



SOCIAL PHILOSOPHY

professor

**DAVID
EMMANUEL
GRAY**

degray@buffalo.edu

the interplay of

**INDIVIDUAL
BEHAVIOR**

INFORMAL NORMS

and

**SOCIAL
INSTITUTIONS**

contributing to

**STRUCTURAL
INJUSTICE**

ASSESSMENT

participation 15%

2 analytic summaries 25%

3 position papers 60%

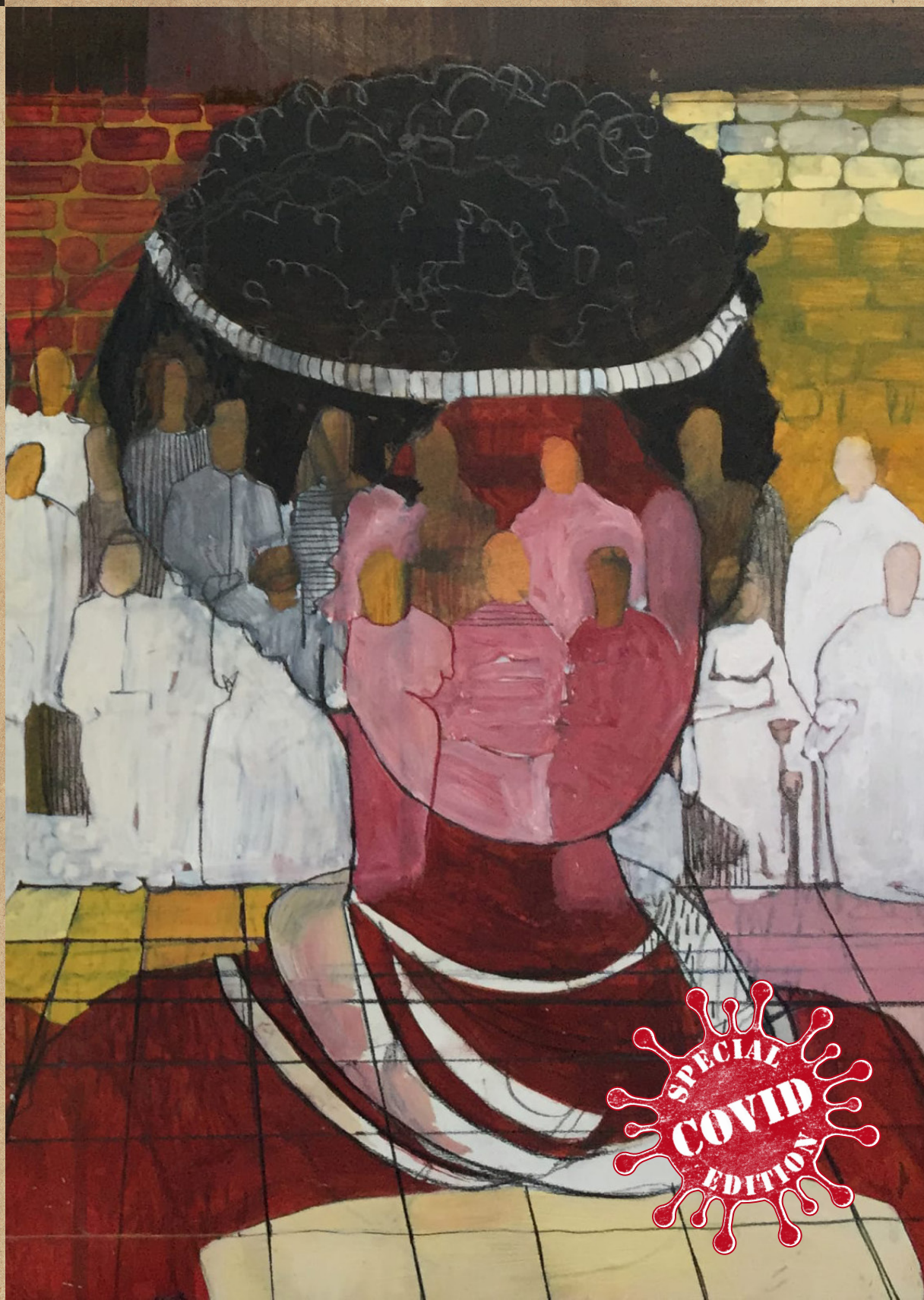
**ALL COURSE TEXTS
AVAILABLE ONLINE**

FALL 2020

MONDAY, WEDNESDAY, FRIDAY

10:20AM-11:10AM

MEETING ON ZOOM



PHI 341 SOCIAL PHILOSOPHY



UNIVERSITY AT BUFFALO *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 has sparked outrage and demands for action on social issues that have long been 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 sharing a journey with you through these pressing concerns.

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 use for extensions on papers and/or to 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.

David Emmanuel Gray
Clinical Assistant Professor of Philosophy



SOCIAL PHILOSOPHY

FALL 2020

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The total possible score may vary from assignment to assignment. Therefore, your raw scores are normalized to the following 100-point scale for determining grades:

Satisfactory (S)		Unsatisfactory (U)	
93.0–100.0	A	70.0–72.9	C ⁻
90.0–92.9	A ⁻	67.0–69.9	D ⁺
87.0–89.9	B ⁺	60.0–67.9	D
83.0–86.9	B	0.0–59.9	F
80.0–82.9	B ⁻		
77.0–79.9	C ⁺		
73.0–76.9	C		

9 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 marked absent from more than 9 class meetings will automatically fail this course.*

For this calculation, repeatedly arriving late to our class meetings without excuse may start to count as absences.

13 Late Assignments

Late assignments are only accepted with the use of free passes or a *prior* reasonable accommodation. Other arrangements are only accepted in extraordinary circumstances.

ILLUSTRATIONS

COVER

Gather (2018) by Pamela Phatsimo Sunstrum

FRONTISPIECE

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CARTOONS

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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 to George Floyd's murder has made a more substantive understanding of social justice 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 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 practical deliberation with other people about the demands of social justice and how they ought to be met. 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.

STUDENT LEARNING OUTCOMES APPROACHING SOCIAL JUSTICE



SOcial Philosophy provides you an in-depth introduction to this field through exploration of issues pertaining to social justice in the United States.

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

- Assess competing claims about the nature of social justice and its demands, along with their implications for difficult debates concerning sexism and racism,
- 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 (on page 8) with these objectives in mind.

LEARNING RESOURCES ONLINE MATERIALS



THERE is no textbook for Social Philosophy: all required and optional readings are found on UB Learns. I expect you to read all assigned material according to the class schedule (on page 16).

In addition to all the readings, the course website also has reading guides and other course materials. Any updates to the course schedule will also be posted there.

CLASS STRUCTURE EXPERIENTIAL LEARNING



SOcial Philosophy is based on the principle of experiential learning, where you learn not only from me but also from



“Let me start by saying no one is a bigger feminist than me.”

•

•

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 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 follow an interactive lecture format, driven by analysis 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. First, 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. Second, 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 9) for this course, along with my high expectations associated with participation (on page 9).

ANNOUNCEMENTS & OTHER COMMUNICATION CHECK YOUR EMAIL!



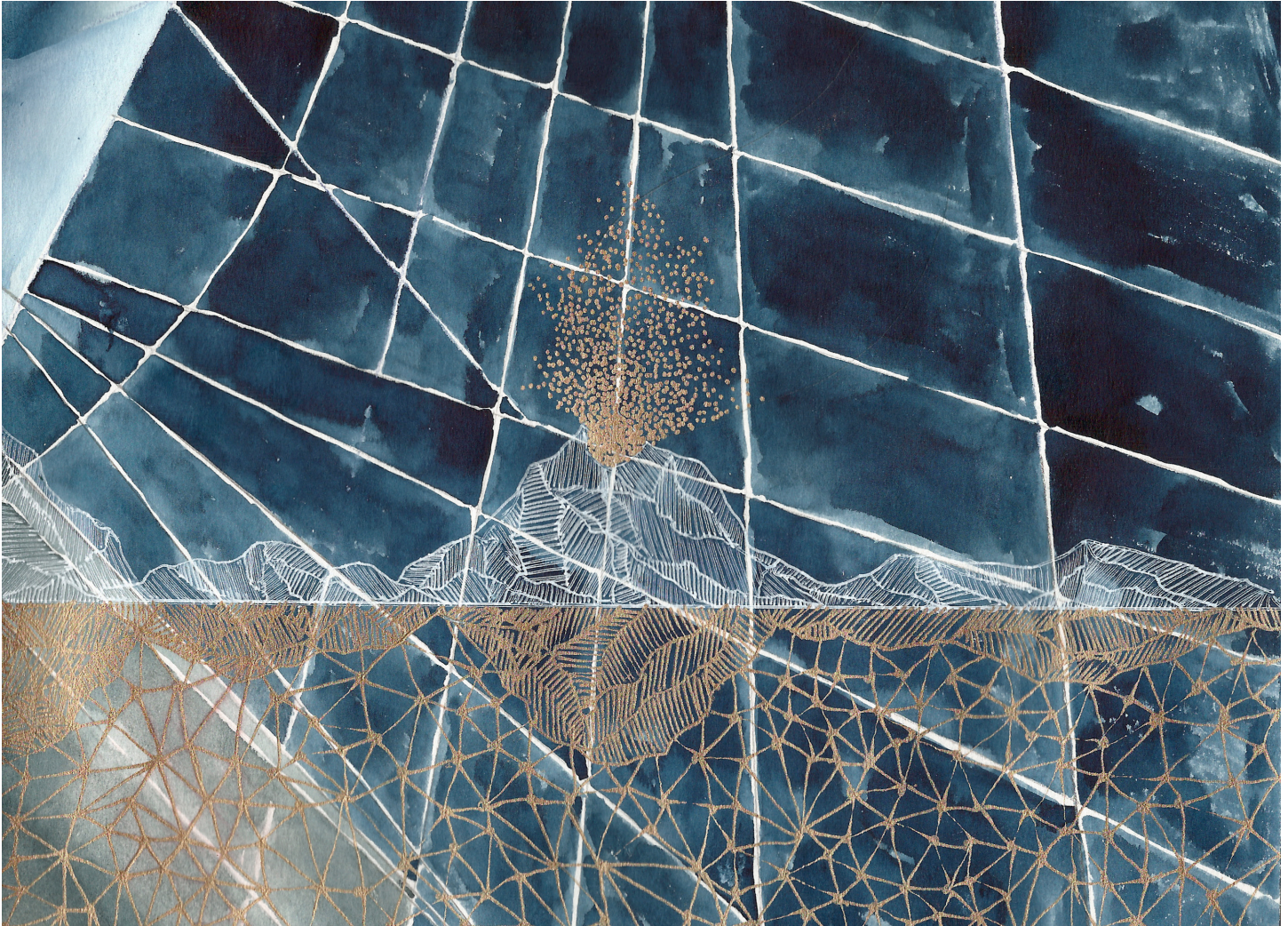
I will email important information to you throughout the semester, so please be sure to routinely check your UB email address for updates. Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office (Park Hall ~~200~~) or get in touch via email (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.

