

POLITICAL & SOCIAL THOUGHT

Location

GUQ oA13

Time

Sun, Tue: 11:30AM–12:45PM; Thu: 12:30PM–1:20PM

Website
<https://www.andrew.cmu.edu/user/degray/PST19/>
Instructor

Professor David Emmanuel Gray

Contact
GUQ 1D45, degray@cmu.edu, @ProfessorDEG
Office Hours

Sun, Tue: 1:00PM–5:00PM; Thu: 2:00PM–5:00PM

Course Overview

Description

"Justice", says the philosopher John Rawls, "is the first virtue of social institutions. ... Laws and institutions no matter how efficient and well-arranged must be reformed or abolished if they are unjust." Certainly it is difficult to overstate the importance of justice in evaluating our political and social institutions. However, there remains the question of precisely what it is that justice demands. This invites serious and sustained consideration of how we ought to organize and structure our laws and society, which is a (if not the) fundamental issue in political philosophy.

In this course, we will undertake an analysis of some extremely influential theories of justice in political and social philosophy. We will explore how the contestations between these theories frame most present-day political debates concerning controversies such as the rules of war, poverty, gender inequality, freedom of expression, capitalism, and the global refugee crisis. In class discussions, you are encouraged to express and critically reflect on your own views concerning these and other controversies. With an emphasis on both theory and practice, we shall witness not only how political theory permeate our political and social practices but also how these practices expand and transform the theory.

Objectives

By the end of this term, I expect that you will be better able to:

- Assess competing claims concerning the nature of justice and how it ought to govern our political and social practices,
- Reflect on your assumptions and form your own considered judgments about these issues, and
- Communicate your understanding and analysis of these issues through both verbal and written discourse.

I have designed each course requirement with these objectives in mind.

Readings

All readings are posted on the course website. You are expected to read all assigned material according to the class schedule on pages 4–7.

Announcements & Other Communication

I will email important information to you throughout the semester, so please routinely check your GU email address for updates. Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office hours or get in touch via email.

Submitting Assignments

To encourage proper citation of sources, all written assignments must be submitted to TurnItIn. If any problems occur, please email me a copy of your assignment *before* it is due. I will then submit it for you. See page 8 for more information about my academic integrity policy.

Requirements & Grading

Philosophy is a full-contact sport, but conducted as a cooperative process. Together we wrestle with arguments and not attack those making them. Classes typically follow an instructor-guided seminar format, driven by discussion of the readings and the arguments they contain. As a result, the quality of the course depends critically on everyone's individual attention and participation. The purpose of us coming together as a class is to learn and engage in philosophical activity as a group.

I strongly encourage you to discuss the course's material outside of class with your fellow classmates, friends, and family, as well as with me. Even so, all your work must be done independently, unless otherwise noted. You are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

Assignments include in- and out-of class participation, reading question reviews, 2 analytic summaries, and 4 position papers. Please refer to pages 2 and 3 for details.

The total possible score may vary from assignment to assignment. Therefore, your raw scores will be normalized to a 10-point scale for determining grades:

9.30–10.00	A	8.70–8.99	B ⁺	7.70–7.99	C ⁺	6.00–6.99	D
9.00–9.29	A [–]	8.30–8.69	B	7.30–7.69	C	0.00–5.99	F
		8.00–8.29	B [–]	7.00–7.29	C [–]		

Your final course grade will be on the same 10-point scale, with each assignment weighted as indicated on pages 2 and 3.

If you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to meet with me.

Participation & Attendance

This course is based on the principle of experiential learning, where you learn not only from me but from your discussions and interactions with your classmates. Like any activity, philosophy can only be learned through practice. Indeed, every class meeting will involve all of us actively *doing* philosophy, rather than passively absorbing what others may say about philosophical issues. As such, participation and attendance are very important to your success in this class. See below for this course's strict absence policy and page 2 for more on how participation and attendance affect your grade.

Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* free absences. There is one exception: You and I agree on a reasonable accommodation *prior* to an assignment's due date or the day you miss class. I consider arrangements after the fact only in extraordinary, documented circumstances. See page 8 for more about such accommodations. Regardless, *students missing more than six classes—whether these absences are excused or not—will automatically fail this course.* For these purposes, two late arrivals will count as one absence. Furthermore, students showing up more than 15 minutes late will be marked as absent.

