

80-135: Introduction to Political Philosophy, S20

M-W 11:30 AM - 12:20 PM, Wean Hall WEH 5312

Instructor: Derrick Gray

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Recitations

Section A: F 10:30 AM - 11:20 PM, Porter Hall PH A19A

Section B: F 11:30 - 12:20 PM, Porter Hall PH A20A

“Man is born free, and everywhere he is in chains.” – *Jean-Jaques Rousseau*

“You are horrified at our intending to do away with private property. But in your existing society private property is already done away with for nine-tenths of the population; its existence for the few is solely due to its nonexistence in the hands of those nine tenths.”

– *Marx & Engels*

“I am firmly convinced that if women had been fully involved in the running of society from the start they would have *found* a way of arranging work and children to fit each other. Men have no such motivation, and we can see the results.”

– *Janet Radcliffe Richards*

Required readings

All readings will be made available via the course Canvas page, as either PDFs or links.

- *You must have access to the week's assigned readings during each class meeting. Failure to do so will count against your participation grade.*

What we're doing

At the heart of political philosophy lie fundamental questions such as: What constitutes a just society? How, and under what circumstances do individuals incur political obligations to a particular state? What are the limits of the legitimate authority of the state and how are they defined? This course provides a systematic investigation of the way such questions are answered by dominant schools of liberal political theory, such as the social contract tradition, utilitarianism and libertarianism. Because the liberal political tradition is also strongly egalitarian in nature, the course will examine different conceptions of political equality and conflicting views about the respects in which community members may have a just claim to equal treatment.

With some theory under our belts, we'll turn to more explicitly evaluate some pressing claims of social injustice in contemporary U.S. society: Are reparations owed to African-Americans? Are affirmative action policies a just response to historical injustice and current inequality, or do they constitute a form of wrongful discrimination?

Readings are drawn from classic works by authors such as Thomas Hobbes, John Locke, Karl Marx, and John Stuart Mill, and from the works of more contemporary theorists like John Rawls, Robert Nozick, Catharine MacKinnon, and others. We'll use a mix of primary and

secondary sources, with all readings made available as pdf's or links via the course Canvas page. Assignments are structured to evaluate your comprehension of political theories, their implications for policy, and difficulties they face, as well as your ability engage in and add something to the ongoing conversation.

This course will not be incredibly easy. The readings are often neither short nor easy (how often do you read 17th century English prose?) Due to this and the nature of the assignments, a significant time commitment is required if you want to do well. That being said, I *want* you to do well, and Sam and I will do all we can in helping you meet the goals set for you.

For many of you, this will be your first course in philosophy. I'll keep this in mind. One goal for the course will be that you attain the tools you need to do good philosophy, including writing a good philosophy paper. In this, you'll receive help from me, from Sam, and from your peers.

Goals

By the end of this course you will

- Be able to explain not only important theoretical positions held in Western political philosophy (especially from the Modern period on), but also significant potential objections to these positions.
- Have well-reasoned answers of your own to such questions as *What constitutes a just state?* or *To what extent may the state limit our liberties?*
- Be capable of producing a very good philosophical paper engaging with the theorists and positions we discuss.

In meeting these goals, you'll have a solid foundation should you choose to pursue higher-level courses in political philosophy. Even if you have no such plans, this class should prove intellectually satisfying, and will empower you to thoughtfully engage in political discussions generally (thus making you a better citizen!).

Assignments

Assignment	% of Final Score
Daily Assignments (DAs)	20
Paper 1	15
Exam 1	20
Exam 2	20
Paper 2	20
Participation	5
Total	100

Daily Assignments (DAs)

There will be a relatively small assignment due each day class. While I want these to remain somewhat flexible in terms of format and content, many of these assignments will have you respond to a few questions or prompts (generally 3-5), with each response ranging between a couple sentences and a paragraph or two. Sometimes a DA will have an explicit in-class component, often to be completed in small groups.