COURSE REQUIREMENTS

ASSESSMENT OVERVIEW

Without labor, nothing prospers.



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

- 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,
- Two analytic summaries taking a longer argument from the reading and putting it into your own words, and
- Three position papers building a reasoned argument in support of a position of your own on an issue raised by the readings and discussed in class.

When calculating your final grade for the course, these three sets of requirements will be weighted as follows:

- Participation 15%
- 2 Analytic Summaries 25%
- 3 Position Papers 60%

The total possible score may vary from assignment to assignment. Therefore, the raw score you earn on each be normalized to a 100-point scale for determining letter grades. Your final course grade will be on this same scale, with each assignment weighted according the percentages already indicated above.

An Excel spreadsheet will be posted on UB Learns to help you keep track of your grade. Otherwise, if you wish to know how you are doing in more specific terms than what you can infer from that information, do not hesitate to meet with me.

100-Point Scale for Letter Grades

Satisfactory (S)		Unsatisfactory (U)	
93.0–100.0	A	70.0–72.9	C ⁻
90.0–92.9	A ⁻	67.0–69.9	D ⁺
87.0–89.9	B ⁺	60.0–67.9	D
83.0–86.9	B	0.0–59.9	F
80.0–82.9	B ⁻		
77.0–79.9	C ⁺		
73.0–76.9	C		

READINGS

MOST of our class meetings will have assigned reading that you are expected to have read and thought about *before* we meet. This allows us to devote more time to discussing the texts as a group 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.

Required readings come from the materials posted on UB Learns, and these will be covered according to the class schedule (on page 16). Some days may also have optional materials assigned. These help enrich, or otherwise supplement, the required readings. I may allude to this optional material

during our class meetings, but I will not punish you for not doing them. (However, you *are* responsible for whatever is covered from these in our class meetings.)

I highly encourage you to bring the readings to our class meetings. This will make it easier for you to highlight important passages we talk about and to mark up the text with any of your own notes.

Keep in mind that reading philosophy 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 important sections if necessary. In some cases, multiple readings of the entire text may be necessary. I suggest that you take notes while you read,

so that you can remember the text's main points. Finally, feel free to bring any questions you may have about the reading to our class meetings.

To assist you in this process, I have posted reading guides on UB Learns. These guides highlight the concepts, claims, and arguments that will frame our class discussions. Most importantly, these guides also have questions that help you check your understanding of the readings' arguments and main claims.

I suggest also printing out these guides and bringing them to our class meetings. That way you can be sure to see how we addressed the guides' questions during class and make any additional notes about them as you might need.

PARTICIPATION 15% OF FINAL COURSE GRADE

SOcial Philosophy challenges us, individually and collectively, in the difficult process of understanding and evaluating important arguments about social justice. As a result, class attendance and your participation (both in- and outside of class) are crucial in order for you to better understand and retain the course material.

Out-of-class participation is done on the social media site Twitter, which is used to determine your base participation grade at the end of the course. Meanwhile, your in-class behavior will then influence your base participation grade based on consideration of the items below.

Repeated instances of distracting behavior during our class meetings lowers your participation grade. Distracting behavior includes, but is not limited to, clearly doing something else during our class meetings, falling asleep, talking to people off screen, and leaving the class meeting without a prior arrangement with me.

Active and productive class participation, on the other hand, may provide a boost to your participation grade.

Each unused free pass also increases your participation grade by 0.50 point (so it is probably better to find other uses for them).

ATTENDANCE

GIVEN the importance of your presence at our class meetings, I will be taking attendance. Unless you have permission

to do otherwise, please have your video on during the entire class so I can more quickly tell whether or not you are keeping up with that day's material. Students who are not present for at least 40 minutes of class will be marked as absent.

You get no "free" absences from class. There is one exception: You and I agree on a reasonable accommodation (see page 20) *prior* to the day you miss class. I will consider arrangements after the fact only in extraordinary, documented circumstances.

Regardless, **students marked absent from more than 9 class meetings will automatically fail this course**. In calculating this, repeatedly arriving late without excuse may start to count as absences.

TWITTER ASSIGNMENT

IN order to encourage you to engage with the course material, we will all be using the social media site Twitter. In particular, I want you to use Twitter to post your thoughts about the course readings, ask questions when confused about any aspect of the course, discuss social issues with your classmates, and connect course topics to current events.

I will be regularly checking on and responding to your tweets while using them to structure what I cover during our class meetings. Feel free to follow me on Twitter (@ProfessorDEG). I also suggest that you use Twitter to follow leaders within your future fields. You may be surprised to see them post about social issues related to topics in this course!

Instructions: You are required to tweet a minimum of 5 times between each class meeting. There are 41 between-class periods this semester, so at least 205 tweets are expected from you.

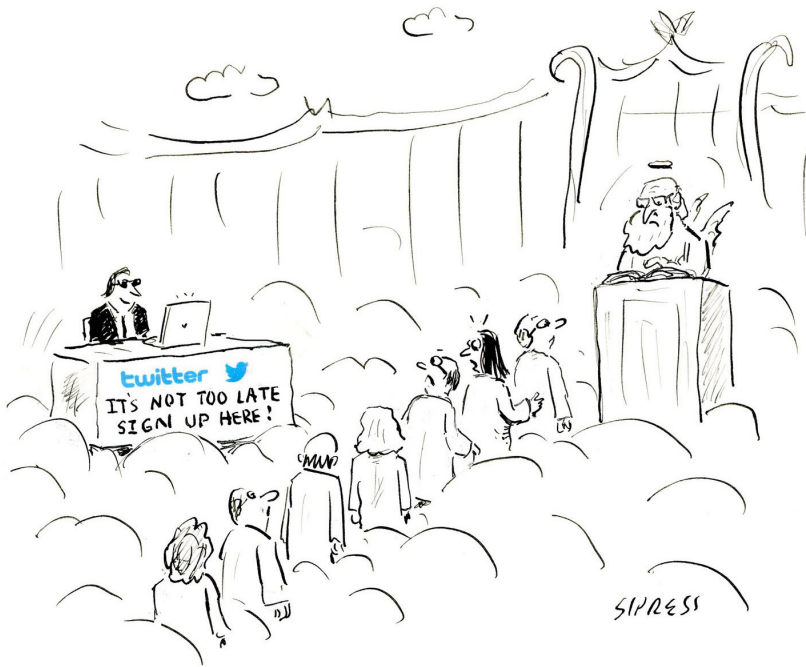
When tweeting for this course, please always use the hashtag #SP20. This hashtag is essential since I will not be checking your non-course-related tweets. Instead, I will be using an automated program that collects all #SP20 tweets for me to read. So using that hashtag allows me to see your course-related tweets.

Just to repeat: *if your tweet does not contain #SP20, then it is extremely unlikely that I see that tweet.*

Evaluation & Grading: Each tweet is graded pass/fail. At the end of the course, I will determine your base participation grade by taking the number of tweets you posted (capped at 5 tweets between each of our class meetings) and normalizing that number to the 100-point grading scale (from page 8).

Base Participation Grading Scale

#Tweets	Normalized Points	Letter Grade
191-205	93.2-100.0	A
185-190	90.2-92.7	A-
179-184	87.3-89.8	B+
171-178	83.4-86.8	B
164-170	80.0-82.9	B-
158-163	77.1-79.5	C+
150-157	73.2-76.6	C
144-149	70.2-72.7	C-
138-143	67.3-69.8	D+
123-137	60.0-66.8	D
0-122	0.0-59.5	F



"I hear they're desperate for new users."

In order to pass, a tweet must be (1) relevant, (2) substantive, and (3) respectful.

By *relevant*, I mean that it your tweet is clearly connected to social justice or some other aspect of this course.

By *substantive*, I mean more than generic commentary, a retweet, or simply quoting from the course reading.

For instance, do not simply say that you agree or disagree with something; provide some of your own reasoning behind that judgment instead. Similarly, a relevant retweet is great, but be sure to include some of your own thoughts or what you found interesting about the original tweet. The same holds with quoting from the course readings. Such a quote should be followed

up with some commentary of your own. While I will only count your substantive comment as one of your tweets, the retweet or quote will provide valuable context.

By *respectful*, I mean that you critically assess the claims others are making but not attack the people making those claims. It is fine to disagree with others—even with me!—but it is disrespectful to besmirch another person's integrity or character. Indeed, personal attacks suggest it is your position that is weak and unsound.

