

## Territorial Acknowledgement

I acknowledge that we are on the traditional territory of the Neutral, Anishnawbe, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

The [Waterloo Aboriginal Education Centre](#) facilitates the sharing of Indigenous knowledge and provides culturally relevant information and support services for all members of the University of Waterloo community, including Aboriginal and non-Aboriginal students, staff, and faculty.

### University of Waterloo, Department of Philosophy PHIL 324 – Social and Political Philosophy Winter 2018, MWF 10:30-11:20, HH 150

#### Contact Information

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Office: Hagey Hall 322A

Office hours: Mondays and Fridays 12:00-1:00

#### Course Description

What is a just society? Students in this course will study a sample of key historical and contemporary texts addressing that question, with a focus on liberal egalitarianism and its critics.

#### Intended Learning Outcomes

By the end of this course, you will have enhanced your abilities to:

- Explain, defend, and object to liberal egalitarianism, and
- Construct a focused argumentative essay using a multi-stage process that includes
  - Drafting,
  - Receiving and giving critical and constructive peer feedback, and
  - Editing in light of that feedback.

#### What you must put into this course

- At many points, you will be presented with two or more alternatives and asked which one is more convincing. **Be willing to share your perspective.** Even if you're not sure, do it for practice.
- It is usually easier to figure out what we think is right or wrong than to figure out why we think it is right or wrong, but it is important to try to figure out why. **Be willing to share your reasons especially when you are not totally sure what your reasons are or whether they make sense.**
- When someone states their view for the first time, it is often somewhat vague. **Be willing to help each other get clearer about each of your views** by asking questions.
- Philosophy's core conviction is that we can improve our beliefs (and thereby our behaviour) through critical dialogue. We need each other to help us see strengths and weaknesses of our current beliefs that we wouldn't notice ourselves. **Be willing to challenge each other's views** and **be willing to help strengthen each other's views.** The point isn't to simply get people to agree with you. The point is to help them understand why they should take your view and your reasons seriously, and vice versa.

## Course Requirements and Assessment

- Essay Outlines
  - Upload outline for Essay 1 to LEARN before class on Monday January 29.
  - Upload outline for Essay 2 to LEARN before class on Monday March 5.
  - Upload outline for Essay 3 to LEARN before class on Wednesday April 4.
  - It must include: a draft of your thesis, a point form outline of your exposition, and a point form outline of your argument.
  - Outlines are mandatory, but not graded.
- Essays
  - Upload Essay 1 as a .doc file to LEARN by 11:59pm Sunday February 4.
  - Upload Essay 2 as a .doc file to LEARN by 11:59PM Sunday March 11.
  - Upload Essay 3 as a .doc file to LEARN by 11:59PM Sunday April 15.
  - Each essay is minimum 5 pages, maximum 8 pages, plus a title page and a works cited page. 12pt font, double-spaced.
  - Citations must include author, date, and page number. Further instructions will be on LEARN.
  - Your best essay is worth 50%, your second best 30%, and your third 20%.

## Late Policy

- In keeping with University policy, students will be asked to promptly provide documentation from the relevant university office (e.g., [AccessAbility](#), [Counselling Services](#), [Health Services](#), etc.). The nature and duration of a condition or situation, and the details of the documentation, are relevant to whether and how accommodations are provided. **That being said, if you encounter bureaucratic obstacles, please do talk to me.**
- If your essay is late without a good reason, the late penalty is 3% per day.

## Understanding Your Grade

- After graded assignments are returned, if you have questions about the connection between what you wrote, my comments, and the grade you received, then I encourage you to meet with me to get further feedback.
- If you decide to appeal your grade, you will need to email a letter to me. The letter will be a written explanation of your reasons for concluding that there is a mismatch between what you wrote, my written comments, and the grade you received. This explanation must be submitted to me within 30 days of the date when the graded assignment was returned. I will inform you of the decision about your grade within two weeks of receiving your letter.

## Turnitin®

- **Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®.
- A student who does not want to have their essay screened by Turnitin® on LEARN must instead email three items to the instructor ([crlowry@uwaterloo.ca](mailto:crlowry@uwaterloo.ca)):
  - i. A two-page outline two weeks before the deadline,
  - ii. a full-length draft of the assignment one week before the deadline, and
  - iii. the final version of the assignment on the deadline.

The outline and the first draft will not be graded, but the policy on late work does apply to them. Late penalties on any of the three items will be combined and deducted from the grade for the final version of the assignment.

## Class Schedule and Required Readings

- All the required readings are available on LEARN.

### Part 1

Date	Topic and/or Reading
Wed Jan 3	Welcome
Fri Jan 5 Mon Jan 8 Wed Jan 10	Hobbes, Thomas. [1651] 2006. <i>Leviathan</i> . Translated by Jonathan Bennett. <a href="http://www.earlymoderntexts.com">www.earlymoderntexts.com</a> Read: Chapter 13 Chapter 14 until page 60 "...your original right." Chapter 15 - page 66 left side - page 70 "The question of..." to page 71 "...of it 'arrogant'" Chapter 17 Chapter 18 Chapter 19 until page 87
Fri Jan 12 Mon Jan 15 Wed Jan 17	Locke, John. [1689] 2008. <i>Second Treatise of Government</i> . Translated by Jonathan Bennett. <a href="http://www.earlymoderntexts.com">www.earlymoderntexts.com</a> Read: Chapter 2 Chapter 3 Chapter 5 sections 25-28, 31-34, 36, 37, 45-47, and 51 Chapter 4 section 22. Chapter 6 section 57 from "... law, properly understood, is not..." Chapter 7 sections 87, 90-93. Chapter 8 sections 95-97, 119-122 Chapter 9 Chapter 4 sections 23 and 24 Chapter 16 sections 175-185, 190-192, 196
Fri Jan 19 Mon Jan 22 Wed Jan 24	Rousseau, Jean-Jacques. [1762] 2010. <i>The Social Contract</i> . Translated by Jonathan Bennett. <a href="http://www.earlymoderntexts.com">www.earlymoderntexts.com</a> Read: Book 1, chapters 6-9 Book 2, chapter 11 until "...maintain it." Book 2, chapters 1, 3, 6, 7 until "...sanctity of his work." Book 4, chapter 1
Fri Jan 26	Essay Advice
Mon Jan 29 Wed Jan 31	Peer Review of Essay Outlines
Fri Feb 2	No class. Extra office hours.

