

PHI  
**341**

# SOCIAL PHILOSOPHY

professor

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GRAY**

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the interplay of

**INDIVIDUAL  
BEHAVIOR**

**INFORMAL NORMS**

and

**SOCIAL  
INSTITUTIONS**

contributing to

**STRUCTURAL  
INJUSTICE**

**REQUIREMENTS**

participation

foundation assignments

**ALL COURSE TEXTS  
AVAILABLE ONLINE**

FALL 2022

TUESDAY, THURSDAY

2:00PM–3:20PM

BALDY HALL 108



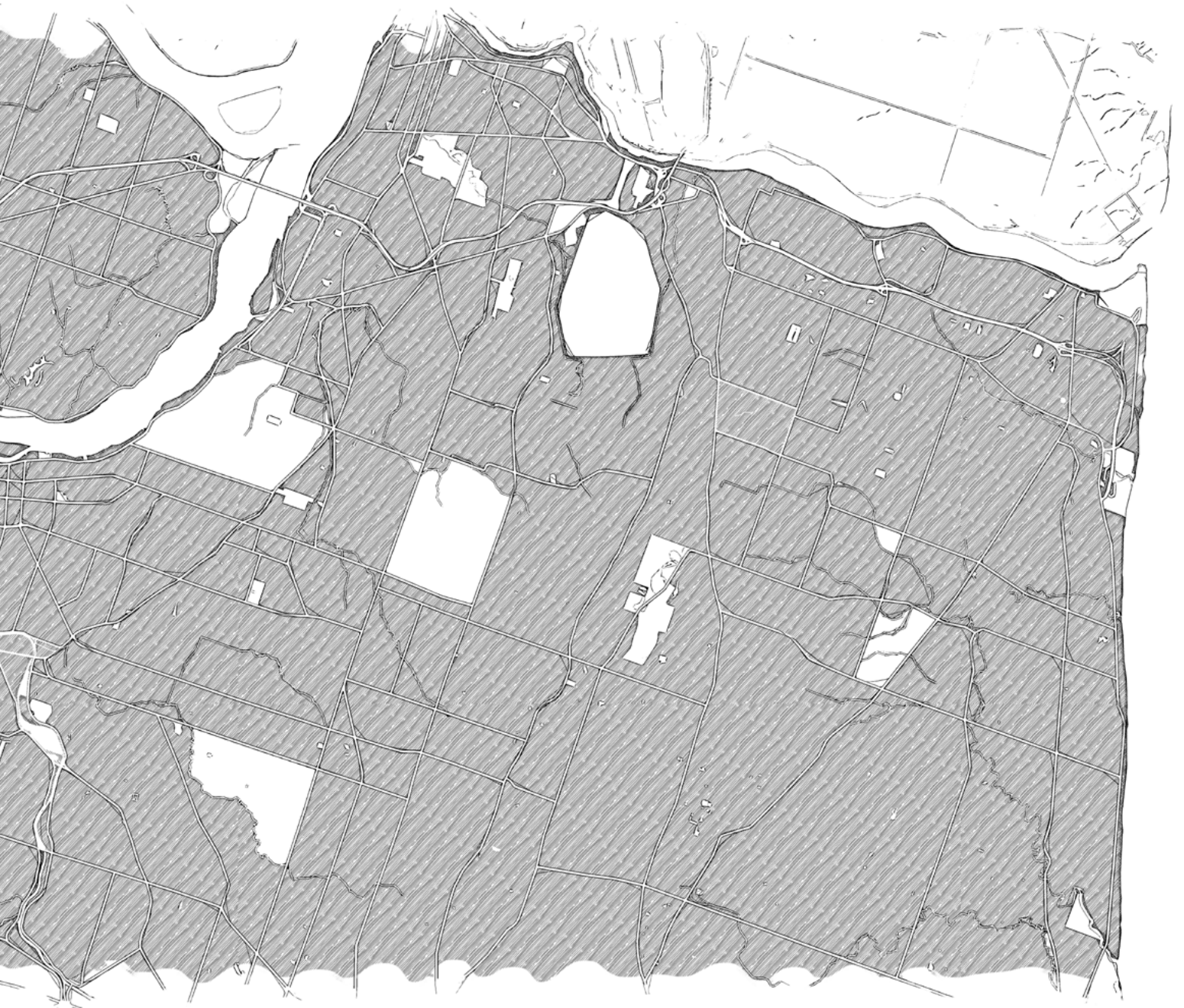


# PHI 341 SOCIAL





# PHILOSOPHY



108 BALDY HALL *buffalo, new york 14260*

# WELCOME TO THE CLASS!

I'M *extremely* passionate about social philosophy and how it may help us better understand and approach contemporary issues of social justice. The murder of George Floyd two years ago sparked outrage and demands for action on social issues that have long been either ignored or downplayed by many in the United States. As a result, there is a vital need to take social justice seriously, and so I look forward to thinking through these pressing concerns with you.

By this December, I hope you will have the practice and confidence to deliberate with others about difficult moral and social issues. This is, without a doubt, an essential life skill that will serve you well, especially if you (as I hope) accept leadership roles in creating stronger and more just communities.

My teaching philosophy is simple: You come to me as a humble lump of coal, but with the careful application of heat and pressure, you may become a diamond. I will do my utmost to fuel your fire and passion for philosophy, encouraging you to successfully overcome the stress and pressures of this course. However, if you ever feel about to crack, let me know—I want you to come out of this shining bright!

Throughout this learning process, I embrace the fact that there is nothing embarrassing about making mistakes when doing something new. Philosophy is difficult; the most brilliant of people struggle at it while committing epic fails. This is perfectly normal. If anything, I encourage you to make at least one truly *spectacular* mistake this semester—because that's precisely when we usually learn the most!

