

School of Arts & Science  
**Philosophy of Respect and Self-Respect**  
PHL 362  
Fulfills department major/minor/elective

### Course Description

In this class, students will begin by learning the paradigmatic Enlightenment understanding of self-respect found in the work of Immanuel Kant and then proceed to learn important critiques of this theory and contemporary rethinkings of self-respect. The class will focus especially on feminist and critical race texts by authors like Charles Mills, Robin S. Dillon, and Bernard Boxill. In the process, the class will also engage with contemporary issues that continue the fraught conversation about what self-respect really means, such as the self-care movement, respectability politics, and the body positivity movement.

### Course Student Learning Outcomes (SLOs)

*Upon successful completion of this course, students are expected to...*

Course SLO Narrative	Department SLO	Method(s) of Course SLO Assessment
Explain differing approaches to defining “respect” and “self-respect.”	Critical Reading	Discussion, Exams
Criticize the arguments of others and one’s own thinking about respect and self-respect.	Critical Reasoning	Participation in Class Discussion, Critical Papers
Apply historical and contemporary thinking about self-respect to contemporary issues.	Critical Analysis	Participation in Class Discussion, Critical Papers
Explain the reasoning of others and present your own reasoning in writing.	Written Communication	Exams, Critical Papers

### Required Texts/Source Materials

There is **one required textbook** for this class:

*Dignity, Character, and Respect*, ed. Robin S. Dillon (1995) [Marked **DCR** on schedule]

**Additional required texts** will be posted on the course Blackboard page under Readings

### Grading Criteria & Assessment Information

**Attendance and Participation:**

Philosophy relies on critical and creative thinking, and that is not only easier, but also a lot more fun, to do with more than one mind. For that reason, it is essential to the success of this class that you are actively engaged in discussion.

**Assignments:**

Assignments include readings, papers, and exams, which are all detailed below.

**Readings:** All readings must be completed before the day they are discussed in class. If you have not completed the reading when class discussion begins, you should go back to it and complete the reading after class discussion.

**Exams:** There will be two exams, which will test you on knowledge of class readings and give you the chance to practice developing the argumentative skills you will need in order to write your critical papers.

**Critical Papers:** Aside from in-class discussion, your paper (written in two drafts, the first one shared with the class for discussion) will be the main way for you to demonstrate your critical thinking skills for the course. In the paper, you will present an argument of your own for a moral conclusion related to the class.

**Grading Components:**

Information about how final grades and paper grades are calculated as well as grading scales and points can be found in this section. Please note that generally speaking, **I do not use Blackboard Grades to calculate or share grades.** I will tell you how to find your grades on each assignment you complete. If you want to know how you are doing at class at each step of the way, I recommend storing these grades yourself as you receive them and using the percentages below to make your own estimates about how you need to perform on upcoming assignments. (If you're unsure how to do this, just ask! It's a good thing to learn!) Of course, you are also welcome to come to office hours or schedule a meeting with me to discuss your grade in more detail at any point.

**What Matters for Your Final Grade:**

Participation/Attendance (20%)

Exam 1 (15%)

Critical Paper 1 (draft) (20%)

Final Critical Paper (25%)

Exam 2 (20%)

Credit for improvement: There is no extra credit offered in this class. However, you will receive more credit for later assignments if you improve over the course of the semester. If you receive a higher grade on Exam 2 than on Exam 1, Exam 2 will be worth 25% and Exam 1 will drop to only 10%. If you receive a higher grade on Critical Paper 2 than on Critical Paper 1, the former will jump to being worth 35%, and the latter will drop to 10%.

**Attendance/Participation grading:** If you attend all classes (remotely or in person), pay attention in class (not being distracted by your phone/laptop, etc.), engage actively in group activities, and share a question or a comment about weekly or every other week, you will receive an A on Attendance and Participation. If any of these factors is lacking (attendance is low, you are often distracted during class, you do not engage in group activities, or you rarely or never ask a question/make a comment), your Participation and Attendance grade will be lower. If you attend all but three classes and consistently pay attention and work cooperatively during class, you will receive at least a C on Participation and Attendance--but in order to earn above a passing grade, you will need to actively participate in our class discussions by sharing your confusions/ideas with the group. **If you are concerned about participating**

**in class for any reason, please feel free to meet with me or email me so that we can work on a strategy to make it is easier for you to join in!**

**Paper grading:** Papers are graded on quality and clarity of the student's original argument and presence of consistent citations (not on grammar, spelling, or formatting). **An argument must include a conclusion and the student's own original reasoning in support of that conclusion.**

