

PHIL 2400 (27541)
 MW 2:20pm-3:40pm in Mendenhall Lab room 185

Spring 2016

Political and Social Philosophy

How should we live together? This course provides an introductory survey of leading answers to this question from the history of social and political philosophy. We contrast ancient and modern responses to this question in order to understand how an appreciation for anthropology and psychology might be at stake in a response. But these responses do not contain a clear or distinct account of society, and its proper relationship to the state and the individual. Is the state necessarily a crony of economic and social forces, or can it adequately serve as an opposing or limiting source of power? How might we design and reform our public lives to eliminate or minimize the negative effects of majoritarianism, conformism, and capitalism? Finally, we look at one recent effort to articulate a defensible set of principles to guide how we should live with each other under conditions of moral and political disagreement. Do these accounts adequately respond to historical and structural forms of injustice, especially patriarchy, white supremacy, and colonialism? How should we live together now in light of these inheritances?

This course fulfills the following General Education requirement: Cultures and Ideas.

Instructor	Grader	Writing Associate
Professor Shuster University Hall 337H shuster.67@osu.edu Skype: professor.shuster Mon & Weds 4:00-5:00pm, and by appointment	Paul Robinson University Hall 214 robinson.1728@osu.edu Mon & Weds 1:00pm-2:00pm	Max Orr orr.227@osu.edu By appointment

General Education Goal

- Students evaluate significant cultural phenomena and ideas in order to develop capacities for: aesthetic and historical response and judgment, and interpretation and evaluation.

General Education Expected Learning Outcomes

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Students will achieve these goals through thoughtful reading of assigned texts, participation in class activities, and successful completion of formal and informal writing assignments.

Course Materials

Required readings posted to our course website in Carmen
 Reading guides posted to Carmen
 Discussion board on Carmen

Assessments

Overall course grade is computed with the following values for each component:

100 points	Good Citizenship
100 points	Argumentative Paragraphs (2 at 50 points each)
500 points	Problem Essays (2 at 250 points each)
200 points	Final Exam
100 points	Wild Card

You must complete each component of the course in order to receive at least a passing grade. Grades posted during semester to grade book in Carmen.

Important dates (like major assignment due dates and the final exam date) are noted in **bold** in the Schedule of Classes at the end of this Syllabus.

Good Citizenship measures how students contribute to the learning of fellow students and to the educational environment of our class. Points up to 100 can be earned in the following ways:

- Class attendance: 1 points/class (28 possible)
- Display completed reading guide notes directly before class: 1 point/class (25 possible)
- Class participation: 2 points/class (56 possible)
- Weekly discussion board posts: 2 points/topic (14 possible)
- Weekly discussion board replies: 1 points/topic (14 possible)
- Occasional informal writing in class: 2 points/class (several possible)

In order to be able to participate fully, carefully read and take notes on the assigned texts for that day of class in advance of class. Expect to spend 1-2 hours reading in advance of each class. To aid you in this endeavor, I distribute reading guides. These guides are designed to help you more effectively take notes on the assigned texts: to recognize key terms and their definitions, the important steps in an argument, and connections to other class texts. After taking these notes, come to class with questions about elements of the text that you did not fully understand or that were particularly interesting to you. You should bring to class the text(s) assigned for discussion, as noted in the Schedule of Classes, as we will reference the text regularly in class. To contribute to the educational environment, you should project respect for and interest in the contributions of fellow students both in what you say and how you comport your body. Respect comes in a variety of forms, including but not limited to disagreement that takes the ideas of others seriously and sincerely, asking others to say more about their ideas, connecting the ideas of students, listening attentively, and reflecting back to others what you hear them saying. Lack of respect also comes in a variety of forms, including but not limited to arriving late to class and doing things during class that should be done outside of class (e.g. checking your phone, work for other classes).