This is why I have structured the course to allow you to make mistakes while also having opportunities to recover from them. For example, there are a lot of writing assignments for this course along with your participation on Twitter. However, you have the opportunity to earn “free passes” to redo assignments and/or make up for missed tweets. If you have more imaginative ways to use your free passes to get through difficulties—let me know! We all have bad days, but those days should not be the ones that ultimately define us.

Show up to class prepared to engage with your classmates. Take risks. Express your views. Challenge me when you think I err. Think about the ways in which you can apply course material to the social issues about



which you are passionate. Do all that, while keeping an open mind, and I promise you will leave the course better able to handle disagreements about social issues with others.

Otherwise, do not be shy and never be a stranger. Always feel free to talk with me after class or via email with questions, concerns, or even just to chat about any social issues of special interest to you.

Sincerely,

A handwritten signature in black ink that reads "David Gray". The signature is fluid and cursive, with a long horizontal line extending from the end.

David Emmanuel Gray  
Clinical Assistant Professor of Philosophy





# SOCIAL PHILOSOPHY

FALL 2021

## KEY HIGHLIGHTS

### 7 Learning Outcomes

This course introduces you to the field of Social Philosophy by exploring issues related to social justice in the United States.

By this December, you will be able to...

1. Explain and summarize arguments within philosophical texts,
2. Apply these arguments to debates concerning sexism and racism,
3. Assess competing claims concerning the nature of social justice and the demands it makes on our actions and decisions,
4. Reflect on your own assumptions and form more considered judgments on issues of social justice, and
5. Communicate your own understanding and analysis through written discourse.

### 9 Grading Scheme

This class will follow a form of specifications grading. That is, each of your assignments is marked Accepted or Incomplete based on whether it satisfies a list of specifications. Similarly, your final course grade is determined by the specifications you choose to satisfy.

### 11 Attendance

This course is based on the principle of experiential learning, where you learn not only from me but also from interacting with your classmates. Therefore, *students with more than 6 unexcused absences will automatically fail this course*. For this calculation, 2 late arrivals will count as an unexcused absence.

### 11 Late Assignments

While I expect that assignments are done on time, if you cannot make a due date, *do not panic!* Grace periods and free passes are there to help. If the situation is truly extraordinary, then contact me about a reasonable accommodation for getting caught up.

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- Reasonable Accommodations
- Challenging an Assignment's Evaluation
- Sharing Course Materials
- Destruction of Your Coursework
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- Mobile Phones, Laptops & Related Technologies
- Academic Integrity

### 18–19 MISCELLANEA

- Bibliography of Course Texts
- University Policies

## IMAGES & ILLUSTRATIONS

### COVER

Gather by Pamela Phatsimo Sunstrum

### FRONTISPIECE

Google, Snazzy Maps

### CARTOONS

John McNamee (7) Kim Warp (11)

### SPOTS

Jordan Awan (7, 11)

### ARTWORK BY PAMELA PHATSIMO SUNSTRUM

- |                 |                                    |
|-----------------|------------------------------------|
| Sleeper (4)     | Lead On Through the Night (6)      |
| Volcæc (8)      | All This Wringing and Cutching (9) |
| Look (13)       | Desiree (12–13)                    |
| Panthea 01 (14) | Panthea 03 (15)                    |
| Wallflower (16) | Glean (17)                         |

### PHOTOS

Alfons Morales (18) Stefan Zander (19)

# COURSE OVERVIEW



## WHAT IS SOCIAL JUSTICE?

*Learn to do right! Seek justice, relieve the oppressed, and correct the oppressor.*

THIS course on Social Philosophy is structured around just one question: What is social justice? While the term has been saddled with pejorative connotations over the past decade, the public outcry following George Floyd's murder demonstrates that a more substantive understanding of social justice is essential for public policy and community development in the United States.

At its most basic, social justice concerns how moral equals, like ourselves, ought to organize themselves together for the benefit

of the entire community. But how should these benefits, along with any associated burdens, be distributed across the constitutive members of society? How does this work when there is an entrenched history of bias and prejudice denying the equal standing of certain people based on their sex or skin color? And even if we are not personally to blame, do we still have a responsibility to correct social mechanisms permitting, and perhaps even enforcing, the oppression and domination of one group by another?

In this course, we reflect on questions like these from the perspective of social philosophy, the branch of philosophy concerned with the systematic investigation of social phenomenon. In particular, we will focus on the interplay between individual behavior, on the one hand, and informal social norms and institutions, on the other. Exploring this complex dynamic, especially as it manifests itself in issues of sexism and racism, will help shed light on the nature and meaning of social justice.

Right at the outset, I wish to make it clear that our focus will *not* be on sexism and racism understood as a particular person's set of intentions, attitudes, and beliefs. After all, in our everyday interactions with others, we may never divine or elicit their true motivations. In any case, attacking someone's motives will rarely spur desirable social change.

This course will instead approach sexism and racism as social phenomena revealing themselves in individual actions and social norms, structures, and institutions. We can more readily observe these phenomena directly and witness their impact on members of society. This also reveals areas in which public policy may effectively influence.

We begin the course by first considering contemporary analyses of sexism and racism, with special attention on epistemic injustice. We then canvas competing views about social justice and what it means to be equals within society. After that, we examine the nature of structural injustice and who is responsible for rectifying it. Finally, we explore social justice's demand for freedom from oppression and domination.

As you will soon see, many social justice issues do not have obvious right and wrong answers, nor will I tell you what is just and what is unjust. It is ultimately up to you, *and to you alone*, to reach your own conclusions on these difficult matters.