Generally speaking: A papers contain compelling and clear original arguments. B papers contain clear arguments that require more support to be compelling. C papers contain original ideas/reflection but have not been organized into a clear argument. A summary, in which the student accurately explains the reasoning another author provides for a conclusion, is not an argument, and even extremely well-written summaries will be awarded at highest a D. Paper letter grades correspond to points as follows:

A = 95
A/B = 90
B = 85
B/C = 80
C = 75
D = 65
F = 50

**Exams and Final Grades will be made using the following scale:**

Letter Grade	Grade Point and Grade Scale	Description
A	4.00 93-100	<i>Outstanding.</i> Signifies the highest level of achievement in the subject and indicates an exceptional general competence, and exemplary comprehension and interpretation skills. Work is devoid of errors, and reflects a highly nuanced understanding of disciplinary concepts.
A-	3.67 90-92	<i>Excellent.</i> Signifies an advanced level of achievement approaching the highest category. Work contains a few minor errors, but reflects a mastery of disciplinary concepts.
B+	3.33 87-89	<i>Very Good.</i> Signifies a consistently high level of achievement and indicates that the course requirements have been fulfilled in an intelligent, superior manner. Work contains some minor errors, but reflects a near mastery of disciplinary concepts.
B	3.00 83-86	<i>Good.</i> Signifies a complex engagement with disciplinary content, and well-developed critical skills. Work contains several minor, but no significant errors.
B-	2.67 80-82	<i>Above Average.</i> Signifies a more than acceptable degree of disciplinary knowledge and skills. Work contains some significant and some minor errors.
C+	2.33 77-79	<i>Satisfactory.</i> Signifies consistent achievement of a quality that satisfies, and sometimes exceeds stated, basic requirements. Work contains significant errors and patterns of error, but reflects an acceptable degree of disciplinary knowledge and skills.
C	2.00 73-76	<i>Fair.</i> Signifies achievement of a quality that satisfies the stated, basic requirements of coursework, and a functional, though incomplete understanding of disciplinary concepts.
C-	1.67 70-72	<i>Poor.</i> Signifies a level of understanding below the basic level expected of students. Work contains many errors, including patterns of error, and reflects only partial understanding of disciplinary concepts.
D	1.00 60-69	<i>Minimal Passing.</i> Signifies a level of understanding well below the basic level expected of students. Work is consistently riddled with errors and patterns of error, and reflects only a minimal understanding of disciplinary concepts.

Letter Grade	Grade Point and Grade Scale	Description
P		<i>Passing.</i> Signifies satisfactory completion of course requirements and the earning of credit without quality points.
U		<i>Unsatisfactory.</i> No quality points assigned.
F	0.00 0-59	<i>Failure.</i> Signifies failure to meet basic course requirements.
FA		<i>Failure - Excessive Absence.</i> Signifies dismissal from a course for unacceptable academic performance and absence from 20 percent or more of the scheduled class sessions. Requests for this grade are filed by the faculty member with the dean of the school in which the student is enrolled. This grade is computed as an “F” in the cumulative index.
I		<i>Incomplete:</i> If for serious reasons, students are unable to complete one or more requirements of a course, including the final examination, students may wish to apply for an “Incomplete.” Students must submit a written request for review and approval to the course instructor by the last day of classes. If the request is granted, the time for submitting outstanding work is extended until the date indicated in the academic calendar. The faculty member will notify the student of the missing assignment(s) and examinations with the option to give a due date before the one posted on the academic calendar. A faculty member also has the option to give an Incomplete to a student that has missed the final examination. Instructors are responsible to notify their academic dean of the granting of an Incomplete grade. In all cases of “Incomplete” grades if the course requirements are not met within the extended period of time, the final grade will be recorded at the discretion of the instructor. The deadline for submitting materials to the instructor is 6 weeks from the semester’s posted due date for grades.
W		<i>Withdrawal.</i> Signifies withdrawal from a course with permission of the Academic Advising Office or appropriate academic dean.
H		<i>Audit.</i> Signifies that a course was not taken for credit.
SP		<i>Satisfactory Progress.</i> Signifies that a course is not complete as of the end of the present semester, but is continuing.

#### Double-Dip Policy:

Students may use up to 12 shared credits to complete a double major, second bachelor degree, secondary major, minor or dual degree. This is the maximum number of shared credits allowed by New York State unless otherwise specified as in select 5-year dual degree programs. Credits may not be shared within the 45 required credits of the college core curriculum. College core curriculum credits may be used to fulfill major or minor requirements, unless otherwise specified. No more than half the coursework toward any program of study (major or minor) may be fulfilled using shared credits. Departments may restrict shared credits within their majors and minors but must seek approval through undergraduate curriculum committees and governance process. No credits may ever be triple-counted among any combination of majors and/or minors.

