

**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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Office hours: Tuesdays 11am – 12pm or by appointment

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:
 - 1. Argument and analysis
 - 2. Understanding and interpretation of the literature
 - 3. Structure and organisation
 - 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.
 - 1. Argument and analysis;
 - 2. Understanding and interpretation of the literature;
 - 3. Structure and organisation; and
 - 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

- Wolff, J. (2006), *An Introduction to Political Philosophy* (Revised Edition), Oxford University Press.
- McKinnon, C. (2008), *Issues in Political Theory*, Oxford University Press [A collection of essays linking theory to practical issues]
- Hampsher-Monk, I. (1992), *A History of Modern Political Thought* Oxford: Blackwell.
- 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
- Plato's *Republic*, Books 1-2. B. Jowett translation accessible at: <https://www.gutenberg.org/files/1497/1497-h/1497-h.htm>

Thursday, January 12:

- Aristotle, *Nicomachean Ethics*, Book V: W.D. Ross translation accessible at: <http://classics.mit.edu/Aristotle/nicomachaen.5.v.html>

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**

- Scanlon, T.M. (1972), 'A Theory of Freedom of Expression' *Philosophy & Public Affairs* 1:2, 204-26.
- O'Neill, Onora (2009), 'Ethics for Communication' *European Journal of Philosophy*, 17:2 167-180.

Week 3: What Does it Mean to Be Free? (II)

Tuesday, January 24:

- Berlin, Isaiah (1969), 'Two Concepts of Liberty', in I. Berlin, *Four Essays on Liberty*, London: Oxford University Press.
 - Reprinted in: Berlin, Isaiah (2002), *Liberty*, Henry Hardy (ed.). Oxford University Press.
 - An abridged version can be found in Miller, D. (ed.) (2006), *Liberty Reader*. Paradigm, ch. 2.
 - 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**

- Taylor, Charles (1985), 'What's Wrong with Negative Liberty?' in *Philosophy and the Human Sciences*. Reprinted in Miller, D. (2006), *Liberty Reader*. Paradigm, ch. 7.
- MacCallum, Gerald. C. Jr. (1967), 'Negative and Positive Freedom', *Philosophical Review*, 76: 312–34. Reprinted in Miller, David (ed.) (2006), *Liberty Reader*. Paradigm, Chapter 5.

Week 4: What Does it Take to be Autonomous?

Tuesday, January 31:

- Raz, Joseph (1986), *The Morality of Freedom*. Oxford University Press, Chapters 14 & 15.

Thursday, February 2: **Quiz 3**

- MacKenzie, Catriona, and Stoljar, Natalie (eds.) (2010), *Relational Autonomy*. Oxford University Press, Introduction: Autonomy Refigured.
- Cass Sunstein, presenting his book *Nudge*, co-authored with Richard Thaler, GBH Forum August 13 2012: <https://www.youtube.com/watch?v=Rewo7dPiRyU>

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**

- Nussbaum, Martha (1999), *Sex and Social Justice*. New York: Oxford, Introduction, chs. 1 and 2.
- Chappell, Sophie-Grace (2018), ‘Trans Women/Men and Adoptive Parents: an Analogy: <https://blog.apaonline.org/2018/07/20/trans-women-men-and-adoptive-parents-an-analogy/>

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

Tuesday, February 14:

- Thomson, Judith Jarvis (1971), ‘A Defense of Abortion’, *Philosophy and Public Affairs*, 1(1): 47–66.

Thursday, February 16: **Quiz 5**

- Fabre, Cecile (2006), *Whose Body Is It Anyway? Justice and the Integrity of the Person*, Oxford University Press, chs. 1, 6.

Recommended reading:

- Fabre, Cecile (2006), *Whose Body Is It Anyway? Justice and the Integrity of the Person*, Oxford University Press, ch. 7.
- Satz, Debra (2010), *Why Some Things Should Not Be for Sale: The Moral Limits of Markets*. Oxford University Press, chs. 6, 9.

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**

- Hobbes, Thomas [1651] extract from *Leviathan*, republished in Chapter 3 in *Modern Political Thought: A Reader*, edited by John Gingell, Adrian Little, and Christopher Winch, Routledge.

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**

- Rawls, John, excerpts from (2001) *Justice as Fairness: A Restatement*, republished as Chapter 1 in Colin Farrelly (ed.) (2004), *Contemporary Political Theory : A Reader*. Sage.