As a result, my primary goal is to cultivate *your* cognitive and affective capacities for critical reflection and practical deliberation about social justice and meeting its demands. This will better equip you to understand these issues for yourself and, in turn, meaningfully engage with others in your communities about them. Without a doubt, to achieve lasting social change, you must be prepared to secure the legitimate cooperation of others. That is a core principle motivating the existence of this course, and I will do my best to immerse you in the deliberative process it entails.



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## LEARNING OUTCOMES

### APPROACHING SOCIAL JUSTICE



THIS course introduces you to the field of Social Philosophy by exploring issues related to social justice in the United States. Along the way, you will learn (I hope!) more about yourself and what productive roles you may play within society.

To help guide us, this course has five learning outcomes. By this December, you will be able to...

1. Explain and summarize arguments within philosophical texts,
2. Apply these arguments to debates concerning sexism and racism,
3. Assess competing claims concerning the nature of social justice and the demands it makes on our actions and decisions,
4. Reflect on your own assumptions and form more considered judgments on issues of social justice, and
5. Communicate your own understanding and analysis through written discourse.

I have designed each course requirement (on page 8) with these outcomes in mind.

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## LEARNING RESOURCES

### ONLINE MATERIALS

THERE are no textbooks to buy for this course. I have posted all the readings in PDF along with some reading questions for you to consult. I expect you to read that material according to the class schedule (on page 12).

The course website will also have assignments and other course materials, along with any updates to our schedule.

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## COURSE STRUCTURE

### EXPERIENTIAL LEARNING

THIS course follows the principle of experiential learning, where you learn not only from me but also from your discussions and interactions with your classmates. Indeed, like any activity, you get better at philosophy the more you actually *do* it.

As a result, the quality of the course depends critically on your individual



*"Let me start by saying no one is a bigger feminist than me."*

•   •

attention and participation. The purpose of us coming together as a class is to learn and engage in these discussions as a group.

Our class meetings will therefore be driven by discussion of the readings and the arguments they contain. This gives you opportunities to actively practice philosophy, rather than passively absorb what others may say about philosophical issues.

To help keep you engaged, I will do my best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment where you feel comfortable asking questions and expressing your own views.

However, a few words of warning about this interactive format:

1. Recognize that philosophy is a full-contact sport, but we are all on the same team. In our discussions, we must cooperate and work together wrestling with the arguments—while not attacking the person(s) expressing them. *Disrespectful behavior will not be tolerated.*
2. To get the most out of our class meetings, *please do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

The value of your contribution to this shared experience explains the strict attendance policy (on page 11) for this course.

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## ANNOUNCEMENTS & OTHER COMMUNICATION