#### Late Work

Late work will be accepted, with a penalty of 3 points off of the grade per day it is late. I encourage you to ask for an extension ahead of time if you suspect you will not have work finished on time!

#### Cheating and Plagiarism (Class Policy)

Cheating and plagiarism are subject to school-wide policy (see College Policies section for more information) in addition to in-class penalties. Plagiarism in this course will result in a zero on the assignment, although students will have the chance to resubmit in order to receive 55% instead of 0%. This is my policy because cheating and plagiarism especially interfere with your own learning in this class. By far the most important goal of this class is for you to develop, articulate, and critically assess your own thinking. Deriving your ideas directly from other people's ideas makes this impossible, and when you do it you are dismissing the greater potential of your own ideas. Do not do that to yourself. If you are worried about your ability to complete any assignment, you can contact me at any point for help. You are capable of completing these assignments with your own thinking, especially if you can master the skill of asking for help when you need it!

### Class Schedule:

#### Week 1 (Respect and Self-Respect: Our Starting Points)

Tu 8/31

Reading due: None

Th 9/2

**Class cancelled, Hurricane Ida**

#### Week 2 (Kant on Respect and Self-Respect)

Tu 9/7

Reading due: None

Bring to class: Your reflection on Respect/Self-Respect (What does it mean to you? How does it compare to or differ from other kinds of values like power, love, care, honesty, etc? Is it important? Why/why not?)

Th 9/9

Reading due: Kant, portions of the *Critique of Practical Reason*

**LAST CHANCE TO ADD/DROP/SWAP IS FRIDAY 9/10**

#### Week 3

Tu 9/14

Reading due: Kant, portions of the *Metaphysics of Morals*

#### (Self-Respect and Self-Rule)

Th 9/16

Reading due: Hill, Servility and Self-Respect [DCR]

#### Week 4

Tu 9/21

Reading due: Buss, Valuing Autonomy and Respecting Persons

Th 9/23

Reading due: Taylor; Shame, Integrity, and Self-Respect [DCR]

#### Week 5

Tu 9/28

Reading due: None (Review)

Th 9/30

Reading due: None

**Exam 1**

**Week 6 (Self-Respect and “Humanity”)**

Tu 10/5

Reading due: Neumann, Did Kant Respect Persons?

Th 10/7

Reading due: Mills, Black Radical Kantianism  
(Optional: Kant, What is Enlightenment?)

**Week 7**

Tu 10/12

Reading due: Michelle Moody-Adams; Race, Class, and the Social Construction of Self-Respect [DCR]

Th 10/14

Reading due: Meyers, Self-Respect and Autonomy [DCR]

**PROGRESS REPORTS FOR CLASS AVAILABLE ON FRI 10/15**

**Week 8 (Self-Respect, Love, and Care)**

Tu 10/19

Reading due: Langton, Duty and Desolation

Th 10/21

Reading due: None (Meetings about paper topics)

**Week 9**

Tu 10/26

Reading due: None (Langton cont'd.)  
(Optional: Alessandri, Against Cheerfulness)

Th 10/28

Reading due: Baron, Love and Respect in the Doctrine of Virtue

**Week 10 (Applications)**

Tu 11/2

Reading due: Dillon, Toward a Feminist Conception of Self-Respect [DCR]

Th 11/4

Reading due: Boxill, Self-Respect and Protest [DCR]

**Critical Paper 1 due**

### Week 11

Tu 11/9

Reading due: None

#### **Presentations:**

Nick,  
Sierra,  
Jonathan,  
Cody

Th 11/11

**Veterans' Day, No class!**

### Week 12

Tu 11/16

Reading due: None

#### **Presentations:**

Matt,  
Gerry,  
Logan,  
Niashaly,  
Catie

**Classes run on a Thursday schedule (no difference for our class)**

Th 11/18

Reading due: None

#### **Presentations:**

Rebecca,  
Karina,  
Juan,  
Paulla

**LAST DAY TO WITHDRAW WITH A "W" IS FRIDAY 11/19**

### Week 13

Tu 11/23

Khader, Self-Respect Under Conditions of Oppression

Th 11/25

**Thanksgiving, No class!**

### Week 14

Tu 11/30

Reading due: None (Review)

Th 12/2

Reading due: None

**Exam 2**

Week 15

Tu 12/7

Reading due: Cureton, Treating Disabled Adults as Children

Th 12/9

Reading due: TBD

Final Exam Period: Final Critical Paper due Mon. 12/20, 10:30am-12:40pm

**FINAL GRADES IN: WEDNESDAY 12/22**