

PHIL 530A: Topics in Moral Philosophy: Loneliness and Belonging
2020-21 Term 1, Wednesdays 11am – 12.30pm

Updated Syllabus 08.11.2020

Instructor: Prof. Kimberley Brownlee

Email: Kimberley.brownlee@ubc.ca

Office hours: Wednesday 12.30pm – 1.30pm; Thursday 1pm – 2pm or by appointment

COVID-19 notice: The seminar will include a 1.5 hr weekly synchronous Zoom meeting (Wednesdays 11am - 12.30pm) as well as directed reading, overview videos, student-led group work, and dedicated office hours. The teaching format, where possible, will be adjusted in response to students' circumstances and needs.

Course Content

Aristotle stated that without friends we would not choose to live, even if we had all other goods. There is a growing body of psychological and neuroscientific evidence that backs this up: we human beings are fundamentally social creatures who need to live near and with each other in order to survive and flourish. This course, which is offered as a core course in Value Theory, will explore a range of key concepts and arguments in moral and political philosophy that relate to the ethical and political implications of being social. The content will be grouped under three main headings: 1) social rights, 2) social virtues, and 3) social policies. The course will consider such questions as:

- What is loneliness? Is it morally wrong for someone to suffer chronic, acute, unwanted loneliness?
- What social human rights, if any, do we have?
- Do children have a right to be loved?
- Do we have a right to associate or not with whom we please?
- What physical and temporal resources do we need to be social? Do we have a right to have shared free time together?
- Which is worse: the material deprivation or the social deprivation of homelessness?
- Is it virtuous to be sociable?
- Can we exercise autonomy without other people?
- What ethical issues are raised by institutional segregation such as medical quarantine, isolated detention, and solitary confinement?
- Could we defensibly replace social contact with robots and virtual worlds?

The course will draw on debates in various branches of moral and political philosophy, and will examine key contemporary articles on the social aspects of being human.

Aims

Students will reflect closely on some key concepts and arguments in moral philosophy and political philosophy pertaining to human rights, needs, personal freedom, autonomy, conditions for flourishing, social justice, and the ethics of care. By the end of the course, students should be able to engage analytically with the main philosophical theories that pertain to human sociality. Students should be able to develop, in a sustained and sophisticated way, arguments pertaining to the ethics and politics of sociability. Understanding will be developed through critical reading, presentations, and discussion.

Distinctive Elements of the 2020 Online Course

- At the start of term, you will be asked to participate in a 10 min one-on-one introductory meeting with me (times will be arranged by Doodle poll).
- Each Monday, I will post a 5-min introduction video for the topic of the week. Please watch the video before we have the weekly seminar on Wednesday.
- Complete the required readings before the weekly seminar.
 - Please bring notes and observations to the seminar and **be prepared to be invited by name to contribute.**
- Attend each 1.5 hr weekly synchronous seminar.
- Contribute to the course discussion board on Canvas.
 - Please post all course-related questions on the discussion board. Please feel free to respond to one another's questions. **Please only use email for private concerns, e.g. health issues.**
- Dedicated office hours – these will be held as live Zoom chats immediately following the seminar.
- Arrange your own **student-led meetings** to co-author a bonus paper and to give each other feedback on your ideas for the main essay.

Marks

- Seminar presentation: 10 points
- Notetaker, moderator, and participation: 10 points
- Essay: 80 points
- Co-authored paper: up to 5 bonus points

Each student will lead one seminar during the term (0-10 points).

- Please prepare a presentation of **no more than 15 minutes** to introduce the week's theme and summarise all of the required readings. Please show that you have reflected carefully on the readings and can convey a strong grasp of the central debates and ideas.
- Please provide **three to five 'impulse' questions** around which we can shape the ensuing discussion.
- You are welcome to **provide a handout or share your screen with slides**, etc.
- To earn full marks, students will give an excellent presentation and offer excellent discussion facilitation.