Considerations for Your Account: All this means that you need access to a Twitter account. If you do not have one—or if you prefer not to use a personal account for this class—*please do not hesitate to create a new,*

disposable account. I strongly encourage you to create a disposable account if for any reason you prefer not to share your personal account for classroom activities. You are not required to have an account connected to your real name or any other personal details.

In making these decisions, *please keep in mind that people outside of this class—and even outside of the UB community—can see what you are saying.*

For my part, I will never reveal to anyone which student is connected to which Twitter account. I want you to be comfortable in having open and honest engagement with the course material.

Alternatively, it is also fine if you use multiple Twitter accounts for this course. That is, you might use your regular or personal account to tweet about things that your Twitter followers and friends may find interesting, while also using a disposable account to tweet about things you would rather not connect to your name. While juggling two different accounts can be tricky, this may offer you the possibility of having the best of both options.

I do require that you send me the name(s) of the account(s) you want me to track for this class and that you make sure the contents of your account is publicly viewable. So even if your account is not connected to your real name, I still know that account belongs to you and can determine your participation grade. Once more: *I will never share your account information with anyone.* Please email me (degray@buffalo.edu) this information by Friday, September 4 at 5:00PM.

Finally, if you have any trouble using Twitter do not hesitate to seek help from me or one of your classmates.

Using Free Passes: If you forget to tweet, you may use a free pass to make up any missed tweets (up to 5) for one between-class period.

TWO ANALYTIC SUMMARIES 25% OF FINAL COURSE GRADE

THERE will be 2 analytic summaries of arguments from the assigned reading. These are not book reports. Instead, you need to identify the essential elements of the specified argument and organize them into a concise but faithful representation.

In writing each summary, you must make clear to the reader—in *your own words but neutrally*—the following four items:

1. The argument's main thesis;
2. The principle premises (assumptions, reasons, evidence, and/or other important considerations) that the argument offers in support of this main thesis;
3. The argument's justification for why these premises are plausible, compelling, and/or difficult to deny; and
4. The inferences that the argument makes in order to explain why its premises are supposed to justify or otherwise support its main thesis.

Keep in mind, *this is not a summary of an entire reading assignment.* In fact, you may be surprised at how much of the text is not essential. That is, there is a lot of build up, explanation, side-commentary, and examples that are not necessary to support the argument. Consequently, these are things you should not include in your summary.

Instructions: The topic prompt for each analytic summary will be posted on UB Learns. You must then summarize the argument indicated by that prompt in

700–800 words, using APA-style citations as needed, acknowledging any assistance, and otherwise conforming to the course’s “Formatting Requirements” (on page 32 and posted on UB Learns).

Please use the MS-Word template for analytic summaries posted on UB Learns. These templates are set up according to the formatting requirements. **Analytic Summaries without a cover page (i.e., a completed Commitment to Academic Integrity Form) will not be read and will automatically earn a 0.0 (F).**

Organization: The summary should have a short introductory paragraph, a body summarizing the argument, but absolutely *no* concluding paragraph(s) after that.

The *introduction* should briefly sketch (in one short paragraph, in no more than four sentences) the issue that the argument is addressing and the position the argument takes on it. The purpose of this introduction is to give readers unfamiliar with the issue or topic some relevant background information so that they may easily understand the argument’s main thesis.

The *body* of the summary should only explain the argument made to justify its main thesis. Remember to remain neutral by not including any of your own thoughts, observations, or criticisms about the quality of the argument.

This summary should have *no conclusion*. That is, there should be no concluding paragraph(s) summarizing what you have just written or explaining any of the consequences that result from accepting the argument that you have summarized. This means your summary should simply end once it finishes explaining that argument.

Evaluation & Grading: I will provide feedback by writing some comments on your summaries and filling out a rubric (on page 24). This help me assess the quality of your work based on a set of standards and lets you know the extent to which you met those expectations. I will then use this rubric to assign the summary a letter grade based on the 100-point scale (from page 8). Not turning in a summary will earn a 0.0 (F).

Your overall analytic summary grade for the course is determined by taking the average of the grades you earned on the 2 analytic summaries.

Using Free Passes: You may use a free pass for a 24-hour extension on an analytic summary. Multiple free passes may be used for additional 24-hour extensions.

Collaboration & Academic Integrity: Ultimately, I expect you to write your own analytic summaries. Indeed, the purpose of these summaries is to put the argument of another into your own words. This is why I highly discourage directly quoting the principle text, quoting me, and using any outside sources for this assignment.

However, if you do receive any outside assistance, you must be honest about it. This includes help from classmates, your friends/family, the Center for Excellence in Writing (CEW), as well as from me. In all these cases, you must properly cite that person and/or acknowledge them at the end of your summary. Completing the cover page with its Commitment to Academic Integrity form, will remind you to do all this.

CRITERIA FOR ANALYTIC SUMMARIES

THESE are general requirements expected throughout each analytic summary:

- *Technical Requirements:* Does the summary follow the “Formatting Requirements” on page 32 and posted on UB Learns? (Remember, there are also templates on UB Learns you should use.)
- *Clarity:* Does the summary follow the standards of written English? Are words are chosen and used for their precise meanings?
- *Context:* Does the summary clearly and correctly define all new or unusual terms and course jargon necessary for understanding the argument? Does it provide the necessary background information (key concepts, theories, etc.) for understanding that argument?
- *Competency:* Does the summary display competency and general understanding of the argument it is explaining?
- *Neutrality:* Does the summary remain neutral concerning the merits and faults of the argument?
- *Originality:* Does the summary explain the argument in the student’s own words while not merely quoting the original text nor using other outside sources?
- *Academic Integrity:* Does the summary properly cite and/or acknowledge all outside sources? Are the standards of academic integrity followed? (If you have any questions about what these standards entail, please ask.)

Depending on the severity of the circumstances, a problem here may also be

treated as an academic integrity violation (see page 21).

The next two criteria apply to each summary’s introduction to the argument that it will be explaining:

- *Background:* Does the summary begin with a brief introductory paragraph to the topic/issue addressed by the argument? Is that introductory paragraph no longer than four sentences?
- *Thesis Statement:* Does the summary’s introductory paragraph correctly identify the main thesis (or central position) of the argument?

The next six criteria apply to the body of each summary, which explains the defense and justification of that main thesis:

- *Organization:* Does the summary ensure that the argument is easy to follow? Are different premises (assumptions, reasons, evidence, and/or other important considerations) clearly distinguished, introduced, and explained separately?
- *Premises:* Does the summary clearly and correctly identify the principle premises offered in support to justify the main thesis of the argument?
- *Plausibility:* Does the summary clearly and correctly identify why these premises are thought to be plausible, compelling, and difficult to deny by the argument?
- *Inferences:* Does the summary clearly and correctly identify how the premises are supposed to entail or otherwise justify the main thesis of the argument?
- *Relevance:* Does the summary clearly show how each of its parts is relevant for summarizing the argument’s defense of its main thesis?
- *Overall Analysis:* Does the summary do a complete break down of the argument into meaningful and relevant parts?

The final criterion, perhaps the easiest, applies to the conclusion of each summary:

- *No Conclusion:* Does the summary immediately end once it has finished explaining the argument?

Analytic summaries will be judged as either “Excellent”, “Satisfactory”, “Mediocre”, or “Unacceptable” according to each criterion (see page 25).

THREE POSITION PAPERS 60% OF FINAL COURSE GRADE

THERE will be 3 position papers providing your own sustained arguments. For this, you will need to build a reasoned argument in support of a position of your own on an issue raised by the readings and discussed in class.

In writing each paper, you must make clear to the reader the following four items:

1. The statement of your main thesis in response to the paper's topic;
2. The premises (assumptions, reasons, evidence, and/or other important considerations) you are using to support this main thesis;
3. Your justification for why these premises are plausible, compelling and/or difficult to deny; and
4. The inferences explaining why these premises justify or otherwise support your main thesis.

Instructions: The topic prompt for each position paper will be posted on UB

Learns. You must then respond to that prompt in 1,100–1,300 words, using APA-style citations as needed, acknowledging any assistance, and otherwise conforming to the course's "Formatting Requirements" (on page 32 and posted on UB Learns).

Please use the MS-Word template for position papers posted on UB Learns. These templates are set up according to the formatting requirements. **Position Papers without a cover page (i.e., a completed Commitment to Academic Integrity Form) will not be read and will automatically earn a 0.0 (F).**

Organization: The paper should have a short introductory paragraph, a body presenting your argument, but absolutely *no* concluding paragraph(s) after that.

The *introduction* should briefly sketch (in one short paragraph, in no more than four sentences) the issue that you are addressing and the position you take on it. The purpose of this introduction is to give readers unfamiliar with the issue or topic some relevant background information so that they may more easily understand your argument's main thesis.

The *body* of the paper should then present your argument for justifying its thesis.

This paper should have *no conclusion*. That is, there should be no concluding paragraph(s) summarizing what you have just written or explaining any of the consequences that result from accepting your argument. This means your paper should simply end once you are finished defending your main thesis.

Evaluation & Grading: I will provide feedback by writing some comments on your papers and filling out a rubric (on page 28). This help me assess the quality of your work based on a set of standards and lets you know the extent to which you met those expectations. I will then use this rubric to assign the paper a letter grade based on the 100-point scale (from page 8). Not turning in a paper will earn a 0.0 (F).

Your overall position paper grade for the course is determined by taking the average of the grades you earned on the 3 papers.

Using Free Passes: You may use a free pass for a 24-hour extension on a position paper. Multiple free passes may be used for additional 24-hour extensions.

Collaboration & Academic Integrity: Ultimately, I expect you to write your own position papers. Indeed, there is no where else to look, nor is there anyone else to ask, for the right answer. It is up to you to reflect on the position you are willing to defend as the most compelling. Rereading course material should give you a variety of considerations both inspiring and challenging you on these paper topics.