Assignments

Reading

Most days of class have an assigned reading (see the class schedule on pages 4–7) that you are expected to have read and thought about *before* class. This allows us to devote more time to discussing and assessing the texts rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Keep in mind that reading this material is not like reading a novel or a textbook. There will be times when you must read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread sections if necessary. In some cases, multiple readings of the entire text may be necessary. I expect that you take notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

Reading questions: To help guide you in this process, I post reading questions on the course website that will highlight the concepts and arguments that will frame our class discussions of that material. The questions primarily have you demonstrate your comprehension of the readings' main claims and arguments. Your answers to these questions will be assessed via reading question reviews.

Participation (15% of Final Grade)

This course challenges each of us to share in the difficult process of understanding and evaluating complex and important works of philosophy. As a result, class attendance and participation are very important in understanding and retaining the class material. Therefore, I will take attendance promptly at the start of each class meeting.

I will do my best to make our classes worthwhile and time well spent, while taking special care to create an environment where you feel comfortable asking questions and expressing your views about the course material. To get the most out of our class meetings, *do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

Out-of-class participation is done through the social media site Twitter. This platform provides a simple way to engage with your classmates about the course material. You are required to tweet *a minimum of 5 times* between each class meeting. Tweets should be (1) relevant, (2) substantive, and (3) respectful. To allow me to collect your course-related tweets, each tweet must contain the course hashtag **#PST19**. Without that hashtag, I cannot collect and review your tweets.

Each tweet is graded pass/fail. Your **base participation grade** is determined at the end of the course by (1) taking the number of tweets you posted (capped at 5 tweets between each class) and dividing this by the total number required (there are 41 between-class periods, so at least 205 tweets are expected), and (2) normalizing this ratio to the 10-point scale from page 1.

In-class participation influences your base participation grade based on consideration of the items below:

Distracting behavior during class lowers your participation grade. Distracting behavior includes, but is not limited to, sleeping in class, chatting with the person sitting next to you, using your phone or laptop, leaving the classroom without having made a prior arrangement with me, and doing homework for another class.

Active and productive class participation, on the other hand, boosts your participation grade.

Reading Question Reviews (10% of Final Grade)

I expect that prior to each class, you have come prepared with rough answers to that day's posted reading questions. During class, we will work together to answer those, and related, questions. To do that, you should take notes, pay close attention to what we are covering, ask questions when confused, and, by the end of that meeting, grasp what we accomplished. After each class you should then review and organize your course notes to make sure that you know understand how to answer those reading questions. You should also consult the reading for that day to fill in any gaps of material that you might have not fully understood.

The fruits of this process is assessed at the beginning of each class, where *one* student will be randomly selected (by the roll of a die) to present a five-minute **verbal reading question review**. This presentation will provide answers to all the previous class' assigned reading questions.

Being confused about the previous class, or having been absent from it, is not an excuse: you always have permission to consult the notes—but *nothing* more—of a classmate. Indeed, I highly encourage you all to consult with each other and compare course notes *outside* of class, but you may only use your own handwritten notes during your in-class presentation. Keep in mind that you only have five minutes to present; I will ask you to stop after that time is up.

Organize your verbal review in the same numbered order of the reading questions as they were posted on the course website, regardless of the order in which they were actually addressed during class. (I sometimes cover the questions in a different order during class for pedagogical reasons.) Organizing your presentation this way provides a natural organization while ensuring that you answer all the questions.

Every student will do at least one reading question review. Otherwise, the particular time and frequency of verbal reviews is entirely random. Each verbal reading question review is graded according to the 10-point grading scale from page 1. If you are selected but not present (due to either an unexcused absence or late arrival), you receive a 0.00 (F). Your overall reading question review grade is determined at the end of the semester by taking the average of the individual review grades you earned.

See the course website for a sample grading rubric and explanation of the assessment criteria.

Missing Class? Late to Class?

It is extremely important that you are caught up on the course material and not falling behind. Therefore, I will take attendance promptly at the start of each class meeting. If you are not sitting in your seat at that time—regardless of whether you are absent or merely ten-seconds late to class—you are *required* to email me a written reading question review of that day's material before 11:59PM the next day.

