, *German Ideology*; Engels on "false consciousness," Letter to Mehring

Wednesday, March 16th

- Part II, Ch 5 (458-490)

Monday, March 21st–Monday, March 28th–EASTER HOLIDAYS

Wednesday, March 30th

Do all people pursue self-interest?

- Part II, Ch 6-7 (491-559)
- Secondary reading: selections from Chernyshevsky, from "The Anthropological Principle in Philosophy"

Friday, April 1st

SECOND WRITTEN ASSIGNMENT DUE, 11:59pm (just before midnight)

Monday, April 4th

- Part II, Ch 8-9 (560-600)

Wednesday, April 6th

From each according to his ability, to each according to his needs?

- Part II, Ch 10 (601-640)
- Karl Marx, selections from “Critique of the Gotha Program”

Monday, April 11th

Übermensch or normal men?

- Part III, Ch 1 (643-688)
- Secondary reading: selections from Nietzsche, *Also Sprach Zarathustra*: “Zarathustra’s Prologue”

Wednesday, April 13th

Übermensch or normal men?

- Part III, Ch 2 (689-746)
- Secondary reading: selections from Nietzsche, *Also Sprach Zarathustra*: “Zarathustra’s Prologue”

Monday, April 18th

The choice to think or not, part 1

- Part III, Ch 3 (747-790)
- Secondary reading: selections from Dostoevsky, *Notes from Underground*

Wednesday, April 20th

The choice to think or not, part 2

- Part III, Ch 4 (791-830)
- Secondary reading: selections from Dostoevsky, *Notes from Underground*

Monday, April 25th

The avoidance of suffering vs. the pursuit of value

- Part III, Ch 5 (831-880)
- Secondary reading: Schopenhauer, selection from “On the Sufferings of the World”

Wednesday, April 27th

Duty vs. the pursuit of value

- Part III, Ch 6 (881-914)
- Secondary reading: Kant, selection from *Groundwork of the Metaphysics of Morals*

Monday, May 2nd

A morality of life

- Part III, Ch 7, part A (915-947, until “The degree of your ability...”)
- Secondary readings: selections from Nietzsche, *Beyond Good and Evil*, *Also Sprach Zarathustra*, “On the Preachers of Death”

Wednesday, May 4th

Choosing the morality of life

- Part III, Ch 7, part B (947-978, from “The degree of your ability...”)
- Secondary readings: selections from Nietzsche, *Also Sprach Zarathustra*, “On the Tree on the Mountainside,” “On Old and New Tablets”

Monday, May 9th

- Part III, Ch 8 (979-1029)

Wednesday, May 11th

- Part III, Ch 9-10 (1030-1069)
- Secondary readings: selections from Nietzsche, *Also Sprach Zarathustra*, “The Welcome,” “On the Higher Man”

Friday, May 13th

FINAL WRITTEN ASSIGNMENT DUE, 11:59pm (just before midnight)