However, if you do receive any outside assistance, you must be honest about it. This includes help from classmates, your friends/family, the Center for Excellence in Writing (CEW), as well as from me. In all these cases, you must properly cite that person and/or acknowledge them at the end of your paper. Completing the cover page with its Commitment to Academic Integrity form, will remind you to do all this.

WHAT IS AN ARGUMENT'S MAIN THESIS?



YOUR analytic summaries and position papers require that you have an introductory paragraph that clearly states the main thesis of the paper's argument. This is an argument either (A) from the reading that you are explaining for an analytic summary or (B) of your own for a position paper.

In general, the statement of an argument's main thesis should be one sentence that clearly states the central position or main claim that the body of the paper is seeking to defend. For example, in an analytic summary, the last sentence of your introduction may simply say, "In this paper, I will summarize [the author's name]'s argument justifying [the author's main claim]." Similarly, for a position paper, you can just say something like, "In this paper, I will argue that [your main claim]."

CRITERIA FOR POSITION PAPERS

THESE are general requirements expected throughout each position paper:

- *Technical Requirements:* Does the paper follow the "Formatting Requirements" on page 32 and posted on UB Learns?

(Remember, there are also templates on UB Learns you should use.)

- **Clarity:** Does the paper follow the standards of written English? Are words chosen and used for their precise meanings?
- **Context:** Does the paper clearly and correctly define all new or unusual terms and course jargon necessary for understanding the paper's argument? Does it provide the necessary background information (key concepts, theories, etc.) for understanding that argument?
- **Competency:** Does the paper display competency and general understanding of the paper's topic, while connecting it to relevant course material?
- **Originality:** Does the paper generally present its argument in the student's own words while not wasting space with unnecessary quotation?
- **Academic Integrity:** Does the paper properly cite and/or acknowledge all outside sources? Are the standards of academic integrity followed? (If you have any questions about what these standards entail, please ask.)

Depending on the severity of the circumstances, a problem here may also be treated as an academic integrity violation (see page 21).

The next two criteria apply to each paper's introduction of its topic and the position it will defend:

- **Background:** Does the paper begin with a brief introductory paragraph to the topic/issue that the paper will address? Is that introductory paragraph no longer than four sentences?
- **Thesis Statement:** Does the paper's introductory paragraph clearly state its main thesis (or central position) in response to the paper's topic prompt?

The next eight criteria apply to the body of each paper, which provides the defense and justification of its main thesis:

- **Organization:** Does the paper ensure that its argument is easy to follow? Are different premises (assumptions, reasons, evidence, and/or other important considerations) clearly distinguished, introduced, and explained separately?
- **Premises:** Does the paper clearly present the principle premises offered in support to justify its main thesis?

- **Plausibility:** Does the paper clearly justify why these premises are thought to be plausible, compelling, and difficult to deny?
- **Inferences:** Does the paper clearly explain how the premises are supposed to justify or otherwise support its main thesis?
- **Counter-Arguments:** Does the paper consider and respond to potential objections to its main thesis?
- **Examples:** Does the paper use effective, clear examples to illustrate important concepts and issues?
- **Relevance:** Does the paper clearly show how each of its parts is relevant for defending its main thesis?
- **Overall Synthesis:** Does the paper successfully integrate all its parts into a coherent and compelling argument in defense of its main thesis?

The final criterion, perhaps the easiest, applies to the conclusion of each paper:

- **No Conclusion:** Does the paper immediately end once it has finished defending its main thesis?

Position papers will be judged as either "Excellent", "Satisfactory", "Mediocre", or "Unacceptable" according to each criterion (see page 29).

FREE PASSES



YOU initially have one free pass to use during this course. For every 6 class meetings in a row that you *fully* attend (you are visibly present for at least 40 minutes of that class meeting), you will earn another free pass. As a result, you have the opportunity to earn up to 7 more free passes for this course.

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

- Any (up to 5) missed tweets for one between-class period, or

- A 24-hour extension for an analytic summary or a position paper.

For each free pass that you do not use by the end of the course, I will boost your overall participation grade by +0.5 point.

LATE ASSIGNMENTS



A Visit from the Procrastination Muse

Ido not accept late assignments without the use of free passes. This is done in order to encourage everyone to keep up with the course material and not fall behind.

There is one exception to this rule about turning work in late: You and I agree on a reasonable accommodation (see page 20) *prior* to an assignment's due date. I will only consider arrangements after the fact in extraordinary, documented circumstances. I strongly recommend saving up your free passes for such emergencies.

ROUGH DRAFTS



DRRAFTS 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 via Zoom 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.

L'ÉGOÏSME

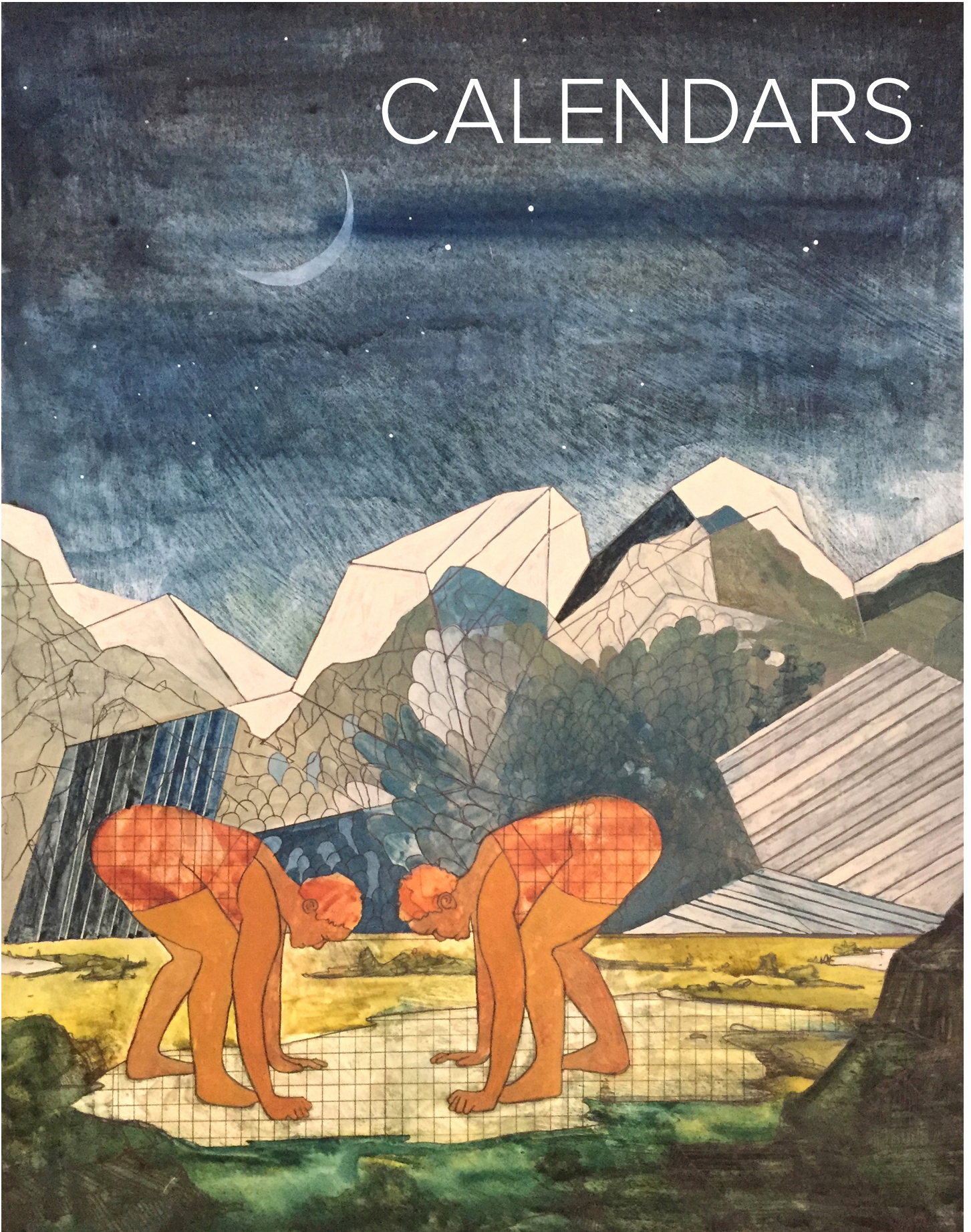
WALLST

"Accept the fact that the achievement of your happiness is the only moral purpose of your life."

L'Égoïsme. Because you're worth it.

L'ÉGOÏSME
WALLST

CALENDARS



READING & ASSIGNMENT SCHEDULE

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

Misogyny & Epistemic Injustice

- 8/31 COURSE INTRODUCTION
The Male Privilege Checklist
[Barry Deutsch](#)
- 9/2 MISOGYNY AS INDIVIDUAL CHARACTERISTIC
Threatening Women
[Kate Manne](#)
- 9/4 RECITATION
- 9/6 ANALYTIC SUMMARY #1 DUE AT NOON**
- 9/7 MISOGYNY AS STRUCTURAL PHENOMENON
Ameliorating Misogyny
[Kate Manne](#)
- 9/9 RACE & EPISTEMOLOGIES OF IGNORANCE
White Ignorance
[Charles W. Mills](#)
- 9/11 RECITATION
- 9/14 MAINTAINING IGNORANCE
Managing Ignorance
[Elizabeth V. Spelman](#)
- 9/16 EPISTEMIC VIRTUE & VICE
Active Ignorance, Epistemic Others, and Epistemic Friction
[José Medina](#)
- 9/18 RECITATION
- 9/20 ANALYTIC SUMMARY #2 DUE AT NOON**

Equality & Social Justice

- 9/21 RACIAL INEQUALITY IN AMERICA
Racial Segregation and Material Inequality in the United States
[Elizabeth Anderson](#)
- The Case for Reparations**
[Ta-Nehisi Coates](#)
- 9/23 ENTITLEMENT THEORY
Distributive Justice
[Robert Nozick](#)
- 9/25 RECITATION
- 9/28 OWNERSHIP & EQUALITY
Self-Ownership, World-Ownership, and Equality
[G. A. Cohen](#)
- 9/31 A THEORY OF JUSTICE, PART I
Justice as Fairness
[John Rawls](#)
- 10/2 RECITATION
- 10/5 A THEORY OF JUSTICE, PART II
The Principles of Justice
[John Rawls](#)
- 10/7 A THEORY OF JUSTICE, PART III
The Original Position
[John Rawls](#)
- 10/9 RECITATION
- 10/12 WHY EQUALITY MATTERS
The Diversity of Objections to Inequality
[T. M. Scanlon](#)

RECITATIONS

Friday class meetings will serve as recitations. Instead of new material, we will discuss any lingering questions or issues from that week. As needed, we will also go over any upcoming assignments.