Each student will be asked to moderate one seminar (i.e. keep an eye on the Chat) and to serve as the notetaker for another seminar (when they are not the leader) (0-10 points).

- When you're the notetaker, please send your notes on the discussion to me (clean prose, complete sentences, good grammar, etc.) no later than 24 hours after that seminar. I will post the notes on Canvas as a record.

For the term paper, (0-80 points) please write a paper of **up to 5,000 words** that fits with the guidelines for an APA symposium paper.

- The 5,000 words is exclusive of footnotes and bibliography.
- See Appendix below for advice on writing essays in philosophy.
- The essays should be written in clean, professional prose in 12 point font, Times New Roman, etc.

Each student can earn up to 5 bonus marks by co-authoring with one or two fellow students in the course a short paper (up to 3,000 words) on one of the central themes / articles of the course. This content of the bonus paper should not duplicate material in students' term papers.

- When the bonus paper is submitted, it must include a brief statement at the top about the authorship, i.e. the percentage authored by each student (the ideal is equal authorship).

Deadlines

Both the term paper and the bonus paper are due on **Monday December 14 2020**. Students may have an automatic extension until Friday January 8 2021. Bear in mind, however, that this latter date is a hard deadline (i.e. no extensions after this date except in extreme circumstances).

Plagiarism

Plagiarism is a serious form of academic misconduct involving intellectual theft. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments. Please see: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>. **Please ensure that you are familiar with the standards for good academic practice and the university's norms and regulations:** <https://artsone.arts.ubc.ca/about-arts-one/ubc-policies/ubc-plagiarism-policy/> and <https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation/plagiarism>

Topics

Week 1: Overview

Introduction to the course

Week 2: Loneliness and Belonging

Loneliness

Belonging

Week 3: Social Human Rights

Rights theory

Social human rights

Social deprivation

Week 4: Children's Social Rights

You Can't Say You Can't Play

Week 5: Children's Right to be Loved?

Children's Needs and Rights

Week 6: Social Freedoms: Intimate Associations (I)

Freedom of Intimate Association

Shared Free Time

Week 7: Social Freedoms: Intimate Associations (II)

Grief, Love, and Resilience

Week 8: Social Freedoms: Collective Associations

Freedom of Collective Association

Week 9: Interactional Ethics

Interactional Vices

Week 10: Social Virtues

Altruism, Teamwork, Solidarity

Week 11: Ethics of Care

Social Conditions for Flourishing

Care and Caregiving

Week 12: Social Practices: Segregation

Segregation, quarantine, isolated detention, solitary confinement

Mediated contact

Week 13: Social Practices: Surrogates

Robots

Virtual Worlds

Readings

Please access all readings through the UBC Library. Those readings which the library does not stock electronically will be provided as scans.

Background Reading

Philosophical works:

- Special issue on freedom of association, *Social Philosophy and Policy*, 2 (2008).
- Special issue on freedom of association, *Minnesota Law Review*, 85 (2001).
- Elizabeth Anderson (2010), *The Imperative of Integration*. Princeton.
- Amy Gutmann (ed.) (1998), *Freedom of Association*. Princeton.
- Kimberley Brownlee (2020), *Being Sure of Each Other*. Oxford.
- Judith Lichtenberg, (2013), *Distant Strangers: Ethics, Psychology, and Global Poverty*. Cambridge.
- Martha Nussbaum (2000), *Women and Human Development: The Capabilities Approach*. Cambridge.
- Jonathan Wolff and Avner de Shalit (2007), *Disadvantage*. Oxford.

