PHIL 330: Social and Political Philosophy  
2022-23 Winter II

Provisional syllabus (subject to minor revision)

Lectures: Tuesdays and Thursdays, 9.30am – 11.00am, BUCH B215

Instructor
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The Philosophy Department offers an Essay Clinic:  
https://philosophy.ubc.ca/undergraduate/philosophy-essay-clinic/

Course Content and Aims

This course will explore a range of fundamental questions in social and political philosophy beginning with the master question: What is justice?

The course will explore the idea of justice in a range of overlapping spheres and under a variety of headings including: social justice and personal freedom, political justice, distributive justice, corrective justice, and global justice. Some key questions include:

- How should we behave toward each other?
- What does it mean to be free?
- How much freedom should we each have?
- What does equality mean to women, ethnic minorities, and the LGBT+ community?
- Who should be in charge of what happens to our bodies?
- What is the best form of government?
- What kinds of rules should govern a society?
- Do we have a duty to follow the law?
- When, if ever, should we engage in civil disobedience or conscientious objection?
- How should our society treat us if we break the law?
- What is a just way to divide up the resources?
- What do we owe to distant strangers?

By the end of the course, students will be familiar with a range of key concepts and theories in moral, political, and social philosophy including those relating to justice and equality; negative and positive freedom; autonomy and agency; power, authority, and political obligation; categories of rights; political theories (e.g. liberalism, republicanism, libertarianism; authoritarianism); wrongdoing, responsibility, and punishment; and global justice. Students will be expected to become familiar with the relevant literatures on these themes, to read the required readings prior to the lectures, and to be prepared to analyze competing philosophical accounts both in discussions and in pieces of assessment.
Marks

In-class quizzes: 20 points
- On Thursdays, there will be a short, five-minute comprehension quiz of four questions based on the lectures for that week. There will be 11 quizzes in total. Your ten best scores will count toward your final grade.
- Each question is worth 0.5 points.
- The quiz will be posted on Canvas during the Thursday lecture and will remain open for 45 minutes.
- The quiz is open book, but I encourage you to ensure that you understand the answers you submit and that you arrive at those answers independently.
- 0 points will be given for non-completion.
- There will be no quiz in the first week or during the mid-term break.
- If you are unable to attend a given lecture / quiz, please arrange in advance to have the relevant quiz made available to you at a different time. Quizzes will not be rescheduled afterward.

Essay 1: 35 points
- Write a 2,000 word essay in response to an assigned question. The questions will relate to the material covered in Weeks 1-5 of the course.
- The word limit does not include the footnotes or bibliography.
- You may exceed the word-limit by 10% without penalty. Beyond that, points will be deducted.
- Essays should be typed in a clear professional font, e.g. Times New Roman, 12 point font.
- Please follow a recognised reference style.
- The essays will be marked according to four criteria:
  o 1. Argument and analysis
  o 2. Understanding and interpretation of the literature
  o 3. Structure and organisation
  o 4. Quality of writing (i.e. prose, referencing, bibliography, spelling, grammar and presentation).
- The first essay is due on Friday February 24 2023. Students may have an automatic extension until midnight on Monday February 27 2023. After that, five points will be deducted each day for lateness. If you have a personal reason (e.g. illness, family concern) to request an extension, please contact me before the deadline to arrange an alternative submission date. After the deadline, the appropriate contact is Arts Advising or the Centre for Accessibility.
- Non-submission will result in 0 points.
- Advice on essays can be found in the Appendix below.

Self-assessment of Essay 1: 5 points
- See the essay checklist at the end of this syllabus. Use the editable version of the checklist on Canvas to write a brief self-assessment of your essay.
• Give your essay a Yes or No on each of the checklist requirements. Answer the additional questions (e.g. what is your thesis, what referencing style do you use, etc.). Write a brief 150-word comment on whether you are satisfied with how you have met each of the criteria in your essay, and which areas you believe you may need to improve.
• The self-assessment will be marked according to the accuracy of your answers (i.e. Are you aware of whether your essay does x, y, and z or not?) as well as the number of affirmative answers you can give (for example: you not only consistently use a recognised referencing style in your paper, but you know this, and you can name the style).
• The self-assessment is due with the first essay on **Friday February 24 2023**. Students may have an automatic extension until Monday February 27 2023. After that, two points will be deducted per day for lateness.

