PHILOSOPHY 335/635: SOCIAL & POLITICAL PHILOSOPHY
Fall 2018
TR, 10:30-11:50am
Porter Hall A18c

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Course Description & Objectives
Broadly speaking, political philosophers are interested in whether, and to what extent, government use of coercion can be justified, and how formal social and political institutions should be structured in order to be legitimate. Social philosophy encompasses these political questions, but also looks at how individuals should live together and how individual behaviors can impact not only state institutions but also more informal social norms and institutions.

This is an advanced course in social and political philosophy, aimed at providing students with an in-depth familiarity with classic and contemporary questions both theoretical and applied. The course is topical, and course topics vary from year to year. Typically 4-5 topics are covered in a term. Previous years’ topics have included the nature and value of freedom, social contract theory, racial and epistemic injustice and the nature of white ignorance, the intersecting concepts of justice and equality, structural injustice, responsibility for injustice, and immigration.

Students are expected to come away from the course with a strong understanding of some of the major debates in social and political theory as well as the theoretical tools to analyze ongoing debates in contemporary US and global politics regarding the appropriate way to organize our social and political reality. This course is primarily conducted as a seminar and is discussion- rather than lecture-based.

Required Texts
All readings will be made available via Canvas.

Important Dates
Sept. 10: Drop deadline for tuition adjustment
Oct. 5: Deadline to register to vote in PA midterm election
Oct. 22: Mid-semester grades turned in
Nov. 6: ELECTION DAY
Nov. 6: Final drop deadline
Nov. 19: First paper due
Nov. 22: No classes; Thanksgiving Break
Nov. 26: Peer review due
Dec. 12: Final paper due
**Course Requirements**

*The learning curve for reading and writing philosophical materials is steep, and early feedback will be important to you in improving your work. Homework assignments are structured to improve students’ reading habits, analytical skills, and writing.*

Homework and Short Response Pieces – 25%

*Beginning the second week of classes, students will have a minimum of one homework assignment due each week. Assignment specifics will always be announced in class, and when relevant specifics posted to Canvas. Students are responsible for knowing what the assignment is each week. Some assignments will be built on or involve in-class activities. Students who miss a day of class with which a writing assignment is associated will not receive full credit for the assignment.*

First Term Paper – 25%

*Each student will write a term paper of approximately 3000 words critically engaging with a topic relevant to the course. The term paper may be a more fully developed version of a short response piece, or an independent work. All term paper topics must be approved by me in advance. Further details about the term paper will be provided in class. Your first term paper is due no later than 12pm (noon) on Monday, November 19th.*

Peer Review – 10%

*Each student will be required to write a critical review and response to another student’s first term paper. These reviews should critically but charitably discuss the paper under review, raise questions of interpretation, present worries and objections, and provide alternative possibilities. The goal of the peer review is to provide constructive criticism which will help the recipient to consider new objections and improve his or her work. Peer reviews are due no later than 12pm (noon) on Monday, November 26th.*

Second Term Paper – 30%

*Graded term papers with comments from both me and your peer reviewer will be returned to you by Monday, December 3rd. Students will re-write their term papers in light of the comments received. Final papers are due no later than 10pm on Wednesday, December 12th.*

Attendance & Class Participation – 10%

*10% of your grade consists of participation in in-class discussions of the readings and regular class attendance. You should attend each class ready to engage in discussion and critical assessment of the readings. See below for more details.*

*Students taking this course for graduate credit should see me to discuss course requirements.*
Class Policies
Late Assignments
It is the responsibility of the student to have all assignments submitted no later than the assigned deadline, and all readings completed before the beginning of each class meeting. All late assignments will be penalized half a letter grade (5 points) for every day or portion of a day that they are late. Writing assignments submitted more than 3 calendar days late will receive a 0. Papers submitted more than 7 calendar days late will receive a 0. Requests for reasonable accommodation will be granted but must be made in advance.

Attendance
Attendance is not taken, but a pattern of missed classes will be noticed and will impact your attendance and class participation grade. Missing a significant number of class meetings is also likely to impact your grade through your performance on class assignments. Students who miss class are responsible for discovering on their own or from classmates any material missed or changes to class assignments. Emails requests from students asking what they missed during unexcused absences will be ignored.

Participation
Philosophical inquiry is a joint endeavor, and the quality of the course will depend crucially on your thoughtful, considerate engagement with the readings and with each other. We will be discussing controversial topics about which many of you will have strong feelings. However our purpose in this class is to move past feelings and opinions, and to evaluate and provide reasoned arguments for and against various positions on these issues. Disrespectful comments towards other students will not be tolerated. Students should come to class having closely read and thought about all assigned materials. This requires, at a minimum:

- Determining the key point the author is trying to establish or criticize;
- Understanding why the author considers it to be important;
- Identifying the reasons the author gives in support of the conclusion; and
- Considering whether those reasons both (a) are true or correct, and (b) actually support the author’s conclusion.

Students are encouraged to take notes while reading, and to come to class with questions about and criticisms of the readings.