Each DA will be a separate assignment, and you should be sure to read all directions on each DA, as assignments can vary both in content and in expectations. Unless directed otherwise, students must submit each DA online by 11:00 AM the day it is due, but they must also have their responses available in class for the purpose of engaging in class and group discussion. The point of these assignments is to help direct you to especially important passages and topics in the readings and to help you begin critically evaluating their contents. The hope is that students will then gain a better understanding of the materials, and that, therefore, less class time will be dedicated to me just lecturing about the contents.

Grading DAs

Every DA will be graded on a five-point scale. Each week in which two DAs are due, Sam will grade one of the two assignments on the basis of *content*, and the other on the basis of *completion*. The choice of which assignment to grade which way will be decided each week by a coin flip only *after* both assignments have been submitted; therefore, no one will know ahead of time which will be which. Those DAs graded on the basis of *content* will be graded according to the rubric below. Those DAs graded on the basis of *completion* will be graded according to whether it seems that the student did the reading and truly attempted to meaningfully respond.

In completing a DA, **do not use outside sources**. I cannot stress enough that I am looking to see how well **you** understand the material after reading it, not whether you can look up someone else who already understands it. The only time you might appeal to material outside of the readings when doing a DA would be to refer to class discussion, or to insert material to illustrate a point you're making in answering a prompt.

Also, **please do not quote too much from the readings** in your responses. Instead, summarize/paraphrase the author's point in your own words. Success in this is a sign of greater comprehension of the material.

Your three lowest-scoring DAs will be dropped from grade calculations at the end of the semester. There are 28 DAs, leaving 25 to be included in your grade. As these 25 assignments together make up 20% of your final grade, each is therefore worth 0.8% of your grade. While this might seem fairly insignificant, keep in mind that these points add up very quickly, and that I've had students miss out on a better letter grade entirely because they got behind on the DAs. Therefore, you need to take these assignments seriously.

Papers

You will write two philosophy papers: the first approximately 1700-2000 words (5-6 pages), the second approximately 2000 words (6 pages). For each I will provide a list of pre-approved topics, since it can be difficult to know what kinds of topics and thesis statements are acceptable for a philosophy paper if you haven't already taken much philosophy. However, I will also consider requests for topics not listed, but any such topic must be approved. The second paper must concern questions/materials covered since the first draft of the first paper was due, though it can certainly make use of earlier materials as well. In each paper, you will show that you can add something to the discussion. Typically this includes (1) charitably reconstructing the position proposed by some theorist(s), (2) critically evaluating this position, and (3) providing some positive contribution that helps further conversation on the chosen topic. This isn't easy, but we'll help you all we can, and more details will be given in class about how to approach the task of writing a philosophy paper. (For now, you can read these very helpful tips from Jim Pryor at NYU: <http://www.jimpryor.net/teaching/guidelines/writing.html>) The grading rubric will be made available on Canvas.

First Draft & Peer Review

For each of the two papers, you must complete a first draft—not a “rough draft,” but a fully written and properly formatted draft (complete sentences in paragraphs, arguments, etc.).

You must do the following with each first draft:

- (1) Submit it online via Turnitin on Canvas by 11:00 AM the day it is due (i.e. shortly before your Peer Review that day). This will not be graded. It's only for the purpose of making sure you've completed a full draft.
- (2) Print out **two** clean copies of this draft and bring them with you for the designated recitation session. Here, you will engage in **peer review**: you will exchange papers with at least one other student and critically evaluate one another's drafts. To help, you'll each receive an evaluation form to fill out. The review process is intended to provide each student with **constructive** feedback from at least one peer.

More information on the nature of peer review will be provided during the semester.

**** If you fail to complete a first draft or to engage effectively in peer review, your paper score will be reduced by one letter grade and the corresponding number of points (e.g. what would otherwise be scored a B becomes a C, etc.).**

****Showing up late to peer review will likely cost you your ability to participate (see above).**

Final Draft

Each final draft will be due online via a Turnitin link on the Canvas course site.

Turnitin

Turnitin is an anti-plagiarism tool which will compare your essay to papers submitted by other students both at CMU and at other institutions, and to online sources. It works extremely well, so for everyone's sake, do not plagiarize.