**Essay 2: 40 points**
• Write a **2,500 word essay** in response to an assigned question. The questions will relate to the material covered in Weeks 6-13 of the course.
• The word limit does **not** include the footnotes or bibliography.
• You may exceed the word-limit by 10% without penalty. Beyond that, points will be deducted.
• Essays should be typed in a clear professional font, e.g. Times New Roman, 12 point font.
• Please follow a recognised referencing style.
• The essays will be marked according to the four criteria noted above, i.e.
  o 1. Argument and analysis;
  o 2. Understanding and interpretation of the literature;
  o 3. Structure and organisation; and
  o 4. Quality of writing (i.e. prose, referencing, bibliography, spelling, grammar and presentation).
• **The second essay is due on Wednesday April 12 2023.** Students may have an automatic extension until midnight on Friday April 14 2023. After that, five points will be deducted each day for lateness. If you have a personal reason (e.g. illness, family concern) to request an extension, please contact me **before the deadline** to arrange an alternative submission date. After the deadline, Arts Advising or the Centre for Accessibility would be the appropriate contact.
• Non-submission will result in 0 points.
Plagiarism is a serious form of academic misconduct involving intellectual theft. Plagiarism 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/

Background Readings

- Miller, David (2003), *Political Philosophy. A Very Short Introduction*. Oxford University Press. [There are books in this series devoted to individual thinkers such as Hobbes, Locke, Hume, Marx, etc.]
- An online resource that provides useful background material on a range of topics is The Stanford Encyclopedia of Philosophy (http://plato.stanford.edu/). This resource does not replace original texts. Do not cite this source when you could and should read and cite the original work.
- NB: Beware of relying on Wikipedia or other non-specialist internet encyclopaedias. They are not peer-reviewed and may contain inaccuracies and misinterpretations. Do not regard them as reliable academic sources.

Topics and Readings

Introduction

Week 1: What is Justice?
Tuesday, January 10:
- Introduction to the course
Thursday, January 12:

**Social Justice and Personal Freedom**

**Week 2: What Does it Mean to Be Free?**
Tuesday, January 17:
- Mill, John Stuart [1859], *On Liberty* (various editions), Chapters I and II, Accessible at: https://www.gutenberg.org/files/34901/34901-h/34901-h.htm

Thursday, January 19: **Quiz 1**

**Week 3: What Does it Mean to Be Free? (II)**
Tuesday, January 24:
  - For Berlin’s inaugural lecture as Chichele Professor which became this essay, and for draft versions of this essay as well as interview material, see the Berlin Library: http://berlin.wolf.ox.ac.uk/published_works/tcl/

Thursday, January 26: **Quiz 2**

**Week 4: What Does it Take to be Autonomous?**
Tuesday, January 31:

Thursday, February 2: **Quiz 3**
Week 5: What Does Equality Mean for Women, Ethnic Minorities, and the LGBT+ community?

Tuesday, February 7:
- Mill, John Stuart [1869], The Subjection of Women.

Thursday, February 9: **Quiz 4**

**Week 6: Whose Body is it Anyway? Abortion, Sex Work, Reproductive Work, Organ Sale**

Tuesday, February 14:

Thursday, February 16: **Quiz 5**

Recommended reading:

**Week 7: Mid-Term Break: No lectures on Feb 21 and 23.**

**Essay 1 Due: Friday February 24 2023.**

**Self-assessment Due: Friday February 24 2023.**

**Political Justice**

**Week 8: Types of Government**

Tuesday, February 28:
- Aristotle’s Politics, Book III: Accessible at: http://www.gutenberg.org/files/6762/6762-h/6762-h.htm#link2H_4_0031

Thursday, March 2: **Quiz 6**
Week 9: Social Contract
Tuesday, March 7:
- Locke, John [1689], extract from *Two Treatises of Government*, republished in Chapter 4 in *Modern Political Thought: A Reader*, edited by J. Gingell, Adrian Little, and Christopher Winch, Routledge.

Thursday, March 9: Quiz 7

Recommended Reading:

Week 10: When May We Break the Rules? Debates about Civil Disobedience
Tuesday, March 14:

Thursday, March 16: Quiz 8

Recommended Reading:

Distributive Justice

Week 11: How Much Should We Each Get?
Tuesday, March 21:

Thursday, March 23: Quiz 9

Corrective Justice

Week 12: What Should Happen if We Do Break the Rules?
Tuesday, March 28:

Thursday, March 30: **Quiz 10**
• Duff, Antony (2003), ‘Punishment’ in *Oxford Handbook of Practical Ethics*

**Global Justice**

**Week 13: What Do We Owe to Distant Strangers?**
Tuesday, April 4:

Thursday, April 6: **Quiz 11**

Recommended Reading:

**Essay 2 Due: Wednesday April 12 2023.**

**Further Readings**

Further Readings on Freedom of Expression
• Brownlee, Kimberley (2012), *Conscience and Conviction*. Oxford University Press, Chapter 4, especially Section 3.
• Rawls, John (1993), ‘The Basic Liberties and their Priority’ in *Political Liberalism*, Lecture 8, especially sections 7, 10, 12.
• Arendt, Hannah (1968), *Between Past and Future*, Chapter 4.
• Bury, J. B. (1913), *A History of Freedom of Thought*.