A **written reading question review** is a brief (~750-word) write up about that day's material, following the structure and criteria of the regular, verbal reading question reviews discussed above. The only difference is that this review is written and should follow the "Formatting Requirements" posted on the course website. Please use the template provided on the course website in doing so.

Each written review is graded according to the 10-point grading scale from page 1. The same criteria as the verbal reviews will be applied in calculating this grade, and it will be included in the average of your verbal review grades. Failure to email me this write up before 11:59PM the next day will result in a 0.00 (F) for that assignment. See the course website for a sample grading rubric and explanation of the assessment criteria.

Assignments (Continued)

Analytic Summaries (20% of Final Grade)

There will be 2 analytic summaries. Each analytic summary consists of a brief (\approx 750-word) summary of an argument presented in the reading but without providing any critical commentary of that argument. The first analytic summary is due *after* we have discussed the argument in question together in class. Meanwhile, the second analytic summary is due the day *before* we discuss its argument in class.

The purpose of these analytical summaries is to practice taking a longer argument and, in your own words, condensing it into a concise statement of (1) the argument's main thesis (or central position), (2) the set of premises (assumptions, reasons, evidence, and/or other important considerations) that is offered as support for that thesis, (3) why these premises are thought plausible in their own right and/or difficult to deny, and (4) how these premises are supposed to support or otherwise entail the main thesis.

At the end of the semester, your overall analytic summary grade will be calculated in two different ways: (1) by taking the average of the grades you earned on the 2 summaries, and (2) by taking a weighted average, where the second summary counts twice as much as the first one. *Your overall analytic summary grade will be whichever calculation gives you the highest grade.* (By doing the second calculation, I am able to reward improvement from the first to the second summary.)

The topics for these analytic summaries and their associated grading rubrics will be posted on the course website.

Position Papers (55% of Final Grade)

There will be 4 position papers. Each position paper consists of a sustained (\approx 1,200-word) argument supporting a particular claim or conclusion. The purpose of these papers is to practice building a reasoned argument in support of a position of your own on an issue raised by the readings and discussed in class.

For each position paper, you must (1) state concisely your main thesis (or central position) on the issue; (2) support or otherwise justify this thesis by appeal to a set of premises (assumptions, reasons, evidence, and/or other important considerations); and (3) explain how these premises are plausible in their own right and/or difficulty to deny.

At the end of the semester, your overall position paper grade will be calculated in two different ways: (1) by taking the average of the grades you earned on the 4 papers, and (2) by taking a weighted average, where the second, third, and fourth papers each count twice as much as the first one. *Your overall position paper grade will be whichever calculation gives you the highest grade.* (By doing the second calculation, I am able to reward improvement from the first to the rest of the papers.)

The topics for these position papers and their associated grading rubrics will be posted on the course website.

Rough Drafts

Unless I say otherwise, you are not required to turn in any rough drafts. Of course, I highly encourage you to meet face-to-face with me about specific areas in your paper for which you require my assistance. Doing so will almost certainly make a huge difference in the quality of your final paper. However, if you are not asking a relatively simple technical question, please do not just email me your paper. Email conversations on subtle philosophical issues are seldom productive. Instead, schedule an appointment with me, bring two copies of your paper to that meeting (one for you and one for me), and together we will go over the areas of the paper with which you are struggling. Past experience shows that this method of reviewing rough drafts is the most effective.

Destruction of Course Materials

I plan to destroy all course material from this semester on Thursday, 9 May, 2019. If you wish for me to set aside any material belonging to you that is still in my possession, please let me know via email (degray@cmu.edu) sometime before then. I will then be sure to save that material for you to collect.

Free Passes

You initially have one free pass to use during this course. For every 6 classes in a row that you *fully* attend (i.e., you are not absent, not late, not leaving the classroom, and not sleeping) I will give you an additional free pass. This means you have the opportunity to earn at least 7 more free passes this semester.

One free pass may be exchanged for any of the following:

- To make up for any (up to 5) missed tweets for one between-class period,
- A re-rolling of the die for a verbal reading question review (keep in mind that *you may be randomly selected again* by the die),
- Not having to submit a written verbal reading question review (due to an absence or late arrival),
- A 12-hour extension for an analytic summary, or
- A 24-hour extension for a position paper.