Paper Schedule (subject to change)

- Paper 1 – First Draft & Peer Review: Friday February 28
- Paper 1 – Final Draft: Thursday March 5
- Paper 2 – First Draft & Peer Review: Friday May 1

- Paper 2 – Final Draft: Friday May 8

Two Online Exams

There will be two online, timed exams during the semester. One purpose of the exams is to incentivize greater comprehension of the content we discuss in class (e.g., exams = greater need to pay attention to readings and discussions = greater comprehension). This, in turn, should enable you to write better papers, as well. (Another purpose of the exams is to spread the points out a bit, so that your grade isn't derived from just a couple assignments.)

Each exam will consist mostly of essay questions of various lengths but may include other question formats as well. Some of the possible essay prompts will be made available in advance of the exam for you to study. Before each exam, some class time will be available to discuss and review for the test. Further details (e.g. about what to expect on the exam and about how it will be graded) will be given prior to each exam. I'll make each exam available on the Friday before it is due, after recitations end. There is no final exam – i.e. no exam during finals week. (However, your final draft of Paper 2 *is* due during finals week.)

On grading exams: More information will be provided later, but the following is a good place to start:

- Most (if not all) essay prompts will at least in part require you to ***explain*** a position we discuss. The grader is looking to make sure you understand the theory or position in question, and the best sign of such understanding is that you are able to explain it in a way that would make sense to someone who does not already know what you're talking about. In other words, unless indicated otherwise, the audience you have in mind should be someone who isn't taking (or hasn't already taken) a class on political philosophy.
- An essay prompt may require you to ***compare and contrast*** different philosophical positions (theories, etc.). This would require explaining each (see above), but in a way that would show the extent to which the positions importantly agree, and also how they might importantly come apart. (For instance, two theories might agree in some of their policy implications but disagree in others.)
- Finally, many prompts will ask you to ***evaluate*** some position (usually given in the form of a claim or brief argument). This requires not merely explaining the position in question, and not merely explaining how the position might compare and contrast with others, but also ***critically examining*** the position and ultimately ***arguing for or against it***. This requires considering reasons for and against the position (relying on course materials and class discussions), and coming down either in favor of the position or against it, based on these reasons. In some ways, an evaluation prompt therefore requires something like a miniature philosophy paper. Students find this difficult, in large part because they often don't feel confident enough to commit themselves to accepting or rejecting a philosophical position. Your confidence will build as we discuss the materials in class, and as you consider them in your daily assignments. We'll spend time in class discussing the best way to formulate a good response to each of the different kinds of prompts, taking special care to make sure everyone knows what the evaluation prompts require of them.

Exam Schedule (subject to change)

- Exam 1: due Sunday 2/16, 5:00 PM
- Exam 2: due Sunday 4/12, 5:00 PM

Participation

You are expected to attend every class, to show up on time, to not leave early (without letting me know beforehand), and to not go in and out of the classroom unnecessarily during class. In addition to attendance, over the course of the semester you will be expected to meaningfully *participate* in class. This means:

- Showing up to class *with any relevant readings*
- **Taking part in class discussion, as a whole class and/or in smaller groups**—for example, helping to explain a position from the readings, giving reasons why the argument may or may not be successful, working with group members to complete a handout, etc. (all of which require you to be both in class and fully conscious)
- Completing any in-class assignments (should there be any)

While no grade is given merely on the basis of attendance, attendance is perhaps the most important factor in your participation grade (if you're not showing up to class, you're failing your participation grade). That being said, coming to class but then not taking part in class activities will not advance your participation grade. Moreover, disrupting class or failing to treat another student, or the instructor, or the TA with due respect can greatly lower your participation grade.

Early in the semester, I may start using an **attendance sheet** that each student must sign before leaving class. If you come to class late, you may not have an opportunity to sign the sheet and so you might not receive participation credit for that day. **It is the student's responsibility to make sure they sign the sheet if they are present.** If you leave early (without notifying me beforehand), your participation credit may well be nullified regardless of whether you signed the sheet.

Further Notes on Grading

The TA will be taking care of all, or nearly all grading for this course. I will be meeting with them to discuss how I'd like them to grade. Therefore, I have every confidence that the assignments will be graded fairly and correctly. If you have questions about the grade on any assignment, **email the TA** to set up a time to meet to discuss your grade.