Recommended Reading:

- Rousseau, Jean Jacques [1762], extract from *The Social Contract*, republished in Chapter 8 of *Modern Political Thought: A Reader*, edited by J. Gingell, Adrian Little, and Christopher Winch, Routledge.

Week 10: When May We Break the Rules? Debates about Civil Disobedience

Tuesday, March 14:

- Plato's *Crito*, in Bedau, Hugo (ed.) (1991), *Civil Disobedience in Focus*. Routledge.

Thursday, March 16: **Quiz 8**

- Brownlee, Kimberley (2012), *Conscience and Conviction: The Case for Civil Disobedience*, Oxford University Press, Introduction and ch 4.

Recommended Reading:

- Brownlee, Kimberley (2012), *Conscience and Conviction: The Case for Civil Disobedience*, Oxford University Press, Introduction and chs 5, 6.
- Delmas, Candice (2018), *A Duty to Resist*. Oxford University Press, Introduction.

Distributive Justice

Week 11: How Much Should We Each Get?

Tuesday, March 21:

- Nozick, Robert, excerpts from (1974) *Anarchy, State, and Utopia*, republished as Chapter 6 in Colin Farrelly (ed.) (2004), *Contemporary Political Theory : A Reader*. Sage.

Thursday, March 23: **Quiz 9**

- Van Parijs, Philippe (2000), 'A Basic Income for All', *Boston Review*, October / November 2000: <http://bostonreview.net/forum/ubi-van-parijs>

Corrective Justice

Week 12: What Should Happen if We Do Break the Rules?

Tuesday, March 28:

- Hart, H. L. A. (1968), *Punishment and Responsibility*, 173-183.

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:

- Singer, Peter (1972), 'Famine, Affluence, and Morality' in *Philosophy and Public Affairs* 1:1 pp. 229-243 [revised edition].

Thursday, April 6: **Quiz 11**

- Lichtenberg, Judith (2013), *Distant Strangers: Ethics, Psychology, and Global Poverty*. Cambridge: Cambridge University Press, chs. 1, 3.

Recommended Reading:

- Lichtenberg, Judith (2013), *Distant Strangers: Ethics, Psychology, and Global Poverty*. Cambridge: Cambridge University Press, chs. 2, 6, 10.

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.
- Skorupski, John (2006), *Why Read Mill Today?* London: Routledge.
- Rawls, John (1971), *A Theory of Justice*, Chapter 4 (especially Sections 32 and 39).
- Rawls, John (1993), 'The Basic Liberties and their Priority' in *Political Liberalism*, Lecture 8, especially sections 7, 10, 12.
- Feinberg, Joel (1994), *Freedom and Fulfilment*. Princeton: Princeton University Press.
- Arendt, Hannah (1968), *Between Past and Future*, Chapter 4.
- Bury, J. B. (1913), *A History of Freedom of Thought*.
- Anderson, Elizabeth (1991), 'J.S. Mill's Experiments in Living', *Ethics*, 102(1): 4–26.
- Sunstein, Cass (2003), *Why Societies Need Dissent*. Harvard University Press.
- Strauss, David (1991), 'Persuasion, Autonomy and Expression', *Columbia Law Review* 91, 334-371.
- Feinberg, Joel (1985), *Offense to Others: The Moral Limits of the Criminal Law*, Oxford: Oxford University Press.
- Dworkin, Ronald (1977), *Taking Rights Seriously*, Chapter 10.
- Dworkin, Ronald (1981), 'Is There a Right to Pornography?', *Oxford Journal of Legal Studies* 1: 2, 177-212.

- Langton, Rae (1990), 'Whose Right? Ronald Dworkin, Women, and Pornographers,' in *Philosophy and Public Affairs*, 19(4): 311–359.
- Langton, Rae (1993), "Speech Acts and Unspeakable Acts," *Philosophy and Public Affairs*, 22:4, 293–330.
- Cohen, Joshua (1993), 'Freedom of Expression', *Philosophy and Public Affairs* 22: 3, 207-263.
- Waldron, Jeremy (2012), *The Harm in Hate Speech*. Cambridge: Harvard University Press.
- West, Caroline (2003), 'The Free Speech Argument Against Pornography', *Canadian Journal of Philosophy*, 33:3, 391–422.
- Warburton, Nigel (2009), *Free Speech: A Very Short Introduction*. Oxford: Oxford University Press.