### CHECK YOUR EMAIL!

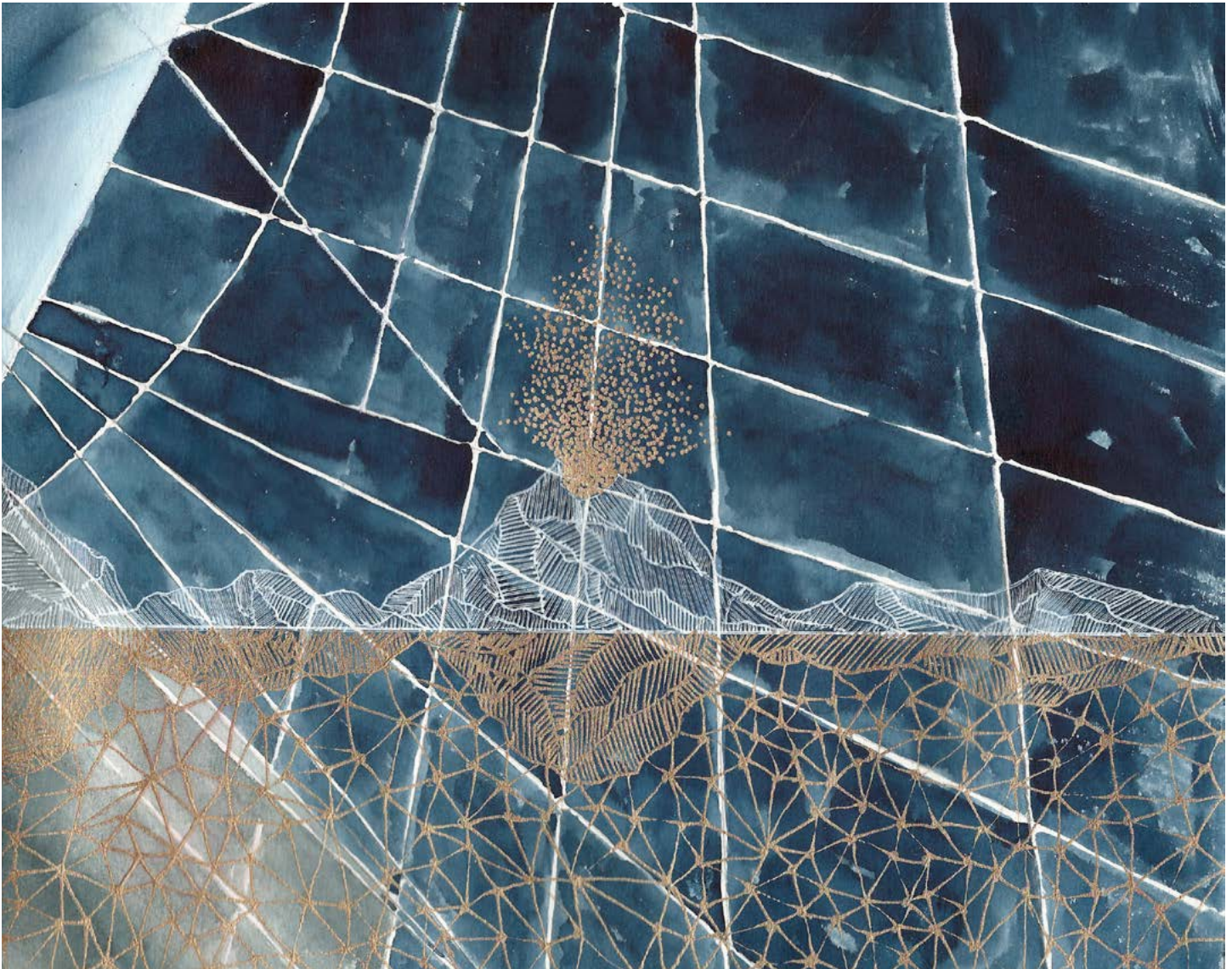


I WILL email important information to you throughout the semester, so routinely check your UB email for updates. Otherwise, I will gladly answer your questions, discuss your work, or respond to your concerns. Please see me at my office (Park Hall 118) or get in touch with me via email ([degray@buffalo.edu](mailto:degray@buffalo.edu)).

Please keep in mind that I primarily read and respond to university-related email during my regular "business" hours (weekdays from 8:00AM to 5:00PM). Emails received outside of that time may not receive a response until I am back in the office. Of course, relatively simple requests may be answered more promptly.

# ASSIGNMENTS OVERVIEW

*Without labor, nothing prospers.*



I will measure your progress and success in Social Philosophy by using these two forms of assessment:

1. In- and out-of-class participation for displaying your ongoing attempts to better understand and apply the course material presented in the readings and discussed during our class meetings, and
2. Eight foundation assignments that have you develop the skills needed for effectively analyzing and creating arguments.

I will be assessing your work using a form of specifications grading (see page 9). According to this grading scheme, each of your assignment submissions is marked Accepted or Incomplete, which is based on whether it satisfies a detailed list of criteria, or specifications. In addition, you have will the opportunity to revise and resubmit Incomplete work until it is Accepted.

Your final course grade will be based on the amount of your work that is Accepted by the end of the semester.

## 60-Hour Grace Period

All foundation assignments have an automatic 60-hour grace period. This means that you are free to finish and submit any foundation assignment up to 60 hours *after* its posted due date/time without penalty.

In short, all foundation assignments have an automatic 60-hour extension. Further extensions will require the use of a free pass (see page 11) and/or a reasonable accommodation (see page 16).



## GRADING SCHEME (SPECIFICATIONS GRADING)

FOLLOWING several leading philosophy professors, I will be using specifications, or “specs”, grading for this course. For many of you, this may be something new. So to ease any potential anxiety and confusion, I would like to explain what this is, why I am using it, and how it will work for this class.

### What is Specs Grading?

In specs grading, each submitted item of coursework is evaluated as Accepted or Incomplete. This is similar to pass/fail grading, though my standards may be higher for what I will “Accept”. Even so, if your work is marked as Incomplete, you may revise and resubmit it.

A submission is marked as Accepted when it satisfies *everything* on a detailed list of criteria, or specifications. The criteria for each submission are provided to you in advance so that you may check your own work against them before submitting.

A submission is marked as Incomplete when it does not satisfy each and every one of its specifications. In such cases, I will provide you with the list of criteria not met. That list will guide you if you decide to revise and resubmit your work.

All in all, specifications set up the standards that help me assess the quality of your work. And after I have finished grading your submissions, you will know exactly the extent to which you have met those standards.

### Here’s Why I’m Using It

My primary goal with specs grading is to encourage you to focus on what really matters: *your learning and mastery of fundamental philosophical skills.*

That is, in a traditional letter-grading scheme, students are often anxious about whether their assignments earned enough points for an A, A<sup>-</sup>, B<sup>+</sup>, B, B<sup>-</sup>, etc., etc. In this Quest for More Points, the achievement of the course’s learning outcomes is often forgotten. Sad!

However, with specs grading, students are now more concerned about meeting all the criteria and specifications for each assignment. When you satisfy those expectations, great! I can comfortably say that you are achieving the learning outcomes for this course and beginning to master those important philosophical skills.

But if you don’t meet those expectations, there’s no need to panic. Simply consult the list of specifications you missed, meet with me to discuss your work, and then revise and resubmit it.

Through hard work, and by heeding my guidance, I firmly believe it is possible for everyone here to achieve my learning outcomes for this course!

Understood this way, specs grading is further supported by adult-based learning theory. This theory maintains that students learn best in a challenging yet supportive environment. Philosophy definitely poses challenges, but I will support you in overcoming them. For instance, there are no letter grades on your work to distract you, the requirements for Accepted submissions are made clear, and the opportunity to resubmit Incomplete work gives you the opportunity to perform at your very best.

Finally, it’s worth noting that specs grading models how things are often done in the “real” world. When you submit a project to your boss or for a client, you are expected to meet their criteria. If your work is not “up to spec”, your boss will not accept it, saying, “Okay, that’s 78% there, that’s good enough”. On the contrary, your work is not complete and must be revised or abandoned. (By the way, this is essentially how licensing works for nurses, doctors, lawyers, accountants, and other professionals.)

Your professors also know this process very well, since they also go through it whenever they submit their own work for publication. Indeed, this course embraces that idea, where Incomplete work may be revised and resubmitted.

### Here’s What You’ll Need to Do

Each foundation assignment in this class has a detailed list of criteria, or specs, that I expect it to satisfy. So when a foundation assignment is first posted, you need to make sure that you understand those criteria, letting me know if anything is not clear. Then, when working, you should continually consult the specifications, making sure that you are on track. Finally, before submitting anything, do one last check to make sure that you have attempted to meet all those specifications.

Upon receipt of your submission, I will do my utmost to get it back to you quickly with my written feedback along with a checklist indicating which specifications were or were not satisfied. In most cases this will take about a week, though I will try to get them back sooner whenever possible.