Relevant empirical works:

- Cacioppo, J. T. et al (2008), *Loneliness*. W. W. Norton & Company.
- Decety, J. et al(2011), *Handbook of Social Neuroscience*. Oxford.
- Haney, C. (2003), 'Mental Health Issues in Long-Term Solitary and "Supermax" Confinement', *Crime & Delinquency*, 49: 124-156.
- Putnam, Robert (2000) *Bowling Alone*. New York: Simon and Schuster.
- Qualter, Pamela et al (2013), 'Trajectories of Loneliness during Childhood and Adolescence: Predictors and health outcomes', *The Journal of Adolescence: Special Issue on Loneliness*, 36, 1283-1293.
- Seligman, M. (2011) *Flourish*. Random House.
- Turkle, Sherry (2011), *Alone Together: Why We Expect More from Technology and Less From Each Other*. New York: Basic Books.
- Harris, R. et al(2013), 'Loneliness Trajectories from Middle Childhood to Pre-Adolescence: Impact on Perceived Health and Sleep Disturbance', *Journal of Adolescence, Issue on Loneliness*, 36,1295-1304.

Web videos:

- Turkle, Sherry (2012), 'Connected, but alone?' TED talk:
http://www.ted.com/talks/sherry_turkle_alone_together?language=en
- Cacioppo, John, 'The Lethality of Loneliness', TEDx talk:
https://www.youtube.com/watch?v=_0hxl03JoA0

Seminar Readings

Required Readings

Week 1: Overview

Introduction to the course. No assigned reading.

Week 2: Loneliness and Belonging

- Perlman, Daniel, and Letitia A. Peplau (1998), 'Loneliness' in the *Encyclopedia of Mental Health*: <https://peplau.psych.ucla.edu/wp-content/uploads/sites/141/2017/07/Perlman-Peplau-98.pdf>
- Baumeister, Roy, and Mark Leary (1995), 'The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation', *Psychological Bulletin* 117(3): 497–529.

Week 3: Social Human Rights

- Brownlee, Kimberley (2013), 'The Human Right Against Social Deprivation', *Philosophical Quarterly* 63: 251, 199-222. <https://doi.org/10.1111/1467-9213.12018>.
- For an overview of theories of rights, Wenar Leif (2020), 'Rights', *Stanford Encyclopedia of Philosophy*, Edward Zalta (ed.): <https://plato.stanford.edu/entries/rights/#Oth>

Week 4: Children's Social Rights

- Gussin Paley, Vivian (1992), *You Can't Say You Can't Play*. Harvard University Press.

Week 5: Children's Right to be Loved?

- Liao, S. M. (Dec 2015), *The Right to be Loved*. Oxford, Introduction, Chs 4 and 5.

Week 6: Social Freedoms: Intimate Associations (I)

- Rose, Julie (2016), 'Freedom of Association and the Temporal Coordination Problem', *Journal of Political Philosophy*, Volume 24, Number 3, 2016, pp. 261–276. (This article is included as 'Chapter 5: Shared Free Time' in her book *Free Time* (2017) Princeton UP.) <https://doi.org/10.1111/jopp.12098>
- For an overview, see Brownlee, Kimberley, and David Jenkins (2019), 'Freedom of Association', *Stanford Encyclopedia of Philosophy*: <https://plato.stanford.edu/entries/freedom-association/>

Week 7: Social Freedoms: Intimate Associations (II)

- Vitrano, Christine (2013), 'Love and Resilience', *Ethical Perspectives*, Vol 20, No. 4, 591-604, <http://www.ethical-perspectives.be/viewpic.php?LAN=E&TABLE=EP&ID=1651>

Week 8: Social Freedoms: Collective Associations

- Wellman, C. H. (2008) 'Immigration and Freedom of Association', *Ethics*, 119, 109-141; <https://www.jstor.org/stable/10.1086/592311>
- Fine, Sarah. (2010), 'Freedom of Association Is Not the Answer' *Ethics* 210, 338-356, <https://www.jstor.org/stable/10.1086/649626>

Week 9: Interactional Ethics

- Brownlee, Kimberley, 'Interactional Vices' (work in progress).
- Cassam, Quassim (2019), *Vices of the Mind*. Oxford, Introduction.