Further Readings on Freedom, Liberties, and Rights

- List, Christian, & Valentini, Laura (2016), 'Freedom as Independence', *Ethics* 126, 1043-74.
- Steiner, Hillel (1974–5), 'Individual Liberty', *Proceedings of the Aristotelian Society*, 75: 33–50. Reprinted in Miller, David (ed.) (2006), *Liberty Reader*, Paradigm, Chapter 6. (See also, Steiner, Hillel (1994), *An Essay on Rights*. Oxford: Blackwell, Chapter 2.)
- Williams, Bernard (2005), 'From Freedom to Liberty: The Construction of a Political Value', *In the Beginning was the Deed*, Princeton University Press.
- Carter, Ian (2003), 'Positive and Negative Liberty', *Stanford Encyclopedia of Philosophy*. E. Zalta (ed.): <http://plato.stanford.edu/archives/spr2003/entries/liberty-positive-negative/>

Further Readings on Coercion, Autonomy, and Respect

- Thaler, Richard, and Cass Sunstein (2008), *Nudge*. New Haven, Yale University Press.
- Jones, Peter (1994), *Rights*. Palgrave. Chapters 1 and 2.
- Kant, Immanuel (1785), *Groundwork of the Metaphysics of Morals*, Section III.
- Hobbes, Thomas (1651), *Leviathan*, Chapter 21.
- Hayek, F. (1960), 'Freedom and Coercion' in *The Constitution of Liberty*. Reprinted in Miller, David (ed.) (2006), *Liberty Reader*. Paradigm, Chapter 4.
- Pereboom, Derek (2006), 'Kant on Transcendental Freedom', *Philosophy and Phenomenological Research* 73, 537-67.
- Buss, Sarah (2005), 'Valuing Autonomy and Respecting Persons: Manipulation, Seduction, and the Basis of Moral Constraints', *Ethics* 11(5): 195–135. [SEP]
- Taylor, Charles (1989), *Sources of The Self*. Cambridge University Press, Chapters 10, 11.
- Waldron, Jeremy (2004), 'Terrorism and the Uses of Terror' *Journal of Ethics* 8: 5–35. [SEP]
- Specker Sullivan L & Niker F (2018), 'Relational Autonomy, Paternalism, and Maternalism', *Ethical Theory and Moral Practice*, 21 (3), 649-667.

Further Readings on Feminism

- Hirschmann, Nancy (1996), 'Toward a Feminist Theory of Freedom' in *Political Theory* (1996) 24. Reprinted in abridged form in Miller, David (ed.) (2006), *Liberty Reader*, Paradigm, Chapter 10.
- Baehr, Amy R. (ed.) (2004), *Varieties of Feminist Liberalism*. Lanham, MD: Rowman and Littlefield.

- Abbey, Ruth (ed.) (2013), *Feminist Interpretations of Rawls*. College Park, PA: Pennsylvania State University Press.
- Fricker, Miranda (2007), *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford University Press.
- Nussbaum, Martha (2000), 'The Future of Feminist Liberalism.' *Proceedings and Addresses of the American Philosophical Association* 74: 47–79.
- Antony, Louise, and Charlotte Witt (eds.) (1993). *A Mind of One's Own*. Oxford: Westview.
- Kittay, Eva (1999), *Love's Labor: Essays on Women, Equality and Dependency*. New York: Routledge.
- Chambers, Clare (2008), *Sex, Culture, and Justice: The Limits of Choice*. University Park: Pennsylvania State University Press.
- Pateman, Carole (1988), *The Sexual Contract*. Stanford University Press.
- Meyerson, Denise (2007), *Understanding Jurisprudence*. Routledge-Cavendish, Chapter 8.
- Tong, Rosemarie (2009), *Feminist Thought: A More Comprehensive Introduction*. Westview, ch. 6.
- Baehr, Amy R. (2013), 'Liberal Feminism', *The Stanford Encyclopedia of Philosophy* (Winter 2013), Edward N. Zalta (ed.): <https://plato.stanford.edu/archives/win2013/entries/feminism-liberal/>.
- de Beauvoir, Simone (1949), *The Second Sex*. (various editions)
- Pateman, Carole (ed), (1989), *The Disorder of Women: Democracy, Feminism, and Political Theory*. Stanford University Press.
- MacKinnon, Catharine (1988), *Feminism Unmodified*, pp 32-45