If your submission is Accepted, then you are all set. However, keep in mind that this class has a “scaffolded” structure where the





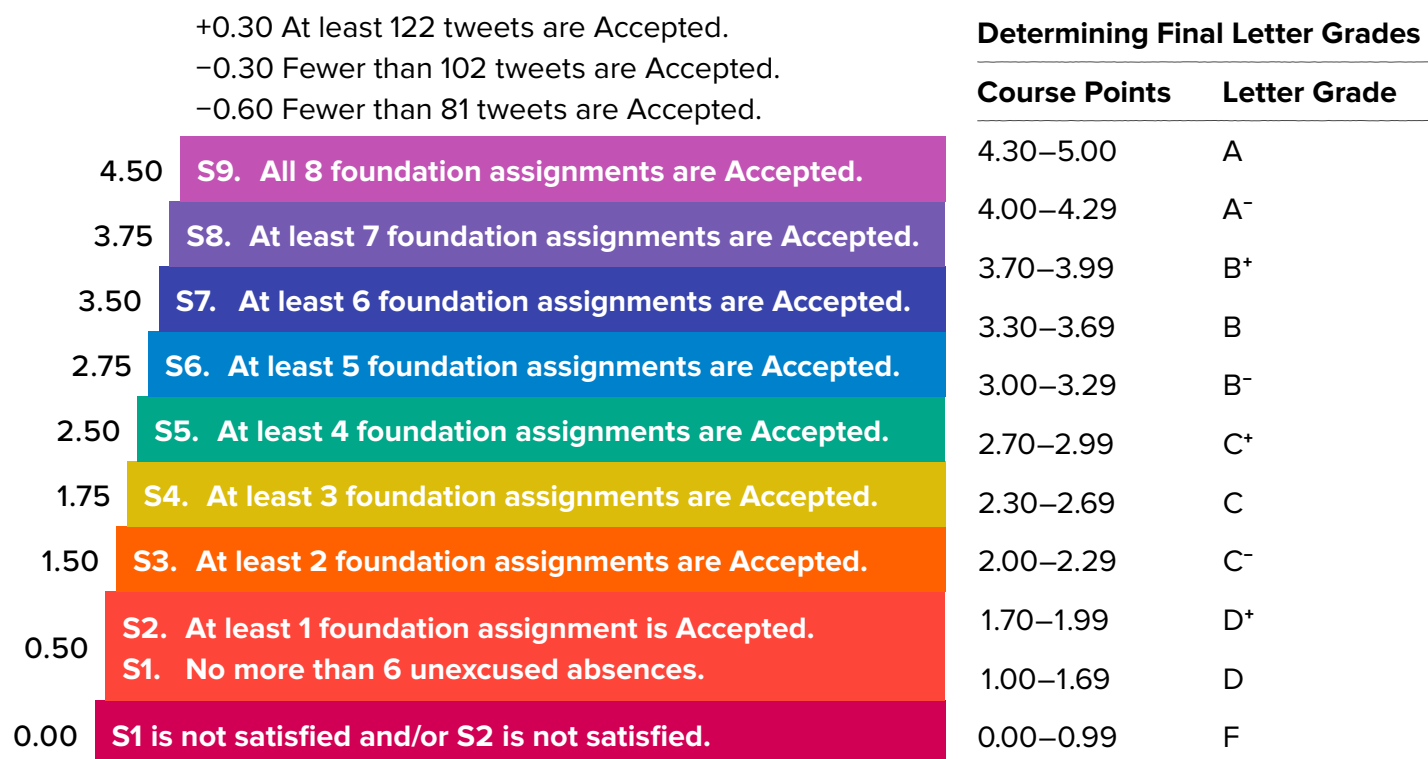


FIGURE 1: (Left) Determination of your final course points. (Right) Table converting course points into final letter grades.

skills developed in your earlier work are further expanded upon later in the course.

However, if I mark your submission Incomplete, then please consider revising and resubmitting it. You will have the checklist of all unsatisfied specifications, so you should know what sort of changes are needed. Feel free to also schedule an appointment with me to get further details about what you may need to do. Unless I tell you otherwise, you will have *one week* after I return your work to revise and resubmit it.

Please keep in mind that *there is no guarantee that a resubmission will be Accepted*. Even so, past experience shows that most second attempts—when done diligently and seriously—are up to spec.

For *each individual* foundation assignment, you get one revise and resubmit. If, after that, your assignment is still Incomplete, you may use 1 free pass for an additional revise and submit. You may continue to use free passes in this fashion until your assignment is Accepted.

### Here's How Your Final Course Grade Will Be Calculated

Just as each foundation assignment has specifications that determine whether it is

Accepted or Incomplete, there are also nine specifications determining your final grade in the course:

- S1. No more than 6 unexcused absences
- S2. At least 1 foundation assignment is Accepted.
- S3. At least 2 foundation assignments are Accepted.
- S4. At least 3 foundation assignments are Accepted.
- S5. At least 4 foundation assignments are Accepted.
- S6. At least 5 foundation assignments are Accepted.
- S7. At least 6 foundation assignments are Accepted.
- S8. At least 7 foundation assignments are Accepted.
- S9. All 8 foundation assignments are Accepted.

You will notice that satisfying certain specifications implies the satisfaction of others. For instance, if you satisfy S7, then you also satisfy S2 through S6. More generally, the progression of these specifications denotes greater progress towards the satisfaction of the course's learning outcomes. As a result, the more of these specifications

that you satisfy, the higher is your final course grade.

The way in which all these specifications come together to determine your final course points is presented in Figure 1 above. When looking this over, keep in mind that *to earn a particular amount of points, you must also satisfy the specifications below it*. So, for example, to earn 2.75 course points, you must satisfy S6—and also S1 through S5.