However, for each free pass that you do not use by the end of the course, I will boost your overall participation grade by 0.15 (i.e., $\frac{3}{20}$ of a letter grade). This may not seem like a lot, but it really does add up as you collect free passes. So use them wisely!

Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	1/8 (Tue)	Course Introduction		Analytic summary #1 topic posted.
	1/10 (Thu)*	Realism: Prudence, Power & Skepticism About Justice (Unit #1) Thucydides. (1993). <i>On Justice, Power, and Human Nature: Selections from The History of the Peloponnesian War</i> (P. Woodruff, Ed. & Trans.). Indianapolis, IN: Hackett. (Original work from c.400 BCE.) (Excerpts are from "The Plague: Human Nature Laid Bare by a Natural Disaster" and "The Melian Dialogue".)	14	
2	1/12 (Sat)			Analytic summary #1 due by 11:59PM via Canvas.
	1/13 (Sun)	Hobbes, T. (2007, August). <i>Leviathan, Part 1: Man</i> (J. Bennett, Trans.). Early Modern Texts. Retrieved November 20, 2018, from http://www.earlymoderntexts.com/assets/pdfs/hobbes1651part1.pdf . (Original work from 1651/1668.) (Excerpts are from Chapter 11: "The Difference of Manners"; Chapter 13: "The Natural Condition of Mankind as Concerning Their Happiness and Misery"; Chapter 14: "The First and Second Natural Laws, and Contracts"; and Chapter 15: "Other Laws of Nature".)	13	Analytic summary #2 topic posted.
	1/15 (Tue)	Hobbes, T. (2007, August). <i>Leviathan, Part 2: Commonwealth</i> (J. Bennett, Trans.). Early Modern Texts. Retrieved November 20, 2018, from http://www.earlymoderntexts.com/assets/pdfs/hobbes1651part2.pdf . (Original work from 1651/1668.) (Excerpts are from Chapter 17: "The Causes, Creation, and Definition of a Commonwealth"; Chapter 18: "The Rights of Sovereigns by Institution"; and Chapter 19: "Kinds of Commonwealth by Institution, and Succession to the Sovereign Power".)	12	
	1/17 (Thu)	Machiavelli, N. (2010, August). <i>The Prince</i> (J. Bennett, Trans.). Early Modern Texts. Retrieved November 20, 2018, from http://www.earlymoderntexts.com/assets/pdfs/machiavelli1532part2.pdf . (Original work from 1532.) (Excerpts are from Chapter 15: "Things for Which Men, Especially Princes, are Praised or Blamed"; Chapter 17: "Cruelty and Mercy. Is it Better to be Loved than Feared?"; and Chapter 18: "How Princes Should Keep Their Word".) Video: Saunders, A. C., Verheiden, M. (Writers), & Rymer, M. (Director). (2006, March 10). [Laura Roslin (Mary McDonnell) attempts to rig the presidential election in her favor]. Lay Down Your Burdens (Part 2). [Television series episode]. In R. D. Moore (Developer), <i>Battlestar Galactica</i> . NBCUniversal Television Distribution.	6	
3	1/19 (Sat)			Analytic summary #2 due by 11:59PM via Canvas.
	1/20 (Sun)	Hardin, G. (1998, Spring). The Feast of Malthus. <i>The Social Contract</i> , 8(3), 181–187. Video: This Place. (2015, June 9). <i>Tragedy of the Commons The Problem with Open Access</i> [digital video]. YouTube. Retrieved September 25, 2016, from https://www.youtube.com/watch?v=WYA1y405JWo . Optional: Hardin, G. (1974, October). Living on a Lifeboat. <i>BioScience</i> , 24(10), 561–568.	7	
	1/22 (Tue)	Sen, A. (1999). <i>Development as Freedom</i> . New York: Knopf. (Excerpts are from Chapter 8: "Women's Agency and Social Change" and Chapter 9: "Population, Food and Freedom".) Optional: Zoepf, K. (2013, December 23 & 30). Shopgirls. <i>New Yorker</i> , 58–67.	24	
	1/24 (Thu)	Utilitarianism: Happiness, Well-Being & Justice for the Greater Good (Unit #2) Bentham, J. (2017). <i>An Introduction to the Principles of Morals and Legislation</i> (J. Bennett, Trans.). Early Modern Texts. Retrieved December 16, 2018, from http://www.earlymoderntexts.com/assets/pdfs/bentham1780_1.pdf . (Original work from 1780/1789/1823.) (Excerpts are from Chapter 1: "The Principle of Utility"; Chapter 4: "Measuring Pleasure and Pain"; and Chapter 5: "The Kinds of Pleasure and Pain".)	10	