Further Readings on Abortion, Gender, and Caring

- Kaveny, Cathleen (2012), *Law's Virtues*, especially chs. 3, 9.
- Tooley, Michael (1972), 'Abortion and Infanticide', *Philosophy and Public Affairs*, 2(1): 37–65.
- Hochschild, Arlie (1989), *The Second Shift: Working Parents and the Revolution at Home*, Viking.
- Kittay, Eva (1999), *Love's Labor*, Routledge.
- MacKinnon, Catherine (1989), *Toward a Feminist Theory of the State*, Harvard University Press.
- Noddings, Nel (1986), *Caring: A Feminine Approach to Ethics and Moral Education*, University of California Press.
- Nussbaum, Martha (2000), *Women and Human Development: The Capabilities Approach*, Cambridge University Press.
- Okin, Susan Moller (1989), *Justice, Gender and the Family*, New York: Basic Books.
- Pateman, Carole (1983), 'Defending prostitution: charges against Ericson', *Ethics*, 93: 561–565.
- Phillips, Anne (2013), *Our Bodies, Whose Property?*, Princeton University 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.
- Rawls, John (1971), *A Theory of Justice*, Cambridge: Harvard University Press.
- Swift, Adam (2006), *Political Philosophy: A Beginners' Guide for Students and Politicians* (Polity; either of the available editions).
- Cohen, G. A. (1995), *Self-Ownership, Freedom, and Equality*. Cambridge University Press.
- Okin, Susan Moller, 1991, *Justice, Gender and the Family* Basic Books.
- Waldron, Jeremy (1993), 'Homelessness and the Issue of Freedom' in his *Liberal Rights* (Cambridge University Press) and in R. Goodin and P. Pettit (eds.), *Contemporary Political Philosophy: An Anthology* Blackwell; from *UCLA Law Review* 39 (1991) (available through [Hein Online](#).)
- Pateman, Carole (1988), *The Sexual Contract*. Stanford University Press.
- Berlin, Isaiah (1958), 'Two Concepts of Liberty' in his *Liberty*, Henry Hardy (ed.). Oxford University Press.

Further Readings on Civil Disobedience

- Raz, Joseph (1979), *The Authority of Law*, chapters 14, 15.
- Rawls, John (1971), *A Theory of Justice*, 363-391.
- King, Martin Luther Jr 'Letter from Birmingham Jail' in Bedau, Hugo (ed.) (1991), *Civil Disobedience in Focus*. Routledge.
- Thoreau, Henry David, 'Resistance to Civil Government', in Bedau, Hugo (ed.) (1991), *Civil Disobedience in Focus*. Routledge
- Bedau, Hugo (ed.) (1991), *Civil Disobedience in Focus*. Routledge
- Dworkin, Ronald (1977), 'Civil Disobedience', in *Taking Rights Seriously*. Harvard University Press.
- Lyons, David (1998), 'Moral Judgment, Historical Reality, and Civil Disobedience' in *Philosophy and Public Affairs*, Vol. 27, No. 1, 31-49.

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>
- Rawls, John (1971), *A Theory of Justice*. Harvard University Press.
- Cohen, G.A. (2011), 'Freedom and Money', in *On the Currency of Egalitarian Justice, and Other Essays in Political Philosophy* G. A. Cohen and Michael Otsuka. Oxford University Press. Pre-print version available at: http://www.utdt.edu.ar/Upload/_115634753114776100.pdf
- Anderson, Elizabeth (1999), 'What is the Point of Equality?' *Ethics* 109: 2, 287-337.
- Jackson, B., and P. Segal, 'Why Inequality Matters' *Catalyst Working Paper* (2004), available from the course website.
- White, Stuart (2002), 'Must Liberty and Equality Conflict?' *Renewal* 10: 27-38.

Further Readings on Crime, Responsibility, and Punishment

- Lacey, Nicola (2011), 'The Resurgence of Character: Responsibility in the Context of Criminalisation' in Duff and Green (eds.) *Philosophical Foundations of Criminal Law*, ch 8.