Furthermore, your total number of Accepted tweets (capped at 5 between each class meeting) will also add to or subtract from your course points:

- You gain 0.30 course points if at least 122 of your tweets are Accepted,
- You lose 0.30 points if fewer than 102 of your tweets are Accepted,
- You lose 0.60 points if fewer than 81 of your tweets are Accepted, or
- You gain/lose nothing otherwise (this occurs when between 102 and 121 of your tweets are Accepted).

Your final course letter grade will be converted from these course points according to the conversions presented in Figure 1 above.

So look over this grading scheme carefully, think about what grade makes sense for you.





## FREE PASSES



YOU initially have 2 free passes to use during this course. However, you will also earn additional free passes:

- 1 free pass for every 6 class meetings that you *fully* attend (you are not absent, not late, not leaving early, not asleep, not doing work for another class, and so on),
- 1 free pass for every 40 Accepted tweets (capped at 5 tweets for each between-class period), and
- 1 free pass for every foundation assignment that is marked Accepted on your *first* attempt.

I may offer additional opportunities for everyone to earn even more free passes.

1 free pass may be exchanged for any one of the following:

- Any (up to 5) missed tweets for one between-class period, or
- An additional opportunity to revise and resubmit an Incomplete foundation assignment after your first “free” revision (you can then keep using free passes until that assignment is Accepted).

Use your free passes wisely!

## LATE ASSIGNMENTS



CLASSES become quite overwhelming when deadlines are missed. In such situations, it is easy for work—and anxiety!—to pile up. This is why I expect that assignments are done on time.

That said, there may be times when you cannot get things done as expected. If that happens, *do not panic!* The 60-hour grace period and free passes are there to help. If the situation is truly extraordinary, then see me about a reasonable accommodation.

## ROUGH DRAFTS



DRAFTS of your assignments are not required, unless I say otherwise. Of course, I highly encourage you to schedule a face-to-face meeting with me to talk about any specific areas in your writing where you may be struggling. Doing so will almost certainly make a huge difference in the quality of your final paper.

All that said, if you are not asking a relatively simple technical question, please do not just email me your paper. Instead, schedule time to meet with me and together we will go over the areas of the paper where you are struggling or otherwise need my assistance. Past experience shows that this method is most effective.

## ATTENDANCE

GIVEN the importance of attendance, I will take roll promptly at the start of each class meeting at 2:00PM. If you are not sitting in your seat at that time, you will be marked absent. If you show up after that—even if you are only late by 5 seconds—then you will be marked as late. However, if you show up more than 10 minutes late, you remain marked as absent.

This means that you get *no* “free” absences from class. There is one exception: You and I agree on a reasonable accommodation *prior* to the day you miss class. I will consider arrangements after the fact only in extraordinary, documented circumstances.

Regardless, **students with more than 6 unexcused absences will automatically fail this course.** For this calculation, 2 late arrivals will count as an unexcused absence.

You may do an absence make-up assignment that will excuse your absence. See the course website for more information about that assignment.



# READING & ASSIGNMENT SCHEDULE

*A journey of a thousand miles starts beneath one's feet.*

## Misogyny & Epistemic Injustice

- 8/30 COURSE INTRODUCTION  
**The Male Privilege Checklist**  
Barry Deutsch
- 9/1 MISOGYNY AS INDIVIDUAL CHARACTERISTIC  
**Threatening Women**  
Kate Manne
- 9/4 **FOUNDATION #1 DUE AT NOON**
- 9/6 MISOGYNY AS STRUCTURAL PHENOMENON  
**Ameliorating Misogyny**  
Kate Manne
- 9/8 RACE & EPISTEMOLOGIES OF IGNORANCE  
**White Ignorance**  
Charles W. Mills
- 9/11 **FOUNDATION #2 DUE AT NOON**
- 9/13 MAINTAINING IGNORANCE  
**Managing Ignorance**  
Elizabeth V. Spelman
- 9/15 EPISTEMIC VIRTUE & VICE  
**Active Ignorance, Epistemic Others, and Epistemic Friction**  
José Medina

## Equality & Social Justice

- 9/20 RACIAL INEQUALITY IN AMERICA  
**Racial Segregation and Material Inequality in the United States**  
Elizabeth Anderson
- The Case for Reparations**  
Ta-Nehisi Coates
- 9/22 ENTITLEMENT THEORY  
**Distributive Justice**  
Robert Nozick

9/25 **FOUNDATION #3 DUE AT NOON**

- 9/27 OWNERSHIP & EQUALITY  
**Self-Ownership, World-Ownership, and Equality**  
G. A. Cohen
- 9/29 A THEORY OF JUSTICE, PART I  
**Justice as Fairness**  
John Rawls

10/2 **FOUNDATION #4 DUE AT NOON**

- 10/4 A THEORY OF JUSTICE, PART II  
**The Principles of Justice**  
John Rawls
- 10/6 A THEORY OF JUSTICE, PART III  
**The Original Position**  
John Rawls
- 10/11 WHY EQUALITY MATTERS  
**The Diversity of Objections to Inequality**  
T. M. Scanlon
- 10/13 THE NATURE OF EGALITARIANISM  
**What is Egalitarianism?**  
Samuel Scheffler



**10/16 FOUNDATION #5 DUE AT NOON**

10/18 OPPRESSION  
**Five Faces of Oppression**  
Iris Marion Young

10/20 RACIAL INEQUALITY  
**Equality From a Human Point of View**  
Christopher Lebron

## Responsibility & Structural Injustice

10/25 THE PRIMARY SUBJECT OF JUSTICE  
**The Basic Structure as Subject**  
John Rawls  
**Principles of Justice**  
John Rawls

10/27 PERSONAL RESPONSIBILITY  
**Where the Action Is: On the Site of Distributive Justice**  
G. A. Cohen