Week 10: Social Virtues

- Gardner, John (2002), 'Reasons for Teamwork', *Legal Theory*, Vol. 8, <https://doi.org/10.1017/S1352325202084045h>

Week 11: Ethics of Care

- Held, Virginia (2006), *The Ethics of Care: Personal, Political, and Global*. Oxford, Chapters 3, 5.

Week 12: Social Practices: Segregation

- Guenther, Lisa (2013), *Solitary Confinement: Social Death and Its Afterlives*, University of Minnesota Press, Introduction and Part I.

Week 13: Social Practices: Surrogates

- Sparrow, R., and Sparrow, L. (2006), 'In the hands of machines? The future of aged care.' *Minds and Machines* 16: 141-161.
- Vallor, Shannon (2016), *Technology and the Virtues*, Ch. 9 esp. 220-229.

Further Readings

Readings on Loneliness

- Perlman, D. and L. A. Peplau (1982), 'Theoretical Approaches to Loneliness' in Peplau, L. A., & Perlman, D. (eds.), *Loneliness: A sourcebook of current theory, research, and therapy*. New York: Wiley Interscience.
- UK Government's Loneliness Strategy: A Connected Society. Published October 2018. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/750909/6.4882_DCMS_Loneliness_Strategy_web_Update.pdf

Readings on Rights and Social Needs

- Jones, Peter (1994), *Rights*. Palgrave Macmillan, ch 1.
- Nickel, J. (2007), *Making Sense of Human Rights*, 2nd ed. Blackwell, chs 1-3, 9.
- Nickel, J. (2005), 'Poverty and Human Rights', *Philos Quart*, 55: 220, 385-402.
- O'Neill, Onora. (2005), 'The Dark Side of Human Rights', *Int Aff*, 81: 2, 427-439.
- Ashford, Elizabeth. (2007), 'The Duties Imposed by the Human Right to Basic Necessities', UNESCO Volume I: *Freedom from Poverty as a Human Right*. T. Pogge (ed.), Oxford, 183-218.
- Brownlee, Kimberley (2016), 'The Lonely Heart Breaks', *Proceedings of the Aristotelian Society Supplementary Volume*.
- Shue, H. (2020), *Basic Rights: Subsistence, Affluence, and US Foreign Policy*, 3rd edition. Princeton.

- Cordelli Chiara (2015), 'Justice as Fairness and Relational Resources', *Journal of Political Philosophy* 23, 86-110.
- Brock, Gillian (1998), 'Morally Important Needs', *Philosophia*, 26, 1-2, 165-178.
- Reader, Soran, and Gillian Brock (2004), 'Needs, Moral Demands, and Moral Theory', *Utilitas*, 16: 3, 251-266.
- Geuss, R. (2001), *History and Illusion in Politics*. Cambridge.
- Griffin, J. (2008), *On Human Rights*. Oxford.
- Barry, B. (2002), 'Social Exclusion, Social Isolation, and the Distribution of Income' in *Understanding Social Exclusion*. Phil Agulnik, John Hills (eds.), Oxford.
- Ignatieff, M. (1984/2001), *The Needs of Strangers*. Picador.

Readings on Children's Rights

- Liao, S. M. (2006), 'The Right of Children to be Loved', *Journal of Political Philosophy*, 14: 4, 420–440.
- Cowden, M., 2012. 'What's love got to do with it? Why a child does not have a right to be loved.' *Critical Review of International Social and Political Philosophy*, 15 (3), 325–345.
- Liao, S. M (2012), 'Why Children Need to be Loved', *Critical Review of International Social and Political Philosophy*. (reply to Cowden)
- Liao, S. M. (Dec 2015), *The Right to be Loved*. Oxford.
- Swift, Adam, and Brighouse, Harry (2014), *Family Values: The Ethics of Parent-Child Relationships*. Princeton.
- Ornish D. (1998), *Love & Survival: The Scientific Basis for the Healing Power of Intimacy*. HarperCollins.
- Archard, David (2014), 'Children's Rights', *Stanford Encyclopedia of Philosophy*: <http://plato.stanford.edu/entries/rights-children/>
- Bennett, Helm (2013), 'Love', *Stanford Encyclopedia of Philosophy*, <http://plato.stanford.edu/entries/love/>
- Swift, Adam (2014), 'Ethics Matters in the Family', LSE Public Lecture: <http://www.lse.ac.uk/publicEvents/events/2014/11/20141113t1830vWT.aspx>

