General Information
Professor: John L. Roberts, Ph.D.  
Email: jroberts@westga.edu
Office Hours: 9am-Noon Monday/Wednesday, and by appointment

Course Description
An exploration of the intersection of epistemology and ethics as it relates to human meaning-making.

Course Objectives
Students will: 1) Express fluency and understanding concerning the reciprocal relationship between epistemology and ethics, as related to psychology as a field of study, and as related to historical subjectivity; 2) Critically examine psychological and philosophical perspectives as matters of ethical practice and subject formation, as well as more circumscribed concerns such as moral psychology; and, 3) Develop an original scholarly project aligned with course content and student interest.

Required Texts
Texts will consist of required books, and other materials (i.e., book chapters, essays, etc.) on Course Den, and/or handed out in class. The required books are as follows:

- Beyond Good and Evil, Friedrich Nietzsche
- After Virtue, Alasdair Maclntyre
- Constructing the Subject: Historical Origins of Psychological Research, Kurt Danziger
- Merleau-Ponty and the Ethics of Intersubjectivity, Anya Daly
- The Ethics of Authenticity, Charles Taylor
- Deleuze and Guattari’s Immanent Ethics, Tasmin Lorraine
- Foucault, Douglass, Fanon, and Scotus in Dialogue, Cynthia Nielsen
- The Elements of Moral Philosophy, James Rachels (unassigned but suggested)

Course Format
The course is a seminar, and will be primarily based around class discussion with student presentations/discussion facilitation. As such, students will be expected to be consistently and thoroughly prepared by reading all of the assignment material, coming to class with questions and issues in mind, and participating actively in discussion. If a student is not adequately prepared (has not done the reading), he/she cannot meaningfully contribute to our discussion. “Seminar” derives from the Latin seminarium, meaning “seed plot.” Ideally, we will all learn from each other, and that our time together will be fertile ground for the exchange of perspectives and the growth of understanding.
Course Requirements & Expectations

Attendance: It is vital that you attend all class meetings unless there is a very good reason for you not being present. In a seminar, we are all teachers and when someone is absent the teaching suffers. In my experience, more the three (3) absences will likely result in diminished understanding and engagement.

Participation: Because the seminar format requires consistent participation from its members, a significant portion of the grade will be based on weekly reading assignments – in the form of discussion and group facilitation/presentation (which will rotate).

Research Paper: It is expected that each student will complete a written twenty to twenty-five (20-25) page (double-spaced, 1 inch margin, APA style, etc.) research paper (due May 1). The paper will examine some dimension of psychology, epistemology, and ethics pursuant to the student’s interest. It is expected that this paper will be scholarly and, perhaps, of publishable quality. As part of the research project, each student will complete a 300 word abstract (due on April 3), and discuss their work with the seminar.

Academic Honesty: Students are responsible for upholding the University’s honor code.

Other Student Rights & Responsibilities: Students should carefully review information here:

http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Evaluation

Grading is collaborative, which means we will have a conversation concerning what grade is appropriate before the grade is assigned. Here is the breakdown of grading:

Participation: 50 %
Final Paper: 50 %

Course Schedule

Readings for focused group discussion are in bold. Further readings are in [brackets].

1/7 Greetings

Introduction

1/9 Introduction: Beatrice Han, “The Analytic of Finitude and the History of Subjectivity,” 1-19; Michel Foucault, from The Use of Pleasure: The History of Sexuality, Volume 2, 3-32; [Martin Heidegger, “Time and Being,” 1-24, and Joan Stambaugh’s Introduction, vii-xi.].
Epistemology, Ethics and the Subject of Philosophy


1/21 Martin Luther King, Jr. Day: No Class


2/4 Film: *Examined Life*

2/6 A Fragmented Ethical World: Alasdair MacIntyre, *After Virtue* (Chapters 1-8).

Modern Psychology, Empirical Knowledge, and the Moral Subject


Knowledge, and the Ethical Subject at the Limits of Modernity

3/4 Film/recording: TBD


3/13 Hermeneutics, Ethics, Modernity: Charles Taylor, from *The Ethics of Authenticity*, Chapters 1-5; Matthew McDonald, “A Reconceptualization of the Self in Humanistic Psychology: Heidegger, Foucault, and the Sociocultural Turn,” 37-59; Jürgen Habermas, from *The Philosophical Discourse of Modernity* (“The Undermining of Western Rationalism through the Critique of Metaphysics: Martin Heidegger”), 131-160; [Nicholas Taylor, from *Strong Hermeneutics: Contingency and Moral Identity* (Chapter 1), 10-34; Martin Heidegger, from *Being and Time*, 225-311].

3/18 Spring Break: No Class

3/20 Spring Break: No Class


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<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors and Works</th>
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<tr>
<td>4/3</td>
<td>Immanentism in Knowledge &amp; Ethics:</td>
<td>Tamsin Lorraine’s <em>Deleuze and Guattari’s Immanent Ethics</em>, Chapters 1-3; ABSTRACTS DUE</td>
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<tr>
<td>4/8</td>
<td>Immanentism in Knowledge &amp; Ethics:</td>
<td>Tamsin Lorraine’s <em>Deleuze and Guattari’s Immanent Ethics</em>; Chapters 4-6.</td>
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4/24  Discussion of Participants’ Work
4/29  Discussion of Participants’ Work
5/1   No Class; Papers Due (for feedback this semester)
5/7   No Class; Final Deadline for Papers

        Syllabus Subject to Change (like people)