Communication
Students are not always familiar with the norms governing professional correspondence. Please use the following resource to inform your understanding of what is expected from communications in a professional environment: https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.gyje2zezg. Please note that I do not read or respond to student emails outside of normal business hours (i.e. if you email me in the evening, you will not receive a response until the next weekday morning).
Grading
Grades are assigned on the following scale:
A   90-100   D   60-69.9
B   80-89.9   R/F  0-59.9
C   70-79.9

While I recognize that grade inflation has generated the expectation that a “B” should be fairly easy to achieve, and an “A” not too hard, it is not the case that instructors are obligated to inflate grades. I also recognize that receiving a lower grade than one has come to expect can be traumatic. However, in this class grades mean what they are intended to mean. A “C” represents a satisfactory or average performance, and is nothing to be ashamed of. A “B” is a good performance, and something to be proud of. An “A” indicates outstanding or truly exemplary work. There is a steep learning curve to reading and writing philosophy effectively, which should provide you with strong incentives to work hard at the beginning of the semester and receive the kind of feedback you will need to excel in your paper assignments.

Academic Integrity & Plagiarism
Plagiarism refers to the use of any ideas or words from another person or source without appropriate citation. All sources used for course assignments should be appropriately cited, including information found on the internet, in course readings, or from class discussions. If you are unsure about whether or not to cite something, err on the side of caution. I have a zero-tolerance policy for cheating: Any student found to have plagiarized on any assignment will receive a failing grade for the assignment, and at my discretion, for the entire course. Additionally, all available institutional penalties will be sought.

Technology in the Classroom
I and your classmates put a great deal of time and effort into preparing for an interesting class discussion, and you are expected to do the same. When entering the classroom, please place your phone on “silent” and put it away for the duration of our meeting. If there is an urgent need to keep your phone on during a particular class period, please inform me at the beginning of class, sit where you can leave the room without distracting others, and keep your phone on vibrate. Students are permitted but strongly discouraged from using laptops during class. While typing is faster than writing for many of us, using a computer during discussion significantly distracts from what is going on and leads to disengagement from those around you. While some users can successfully use a computer without multitasking, most cannot – it is hard not to take a down moment to check your email or look at your calendar. But studies have shown that this kind of multitasking during class not only causes the computer user’s learning to suffer, but also that of the students sitting nearby who can see the screen.1 Moreover, recent research has shown that students take better notes, and learn more, when they take notes via longhand instead of on a computer.2

Videotaping and Audio Recording
Videotaping and audio recording are prohibited without the express written permission of the instructor.

If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. Also: make use of the resources available to you to manage the stresses and anxieties that we all experience sometimes. An important part of maturing is learning how and when to ask for help. Asking for help sooner rather than later can in many cases help to avert more serious crises. If you or anyone you know is experiencing anxiety or depression, I encourage you to seek support. You can contact Counseling and Psychological Services (CaPS) at 412-268-2922 or visit their website at http://www.cmu.edu/counseling/. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

Outline of Topics & Tentative Schedule of Readings
(All dates and readings are subject to change. You will always be informed of what to read for the next class at the end of the previous meeting.)

Aug. 28: Course introduction and overview
In class reading:
Barry Deutsch. "The Male Privilege Checklist."

Part I: Misogyny & Epistemic Injustice
Aug. 30: Misogyny as Individual Characteristic

Sept. 4: Misogyny as Structural Phenomenon

Sept. 6: Epistemic Virtues & Vices
Part II: What is (In)Justice?

**Sept. 11: Racial Inequality in the US: History and Statistics**

**Sept. 13: Entitlement Theory**

**Sept. 18: Self-Ownership**

**Sept. 20: Two Principles of Justice**

**Sept. 25: Two Principles of Justice, cont’d.**
Rawls, cont’d.

**Sept. 27: Luck Egalitarianism**

**Oct. 2: Democratic Equality**

**Oct. 4: Oppression**

**Oct. 9: Racial Inequality**
Part III: Responsibility & Structural Injustice

**Oct. 11: The Basic Structure as Subject**

**Oct. 16: The Basic Structure & Personal Responsibility**

**Oct. 18: Personal vs. Social Responsibility**

**OCT. 23: DISCUSSION OF TERM PAPER ASSIGNMENT; NO READINGS. ATTENDANCE MANDATORY.**

**Oct. 25: The Basic Structure & Structural Inequality**

**Oct. 30: Personal Responsibility & Social Injustice**

**NOV. 1: WRITING WORKSHOP, NO READINGS. ATTENDANCE MANDATORY.**

**Nov. 6: The Social Connection Model**

**NOV. 8: WRITING WORKSHOP, NO READINGS. ATTENDANCE MANDATORY.**
Part IV: Freedom & Domination

**Nov. 13: Negative Liberty**

**Nov. 15: Positive Liberty**

**Nov. 20: Freedom To Do vs. Freedom To Be**

**NOV. 27: IN-CLASS PEER REVIEW, NO READINGS. ATTENDANCE MANDATORY.**

**Nov. 29: Freedom as Non-Domination**


**Dec. 4: Vulnerability and Domination**

**Dec. 6: Overflow Day/Semester Review & Recap**
No new readings.