Readings on Intimate Associations

- Lomasky, L. (2008), 'The Paradox of Association' *Social Philosophy and Policy*, 25, 182-200.
- Brownlee, K. (2014), 'Freedom of Association: It's Not What You Think' *Oxford J Legal Stud*, doi:10.1093/ojls/gqu018.
- Anderson, E. (2010), *The Imperative of Integration*. Princeton.
- Brownlee, K. (2015a), 'Ethical Dilemmas of Sociability', *Utilitas* (2015), doi:10.1017/S0953820815000175.
- Raz, J. (1986), *The Morality of Freedom*. Oxford, Part III.
- Mill, J.S. *On Liberty* (various editions).
- Gutmann, A. (ed.) *Freedom of Association* (Princeton: Princeton University Press, 1998), 3-32. See selected chapters in this collection.

Readings on Love, Resilience, and Relationships; Relational Theories of Autonomy

- Niko Kolodny, Love as Valuing a Relationship, *The Philosophical Review*, Vol. 112, No. 2 (April 2003)
- Friedman, Marilyn, 'Autonomy, Social Disruption, and Women' in MacKenzie, C. and Stoljar, N. (eds.) *Relational Autonomy* (Oxford: Oxford University Press, 2010), 35-51.
- Raz, J. (1986), *The Morality of Freedom*. Oxford, chs 14, 15.
- Buss, Sarah (2005), "Valuing Autonomy and Respecting Persons: Manipulation, Seduction, and the Basis of Moral Constraints", *Ethics* 11(5): 195–135.
- MacKenzie, C. and Stoljar, N. (eds.) *Relational Autonomy* (Oxford: Oxford University Press, 2010), 35-51.
- Oshana, Marina, 'Personal Autonomy and Society', *Journal of Social Philosophy*, 29 (1998), 81-102.
- Taylor, Charles, Sources of The Self: *The Making of the Modern Identity* (Cambridge: Cambridge University Press, 1989), (Chapters 10 and 11.)
- Westlund, Andrea, 'Rethinking Relational Autonomy', *Hypatia*, 24 (2009), 26-49.
- Buss, S. (1994), "Autonomy Reconsidered", in *Midwest Studies in Philosophy XIX*, P.A. French, T.A. Uehling and H.K. Wettstein, (eds.), Minneapolis: University of Minnesota Press, pp. 95–121.

Readings on Collective Associations

- Shiffrin, Seana (2005), 'What Is Really Wrong With Compelled Association?', *Northwestern Law Review*, 99, 839-888.
- *Roberts v. United States Jaycees* 468 U.S. 609, 618 (1984).
- Special issue on freedom of association, *Social Philosophy and Policy*, 2 (2008).
- Alexander, Larry, 'What is Freedom of Association, and What is its Denial?', *Social Philosophy and Policy*, 2 (2008), 1-21.
- Special issue on freedom of association, *Minnesota Law Review*, 85 (2001).
- Farber, Daniel, 'Speaking in the First Person Plural', *Minnesota Law Review*, 85 (2001), 1483-1514.
- Bedi, Sonu, 'Expressive Exclusion', *Journal of Moral Philosophy*, 7 (2010), 427-40.
- Gutmann, Amy (ed.) *Freedom of Association* (Princeton: Princeton University Press, 1998), 3-32. See selected chapters in this collection.
- Linder, Douglas, 'Freedom of Association after *Roberts v. United States Jaycees*', *Michigan Law Review*, 82 (1984), 1878-1903.
- Marshall, William, 'Discrimination and the Right of Association', *Northwestern University Law Review*, 81 (1986), 68-105.
- McKinnon, Catriona, 'Exclusion Rules and Self-Respect', *The Journal of Value Inquiry*, 34 (2000), 491-505.
- Mill, J.S. *On Liberty* (various editions).
- White, Stuart, 'Freedom of Association and the Right to Exclude', *Journal of Political Philosophy*, 5 (1997), 373-391.