**Part 2**

Date	Topic and/or Reading
Mon Feb 5 Wed Feb 7 Fri Feb 9	Mill, John Stuart Mill. [1859] 2008. Translated by Jonathan Bennett. www.earlymoderntexts.com Read: Chapter 1 - Page 1 to page 3 "...against political despotism." - Page 6 from "The object of this Essay..." to page 8 Chapter 3 - Page 36 to page 38 "...a living thing." - Page 41 from "The way to..." to page 42 "... a Dutch canal." - Page 44 Chapter 4 - Page 49 to page 55 "...all the world?"
Mon Feb 12 Wed Feb 14 Fri Feb 16	Tawney, R. H. [1952] 2000. "Equality in Historical Perspective." In <i>Equality</i> , edited by David Johnston, 90-106. Indianapolis: Hackett. Read: - Page 90 to page 93 "...that of perorations." - Page 95 to page 102 "...whether they receive it or not."  Hayek, F. A. 1960. "Equality, Value and Merit." In <i>The Constitution of Liberty</i> , 85-102. Chicago: The University of Chicago Press. - Page 85 to page 86 "...positions in life" - Page 86 from "It has been the..." to page 95 "...which is not." - Page 96 from "The fact is,..." to page 98 "...merit and success."
Mon Feb 19 Wed Feb 21 Fri Feb 23	READING WEEK
Mon Feb 26 Wed Feb 28 Fri Mar 2	Rawls, John. 1999. <i>A Theory of Justice</i> . Revised edition. Cambridge, MA: Harvard. Read: - Page 52 from "I shall now..." to page 58 "...other interpretations." - Page 62 from "In the system..." to page 65 "...that follows.)" - Page 67 from "To illustrate..." to page 68 "...are positive." - Page 86 from "I wish to..." to page 89 "...is egalitarian."  Rawls, John. 2001. <i>Justice as Fairness: A Restatement</i> . Edited by Erin Kelly. Cambridge, MA: Harvard. Read: TBA
Mon Mar 5 Wed Mar 7	Peer Review of Essay Outlines
Fri Mar 9	No class. Extra office hours.

### Part 3

Date	Topic and/or Reading
Mon Mar 12 Wed Mar 14 Fri Mar 16	Nozick, Robert. <i>Anarchy, State, and Utopia</i> . New York: Basic Books, 1974. Read: TBA  Berlin, Isaiah. [1958] 1999. "Two Concepts of Liberty." In <i>Arguments for Freedom</i> , edited by Nigel Warburton, 155-165. Milton Keys: Open University Press. Read: TBA
Mon Mar 19 Wed Mar 21 Fri Mar 23	Cohen, G.A. 1997. "Where the Action is: On the Site of Distributive Justice." <i>Philosophy &amp; Public Affairs</i> 26/1: 3-30. Read: TBA  Karl Marx, <i>Estranged Labour</i> (1844). Translated by Martin Mulligan. <a href="http://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm">www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm</a> Read: TBA
Mon Mar 26 Wed Mar 28 Mon Apr 2  [No class Fri Mar 30]	Kittay, Eva Feder. 1999. "The Benefits and Burdens of Social Cooperation," in <i>Love's Labor: Essay on Women, Equality, and Dependency</i> , 100-114 (New York: Routledge, 1999). Read: TBA  Nussbaum, Martha C. 2006. <i>Frontiers of Justice: Disability, Nationality, Species Membership</i> Cambridge, MA: Harvard. Read: TBA
Wed Apr 4	Peer Review of Essay Outlines

### Gender-Neutral Washrooms

The Equity Office has a [map of gender-neutral washrooms](#). The ones nearest to our classroom are either in Environment 2, first floor, room 1032, or in the Tatham Centre, second floor, rooms 2903-2906.

### The Glow Centre for Sexual and Gender Diversity

[Glow](#) is the oldest queer and trans student organization in Canada. Run entirely by dedicated student volunteers, it offers a wide variety of discussion groups, social events, advocacy opportunities, awareness campaigns, resources, and information.

### The Women's Centre

[The Women's Centre](#) aims to provide a female-positive and supportive environment on campus for women and trans folks. Run entirely by dedicated student volunteers, it holds workshops, film screenings, and guest lectures.

### Counselling Services

[Counselling Services](#) are provided, at no charge, in a private and confidential setting to University of Waterloo students who are currently registered or on a co-op term.

## Health Services

[Health Services](#) aims to provide convenient, confidential and comprehensive medical care to registered students at Waterloo. We work in coordination with other health-related services on campus and in the Kitchener-Waterloo community.

## Academic Integrity

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

## Accommodation for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.