**10/30 FOUNDATION #6 DUE AT NOON**

11/1 SOCIAL RESPONSIBILITY  
**From Personal to Political Responsibility**  
Iris Marion Young

11/3 STRUCTURAL INEQUALITY  
**Structure as the Subject of Justice**  
Iris Marion Young

11/8 THE SOCIAL CONNECTION MODEL  
**A Social Connection Model**  
Iris Marion Young

11/10 STRUCTURAL INJUSTICE  
**Justice, Deviance, and the Dark Ghetto**  
Tommie Shelby

**11/13 FOUNDATION #7 DUE AT NOON**

## Freedom & Domination

11/15 THE NATURE & PURPOSE OF FREEDOM  
**“Introductory” from *On Liberty***  
John Stuart Mill

11/17 FREEDOM OF EXPRESSION  
**Of the Liberty of Thought and Discussion**  
John Stuart Mill

11/22 CLASS CANCELED

🍁 FALL RECESS 🍁

11/29 INDIVIDUALITY & FREEDOM  
**Of Individuality, As One of the Elements of Well-Being**  
John Stuart Mill

12/1 FREEDOM TO DO; FREEDOM TO BE  
**Homelessness and the Issue of Freedom**  
Jeremy Waldron  
**Million-Dollar Murray**  
Malcolm Gladwell  
**Million-Dollar Murray (Video)**  
Rafe Conn

**12/4 FOUNDATION #8 DUE AT NOON**

12/6 FREEDOM FROM DOMINATION  
**Introduction to Republicanism**  
Colin Farrelly  
**Freedom as Antipower**  
Philip Pettit

12/8 VULNERABILITY  
**Relational Equality, Non-Domination, and Vulnerability**  
Marie Garrau & Cécile Laborde





# SOCIAL PHILOSOPHY

## CLASS SCHEDULE

### FALL SEMESTER OVERVIEW

*And all at once, summer collapsed into fall.*

Regular class meetings are Tuesdays and Thursdays from 2:00PM to 3:20PM.

Unless told otherwise, all meetings will be in Baldy Hall 108.

Assigned reading, reading questions, and the most up-to-date course schedule can be found on the course website.

#### CALENDAR KEY

No Class

Final Exam Period

Foundation Assignment Due

## AUGUST 2021

Sun	Mon	Tue	Wed
	1	2	3
7	8	9	10
14	15	16	17
21	22	23	24
28	29	30	31
	Course Introduction		

## OCTOBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2 Foundation #4 Due at Noon	3 A Theory of Justice, Part II	4	5	6 A Theory of Justice, Part III	7	8
9	10 Why Equality Matters	11	12	13 The Nature of Egalitarianism	14	15
16 Foundation #5 Due at Noon	17 Oppression	18	19	20 Racial Inequality	21	22
23	24 The Primary Subject of Justice	25	26	27 Personal Responsibility	28	29
30 Foundation #6 Due at Noon	31					

## NOVEMBER

Sun	Mon	Tue	Wed
		1 Social Responsibility	2
6	7	8 The Social Connection Model	9
13 Foundation #7 Due at Noon	14	15 The Nature & Purpose of Freedom	16
20	21	22 Class Canceled	23
27	28	29 Individuality & Freedom	30

22

Wed	Thu	Fri	Sat
3	4	5	6
10	11	12	13
17	18	19	20
24	25	26	27
31			

# SEPTEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Misogyny As Individual Characteristic	2	3
4 Foundation #1 Due at Noon	5 <i>Labor Day</i>	6 Ameliorating Misogyny	7	8 Race & Epistemologies of Ignorance	9	10
11 Foundation #2 Due at Noon	12	13 Maintaining Ignorance	14	15 Epistemic Virtue & Vice	16	17
18	19	20 Racial Inequality in America	21	22 Entitlement Theory	23	24
25 Foundation #3 Due at Noon	26	27 Ownership & Equality	28	29 A Theory of Justice, Part I	30	

# DECEMBER

Wed	Thu	Fri	Sat
2 Structural Inequality	3	4	5
9 Structural Injustice	10	11	12
16 Freedom of Expression	17	18	19
23 <i>Fall Recess</i>	24	25	26
30			

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Freedom to Do; Freedom to Be	2	3
4 Foundation #8 Due at Noon	5	6 Freedom From Domination	7	8 Vulnerability	9	10
4	12	13	14	15	16	17
18 <i>Final Exams</i>	19	20	21	22	23	24
25	26	27	28	29	30	31





## COURSE POLICIES

*One had better know the rules, for they sometimes guide in doubtful cases.*

### REASONABLE ACCOMMODATIONS

I RECOGNIZE that you are a human being with all the usual challenges 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 be unable to turn in work on time, please notify me as soon as possible

(preferably with some advance notice) and we can agree on a reasonable accommodation.

Keep in mind that most reasonable accommodations will require that you use a free pass (see page 11) or do additional work. This is done to keep things fair between you and your classmates—after all you are asking for extra consideration that they do not get. So when you propose a reasonable accommodation, please reflect on what would preserve that fairness.

### CHALLENGING AN ASSIGNMENT'S EVALUATION

PLEASE recognize that I am human also: mistakes may occasionally occur when evaluating your work. Therefore, you have *one week* after a submission is returned to challenge its assessment. To do so, you must provide a clear written explanation (email is preferred) outlining your reasons for why there seems to be a mistake in its evaluation. I take all such requests extremely seriously, with a spirit of humility. I will then meet with you, as necessary, to work on resolving things satisfactorily.

Of course, I always encourage you to talk with me about how you may improve on future assignments!