* Class on January 10 will be held from 11:30AM–12:45PM. (All classes that day run as if on a Sunday schedule.)

Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
4	1/27 (Sun)	Mill, J. S. (2003). <i>Utilitarianism</i> . In M. Warnock (Ed.), <i>Utilitarianism and On Liberty: Including Mill's 'Essay on Bentham' and Selections from the Writings of Jeremy Bentham and John Austin</i> (2 nd ed., pp. 181–235). Oxford: Blackwell. (Original work published 1861.) (Excerpts are from Chapter 2, “What Utilitarianism Is”.)	12	Position paper #1 topic posted.
	1/29 (Tue)	Mill, J. S. (2003). <i>Utilitarianism</i> . In M. Warnock (Ed.), <i>Utilitarianism and On Liberty: Including Mill's 'Essay on Bentham' and Selections from the Writings of Jeremy Bentham and John Austin</i> (2 nd ed., pp. 181–235). Oxford: Blackwell. (Original work published 1861.) (Excerpts are from Chapter 5, “On the Connexion Between Justice and Utility”.)	14	
	1/31 (Thu)	Rawls, J. (1999). <i>A Theory of Justice</i> (Revised ed.). Cambridge, MA: Belknap. (Original work from 1971.) (Excerpts are from Section 5, “Classical Utilitarianism”, and Section 6, “Some Related Contrasts”.)	9	
5	2/3 (Sun)	Mill, J. S. (2003). <i>On Liberty</i> . In M. Warnock (Ed.), <i>Utilitarianism and On Liberty: Including Mill's 'Essay on Bentham' and Selections from the Writings of Jeremy Bentham and John Austin</i> (2 nd ed., pp. 88–180). Oxford: Blackwell. (Original work published 1859.) (Excerpts are from Chapter 1, “Introductory”.)	12	
	2/5 (Tue)	Mill, J. S. (2018). <i>All Minus One: John Stuart Mill's Ideas on Free Speech Illustrated</i> . [Chapter 2 of <i>On Liberty</i>] (R. V. Reeves & J. Haidt, Eds.; D. Cicirelli, Art & Design). Heterodox Academy. (Original work published 1859.)	19	
	2/7 (Thu)	Lithwick, D. (2005, February 22). Condemn-Nation: This Land was Your Land, but Now It's My Land. <i>Slate</i> . Retrieved December 25, 2018, from https://slate.com/news-and-politics/2005/02/condemn-nation.html . Optional: <i>Kelo v. New London</i> , 545 U.S. 469 (2005). (Excerpts are from Justice John Paul Stevens, delivering the opinion of the Court, and Justice Sandra Day O'Connor, dissenting.)	3	
6	2/9 (Sat)			Position paper #1 due by 11:59PM via Canvas.
	2/10 (Sun)	Libertarianism: Property, Markets & Justice in Respecting Autonomy (Unit #3) Locke, J. (2008, March). <i>Second Treatise of Government</i> (J. Bennett, Trans.). Early Modern Texts. Retrieved December 17, 2018, from http://www.earlymoderntexts.com/assets/pdfs/locke1689a.pdf . (Original work from 1689.) (Excerpts are from Chapter 1; Chapter 2: “The State of Nature”; Chapter 3: “The State of War”; Chapter 4: “Slavery”; and Chapter 6: “Paternal Power”.)	14	Position paper #2 topic posted.
	2/12 (Tue)	 Qatar National Sports Day		
	2/14 (Thu)	Locke, J. (2008, March). <i>Second Treatise of Government</i> (J. Bennett, Trans.). Early Modern Texts. Retrieved December 17, 2018, from http://www.earlymoderntexts.com/assets/pdfs/locke1689a.pdf . (Original work from 1689.) (Excerpts are from Chapter 5: “Property”.)	10	
7	2/17 (Sun)	Locke, J. (2008, March). <i>Second Treatise of Government</i> (J. Bennett, Trans.). Early Modern Texts. Retrieved December 17, 2018, from http://www.earlymoderntexts.com/assets/pdfs/locke1689a.pdf . (Original work from 1689.) (Excerpts are from Chapter 7: “Political or Civil Society”; Chapter 8: “The Beginning of Political Societies”; Chapter 9: “The Purposes of Political Society and Government”; Chapter 11: “The Extent of the Legislative Power”; and Chapter 13: “The Subordination of the Powers of the Commonwealth”.)	16	
	2/19 (Tue)	Nozick, R. (1974). <i>Anarchy, State, and Utopia</i> . New York: Basic Books. (Excerpts are from “The Entitlement Theory”, “How Liberty Upsets Patterns”, and “Redistribution and Property Rights” in Chapter 7: Distributive Justice.)	21	
	2/21 (Thu)	Hayek, F. A. (2006). Equality, Value, and Merit. [Chapter 6]. In <i>The Constitution of Liberty</i> (pp. 75–89). London: Routledge. (Original work from 1960.)	15	

Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
8	2/23 (Sat)			Position paper #2 due by 11:59PM via Canvas.
	2/24 (Sun)	Friedman, M., & Friedman, R. (1990). Created Equal. [Chapter 5]. In <i>Free to Choose: A Personal Statement</i> (Harvest ed., pp. 128–149). New York: Harcourt. (Original work from 1980.)	23	
	2/26 (Tue)	Anderson, E. S. (1990, Winter). Is Women's Labor a Commodity? <i>Philosophy & Public Affairs</i> , 19(1), 71–92. Anderson, E. S. (1993). Personal Relations and the Market. In <i>Value in Ethics and Economics</i> (pp. 150–158). Cambridge, MA: Harvard University Press.	14	
	2/28 (Thu)	Liberal Egalitarianism: Equality, Responsibility & Justice as Fairness (Unit #4) Nickel, J. W. (2005, July). Poverty and Rights. <i>The Philosophical Quarterly</i> , 55(220), 385–402.	13	
	3/3–7	 Spring Break		
9	3/10 (Sun)	Scanlon, T. M. (n.d.). When Does Equality Matter? [Unpublished manuscript.] Retrieved December 27, 2018, from https://law.yale.edu/system/files/documents/pdf/Intellectual_Life/ltw-Scanlon.pdf . (Original work from c.2004.)	28	
	3/12 (Tue)	Rawls, J. (1999). <i>A Theory of Justice</i> (Revised ed.). Cambridge, MA: Belknap. (Original work from 1971.) (Excerpts are from Section 1, “The Role of Justice”; Section 3, “The Main Idea of the Theory of Justice”; and Section 4, “The Original Position and Justification”.)	14	
	3/14 (Thu)	Nussbaum, M. (1999, September). Women and Equality: The Capabilities Approach. <i>International Labor Review</i> , 138(3), 227–245.	15	
10	3/17 (Sun)	Rawls, J. (1999). <i>A Theory of Justice</i> (Revised ed.). Cambridge, MA: Belknap. (Original work from 1971.) (Excerpts are from Section 11, “Two Principles of Justice”; Section 12, “Interpretations of the Second Principle”; Section 13, “Democratic Equality and the Difference Principle”; and Section 17, “The Tendency to Equality”.)	15	
	3/19 (Tue)	Rawls, J. (1999). <i>A Theory of Justice</i> (Revised ed.). Cambridge, MA: Belknap. (Original work from 1971.) (Excerpts are from Section 24, “The Veil of Ignorance”; Section 25, “The Rationality of the Parties”; and Section 26, “The Reasoning Leading to the Two Principles of Justice”.)	17	
	3/21 (Thu)	Rawls, J. (1999). <i>A Theory of Justice</i> (Revised ed.). Cambridge, MA: Belknap. (Original work from 1971.) (Excerpts are from Section 40, “The Kantian Interpretation of Justice as Fairness”.)	7	
11	3/24 (Sun)	Rawls, J. (1999). <i>A Theory of Justice</i> (Revised ed.). Cambridge, MA: Belknap. (Original work from 1971.) (Excerpts are from Section 14, “Fair Equality of Opportunity and Pure Procedural Justice”; Section 41, “The Concept of Justice in Political Economy”; and Section 48, “Legitimate Expectations and Moral Desert”.)	15	Position paper #3 topic posted.
	3/26 (Tue)	Nozick, R. (1974). <i>Anarchy, State, and Utopia</i> . New York: Basic Books. (Excerpts are from “Natural Assets and Arbitrariness”, “The Positive Argument”, “The Negative Argument”, and “Collective Assets” in Chapter 7: Distributive Justice.)	17	
	3/28 (Thu)	Sandel, M. J. (1997, December 1). Picking Winners. <i>The New Republic</i> , 217(22), 13–16. Rachels, J. (1997). Coping with Prejudice. [Chapter 13]. In <i>Can Ethics Provide Answers? And Other Essays in Moral Philosophy</i> (pp. 199–212). Lanham, MD: Rowman & Littlefield.	16	
12	3/31 (Sun)	Communitarianism: Community, Membership & Justice for the Common Good (Unit #5) Aristotle. (2002). <i>Nicomachean Ethics</i> (C. Rowe, Trans.; S. Broadie, Ed.). Oxford: Oxford University. (Original work from c.350 BCE). (Excerpts are from Chapters 2, 3, and 13 in Book I; Chapters 1, 2, and 4–7, in Book II; and Chapter 9 in Book X. I have also re-typeset this material so it is more legible and added some footnotes.)	21	
	4/2 (Tue)	Aristotle. (2017). <i>Politics: A New Translation</i> (C. D. C. Reeve, Trans.). Indianapolis, IN: Hackett. (Original work from c.350 BCE). (Excerpts are from Book I.)	21	
	4/4 (Thu)	Sandel, M. J. (1996, December 23). Honor and Resentment. <i>The New Republic</i> , 215(26), 27. Gray, D. E. (Ed.). (2016). Vodafone Qatar's Amazon Adventure [unpublished course material].	28	

Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
13	4/6 (Sat)			Position paper #3 due by 11:59PM via Canvas.
	4/7 (Sun)	Aristotle. (2017). <i>Politics: A New Translation</i> (C. D. C. Reeve, Trans.). Indianapolis, IN: Hackett. (Original work from c.350 BCE). (Excerpts are from Chapters 1, 4–7, 9, 12–13 in Book III.)	20	Position paper #4 topic posted.
	4/9 (Tue)	Aristotle. (2002). <i>Nicomachean Ethics</i> (C. Rowe, Trans.; S. Broadie, Ed.). Oxford: Oxford University. (Original work from c.350 BCE). (Excerpts are from Chapters 1, 2, 5, and 7–13 in Book VI. I have also re-typeset this material so it is more legible and added some footnotes.) [Courage and the 9/11 Hijackers]. (2001, September 17). [Television series episode]. In B. Maher (Creator), <i>Politically Incorrect</i> . United States: American Broadcasting Company. (D. E. Gray, transcription).	18	
	4/11 (Thu)	Sandel, M. J. (1996). <i>Democracy's Discontent: America in Search of a Public Philosophy</i> . Cambridge, MA: Belknap. (Excerpts are from "The Aspiration to Neutrality", "Utilitarianism versus Kantian Liberalism", "The Liberal Self", and "Critique of Kantian Liberalism" in Chapter 1: The Public Philosophy of Contemporary Liberalism.)	14	
14	4/14 (Sun)	MacIntyre, A. (2007). The Virtues, the Unity of a Human Life and the Concept of a Tradition. [Chapter 15]. In <i>After Virtue: A Study in Moral Theory</i> (3 rd ed., pp. 204–225). Notre Dame, IN: University of Notre Dame. (Original work from 1981.)	23	
	4/16 (Tue)	Walzer, M. (1983). <i>Spheres of Justice: A Defense of Pluralism and Equality</i> . New York: Basic Books. (Excerpts are from "A Theory of Goods" in Chapter 1: Complex Equality; "Membership and Need", "The Extent of Provision", and "An American Welfare State" in Chapter 3: Security and Welfare; and "The Relativity and Non-Relativity of Justice" in Chapter 13: Tyrannies and Just Societies.)	27	
	4/18 (Thu)	Yousef. (2016, November 8). I'm Qatari, and I Want to be Able to Decide for Myself Who I Marry. <i>Doha News</i> . Retrieved December 25, 2018, from https://dohanews.co/im-qatari-want-able-decide-marry/ . Kinsley, M. (2003, July 2). Abolish Marriage: Let's Really Get the Government Out of Our Bedrooms. <i>Slate</i> . Retrieved December 25, 2018, from http://www.slate.com/articles/news_and_politics/readme/2003/07/abolish_marriage.html .	11	
15	4/21 (Sun)	 Easter		
	4/23 (Tue)	Epilogue: Leadership Plato. (1992). [The Allegory of the Cave]. In G. M. A. Grube & C. D. C. Reeve (Trans.), <i>Republic</i> (Revised ed., pp. 186–190). Indianapolis, IN: Hackett. (Original work from c.380 BCE.) Plato. (1981). <i>Apology</i> . In G. M. A. Grube (Trans.), <i>Five Dialogues</i> (pp. 23–44). Indianapolis, IN: Hackett. (Original work written c.380 BCE.)	21	
	4/24 (Wed)*	Course Wrap Up		
	4/25 (Thu)			Position paper #4 due by 12:00PM (noon) via Canvas.