Argumentative Paragraphs are assigned to help students learn a basic but not obvious component of college-level, philosophical writing. After instruction on the elements and purpose of argumentative writing, students are asked to turn in a single paragraph (of approximately 350 words) three times during the semester. Students who earn an A or A- on the first two paragraphs do not have to turn in the third paragraph; all other students must turn in all three paragraphs in order to complete this assignment. The grade for this assignment will be determined by the average of your two best paragraphs.

Problem Essays offer students the opportunity to formalize their engagement with the course material in writing. You will respond to a prompt for at least two (2) of the three (3) due dates. You must turn in an essay for the first due date. You are permitted to write for all three; if you do,

then your grade for this assignment will be for your best two essays. Prompts for each due date will be distributed in class and posted to Carmen several weeks in advance. Excellent responses will accurately, clearly, and appropriately explain the relevant course material (with correct citations) and develop an insightful, original (i.e. your own) argument that is *accessible* to college-level students and *insightful* to other students in our class. Essays should be at least 1500 words and not much more than 2000 words in length, use [Chicago "Author-Date" in-text citation style](#), and include a complete and accurate list of references. Any works consulted (print, online, or interpersonal) should also be acknowledged as per standard academic procedure and the prescriptions of the [OSU Code of Student Conduct](#). A lexicon and rubric describing the elements of the academic essay at various levels of accomplishment will be distributed in class. Essays will be uploaded as MS Word compatible documents to Carmen. See Course Policies uploaded to Carmen for information on late assignments and extensions.

Final Exam study questions will be available well in advance of the end of the semester. The key concepts noted for each class period in the Schedule of Classes are part of this study guide. The exam will comprise a selection of these questions, which will pertain to all the course material and discussions (i.e. it is cumulative). You will be asked to answer 10 multiple-choice questions; write a number of short, expository responses; and write one argumentative essay. Expository responses accurately and clearly explain the course material. Argumentative essays require that you develop an original (i.e. your own) argument in response to the course material, thus they also include an expository component. If you have a conflict with our exam time (as noted in the Schedule of Classes), then please notify me by **January 20** so that we can make alternative arrangements.

Wild Card is designed to allow you to engage with the course material in light of your distinct talents and interests. Here are a few options to consider:

- 1) Write a third problem essay that you have not already written for.
- 2) Use your grade on the final exam as the grade for this assignment.
- 3) A piece of public writing of at least 1200 words (e.g. blog post, letter to an editor, newspaper editorial); consult with course instructor on topic and audience. For example: <https://civitasperegrina.wordpress.com/2013/06/27/doma-and-distributive-justice/> or <http://www.telegraph.co.uk/comment/9366177/A-philosopher-for-the-Facebook-generation.html>
- 4) An original illustration, drawing, collage or other artwork of a core concept or idea from the course material. For example (though far more involved than expected for this assignment): <http://comment.rsablogs.org.uk/2010/06/28/ras-animated-crisis-capitalism/> or <http://existentialcomics.com/>
- 5) A soundtrack of at least 12 songs that illustrate or exemplify ideas from the course, along with a description of how each song (or a significant set of lines from the lyrics) relates to the course.
- 6) An improvement over the existing class A/V material for one class period.
- 7) If you are majoring in Education or considering a teaching career, design a lesson plan (including all necessary A/V material) that introduces one of our course readings on a topic central to the course theme to a student population that you anticipate teaching. For sample lesson plans (not all topically relevant), see <http://www.tocqueville.org/>
- 8) Another appropriate project of your design approved by the course instructor.

You will be asked to declare your Wild Card intention on the last day of class. If you chose an option numbered 3-8 above, then you must turn in a proposal of your planned project on the last day of class. Consult the course instructor at least a week in advance of the last day of class to learn what to include in your proposal and when your project is due.