### SHARING COURSE MATERIALS

ALL my course materials, available digitally on the course website or distributed in hardcopy during class, are protected by copyright laws. You may use these materials and make copies for your own personal use, but unauthorized distribution and/or uploading of course materials without my written permission is strictly prohibited.

### DESTRUCTION OF YOUR COURSEWORK

I PLAN to destroy all completed coursework still in my possession on Friday, February 10, 2023. If you wish for me to set aside any hard copies of work belonging to you, please let me know sometime before then. I will then be sure to save it for you to collect.

### PHOTOGRAPHY & RECORDING ETIQUETTE

TO maintain an open academic environment that encourages class discussions about potentially controversial, sensitive, and/or personal issues, I ask that you please 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.*

## ACADEMIC INTEGRITY

**A**CADEMIC integrity is embodied by commitments to honesty, trust, fairness, respect, 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. This is laid out in the academic honor code for this course.

In this class, the typical violation of academic integrity involves *plagiarism*. Examples of this include cutting-and-pasting material without proper citation, paraphrasing ideas from external sources without attribution, and borrowing ideas from a classmate without reference and/or acknowledgment.

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 the ideas of your classmates and any assistance you receive from the Center for Excellence in Writing (CEW) and from me. Please see the course website for 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 on their 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 assignments.

To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. **Assignments without a properly filled out form will earn an automatic Incomplete.** Templates for the assignments are posted on the course website that include this form.



While I treat violations of academic integrity on a case-by-case basis, I carefully follow the University at Buffalo’s process of consultative resolution. According to this process, when I suspect an academic integrity violation, I first meet with the student for an explanation. If, after that meeting, I remain convinced that there is a violation, I will report it to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office. This protects the student’s right to appeal.

Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. Again, the student retains the right to appeal any such decision.

In particularly severe cases, or when the student has committed previous academic integrity infractions, there may also be further penalties imposed by the Academic Integrity Office.

For more information, visit:

<https://academicintegrity.buffalo.edu>

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





## BIBLIOGRAPHY OF COURSE TEXTS

*When in doubt, go to the library.*

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# UNIVERSITY POLICIES

## ACCOMMODATIONS FOR EQUITABLE ACCESS

**T**HE University at Buffalo is committed to providing reasonable accommodations for equal access to this course for all students. To access accommodation services, you must initiate the request with Accessibility Resources at Student Life.

If Accessibility Resources determines that your request for accommodation is reasonable, they will provide you with an Accommodation Memo. Keep in mind that you will need a new Accommodation Memo each semester. (If you are a returning student and your needs have not changed, you can simply contact Accessibility Resources for an updated Accommodation Memo.)

Once you receive your Accommodation Memo, it is your responsibility to inform faculty and staff of any accommodations that they may need to know about. The Accessibility Resources staff will explain in more detail how (and when) to share this Accommodation Memo with others.

For more information, please visit:

<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

## TITLE IX SEX DISCRIMINATION & SEXUAL HARASSMENT

**T**HE University at Buffalo is committed to ensuring that all members of our community can work and learn in a safe environment, free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking.

For my part, I am committed to preserving a classroom and university environment in which each student can contribute and learn free from discrimination, harassment, and sexual misconduct. I am also committed to supporting survivors and those impacted by intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, and so on.

Please note that **all University at Buffalo faculty members are required to**

**report disclosures of sexual misconduct to the Office of Equity, Diversity and Inclusion (EDI).** If you disclose an incident of sexual misconduct to me, I am required to share that with EDI. EDI, will, in turn, reach out to provide support, resources, and the option to meet. EDI will keep all information private, and will only proceed with an investigation with the consent of the student, or if there is a risk to the health or safety to the reporting student or others if the university does not take action.

For more information, please contact the University at Buffalo's Title IX Coordinator at 716-645-2266, or visit:

<https://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment.html>

For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

## HERE TO HELP SUPPORT FOR STUDENTS' HEALTH & WELLNESS

**T**AKE care of yourself. Do your best to maintain a healthy lifestyle 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 are struggling with strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences, please know that you are not alone. All of us benefit from support during times of struggle. Indeed, there are many helpful resources available, and an important part of the university experience is learning how to ask for help. Asking sooner rather than later is almost always helpful.

Counseling, Health Services, and Health Promotion are here to help. To schedule an appointment with a counselor, visit their office in 120 Richmond Quad or call 716-645-2720.

If you or someone you know is feeling suicidal or in danger of self-harm, call the



University Police to speak to the counselor on call at 716-645-2222 or the Erie County Crisis Services 24-hour hot-line at 716-834-3131. You may also find support via the Crisis Text Line by texting "GOT5" to 741-741.

If the situation is life threatening, call 911.



# THERE'S AN EPIDEMIC SPREADING PHILOSOPHY

A group of five teenagers (three boys and two girls) standing against a weathered wall. They are dressed in casual clothing like hoodies and sweaters.


**1 in 5 teenagers will  
experiment with philosophy.**

A man in a green shirt is pointing at a laptop screen. A woman in a beige cardigan and a young man in a red and white checkered shirt are looking at the screen with concern.


**“Are you googling thought  
experiments again?”**

A man in a red and white checkered shirt and a woman in a blue shirt are sitting on a bench, talking to a young man in a blue and white checkered shirt who is sitting with his back to the camera.

**“Do you want to end up a  
professor like your sister?”**

A woman in a red sweater is crying and holding her head. A young woman with glasses and a green jacket is looking at her with a concerned expression.

**Thinking is  
a gateway  
to despair.**

A close-up shot of a woman's face. She has blonde hair and is looking directly at the camera with a serious expression.

**“At first, it’s just  
Plato, but then  
it’s Nietzsche!”**

A young boy wearing a straw hat and a green and white checkered shirt is looking down with a serious expression.

**Know the  
warning signs  
of philosophy.**