- 10/14 THE NATURE OF EGALITARIANISM
What is Egalitarianism?
Samuel Scheffler
- 10/16 RECITATION
- 10/18 **POSITION PAPER #1 DUE AT NOON**
- 10/19 OPPRESSION
Five Faces of Oppression
Iris Marion Young
- 10/21 RACIAL INEQUALITY
Equality From a Human Point of View
Christopher Lebron
- 10/23 RECITATION

Responsibility & Structural Injustice

- 10/26 THE PRIMARY SUBJECT OF JUSTICE
The Basic Structure as Subject
John Rawls
Principles of Justice
John Rawls
- 10/28 PERSONAL RESPONSIBILITY
Where the Action Is: On the Site of Distributive Justice
G. A. Cohen
- 10/30 RECITATION
- 11/2 SOCIAL RESPONSIBILITY
From Personal to Political Responsibility
Iris Marion Young
- 11/4 STRUCTURAL INEQUALITY
Structure as the Subject of Justice
Iris Marion Young
- 11/6 RECITATION
- 11/9 STRUCTURAL INJUSTICE
Justice, Deviance, and the Dark Ghetto
Tommie Shelby

- 11/11 THE SOCIAL CONNECTION MODEL
A Social Connection Model
Iris Marion Young
- 11/13 RECITATION
- 11/15 **POSITION PAPER #2 DUE AT NOON**

Freedom & Domination

- 11/16 THE NATURE & PURPOSE OF FREEDOM
Introduction from *On Liberty*
John Stuart Mill
- 11/18 FREEDOM OF EXPRESSION
Of the Liberty of Thought and Discussion
John Stuart Mill
- 11/20 RECITATION
- 11/23 **CLASS CANCELED**
 **FALL RECESS** 
- 11/30 INDIVIDUALITY & FREEDOM
Of Individuality, As One of the Elements of Well-Being
John Stuart Mill
- 12/2 FREEDOM TO DO; FREEDOM TO BE
Homelessness and the Issue of Freedom
Jeremy Waldron
- 12/4 RECITATION
- 12/7 FREEDOM FROM DOMINATION
Introduction to Republicanism
Colin Farrelly
Freedom as Antipower
Philip Pettit
- 12/9 VULNERABILITY
Relational Equality, Non-Domination, and Vulnerability
Marie Garrau & Cécile Laborde
- 12/11 RECITATION
- 12/13 **POSITION PAPER #3 DUE AT NOON**

SOCIAL PHILOSOPHY

CLASS SCHEDULE

FALL SEMESTER OVERVIEW

And all at once, summer collapsed into fall.

Regular class meetings are Mondays, Wednesdays, and Fridays from 10:20AM to 11:10AM.

Unless told otherwise, class meetings will be online via Zoom.

Assigned reading, reading guides, and the most up-to-date course schedule can be found on UB Learns:

ublearns.buffalo.edu

AUGUST 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
	Course Introduction					

SEPTEMBER

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

OCTOBER

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

NOVEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
	Social Responsibility		Structural Inequality		Recitation	
8	9	10	11	12	13	14
	Structural Injustice		The Social Connection Model		Recitation	
15	16	17	18	19	20	21
Position Paper #2 Due at Noon	The Nature & Purpose of Freedom		Freedom of Expression		Recitation	
22	23	24	25	26	27	28
	Class Canceled		Fall Recess			
29	30					
	Individuality & Freedom					

DECEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
			Freedom to Do; Freedom to Be		Recitation	
6	7	8	9	10	11	12
	Freedom From Domination		Vulnerability		Recitation	
13	14	15	16	17	18	19
Position Paper #3 Due at Noon		Final Exams				
20	21	22	23	24	25	26
	Final Exams					
27	28	29	30	31		



COURSE POLICIES

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

REASONABLE ACCOMMODATIONS

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'S GRADE

PLEASE recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment's grade has been posted to challenge it. 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 schedule an appointment with me to talk about how you may improve your work on future assignments.

SHARING COURSE MATERIALS

ALL course materials that I have made available on UB Learns are protected by copyright laws. You are always free to use these materials and print out copies for your own use, but unauthorized distribution and/or uploading of course materials to other websites without my written permission is strictly prohibited.

MOBILE PHONES, LAPTOPS & RELATED TECHNOLOGIES

STUDENT interactions with portable technology devices can harm the class dynamics. While our class meetings are being held, please put your computer and/or mobile device in "do not disturb" mode, if possible. This will help limit your distractions. In the same vein, I encourage you to find a quiet (and maybe even relaxing) place for sitting during our class meetings.

PHOTOGRAPHY & RECORDING ETIQUETTE

TO maintain an open academic environment that encourages class discussions about potentially controversial and/or sensitive issues, I ask that you please refrain from taking photographs or making audio and/or video recordings during class.

If you have a university-sanctioned absence from class and would like an audio recording of our class meeting, let me know.

I will ask the class' permission to record that meeting. If everyone is comfortable with that, I will do so and make it available to you. However, any such recordings may not be shared with anyone else and all copies must be destroyed by the end of the course.

ACADEMIC INTEGRITY

ACADEMIC 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 most typical violation of academic integrity 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 Center for Excellence in Writing (CEW). Please see page 32 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 papers.

To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. **Assignments without a completed form on will automatically earn a 0.0 (F).** The MS Word templates for the



"Is this going to be on the midterm?"

assignments posted on UB Learns already contain this form for you to fill out.

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. For instance, the penalty for plagiarism in a paper is usually a negative score. 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. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far more generous in these ways.

ACADEMIC HONOR CODE

STUDENTS at the University at Buffalo, because they part of a community of scholars, must share its commitment to learning and discovery. The nature of this commitment generates fundamental obligations to the highest standards of academic integrity, honesty, and ethics. Adhering to these principles ensures that the academic endeavors we undertake garner us the greatest personal satisfaction and intellectual gain.

The University at Buffalo academic community is composed of learners—individuals

dedicated to an open exchange of ideas and who share their ideas for the purpose of improving knowledge for all people. In order for this academic enterprise to be successful, we must embrace personal, ethical, and moral principles to guide our interactions.

These principles require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation and knowing when to place the good of the community above the good of the self. Obligations once undertaken must be met, commitments kept.

The discovery, advancement, and communication of knowledge are not possible without these commitments. Creativity cannot exist without acknowledgment of the creativity of others. New knowledge cannot be developed without credit for prior knowledge. Without the ability to trust that these principles will be observed, our academic community cannot exist.

The commitment of its faculty, staff, and students to the highest of personal, ethical, and moral standards also contributes to the respect in which the University at Buffalo degree is held. Students must not destroy or otherwise diminish that respect by their failure to meet these standards.

Student Responsibilities: For this course, it is important that no one gains an unfair advantage through academic misconduct. Academic misconduct is any act that does or potentially could improperly distort student grades or other academic records. Such acts include, but are not limited to, the following:

- Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any assignment for the course;
- Unauthorized collaboration with others in the commission of coursework;

- False claims of performance or work that has been submitted by the student; and
- Submission of material that is identical to that created or published by another person, without adequate citations.

In addition, each student enrolled in this class must sign an honor agreement affirming their commitment to uphold this code. This agreement may reappear on assignments to remind everyone of their responsibilities.

Faculty Responsibilities: As the instructor, I am also expected to help create an environment where honesty flourishes. To that end, I will do my utmost to make it known as specifically as possible, on multiple occasions, what constitutes appropriate academic conduct as well as what comprises academic misconduct in this course.

Throughout all this, I will also provide clarification to any student questions concerning any of the above.





BIBLIOGRAPHY OF COURSE TEXTS

When in doubt, go to the library.