Schedule of Classes

- Mon, 1/11* How should we live together?
Key concepts: capabilities approach, contractarianism, contractualism
Watch in advance: Martha Nussbaum from [The Examined Life](#) (8 min)
- Weds, 1/13* How modern social life threatens liberty
Key concepts: utility, living belief, dead dogma, appropriate region of human liberty
Read in advance: J.S. Mill, *On Liberty*, selection from chapters 1-2
- Mon, 1/18* Class canceled for Martin Luther King, Jr. Day
- Weds, 1/20* Individuality and legitimate interference
Key concepts: experiments in living, limits of liberty, right of discrimination
Read in advance: J.S. Mill, *On Liberty*, selection from chapters 3-4
- Fri, 1/22* **Argumentative Paragraph 1 due to Carmen > Assignments by 10:00pm**
- Mon, 1/25* What are we by nature (before modern society)?
Key concepts: *eudaimonia*, capacity, activity, human function
Read in advance: Aristotle, *Nicomachean Ethics* (Book.chapter) 1.1-5, 1.7-8, 1.13
- Weds, 1/27* Cultivating human capability
Key concepts: virtues (intellectual & character), the mean, contextualism, the virtuous person (a.k.a. the practically wise person)
Read in advance: Aristotle, *Nicomachean Ethics* 2.1-9
- Mon, 2/1* How social and political life relate to human capability
Key concepts: association, the citizen, plurality, self-sufficiency, justice, equality
Read in advance: Aristotle, *Politics*, 1.1-4, 1.12-13, 2.1, 3.1, 3.5-6, 3.12, 7.3, and 7.8
- Weds, 2/3* What are we by nature (before modern society)?
Key concepts: state of nature, atomism, self-preservation, natural equality, ambivalent nature of man
Read in advance: Hobbes, *Leviathan*, chapters 8, 11, 13, and 17
- Fri, 2/5* **Argumentative Paragraph 2 due to Carmen > Assignments by 10:00pm**
- Mon, 2/8* The source(s) of government
Key concepts: nature versus convention, laws of nature, civil laws
Read in advance: Hobbes, *Leviathan*, Introduction, chapters 14-15, and skim 26
- Weds, 2/10* The minimalist, absolutist state
Key concepts: the social contract, commonwealth by institution and by acquisition, minimalism versus perfectionism
Read in advance: Hobbes, *Leviathan*, chapters 18, 20, and 30

- Mon, 2/15* The origin and nature of society, an alternative psychology and anthropology
Key concepts: egocentricism, pity, perfectibility, moral inequality, dependence
Read in advance: Rousseau, selections from "Discourse on Inequality"
- Weds, 2/17* Rights and (property) ownership before the state of war and civil state
Key concepts: right of the strongest, right of the first occupant, origin and extent of property rights
Read in advance: Rousseau, *On the Social Contract*, 1.1-9 (book.chapter); and Locke, *Second Treatise of Civil Government*, chapter 5
- Mon, 2/22* A legitimate source of coercive authority
Key concepts: particular will, the general will, the will of all, common interest
Read in advance: Rousseau, *On the Social Contract*, 2.1-4, 2.6, 2.11-12, 4.1-2
- Weds, 2/24* From contract to an idea of reason
Key concepts: contractarianism versus contractualism, the categorical imperative, maxim, right, public right, freedom, equality, independence
Read in advance: Kant, "On the Common Saying: 'This May Be True in Theory, but It Does Not Apply in Practice'" Section II, and a page from *Groundwork for the Metaphysics of Morals*
- Fri, 2/26* **Argumentative Paragraph 3 due to Carmen > Assignments by 10:00pm**
- Mon, 2/29* Making sense of forced freedom
Key concepts: right, public right, coercion, freedom, the (civil) state
Read in advance: Kant, *Metaphysics of Morals* §D, §43-45, §47 and §52
- Weds, 3/2* Catch-Up and Idea Generation Workshop
Read in advance: no assignment
- Mon, 3/7* Alienation under capitalism
Key concepts: materialism, four aspects of estrangement (or alienation), social property, human emancipation, real foundation of society, superstructure, modes of production
Read in advance: Marx, *Economic and Philosophic Manuscripts*, "Estranged Labor" and "Preface to *A Contribution to the Critique of Political Economy*"
- Weds, 3/9* The contradiction between liberty and private property
Key concepts: liberal freedom, Marxist freedom, rights of man
Read in advance: Marx, selection from "On the Jewish Question"
- Fri, 3/11* **Problem Essay 1 due to Carmen > Assignments by 10:00pm**
- Mon, 3/14* Class canceled for Spring Break
- Weds, 3/16* Class canceled for Spring Break