Readings on Etiquette

- Buss, S. (1999), 'Appearing Respectful: The Moral Significance of Manners', *Ethics* 109: 4, 795-826.

- Sherman, N. (2005), 'Of Manners and Morals', *British Journal of Educational Studies*, 53: 3, 272-289.
- Stohr, K. (2011), *On Manners*. Routledge.
- Calhoun, Cheshire (2005), 'The Virtue of Civility', *Philosophy & Public Affairs* 29, 251-275.
- Marmor, Andrei (2009), *Social Conventions: From Language to Law*. Princeton University Press, chap. 6.

Readings on Social Virtue, Ethics of Care, and Flourishing

- Brock, G. (1998), 'Morally Important Needs', *Philosophia*, 26, 1-2, 165-178.
- Raz, J. (2004), 'The Role of Well-being', *Philos Perspectives*, 18, 269-94.
- Annas, Julia (2011), *Intelligent Virtue*. Oxford, chs 1-3, 8-9.
- Tomasi, J. (1991), 'Individual Rights and Community Virtues', *Ethics*, 101: 3, 521-536.
- Nussbaum, M. (2000), *Women and Human Development: The Capabilities Approach*. Cambridge.
- Griffin, J. (1986), *Well-being*. Oxford.
- Sen, A. et al (eds.) (1993), *The Quality of Life*. Oxford.
- Wiggins, D. (1987), *Needs, Values, Truth*. Oxford.
- Wolff, J. and de Shalit, A. (2007), *Disadvantage*. Oxford.
- Seligman, M. (2011) *Flourish*. Random House.
- Needleman, J. (2007), 'Why Can't We be Good?', Authors@Google Lecture Series, 30 April 2007:
- Engster, Daniel (2007), *The Heart of Justice: Care Ethics and Political Theory*. Oxford, chs, 1, 3, 5.
- Noddings, N. (1988), 'An Ethic of Caring and Its Implications for Instructional Arrangements', *American Journal of Education*, 96, 215-30.
- Held, V. (2015), 'Care and Rights' in R. Cruft et al (eds), *Philosophical Foundations of Human Rights*. Oxford.
- Kittay, E. F. (1999), *Love's Labor: Essays on Women, Equality, and Dependency*. Routledge.
- Goodin, Robert (1985), *Protecting the Vulnerable: A Reanalysis of Our Social Responsibilities* (Chicago: University of Chicago Press).

Readings on Segregation and Social Surrogates

- Brownlee, K. (2012), 'Social Deprivation and Criminal Justice' in *Rethinking Criminal Legal Theory*, edited by F. Tanguay-Renaud et al, Hart.
- Guenther, Lisa (2013), *Solitary Confinement: Social Death and Its Afterlives*, University of Minnesota Press.
- Coulson, M. et al (2012), 'Real feelings for virtual people: Emotional attachments and interpersonal attraction in video games', *Psychology of Popular Media Culture*, 1: 3, 176-184.
- Dias, J. et al (2013), 'I Want to Be Your Friend: Establishing Relations with Emotionally Intelligent Agents,' *Proceedings of the 12th International Conference on Autonomous Agents and Multiagent Systems (AAMAS 2013)*, 777-784.
- Arrigo, B. A., et al (2008), 'The Psychological Effects of Solitary Confinement on Prisoners in Supermax Units', *Int J Offender Ther*, 52r6, 622-640.