Please note: I do not recognize any right to a "re-grade." Do not expect anyone to completely regrade your assignment from scratch. Moreover, do not expect me to look at your assignment to see whether I think your grade should be changed. If after meeting with the TA, they decide that they would like me to look at it, then and only then would I weigh in.

Polices on Missing Class and Late Work

- **Missed class** – Missing a class will not count against your participation grade if you inform me that it was due to a legitimate excuse (see below). Multiple absences without a legitimate excuse will almost certainly hurt your participation grade.

What's a Legitimate Excuse?

- Illness
- Religious observance: If you have a conflict between a religious holiday and a graded assignment, please contact me in advance so that we can make appropriate arrangements
- Death in the family
- University team athletic event (when the student is on the team): please have a coach email us of the dates we can expect you to be absent
- (Potential excused absence) Rare academic opportunity or job interview for which you must miss class

If you know you will be missing class, you must let me know ahead of time (email me before class) for it to count as a legitimate excuse.

If a student misses a class for whatever reason, it is her responsibility to find out what we covered in class, what she should read/study for the next class, whether deadlines have changed etc. Neither I nor your TA will be expected to re-teach materials covered in a class you missed, regardless of circumstances. See the notes of a fellow student and then let us know if you have questions about trying to make sense of them.

- Missed/Late DA – Except in the case of a legitimate excuse (and even then with potential qualifications), no DA submitted after its deadline will be graded for credit.
 - Much of our class discussion each day will center around the material covered by the DA due that same day. Therefore, if a student was allowed to turn in their DA *after* class that day, they would have an unfair advantage. Thus, DAs submitted past the deadline will be graded only under rare occasions, and may even then be penalized.
 - If you were unable to complete and submit a DA before its deadline due to a legitimate excuse, **email me and the TA** to let us know. You may be able to simply turn in the assignment later. On the other hand, I might ask you to complete a slightly different assignment on the same material.

- Missed Exam – If on account of a legitimate excuse you fail to complete the exam before the time it is due, a make-up exam may (at my discretion) be available. However, I reserve the right to make it differ from, and be potentially more difficult than, the original exam.

- Late Paper – There are severe penalties for turning papers in late except in the case of a legitimate excuse or explicitly granted extension.
 - Late first draft
 - If you fail to complete and submit your first draft before the deadline, or if you fail to engage in peer review of the first draft, your final draft will be penalized one letter grade.
 - If your failure to complete the first draft or to engage in peer review was due to a legitimate excuse, or if you were explicitly granted an extension, **you must still upload your draft and engage in the peer review process**. It will be your responsibility to contact me as soon as possible in order to facilitate a peer review with another student. If you know before a peer review that you will not be available (due, say, to a team athletic event or job interview) you must inform us as far in advance as possible for it not to count against you.

 - Late final draft
 - A final draft submitted late without a legitimate excuse (communicated to both me and the TA) and without an explicitly granted extension will be penalized as follows (using the final paper, worth 20 points, as example):
 - Submitted 0.5-12 hours after paper due: additional deduction of 5% of total possible paper value (e.g. 18/20 90% A becomes 17/20 85% B)
 - Submitted 12-24 hours after due: additional deduction of 10% of total possible paper value (e.g. 18/20 90% A becomes 16/20 80% B)

- Submitted 24-36 hours after due: additional deduction of 15% of total possible paper value (e.g. 18/20 90% A becomes 15/20 75% C)
- Submitted 36-48 hours after due: additional deduction of 20% of total possible paper value (e.g. 18/20 90% A becomes 14/20 70% C)
- Submitted >48 hours after due: complete failure (paper not graded)

Communication, Tech Problems, Etc.

Emails Generally

If you wish to reach me or the TA, contact us via our CMU email addresses (see top of syllabus p.1). When contacting us, use only your CMU email address. If I write to you letting you know that I am copying the TA on the email, use “**reply-all**” for any further correspondence in regards to that email. If you are writing to let us know that you will be missing class, or that you have missed class or an assignment due to a legitimate excuse, or that you are requesting an extension on an assignment, **include me and the TA on your email**. This is information we all need to know for grading purposes.