*** Class on April 24 will be held from 12:30PM–1:20PM. (All classes that day run as if on a Thursday schedule.)**

Policies

Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will miss class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations still carry a penalty: your grade on the assignment may be reduced (since you may be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation will not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, I encourage you to talk with me to learn how to improve on future assignments.

Photography & Recording Etiquette

To maintain an open academic environment I ask you to refrain from taking photographs or making audio and/or video recordings during class.

Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless I tell you otherwise, you must silence mobile phones prior to class and not use them during class. *All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.*

Students with Disabilities

In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations should be made during the first week of the term, except for unusual circumstances, so arrangements can be made. Students are required to register for disability verification and for determination of reasonable academic accommodations. For more information, visit

<https://qatar.sfs.georgetown.edu/programs/academic-services/accommodations>

Sexual Harassment Policy

It is the policy of the university that no male or female member of the university community (i.e., students, faculty, administrators, or staff) may sexually harass any other member of the community. For more information on Georgetown University's sexual harassment policy, visit

<https://sexualassault.georgetown.edu/sfsq-policies>

Academic Integrity

Academic integrity is embodied by commitments to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your assignments, and seeking help whenever you are struggling. As always, you have the responsibility to abide by the Georgetown University Honor System and to embody the Honor Pledge you swore upon matriculation.

In this class, there are two typical violations of academic integrity. The first involves **plagiarism**. Examples of this include cutting-and-pasting material from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference. To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using first-person pronouns "I", "me", "my", etc.) and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes both the ideas of your classmates and any assistance you receive from the Writing Center. I will provide a handout (also available on the course website) with more information on how to properly cite the claims and ideas of others in your assignments.

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating your expansion of someone else's ideas? All of these tasks are important, so do not be ashamed when you are doing them. I honestly do not expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your papers. To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. The course website contains a template for this form.

The second type of academic integrity violation concerns **using the notes of a classmate during an in-class reading question presentation**. Now I absolutely encourage you all to consult with each other (and with me) about the course material, but I expect that you use this as a reference for putting together *your own* notes and improving your own understanding. Simply reading from another's notes during the presentation is usually an embarrassing and futile exercise where you fumble and cannot coherently summarize anything. If you actually understand the material by putting it into your own words, your presentation will be far easier for you and a joy for us to hear.

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I first meet with the student for an explanation. If I remain concerned that there has been a violation, I will inform the Executive Director of the Georgetown University in Qatar Honor Council. The Honor Council will then investigate, and determine whether a violation has indeed occurred. If the Honor Council finds an academic integrity violation, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarizing a paper is worse than for not having written that paper at all.

Plagiarism is also a violation of the Georgetown University Honor Code. As such, there may be further penalties imposed by the Honor Council. For more information, please visit

<https://qatar.sfs.georgetown.edu/programs/honor-system>

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far gentler in these ways.