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GRADING RUBRIC

ANALYTIC SUMMARIES

Student:

Raw Score:

Evaluator:

Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
General Requirements Expected Throughout				
Technical Requirements	0	-2	-4	-10
Clarity	0	-2	-4	-10
Context	15	12	6	0
Competency	10	8	4	0
Neutrality	5	4	2	0
Originality	5	4	2	0
Academic Integrity*	0	-10	-100	-1,000
Introduction: Background & The Argument's Main Thesis				
Background	5	4	2	0
Thesis Statement	10	8	4	0
Body: Summary of the Argument's Justification of the Thesis				
Organization	5	4	2	0
Premises	15	12	6	0
Plausibility	25	20	10	0
Inferences	25	20	10	0
Relevance	10	8	4	0
Overall Analysis	15	12	6	0
Conclusion				
No Conclusion	0	-2	-4	-10

**Depending on the severity of the circumstances, a mark of mediocre or unacceptable for academic integrity may also result in the instructor reporting a possible academic integrity violation to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office (see page 21).*

RUBRIC EXPLANATION

ANALYTIC SUMMARIES

	Excellent	Satisfactory	Mediocre	Unacceptable
General Requirements Expected Throughout the Analytic Summary				
Technical Requirements	The summary follows all the "Formatting Requirements" from page 32 and posted on UB Learns.	The summary generally follows those requirements.	The summary does not follow some of the more important requirements.	The summary demonstrates a complete lack of awareness concerning the formatting requirements for this assignment.
Clarity	The summary follows the conventions of standard written English, with no errors hindering comprehension. All words are chosen for their precise meanings.	The summary generally follows the conventions of standard written English, with errors not hindering comprehension. Most words are chosen for their precise meanings.	The summary generally follows the conventions of standard written English, with errors hindering comprehension. Words are not chosen for their precise meanings.	The summary does not follow the conventions of standard written English, with major errors hindering comprehension. The summary does not acknowledge that key words have precise meanings.
Context	The summary ensures all new or unusual terms and course jargon are well-defined. Any necessary background information (key concepts, theories, etc.) is accurately and completely explained.	The summary ensures that most new or unusual terms and jargon are well-defined. Any necessary background information (key concepts, theories, etc.) is explained.	The summary generally fails to clearly define new or unusual terms and jargon. Any necessary background information (key concepts, theories, etc.) is poorly explained or not explained at all.	The summary uses new or unusual terms and jargon incorrectly or in ways that make no sense. Any necessary background information (key concepts, theories, etc.) makes no sense or is used inaccurately.
Competency	The summary displays clear competency and understanding of the argument it is explaining.	The summary displays reasonable competency and understanding of that argument.	The summary does not display an adequate understanding of the argument.	The summary displays serious misunderstandings or errors about the argument.
Neutrality	The summary explains the argument without ever taking a position on whether it is a good argument or not.	The summary generally explains the argument, but occasionally indicates approval or disapproval with that argument.	The summary does explain the argument, but spends too much time assessing the quality of that argument.	The summary spends more time assessing the quality of the argument than actually explaining it.
Originality	The summary expresses everything clearly in the student's own words without ever directly quoting the text, the professor, or any other outside sources.	The summary generally expresses everything in the student's own words, though there is occasional material that could have been better paraphrased.	The summary expresses much in the student's own words, but it also has significant and lengthy material that should have been better paraphrased.	The summary has very little written in the student's own words, but primarily consists of quotations or poorly paraphrased material.
Academic Integrity*	The summary properly cites and/or acknowledges all its sources using APA-style formatting. As relevant, the summary includes "References" and "Acknowledgments" sections at the end.	The summary cites and/or acknowledges its sources, but with sloppy or inconsistent APA-style formatting.	The summary displays a minimal effort to cite and/or acknowledge its sources, but without any clear formatting.	The summary commits plagiarism or another academic integrity violation.

**Depending on the severity of the circumstances, a mark of mediocre or unacceptable for academic integrity may also result in the instructor reporting a possible academic integrity violation to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office (see page 21).*

	Excellent	Satisfactory	Mediocre	Unacceptable
Introduction to the Analytic Summary: Background & The Argument's Main Thesis				
Background	<p>The summary and its topic are introduced with minimal fanfare in at most four sentences.</p> <p>Any relevant background information for understanding the argument's main thesis is clearly presented.</p>	<p>The summary and its topic are introduced with little fanfare in at most four sentences.</p> <p>Some relevant background information for understanding the argument's main thesis is presented, but some ambiguities remain.</p>	<p>The summary and its topic are introduced with too much fanfare, in more than four sentences.</p> <p>Very little relevant background information is presented, making the argument's main thesis difficult to understand.</p>	<p>The summary has no discernible introduction at all.</p>
Thesis Statement	<p>The summary's introductory paragraph clearly and correctly states the argument's main thesis (or central position).</p> <p>(In general, the argument's main thesis is one sentence that clearly states the claim whose justification the body of the summary will explain. There is nothing wrong with the last sentence of your introduction simply saying, "In this paper, I will summarize [the author's name]'s argument justifying [the author's main claim].")</p>	<p>The summary's presentation of the main thesis is generally accurate and obvious, but there is no single clear statement of it in the introductory paragraph.</p>	<p>The summary's presentation of the main thesis has some mistakes, and/or is not in the introductory paragraph but must be uncovered or reconstructed from what is actually written.</p>	<p>The summary seriously misunderstands the thesis, and/or does not contain the statement of the thesis in the introductory paragraph and it is never clear what that thesis might be.</p>
Body of the Analytic Summary: Summary of the Argument's Justification of the Thesis				
Organization	<p>The summary of the argument is very easy to follow.</p> <p>It is made explicit which claims are being used as premises (assumptions, reasons, evidence, and/or other important considerations), and how these premises are supposed to support the argument's main thesis.</p> <p>New premises are each distinguished and introduced separately.</p>	<p>The summary of the argument is generally easy to follow.</p> <p>It is clear which claims are being used as premises and/or how these premises are supposed to support the argument's thesis.</p> <p>Usually, new premises are distinguished and introduced separately.</p>	<p>The summary of the argument is somewhat difficult to follow.</p> <p>It is somewhat unclear which claims are being used as premises and/or how these premises are supposed to support the argument's thesis.</p> <p>Separate premises are lumped together without being clearly distinguished.</p>	<p>The paper's summary of the argument is impossible to follow.</p> <p>It is completely unclear which claims are being used as premises and/or how the premises are supposed to support the argument's thesis.</p> <p>Premises are presented and discussed randomly, or not at all.</p>
Premises	<p>The summary correctly identifies each principle premise (assumption, reason, evidence, and/or other important consideration) offered in support of the argument's main thesis.</p> <p>Each premise is made clear, and, as much as possible, presented in a single statement.</p>	<p>The summary is generally correct about the premises offered in support of the thesis.</p> <p>The premises are all clear, although each may not be presented in a single statement.</p>	<p>The summary makes some important mistakes concerning the argument's premises.</p> <p>The premises are not clear and must be uncovered or reconstructed from what is actually written in the paper.</p>	<p>The paper makes major mistakes concerning the argument's premises.</p> <p>Alternatively, there no premises identified—the paper merely repeats and restates the argument's thesis.</p>

	Excellent	Satisfactory	Mediocre	Unacceptable
Body of the Analytic Summary: Summary of the Argument's Justification for the Thesis (Continued)				
Plausibility	The summary correctly explains why each premise (assumption, reason, evidence, and/or other important consideration) is thought to be plausible, compelling, and difficult to deny by the argument.	The summary is generally correct about why each of the premises is thought to be plausible.	The summary makes some important mistakes about why each of the premises is thought to be plausible.	The summary makes major mistakes concerning why each of the premises is thought to be plausible. Alternatively, the plausibility of each premise is never clearly explained.
Inferences	The summary correctly explains how each premise (assumption, reason, evidence, and/or other important consideration) is supposed to justify the argument's main thesis.	The summary is generally correct about how each of the argument's premises is supposed to justify the thesis.	The summary makes some important mistakes about how each of the argument's premises is supposed to justify the thesis.	The summary makes major mistakes concerning how each of the argument's premises is supposed to justify the thesis. Alternatively, how each premise is supposed to support the thesis is never clearly explained.
Relevance	The summary clearly and insightfully shows the relevance of its parts for explaining the argument.	The summary is generally clear in showing the relevance of its parts, though some inessential details appear.	The summary is somewhat unclear in the relevance of its parts, or inessential details repeatedly appear.	The summary has significant parts that are not relevant, or there are too many inessential details.
Overall Analysis	Overall, the summary successfully breaks the argument down into its meaningful and relevant parts. In doing so, the summary provides a complete analysis of the argument.	Overall, the summary breaks the argument down into fairly meaningful and relevant parts. In doing so, the summary provides a nearly complete analysis of the argument.	Overall, the summary breaks the argument down into somewhat meaningful and relevant parts. The summary fails to analyze some important aspects of the argument.	Overall, the summary fails to meaningfully break the argument down into its relevant parts. The summary fails to analyze the argument and/or seriously misunderstands that argument.
Conclusion of the Analytic Summary				
No Conclusion	There is no conclusion. Once the argument has been explained, the summary immediately ends without any further discussion.	There is a brief (one- or two-sentence) conclusion, where earlier points are repeated and/or nothing new about the argument is introduced.	There is a small (three- or four-sentence) conclusion, where earlier points are repeated and/or nothing new about the argument is introduced.	There is a lengthy (more than four-sentence) conclusion, where earlier points are repeated and/or nothing new about the argument is introduced.