Please know that we are not working at all hours. For emails sent during the week, we will strive to return your email within 24 hours. If you have not heard back from us within 24 hours, please then send a follow-up email. Please do not expect us to be available for emails or meetings after 5:00 PM. (When important assignments are due, I’ll check my email and respond more frequently.) Moreover, I will be checking my emails only infrequently over weekends (again, with the exception of when major assignments are due), and for an email sent on Friday afternoon, students should normally not expect a reply before the following Monday afternoon.

Emailing Assignments

All of the course assignments are to be turned in on Canvas. Therefore, you should never have to turn in assignments through any other medium. That being said, if for some reason you temporarily cannot access Canvas and you need to email an assignment, then

- Send it as an **attachment, saved as either a pdf or doc (do not share the document, e.g. via Google docs, Box, etc.), and**
- Send your email to **me and the TA, and**
- Upload your assignment to Canvas as soon as the problem is resolved.

Technological Problems

If you *do* experience problems accessing Canvas (or Turnitin within Canvas), then

- Contact me and the TA so we know of the situation, and so that I can see if the problem is something I can fix (e.g. because I didn’t post something correctly), and
- If the problem is not with the site but with your ability to access it (e.g. your computer), **it is your responsibility to contact the appropriate parties and get the problem resolved as soon as possible.**

To contact Canvas help at CMU, either

- Email (canvas-help@andrew.cmu.edu), or
- Call (412-268-9090)

Academic Dishonesty

Acts of academic dishonesty are much easier to detect than students often seem to expect. I will assume on day one that you already know what counts as academic dishonesty (see the student

handbook). Therefore, saying “I didn’t know that was plagiarism [etc.]” will never be accepted as an excuse. If you are unsure about what all counts as academic dishonesty, see the handbook (<https://www.cmu.edu/student-affairs/theword/academic/statement-on-academic-integrity.html>) and speak to me or the TA about it.

If a student is caught committing an act of academic dishonesty on any assignment, then the following will occur: (i) they will immediately fail the assignment, (ii) I will likely fail them for the entire course, as is my right to do as instructor, and (iii) regardless, I am required to report their actions to the university for disciplinary purposes.

- Just don’t do it. It’s never worth it. If you’re having a difficult time understanding what’s going on in class or how to do well on the assignments, *talk to me or the TA*. I have no interest in teaching a class in which students cannot excel if they try. I want you to do well.
- For additional information, see tips on citations at the end of this document.

Philosophy Department Statement on Citing and Plagiarism

The straightforward disclosure of the sources used in completing course work is essential to the integrity of the educational process. In that way one acknowledges the ideas of others and helps to highlight what is distinctive of one’s own contribution to a topic. It also enables instructors to be more effective teachers by providing an accurate sense of the student’s grasp of course material.

Students are expected to use proper methods for citing sources; such methods can be found in style guides like the Chicago Manual of Style, or the most recent MLA Handbook. In general, an acceptable method of citation provides enough information to allow a reader to track down the original sources. You should consult your professor, if you have any questions about which method to use, or which kinds of collaboration or assistance to disclose.

Failure to acknowledge the ideas of others is a serious violation of intellectual integrity and community standards. It is the individual student’s responsibility to be aware of the university policy on cheating and plagiarism. This is available online at: <https://www.cmu.edu/policies/student-and-student-life/academic-integrity.html> and in the “Statement on Academic Integrity” in The Word: Undergraduate Student Handbook (<https://www.cmu.edu/student-affairs/theword/academic/statement-on-academic-integrity.html>). Students who plagiarize face serious sanctions at both the course level, and the university level. At the course level, faculty members have significant discretion to determine the sanctions that are appropriate to individual cases of cheating and plagiarism.

Within the Philosophy Department, it is customary for professors to give plagiarized assignments a failing grade and, when appropriate, fail students for the course. Additionally, a letter may be sent to the Dean of Students indicating that the student in question has submitted plagiarized material and received a course-level sanction. Plagiarism is a violation of the community standards of Carnegie Mellon University. As such, allegations of plagiarism may be brought before a University Academic Review Board, which will determine whether community standards have been violated and level additional sanctions, if appropriate. Although this body also has significant discretion over the sanctions that it levels, plagiarism can result in academic probation, suspension, and even expulsion.