- Haney, C. (2003), 'Mental Health Issues in Long-Term Solitary and "Supermax" Confinement', *Crime & Delinquency*, 49: 124-156.
- Fox, J. et al (2012), 'Physiological Responses to Virtual Selves and Virtual Others' in *Journal of CyberTherapy & Rehabilitation*, 5: 1, 69-72.
- Kanea, H. et al (2012), 'Mere presence is not enough: Responsive support in a virtual world', *The Journal of Experimental Social Psychology*, 48r1, 37-44.
- Amnesty International (2012), *The Edge of Endurance*. Amnesty International Publications.
- Shalev, S. (2008), *Sourcebook on Solitary Confinement*. Nuffield Foundation Report: http://www.solitaryconfinement.org/uploads/sourcebook_web.pdf.
- Gawande, A. (2009), 'Hellhole', *New Yorker*, 30 March 2009.
- Bauer, S. (2012), 'Solitary in Iran Nearly Broke Me. Then I Went Inside America's Prisons.' *Mother Jones*, November/December 2012.
- Ackerman, B. et al (2011), 'Private Manning's Humiliation', *New York Review of Books*, 28 April 2011.
- Pilkington, E. (2012), 'Bradley Manning's treatment was cruel and inhuman, UN torture chief rules', *The Guardian*: <http://www.theguardian.com/world/2012/mar/12/bradley-manning-cruel-inhuman-treatment-un>
- LA Times Editorial Board (2013), 'Solitary Isn't the Solution' in *Los Angeles Times*, 28 March 2013.

Appendix: Advice on Writing an Essay in Philosophy

Guides on Writing in Philosophy

- Joel Feinberg, *Doing Philosophy*
- Jim Pryor: <http://www.jimpryor.net/teaching/guidelines/writing.html>
- Harvard Writing Centre: https://philosophy.fas.harvard.edu/files/phildept/files/brief_guide_to_writing_philosophy_paper.pdf

Guides on Writing Clearly and Elegantly

- Williams, *Style: Toward Clarity and Grace*.
- Evans, *Do I Make Myself Clear*.

Basic Tips for Writing in Philosophy

- A Philosophy essay is not a murder mystery. It's a reasoned defense of a claim.
- At the graduate level, your aim is to make a genuine contribution to philosophical debates.
- Announce your thesis (i.e. your central claim) at the beginning.
- Spend the rest of the essay defending that claim.
- Narrow your focus. Take charge of the question. Tell your reader at the outset what you will do and why you will do it (and also what you won't do and why).
- Have a clear structure. Signpost. After you've defended your first main point, briefly summarise what you've done and tell your reader what you will do next.
- Situate your view in relation to the literature, if appropriate.

Features of a good essay:

- A clear statement of the central claim that will be defended.
- A conceptual specification of the key terms necessary to defend that claim. (For instance, if your essay is about privacy, specify what you mean by *privacy*.)
- A clear, well-structured defence of the claim (i.e. the reasons for advancing it),
- Effective engagement with possible objections against the claim.

Suggested structure:

- In the first few sentences, set the scene and explain why the topic matters.
- Next, introduce the thesis, e.g. 'In this essay, I shall argue that X.'
- Specify or refine that thesis. 'By X, I mean...'
- Finish the introductory section by listing the (2-5) steps that you will take in the essay to defend your claim.
- Then: go through those steps. Consider objections. Defend your view against those objections. (If you find an objection forceful and devastating for your view, then it's time to go back to the drawing board and change your thesis.) Engage with the literature as appropriate.
- Conclude briefly by highlighting what you've achieved in the essay.
- Ensure your paper has been checked thoroughly for spelling and grammar.
- Adhere strictly to an accepted referencing style.
- Be willing to write several drafts. Figure out what you think while writing the bad first draft. First drafts are always bad. They are supposed to be bad! Then refine your ideas in the good second draft and refine them again in the excellent third draft.
- Read professional philosophy articles as (good and bad) models of style and structure. Think about the articles you've most enjoyed reading. Dissect them to understand how they are built.

Once you've followed these 'rules' for many years, and you understand why they are the rules, then you may begin to break them.