GRADING RUBRIC

POSITION PAPERS

Student:

Raw Score:

Evaluator:

Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
General Requirements Expected Throughout				
Technical Requirements	0	-2	-4	-10
Clarity	0	-2	-4	-10
Context	15	12	6	0
Competency	10	8	4	0
Originality	5	4	2	0
Academic Integrity*	0	-10	-100	-1,000
Introduction: Background & Main Thesis				
Background	10	8	4	0
Thesis Statement	5	4	2	0
Body: Justification of the Thesis				
Organization	5	4	2	0
Premises	15	12	6	0
Plausibility	25	20	10	0
Inferences	25	20	10	0
Counter-Arguments	15	12	6	0
Examples	10	8	4	0
Relevance	10	8	4	0
Overall Synthesis	15	12	6	0
Conclusion				
No Conclusion	0	-2	-4	-10

**Depending on the severity of the circumstances, a mark of mediocre or unacceptable for academic integrity may also result in the instructor reporting a possible academic integrity violation to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office (see page 21).*

RUBRIC EXPLANATION

POSITION PAPERS

	Excellent	Satisfactory	Mediocre	Unacceptable
General Requirements Expected Throughout the Position Paper				
Technical Requirements	The paper follows all the "Formatting Requirements" from page 32 and posted on UB Learns.	The paper generally follows those requirements.	The paper does not follow some of the more important requirements.	The paper demonstrates a complete lack of awareness concerning the formatting requirements for this assignment.
Clarity	The paper follows the conventions of standard written English, with no errors hindering comprehension. All words are chosen for their precise meanings.	The paper generally follows the conventions of standard written English, with errors not hindering comprehension. Most words are chosen for their precise meanings.	The paper generally follows the conventions of standard written English, with errors hindering comprehension. Words are not chosen for their precise meanings.	The paper does not follow the conventions of standard written English, with major errors hindering comprehension. The paper does not acknowledge that key words have precise meanings.
Context	The paper ensures all new or unusual terms and course jargon are well-defined. Any necessary background information (key concepts, theories, etc.) is accurately and completely explained.	The paper ensures that most new or unusual terms and jargon are well-defined. Any necessary background information (key concepts, theories, etc.) is explained.	The paper generally fails to clearly define new or unusual terms and jargon. Any necessary background information (key concepts, theories, etc.) is poorly explained or not explained at all.	The paper uses new or unusual terms and jargon incorrectly or in ways that make no sense. Any necessary background information (key concepts, theories, etc.) makes no sense or is used inaccurately.
Competency	The paper displays clear competency and understanding of the topic prompt, while meaningfully connecting it with the relevant course material.	The paper displays reasonable competency and understanding of the topic prompt, making some good connections between it and relevant course material.	The paper does not display an adequate understanding of the topic prompt, making few connections between it and relevant course material.	The paper displays serious misunderstandings or errors about the topic prompt, providing no real connections between it and relevant course material.
Originality	The paper's argument is generally expressed in the student's own words and does not waste space with unnecessary quotation.	The paper's argument is generally expressed in the student's own words, though there are some quotations that should have instead been cut or better paraphrased.	The paper's argument is mainly in the student's own words, but it also has significant and lengthy material that should have been better paraphrased.	The paper's argument has very little written in the student's own words, but primarily consists of quotations or poorly paraphrased material.
Academic Integrity*	The paper properly cites and/or acknowledges all its sources using APA-style formatting. As relevant, the paper includes "References" and "Acknowledgments" sections at the end.	The paper cites and/or acknowledges its sources, but with sloppy or inconsistent APA-style formatting.	The paper displays a minimal effort to cite and/or acknowledge its sources, but without any clear formatting.	The paper commits plagiarism or another academic integrity violation.

**Depending on the severity of the circumstances, a mark of mediocre or unacceptable for academic integrity may also result in the instructor reporting a possible academic integrity violation to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office (see page 21).*

	Excellent	Satisfactory	Mediocre	Unacceptable
Introduction to the Position Paper: Background & Main Thesis				
Background	The paper and its topic are introduced with minimal fanfare in at most four sentences. Any relevant background information for understanding the paper's main thesis is clearly presented.	The paper and its topic are introduced with little fanfare in at most four sentences. Some relevant background information for understanding the paper's main thesis is presented, but some ambiguities remain.	The paper and its topic are introduced with too much fanfare, in more than four sentences. Very little relevant background information is presented, making the paper's main thesis difficult to understand.	The paper has no discernible introduction at all.
Thesis Statement	The introductory paragraph clearly states the paper's main thesis (or central position) in response to the topic prompt. (In general, the paper's main thesis is one sentence that clearly states the claim that the body of the paper will justify and defend. There is nothing wrong with the last sentence of your introduction simply saying, "In this paper, I will argue that [your main claim].")	The paper's main thesis is obvious, but there is no single clear statement of it in the introductory paragraph.	The paper's main thesis is not in the introductory paragraph, but must be uncovered or reconstructed from what is actually written in the paper.	The paper's main thesis is not in the introductory paragraph, and it is never clear what that thesis might be.
Body of the Position Paper: Justification of the Thesis				
Organization	The paper's argument defending its main thesis is very easy to follow. It is made explicit which claims are being used as premises (assumptions, reasons, evidence, and/or other important considerations), and how these premises are supposed to support the paper's main thesis. New premises are each distinguished and introduced separately.	The paper's argument is generally easy to follow. It is clear which claims are being used as premises and/or how these premises are supposed to support the paper's thesis. Usually, new premises are distinguished and introduced separately.	The paper's argument is somewhat difficult to follow. It is somewhat unclear which claims are being used as premises and/or how these premises are supposed to support the paper's thesis. Separate premises are lumped together without being clearly distinguished.	The paper's argument is impossible to follow. It is completely unclear which claims are being used as premises and/or how the premises are supposed to support the paper's thesis. Premises are presented and discussed randomly, or not at all.
Premises	The paper clearly presents each premise (assumption, reason, evidence, and/or other important consideration) offered in support of its main thesis. As much as possible, each premise is presented in a single statement.	The paper is generally clear about the premises supporting its thesis.	The paper is unclear about the premises supporting its thesis, and they must be uncovered or reconstructed from what is actually written.	The paper never identifies any premises—it merely repeats and restates its thesis in different ways.

	Excellent	Satisfactory	Mediocre	Unacceptable
Body of the Position Paper: Justification of the Thesis (Continued)				
Plausibility	<p>The paper is clear about which premises (assumptions, reasons, evidence, and/or other important considerations) are controversial and which are not.</p> <p>Persuasive justification is provided for all controversial premises.</p> <p>Premises without justification are logical, reasonable, and seem obviously true.</p> <p>All information (names, facts, etc.) is accurate.</p>	<p>The paper is pretty clear about which premises are controversial and which are not.</p> <p>Persuasive justification is provided for most controversial premises.</p> <p>Premises without justification are at least plausibly true.</p> <p>Most information is accurate with only minor errors.</p>	<p>The paper is not clear about which premises are controversial and which are not.</p> <p>Persuasive justification is not provided for the controversial premises.</p> <p>The plausibility of the premises that are taken as given is questionable.</p> <p>Some information contains obvious errors and/or inaccuracies.</p>	<p>The paper makes claims that are much more likely to be false than true. Important claims seem to be fabricated or entirely made up.</p> <p>Most information is incorrect or mistaken.</p>
Inferences	<p>The paper's premises (assumptions, reasons, evidence, and/or other important considerations) clearly support the paper's main thesis, and the author is clearly aware of exactly the kind of support those premises provide.</p>	<p>The premises support the paper's thesis, and the author is aware of the general kind of support those premises provide.</p>	<p>The premises somewhat support the paper's thesis, but the author does not seem aware of the kind of support those premises actually provide.</p>	<p>The premises do not support paper's thesis in any meaningful way.</p>
Counter-Arguments	<p>The paper considers both obvious and less obvious counter-examples, counter-arguments, and/or opposing positions, and provides original and/or thoughtful responses to them.</p>	<p>The paper considers obvious counter-examples, counter-arguments, and/or opposing positions, and provides responses to them.</p>	<p>The paper may consider some obvious counter-examples, counter-arguments, and/or opposing positions, but some obvious ones are missed. Responses are non-existent or mere claims of refutation.</p>	<p>No counter-examples, counter-arguments, or opposing positions are considered.</p>
Examples	<p>The paper uses effective, clear examples to illustrate important concepts and issues. They are relevant, insightful, and well-used.</p>	<p>The paper's examples are clear, relevant, and well-used.</p>	<p>The paper's examples are not clear, only somewhat relevant, and/or not well-used.</p>	<p>The paper's examples are confusing, irrelevant, misused and/or altogether missing.</p>
Relevance	<p>The paper clearly and insightfully shows the relevance of its parts for defending its main thesis.</p>	<p>The paper is generally clear in showing the relevance of all its parts, though some inessential details appear.</p>	<p>The paper is somewhat unclear in the relevance of its parts, and inessential details repeatedly appear.</p>	<p>The paper has significant parts that do not seem relevant, and there are too many inessential details throughout.</p>
Overall Analysis	<p>Overall, the paper successfully integrates all its parts into a coherent and compelling response to the paper's topic prompt.</p> <p>In doing so, the paper provides a complete response to that prompt.</p>	<p>Overall, the paper integrates most of its parts into a fairly coherent and compelling response to the paper's topic prompt.</p> <p>The paper provides a nearly complete response to that prompt.</p>	<p>Overall, the paper integrates some of its parts into a somewhat coherent and compelling response to the paper's topic prompt.</p> <p>The paper fails to respond to some important points required by that prompt.</p>	<p>Overall, the paper fails to come together as a coherent and compelling response to the paper's topic prompt.</p> <p>The paper fails to respond to the paper's topic and/or misunderstands that topic.</p>
Conclusion of the Position Paper				
No Conclusion	<p>There is no conclusion. Once the argument justifying the main thesis is complete, the paper immediately ends without any further discussion.</p>	<p>There is a brief (one- or two-sentence) conclusion, where earlier points are repeated and/or nothing new for the argument is introduced.</p>	<p>There is a small (three- or four-sentence) conclusion, where earlier points are repeated and/or nothing new for the argument is introduced.</p>	<p>There is a lengthy (more than four-sentence) conclusion, where earlier points are repeated and/or nothing new for the argument is introduced.</p>

FORMATTING REQUIREMENTS

ALL written assignments must satisfy the following requirements:

- A cover page consisting of a completed and signed Commitment to Academic Integrity Form (you “sign” it by typing your name). **Assignments without this form filled out correctly will automatically earn a 0.0 (F).** See UB Learns for an MS Word template containing a sample cover page.
- Double-spaced.
- Use 12pt, “Cambria” (the default MS Word font), or another similar serif font.
- Side-margins of 1 inch.
- Fully justified horizontal text alignment.
- No extra space between paragraphs.
- Tab indentation starting each paragraph.
- The assignment’s total word count at the top left corner of the title page.
- A descriptive title. (See the “Title Pages” section for more.)
- Page numbers. (See the “Page Numbers” section for more.)
- APA-style (A) in-text citations and (B) list of references. (See the “Citing Your Sources” section for more.)