Accommodations for Students with Disabilities

If you have a disability and are registered with the Office of Disability Resources, I encourage you to use their online system to notify me of your accommodations and discuss your needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from

accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Statement of Support for Students' Health & Well-being

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

If you or someone you know is feeling suicidal or in danger of self-harm, call someone immediately, day or night:

CaPS: 412-268-2922

resolve Crisis Network: 888-796-8226

If the situation is life threatening, call the police

On campus: CMU Police: 412-268-2323

Off campus: 911

Recording Class

Please talk with me if you would like to record (audio or video) any part of class. The sooner I am notified, the sooner we can discuss whether permission will be granted.

Mobile Phones, Laptops, Tablets, etc.

Mobile phones must be turned off or completely silenced during class. If your phone makes a sound I or a teaching assistant can hear in class, your attendance for that day will be nullified. If you feel there is some reason you should be excused from this rule (e.g. reasons of medical emergency), please discuss this with me *at the beginning of class*. Laptops and tablets are permitted only for class-related purposes. If a student is seen using this technology in class for purposes other than taking notes or looking at the readings, his or her participation credit for (at least) that day will be nullified.

Correct attribution of others' work¹:

You should always have a list of references at the end of a paper, which should be full bibliographic entries.... In the body of the paper, quotations or citations should be indicated with the author's last name, the date of the work, and the page number referenced (if applicable). Quotes that are less than three lines long should be indicated with quotation marks, with the citation outside the quotation marks, but inside the final period. Quotes that are more than three lines long should be indented and single spaced, without quotation marks, and have the source beyond the last period.

Examples:

Russell (1948) argues that we can know that other people have minds by making an analogy to own case.

One solution to "the problem of other minds" is that we can know that other people have minds by making an analogy to own case (Russell, 1948).

"If we are to believe that there are thoughts and feelings other than our own, that must be in virtue of some inference in which our own thoughts and feelings are relevant..." (Russell 1948, 344).

References

Russell, B. (1948) "Other Minds Are Known by Analogy from One's Own Case" in E. Sober, ed., *Core Questions in Philosophy, 4th Ed.* Upper Saddle River, NJ: Prentice Hall. Pp. 342-345.

Internet: Use of the internet is fine; however, a reference including only a website is not acceptable. A website should be thought of as a publisher, so you should still have all of the other information: author, title, and date of "publication." In addition, you should indicate the date on which you retrieved the information. As a general rule, if you don't know the author or the date of the material on a website, then you shouldn't use it as a reference.

Example:

"But at this point Hume invoked the argument that made him famous...[E]verything is based on a belief that nature is uniform with respect to repetition" (Mattey 1994, 2)

References

Mattey, G.J. (1994) "Hume Lecture Notes" www-philosophy.ucdavis.edu/phi023/humelec.htm. Retrieved 11/7/06.

A violation of academic honesty includes, but is not limited to, using original or paraphrased work from *any* source without proper citation.

¹ Borrowed with permission from Dr. Maralee Harrell, CMU Philosophy

Course Schedule 80-135, S20

This list of readings and topics is subject to change – i.e. I reserve the right to add/delete readings, alter due dates for assignments, and even make small changes to the topics covered. Unsurprisingly the best way to stay informed is by attending class.

Week 1

M 1/13

Introductions, syllabus, course mechanics and policies; Liberalism

W 1/15

Limits of Liberty I: Mill's Harm Principle

Readings:

- John Stuart Mill, *On Liberty* (selections)

Assignment(s) due: DA1

F 1/17

Recitation: Introductions, etc.