Further Readings on Freedom, Liberties, and Rights
• Williams, Bernard (2005), ‘From Freedom to Liberty: The Construction of a Political Value’, *In the Beginning was the Deed*, Princeton University Press.

Further Readings on Coercion, Autonomy, and Respect
• Kant, Immanuel (1785), *Groundwork of the Metaphysics of Morals*, Section III.

Further Readings on Feminism
• de Beauvoir, Simone (1949), *The Second Sex*. (various editions)
• MacKinnon, Catharine (1988), *Feminism Unmodified*, pp 32-45

Further Readings on Abortion, Gender, and Caring
• Noddings, Nel (1986), *Caring: A Feminine Approach to Ethics and Moral Education*, University of California Press.

Further Readings on Social Contract Theory and Democracy
• Young, Iris Marion, extracts on deliberative democracy published as Chapter 20 in Colin Farrelly (ed.) (2004), *Contemporary Political Theory : A Reader*. Sage.
• Gutmann, Amy, and Dennis Thompson, extracts on deliberative democracy republished as Chapter 21 in Colin Farrelly (ed.) (2004), *Contemporary Political Theory: A Reader*. Sage.

Further Readings on Civil Disobedience
• Raz, Joseph (1979), *The Authority of Law*, chapters 14, 15.
• Bedau, Hugo (ed.) (1991), *Civil Disobedience in Focus*. Routledge

Further Readings on Distributive Justice
• Fifteen replies to Van Parijs including replies by Elizabeth Anderson, Brian Barry, Robert Goodin, and others: [http://bostonreview.net/forum/ubi-van-parijs](http://bostonreview.net/forum/ubi-van-parijs)

Further Readings on Crime, Responsibility, and Punishment

Further Readings on Global Justice
• Brock, Gillian, and Brighouse, Harry (2005), The Political Philosophy of Cosmopolitanism. Cambridge, Cambridge University Press.
• Jones, Peter (1994), Rights. Palgrave, ch. 7
• Symposium on James Griffin On Human Rights, Ethics 120 (July 2010).
• Rawls, John (1971), A Theory of Justice, esp. sections 11, 19
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](http://www.jimpryor.net/teaching/guidelines/writing.html)

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 defence of a claim.
- 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.
- 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.

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 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.
• Once you’ve followed these ‘rules’ for many years, and you understand why they are the rules, then you may begin to break them.
**PHIL 230: Essay Checklist / Self-assessment**

( **due Friday Feb 24 2023**)

The following are necessary but insufficient conditions for an A-. In the editable version of this self-assessment, on Canvas, write Yes or No next to each of these questions and answer the sub-questions:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Answer Yes or No or Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does my paper have a thesis? (Do I have a central claim that I defend in my paper)?</td>
<td>Insert your thesis here:</td>
</tr>
<tr>
<td>2. Do I announce my thesis in my introduction (i.e. in the first couple of paragraphs)?</td>
<td></td>
</tr>
<tr>
<td>3. Do I outline in my introduction the steps I will take in my paper to defend my thesis?</td>
<td></td>
</tr>
<tr>
<td>4. In my paper, do I consider possible objections to my thesis or my line of argument for it, e.g. “A critic of my view might say…”</td>
<td></td>
</tr>
<tr>
<td>5. Do I consider the strongest possible objections to my view that I can think of?</td>
<td></td>
</tr>
<tr>
<td>6. Do I answer these possible objections?</td>
<td></td>
</tr>
<tr>
<td>7. Can my own voice be heard? Is it clear where the thinkers I’m discussing stop and my own views and arguments begin? Does my voice take centre stage as it should? (You may use: ‘I argue…’)</td>
<td></td>
</tr>
<tr>
<td>8. Have I consistently and accurately followed a standard referencing style, such as Chicago, Harvard, APA, etc.?</td>
<td>Name the style used:</td>
</tr>
<tr>
<td>9. Have I included a bibliography that follows a standard style and includes all and only the works I cite in my paper? Do I include an appropriate number of scholarly sources, e.g. 5-10 sources?</td>
<td>Name the style used:</td>
</tr>
<tr>
<td>10. Have I checked my grammar, spelling, quality of prose, structure, etc.? Is my prose clean, professional, and engaging?</td>
<td></td>
</tr>
<tr>
<td>11. Have I accurately summarized the readings I’m discussing?</td>
<td></td>
</tr>
</tbody>
</table>

Write here a brief 150-word comment on whether you are satisfied with how you have met each of the criteria in your essay, and which areas you believe you may need to improve.

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1 The test is whether you can complete the sentence: “In this essay, I shall argue that…”