The point of these requirements is to allow me to focus more on the *contents* of your writing and not on your skills (or lack thereof) in design. Fortunately, these should be easy to follow when using most word processing software. I will also post an MS Word template satisfying these requirements on UB Learns.

TITLE PAGES

FOR the purposes of this course, your title information should occur *at the top of the second page* of your paper (after your completed copy of the Commitment to Academic Integrity Form) and consist of:

- Your assignment’s word count,
- The assignment’s name,
- A descriptive and meaningful title, and
- Your name.

The word count should be at the top left, while the rest should be centered. Everything

should be single-spaced in the same font, size, and style as the rest of your paper.

For example:

Troy McClure – 2

Word Count: 703

Analytic Summary #1
For the Love of Chocolate
By Troy McClure

Since the dawn of time, humans have had

In order to be descriptive and meaningful, the title should give a good indication as to the contents of the assignment—and you will have a better idea of this once you have completed it. So do it last. Feel free to personalize your title but do not go crazy.

PAGE NUMBERS

PAGE numbers should appear on the top-right of each page, starting on the second page (i.e., there should be *no* page number on the cover page with the Commitment to Academic Integrity Form).

Page numbers should otherwise be in the same font, size, and style as the rest of your paper, and have your name followed by a hyphen and the page number.

For example:

Troy McClure – 3

chocolate, like we have today, it was mixed

CITING YOUR SOURCES

YOU are required to properly cite all your sources (see page 21 for my academic integrity policy). Do this whenever you find yourself quoting or otherwise using the ideas of another person.

For this class, please follow the APA seventh-edition citation and reference guidelines. Remember that you must cite all sources, even if you are only putting their ideas into your own words.

In-Text Citations: When you reference any source, you will need to use an in-text citation with:

- Author, and
- Year of publication.

For example:

Misogyny is best understood as an enforcement strategy (Mann, 2018).

If you are directly quoting the source, then be sure to include the page number(s) when available:

“Persons of genius, it is true, are, and are always likely to be, a small minority” (Mill, 1859/2003, p. 142).

If no year of publication is available, use n.d. (for “no date”) instead, as in:

Rawls must provide a justification for his two principles (Cavalier & Ess, n.d.).

If no author is credited, use the first few words of the source’s title, like this:

He “was a British philosopher” (“John Stuart Mill”, 2020).

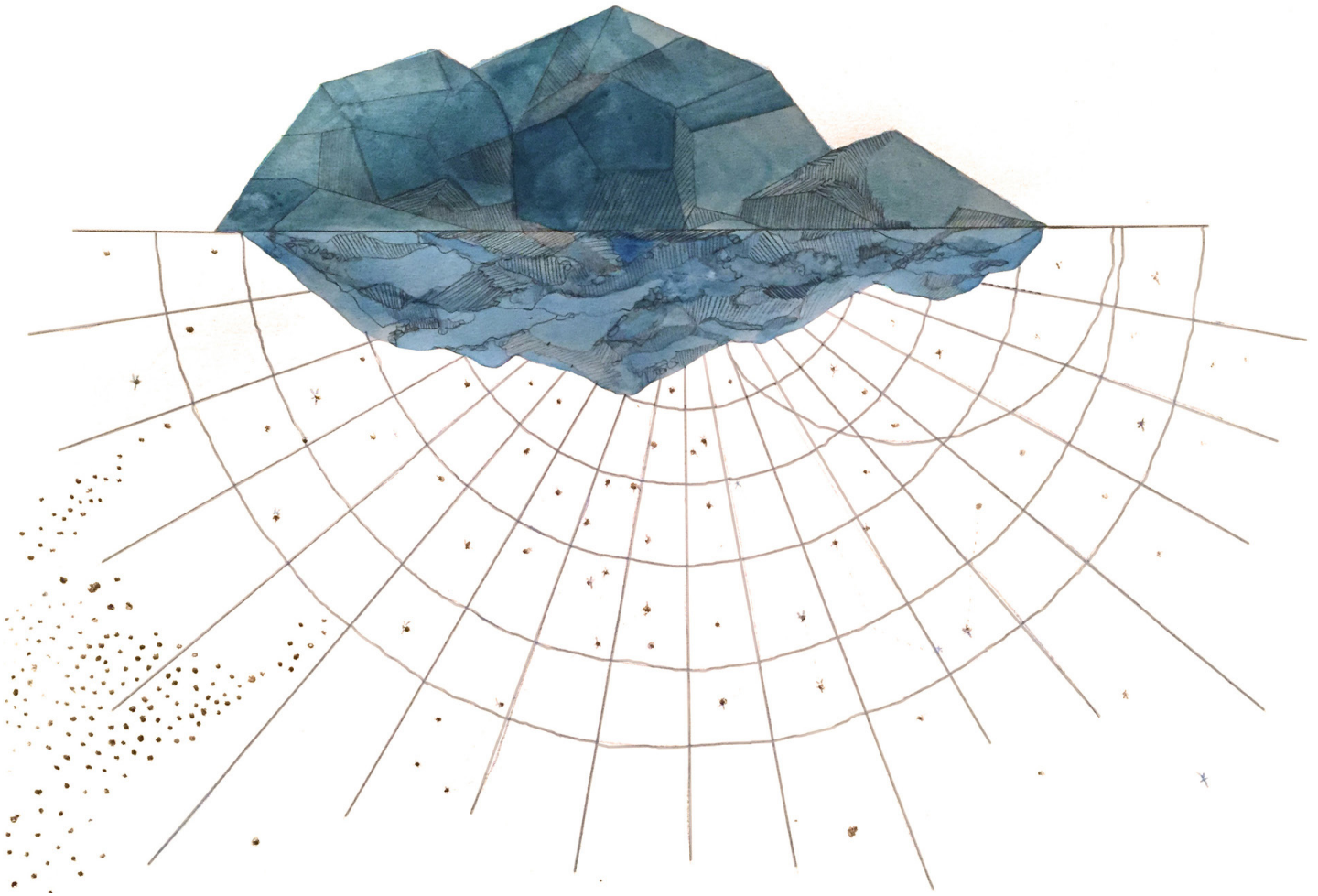
List of References: The end of your assignment must include a “References” section. For each reference, you need to cite, as they are relevant/available:

- Author,
- Date of publication,
- Chapter, article, or webpage title,
- Book, periodical, journal, or website title,
- Volume and issue of publication,
- Publisher, and
- URL.

Some examples:

Cavalier, R., & Ess, C. (n.d.). John Rawls. <http://caae.phil.cmu.edu/Cavalier/Forum/meta/background/Rawls.html>
John Stuart Mill. (2020, June 30). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=John_Stuart_Mill&oldid=965209406

Manne, K. (2018). *Down girl: The logic of misogyny*. Oxford University Press.



Mill, J. S. (2003). *On liberty*. In M. Warnock (Ed.), *Utilitarianism and On liberty: Including Mill's 'Essay on Bentham' and selections from the writings of Jeremy Bentham and John Austin* (2nd ed., pp. 88–180). Blackwell. (Original work from 1859)

The full reference for each assigned text has been provided (on page 23), which should make this process much easier for you, while also providing you with lots of examples for any additional outside sources that you may use.

In addition, I recommend visiting the APA's website for further guidance and many examples illustrating how to format references from a variety of sources:

<https://apastyle.apa.org>

Citing Other People: You must also cite ideas coming from classmates, friends, family members, and anyone else. *This includes*

help from course assistants, the Center for Excellence in Writing (CEW), and even me (if I helped you outside of our class meetings).

In-text citations must reference:

- The person whose idea it was, and
- The year you got that idea from them.

For example:

Cohen rejects Nozick's libertarian arguments (Fontaine, 2020).

When listing these in your "References" section, you need to cite:

- The person's name,
- The date you got the idea from them, and
- How you got the idea from them.

For example:

Fontaine, J. (2020, September 3). [Class notes].

Gray, D. E. (2020, September 13). [Personal conversation].

Acknowledgments: If you do receive help from classmates, friends, family, or anyone else, you must thank them for their assistance in an "Acknowledgments" section at the very end of the assignment. When thanking them, *be sure to also specify exactly how they helped you* with the assignment.

For instance:

Thanks to Sarah Sgro from the CEW who helped me with my organization and paragraph structure. Thanks also to Julie Fontaine for lending me her course notes. Finally, thanks to Professor Gray for clarifying this assignment's requirements.

If you are ever uncertain about citing sources, acknowledging assistance, or any other element of academic integrity, please ask; do not assume.

UNIVERSITY POLICIES

DISABILITY ACCOMMODATIONS

THE 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

THE 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 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 in- or outside of the classroom (with the exception of disclosures in assignments), 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

<http://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.

SUPPORT AT EVERY STEP HEALTH & WELLNESS

TAKE 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, know that you are not alone. There are many helpful resources available, and an important part of the university experience is learning how to ask for help. Asking for help sooner rather than later is almost always the best strategy for overcoming these difficult challenges.

Student Wellness is comprised of mental health counselors, medical providers and health educators. They all work together to provide a variety of quality services and programs focused on physical and emotional health to promote student success and well-being. To schedule an appointment



with a counselor, please do visit the offices of Counseling, Health Services, and Health Promotion 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.

PHILOSOPHY
POLITICS
ECONOMICS
COMING

FALL




THERE'S AN EPIDEMIC SPREADING PHILOSOPHY




1 in 5 teenagers will experiment with philosophy.




“Are you googling thought experiments again?”



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



Thinking is a gateway to despair.



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



Know the warning signs of philosophy.