Week 2

M 1/20

MLK, Jr. Day – No classes

W 1/22

Limits of Liberty II: Other Liberty Limiting Principles

Readings:

- SEP, "Philosophy of Law," *Internet Encyclopedia of Philosophy* (selections, PDF)
- Robert Goodin, "Permissible Paternalism"

Assignment(s) due: DA2

F 1/24

Recitation: TBA

Week 3

M 1/27

The Value of Liberty I: Negative vs. Positive Freedom

Readings:

- Isaiah Berlin, "Two Concepts of Liberty" (selections)

Assignment(s) due: DA3

W 1/29

The Value of Liberty II: The Republican Alternative

Readings:

- Philip Pettit, "The Republican Ideal of Freedom" (selections)

Assignment(s) due: DA4

F 1/31

Recitation: TBA

Week 4

M 2/3

The Social Contract I: Hobbes's *Leviathan* I

Readings:

- Thomas Hobbes, *Leviathan*, selections from Part I, and chapter XVII in Part II (p.1 to top of p.12 of PDF in Canvas; we'll read the rest for Wednesday)
- A. John Simmons, "Hobbesian Games"

Assignment(s) due: DA5

W 2/5

The Social Contract II: Hobbes' *Leviathan* II

Readings:

- Remainder of PDF of Hobbes' *Leviathan*
- Other TBA

Assignment(s) due: DA6

F 2/7

Recitation: TBA

Week 5

M 2/10

The Social Contract II: Locke (Part I)

Readings:

- John Locke, *Second Treatise of Government*, selections from Chapters I-IV, VII (pp. 1-19, i.e. through section #94 in PDF in Canvas)

Assignment(s) due: DA7

W 2/12

The Social Contract II: Locke (Part II)

Readings:

- Remaining selections from Locke's *Second Treatise*
- Other TBA

Assignment(s) due: DA8

F 2/14

Recitation: Exam I Review, other TBA

Sunday 2/16

Exam 1 due online, 5 PM

Week 6

M 2/17

Challenges to Political Obligation I: Against the Contract

Readings:

- Hume's Two Arguments against The Social Contract (handout)
- John Simmons, *Political Philosophy*, Chapter 3: Obligations, pp.39 to top of p.56

Assignment(s) due: DA9

Week 6 (cont.)

W 2/19

Challenges to Political Obligation II: Against Other Attempts

Readings:

- Remainder of A. John Simmons, Chapter 3 (pp.56-66)
- Simmons 5.2, “Democracy and Obligation”
- Robert Paul Wolff, *In Defense of Anarchism*, Chapter I “The Conflict Between Authority and Autonomy”
- First Sample Philosophy Paper (read all three by Friday’s recitation)

Assignment(s) due: DA10

F 2/21

Recitation: Writing a Philosophy Paper

(Have read all three sample philosophy papers before class)

Week 7

M 2/24

Utilitarian Political Theory I

- Will Kymlicka, *Contemporary Political Philosophy*, Chapter 2: Utilitarianism, pp.10-32 (sections 1-3)

Assignment(s) due: DA11

W 2/26

Utilitarian Political Theory II

- Remainder of Kymlicka, Chapter 2 (pp.32-52)

Assignment(s) due: DA12

F 2/28

Recitation: **Paper 1 Peer Review**, in recitation

Assignment(s) due: **Paper 1 First Draft**

- Submit online via Turnitin by 11 AM before recitation
- Bring **two** printed copies to recitation

Week 8

M 3/2

Libertarian Political Theory I

Readings:

- Kymlicka, Chapter 4: Libertarianism, §1 & 2 (pp.102-127)

Assignment(s) due: DA13

W 3/4

Libertarian Political Theory II

Readings:

- Kymlicka, Chapter 4, §5 (pp.154-159), and/or TBA

Assignment(s) due: DA14 (in-class assignment)

Week 8 (cont.)

Thursday 3/5

Paper 1 Final Draft due

Assignment(s) due: **Paper 1 Final Draft**

- Submit online via Turnitin by 11:59 PM

F 3/6

Spring Break – no classes

Week 9

M 3/9, W 3/11, F 3/13

Spring Break – no classes

Week 10

M 3/16

Liberal Egalitarian Political Theory I: Rawls' Justice as Fairness

Readings:

- Kymlicka, Chapter 3: Liberal Equality, §1-3 through part (a) only (pp.53-70)
- John Rawls, *A Theory of Justice*, §1-4 (difficult)

Assignment(s) due: DA15

W 3/18

Liberal Egalitarian Political Theory II: Rawls & Criticisms

Readings:

- Kymlicka, Chapter 3, §3, part (b) (pp.70-75)
- Rawls, *Theory*, selections from §11, §13, §17, §24, §26 (difficult)

Assignment(s) due: DA16

F 3/20

Recitation: TBA

Week 11

M 3/23

Liberal Egalitarian Political Theory III: Luck Egalitarianism

Readings:

- Kymlicka, Chapter 3, §4-5 (pp.75-96)
- Other TBA

Assignment(s) due: DA17

W 3/25

TBA/Catch-up (Readings and assignment subject to revision)

Readings:

- Last three sections of Philip Pettit, "The Republican Ideal of Freedom," pp.233-241
- Martha Nussbaum, "Basic Human Functional Capabilities" (selected pages)

Assignment(s) due: DA18

F 3/27

Recitation: TBA

Week 12

M 3/30

Marxist Critique I

Readings:

- Karl Marx and Friedrich Engels, *The Communist Manifesto*
Assignment(s) due: DA19

W 4/1

Marxist Critique II

Readings:

- Lawrence H. Simon, *Karl Marx: Selected Writings*, Introduction, esp. §3-4 (xvii-xxxv)
- Friedrich Engels, “Socialism: Scientific & Utopian,” Section III (pp.909-921)
- Karl Marx, “Critique of the Gotha Program,” Introduction by Simon (pp.315-316) and Part I #3 (pp.318-322)
- Erik Brynjolfsson and Andrew McAfee, “Jobs, Productivity and the Great Decoupling” (NYT Dec. 11, 2012, <http://www.nytimes.com/2012/12/12/opinion/global/jobs-productivity-and-the-great-decoupling.html>)

Assignment(s) due: DA20

F 4/3

Recitation: TBA

Week 13

M 4/6

Feminist Critique I

Readings:

- Susan Moller Okin, *Justice, Gender, and the Family*, selections
Assignment(s) due: DA21

W 4/8

Feminist Critique II

Readings:

- CONSAD, “An Analysis of the Reasons for the Disparity in Wages between Men and Women,” Foreword by (then) U.S. Department of Labor, 2009 (pp.1-2)
- Catherine MacKinnon, “Difference and Dominance: On Sex Discrimination”

Assignment(s) due: DA22

F 4/10

Recitation: Exam 2 review, other TBA

Sunday 4/12

Exam 2 due online, 5 PM

Week 14

M 4/13

The Question of Reparations I

Readings:

- Ta-Nahisi Coates, “The Case for Reparations” (*The Atlantic*, <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>)

Assignment(s) due: DA23

W 4/15

The Question of Reparations II

Readings:

- Bernard Boxill, “Black Reparations,” Stanford Encyclopedia of Philosophy, Sections 1 and 5-7 (<https://plato.stanford.edu/entries/black-reparations/>)

Assignment(s) due: DA24

F 4/17

Spring Carnival – No classes

Week 15

M 4/20

Affirmative Action I

Readings:

- TBA

Assignment(s) due: DA25

W 4/22

Affirmative Action II

Readings:

- TBA

Assignment(s) due: DA26

F 4/24

Recitation: TBA

Week 16

M 4/27

Affirmative Action III

Readings:

- TBA

Assignment(s) due: DA27

W 4/29

Affirmative Action IV

Readings:

- TBA

Assignment(s) due: DA28

Week 16 (cont.)

F 5/1

Recitation: **Paper 2 Peer Review**, in recitation

Assignment(s) due: **Paper 2 First Draft**

- Submit online via Turnitin by 11:00 AM **before** recitation
- Bring **two** printed copies to recitation

F 5/8

Paper 2 Final Draft due

Assignment(s) due: **Paper 2 Final Draft**

- Submit online via Turnitin by 5:00 PM

Important registration dates

M 1/27

- Semester Course Add Deadline
- Semester Course Audit Grade Option Deadline
- Semester Course Drop Deadline to Receive Tuition Adjustment

T 2/24

- Semester Course Drop and Pass/Fail Grade Option Deadline; Assign Withdrawal Grade after this date.

T 3/31

- Semester Course Withdrawal Grade Deadline. No Course Withdrawal after this date.