- Mon, 3/21* Justice as fairness
Key concepts: justice as fairness, the original position, veil of ignorance, principles of justice, social cooperation, utilitarianism, the basic structure, reflective equilibrium
Read in advance: Rawls, *A Theory of Justice* §3-§6
- Weds, 3/23* The principles of justice
Key concepts: the principles of justice, difference principle, basic structure, primary goods, representative persons, property-owning democracy, fair equality of opportunity, least favored position
Read in advance: Rawls, *A Theory of Justice* §11, §13, and §14
- Mon, 3/28* Reasoning from the principles of justice
Key concepts: social goods, redress, reciprocity, fraternity, veil of ignorance
Read in advance: Rawls, *A Theory of Justice* §15, §17, and §24
- Weds, 3/30* From idealized contracts to legitimacy
Key concepts: overlapping consensus, political conception of justice, circumstances of justice, fact of pluralism, free public reason
Read in advance: Rawls, "The Idea of an Overlapping Consensus"
- Sat, 4/2* **Problem Essay 2 due to Carmen > Assignments by 10:00pm**
- Mon, 4/4* Contracting for Male Domination
Key concepts: the sexual contract, patriarchal right, civil mastery, civil subordination, contractarianism, patriarchy
Read in advance: Carole Pateman, selections from *The Sexual Contract*
- Weds, 4/6* Contracting for White Supremacy
Key concepts: the problem of the color line, the veil, double-consciousness; the racial contract, epistemology of ignorance, descriptive theory versus normative theory, exploitation contract
Read in advance: selections from W.E.B. DuBois, *The Souls of Black Folk* and Charles W. Mills, *The Racial Contract*
- Mon, 4/11* Contracting for Modern Colonialism
Key concepts: two senses of *terra nullius*, strict versus tempered logic (plus examples), legitimate private war, occupation, Locke on private property, who is and is not party to the settler contract
Read in advance: Carole Pateman, "The Settler Contract"
- Weds, 4/13* From Ideal to Non-Ideal Theory
Key concepts: normative theory (ideal and non-ideal forms), descriptive theory, predictive theory, forward-looking and backward-looking roadmaps
Read in advance: no assignment
- Sat, 4/16* **Problem Essay 3 due to Carmen > Assignments by 10:00pm**

- Mon, 4/18* Against contracts as the paradigmatic relationship
Key concepts: mothering person, non-patriarchal household, voluntariness, non-replaceability, empowerment, vulnerability, shared goals and interests
Read in advance: Virginia Held, "The Non-Contractual Society"
Check in with Professor Shuster about Wild Card options
- Weds, 4/20* The inevitability of disability
Key concepts: 10 central human capabilities, circumstances of justice, purpose of social cooperation, good care, varieties of guardianship, equal respect for dignity, respect for human individuality
Read in advance: Martha Nussbaum, selections from *Frontiers of Justice*
- Mon, 4/25* How should we live now in light of these features and inheritances?
Key concepts: review all
Read: no assignment
Declaration of Wild Card intention due in class.
- Tues, 4/26* Reading Day
- Tues, 5/3* **Final Exam from 4:00-5:45pm in Mendenhall Lab 185**

**NB: This syllabus is subject to change with appropriate notice
Changes will be announced in class and posted to our course website in Carmen.**

College of Arts and Sciences Required Statements

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**Consult Course Policies (PDF) posted to Carmen > Content > Syllabus & Policies
for policies and procedures developed specifically for this course.**