- Brownlee, Kimberley (2016), ‘Don’t Call People “Rapists”’, *Current Legal Problems* doi: 10.1093/clp/cuw009
- Duff, Antony (2003), ‘Punishment’ in *The Oxford Handbook of Practical Ethics*. Oxford University Press.
- Rawls, John (1955), ‘Two Concepts of Rules’ in *Philosophical Review* 64: 1, esp. pp. 3-13.
- Matravers, Matt (2007), *Responsibility and Justice*. Polity, chapter 4.
- Scanlon, T.M. (2003), ‘Punishment and the Rule of Law’ in *The Difficulty of Tolerance: Essays in Political Philosophy*. Cambridge University Press.
- Hildebrandt, Mireille (2011), ‘Criminal Liability and “Smart” Environments’ in Duff and Green (eds.) *Philosophical Foundations of Criminal Law*, ch 8.
- Gardner, John (2003), ‘The Mark of Responsibility’, *Oxford Journal of Legal Studies* 23, 157
- Duff, Antony (2006), ‘Answering for Crime’ in *Proceedings of the Aristotelian Society*. Vol. 106, No. 1, pp. 85-111.

Further Readings on Global Justice

- Nagel, Thomas (2005), ‘The Problem of Global Justice’ 33 *Philosophy and Public Affairs*.
- Miller, David (1995), *On Nationality*. Oxford: Oxford University Press.
- Brock, Gillian, and Brighouse, Harry (2005), *The Political Philosophy of Cosmopolitanism*. Cambridge, Cambridge University Press.
- Singer, Peter (2002), *One World: The Ethics of Globalization*. Yale University Press.
- Margalit, Avishai, and Joseph Raz (1990), ‘National Self-Determination.’ *Journal of Philosophy* 87, 439-61.
- Nussbaum, Martha C. (2006), *Frontiers of Justice: Disability, Nationality, Species Membership*. Cambridge: Belknap Press.
- Goodin, Robert, (1988), ‘What is So Special about Our Fellow Countrymen?’ *Ethics* 98, 663-687.
- Douzinas, Costas (2007), *Human Rights and Empire*. Routledge.
- Nickel, James (2007), *Making Sense of Human Rights*.
- Jones, Peter (1994), *Rights*. Palgrave, ch. 7
- O’Neill, Onora (2005), ‘The Dark Side of Human Rights’ in *International Affairs*, 81, 427-439.
- Griffin, James (2001), ‘First Steps in an Account of Human Rights’ *European Journal of Philosophy*, December.
- Tasioulas, John (2002), ‘Human Rights, Universality and the Values of Personhood: Retracing Griffin’s Steps’, *European Journal of Philosophy*, April.
- Symposium on James Griffin *On Human Rights*, *Ethics* 120 (July 2010).
- Baxi, Upendra (2012), *The Future of Human Rights*. 3rd edition. Oxford University Press, chs 5, and 6.
- Beitz, Charles (2009), *The Idea of Human Rights*. Oxford University Press.
- Raz, Joseph (2010), ‘Human Rights without Foundations’ in Tasioulas and Besson (eds.) *The Philosophy of International Law*. Oxford University Press.
- Rawls, John (1971), *A Theory of Justice*, esp. sections 11, 19
- Hart, H.L.A. (1955), ‘Are There Any Natural Rights?’ *Philosophical Review*, 64: 175–191.

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 defence of a claim. [SEP]
- 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. [SEP]
- Situate your view in relation to the literature, if appropriate. [SEP]

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.' [SEP]

- 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. [L]
[SEP]
- 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:

	Criteria	Answer Yes or No or Not Sure
1.	Does my paper have a thesis? (Do I have a <u>central claim</u> that I defend in my paper)? ¹	Insert your thesis here:
2.	Do I announce my thesis in my introduction (i.e. in the first couple of paragraphs)?	
3.	Do I outline in my introduction the steps I will take in my paper to defend my thesis?	
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...”	
5.	Do I consider the strongest possible objections to my view that I can think of?	
6.	Do I answer these possible objections?	
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...’)	
8.	Have I consistently and accurately followed a standard referencing style, such as Chicago, Harvard, APA, etc.?	Name the style used:
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?	Name the style used:
10.	Have I checked my grammar, spelling, quality of prose, structure, etc.? Is my prose clean, professional, and engaging?	
11.	Have I accurately summarized the readings I’m discussing?	

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.

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