

# FIQWS 10045: JUSTICE

Fall 2012, CCNY

M & W 2:00–3.15pm & 3:30–4:45pm, NAC 4/210

## Philosophy Professor Jennifer M. Morton

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## Composition Instructor Mike Andrews

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Office: NAC 6/302

Office Hours: Tues., 3:30–4:30

**COURSE DESCRIPTION:** This course will introduce you to the theory and practice of justice. We will ask: What is justice? Is justice fairness? What does it require of us as citizens and as individuals? To whom do we owe justice? We will also learn about and discuss contemporary justice concerns, such as environmental justice, immigration, and health care, and how those concerns are being addressed in the community. As part of this course, you will be **required** to engage in a service-learning project that will help other CCNY first-year students (more details below). By the end of this course you will learn both about the theoretical underpinnings of justice and how justice goals are pursued in practice.

**READING:** The required texts for this course are:

- Michael Sandel, Justice: What's the Right Thing To Do? (Farrar, Straus, and Giroux, 2009)
- Gerald Graff, Cathy Birkenstein, Russell Durst, They Say, I Say: The Moves that Matter in Academic Writing, 2nd Edition (Norton & Co. 2012). *Readings from this book are denoted by "TS" on the syllabus.*
- Diana Hacker, Rules for Writers, 7<sup>th</sup> edition (St. Martin's Press, 2012). *Readings from this book are denoted by "RW" on the syllabus.*
- Other readings will be available on Blackboard. *Readings found on Blackboard are denoted by "BB" on the syllabus.*

**COURSE REQUIREMENTS:**

- 10 reading responses (1–2 pages) due at the beginning of class every Wednesday. **NO LATE reading responses** will be accepted (no exceptions!). You will have the chance to make up one reading response on the last week of class. Every Wednesday, one or two people will be randomly called to read their reading responses out loud. Please be prepared to do so.
- 1 service-learning presentation.
- 1 short and polished argumentative paper (1–1½ pages) due on October 3<sup>rd</sup>.
- 1 polished argumentative paper (3 pages) due on November 7<sup>th</sup>, preceded by a thesis statement (October 15<sup>th</sup>), graded outline (October 22<sup>nd</sup>), and draft (October 29<sup>th</sup>).
- 1 polished research paper (6 pages) due on December 5<sup>th</sup> to be preceded by a graded outline (November 19<sup>th</sup>), and draft (November 26<sup>th</sup>).
- In-class assignments and quizzes which **cannot be made up** if class is missed.
- Active class participation.
- Note: All of your papers, both first and final drafts, must be typed, double-spaced, stapled, page-numbered, and reasonably free of typographical and mechanical errors.

**GRADE BREAKDOWN:**

Paper #1 (1–2 pages) 5%

Paper #2 Thesis, Outline, & Draft 5%

Paper #2 (3 pages) 10%

Research Paper Thesis, Outline, & Draft 5%  
Research Paper (6 pages) 25%  
Reading Responses 20%  
Service-Learning Project Research & Participation 10%  
Service Learning Presentation 10%  
Quizzes/In-Class Assignments 5%  
Class Participation & Attendance 5%

**SERVICE LEARNING PROJECT:** One goal of this class is for you to understand not only the philosophical issues concerning justice, but how justice affects you as a student of CCNY. As part of this course, you will be engaging in a project to understand why education is a social justice issue, how issues of justice affect education, and how they affect you as a student. In particular, we will focus on college access and financing. Some of the questions you will be researching are: Should everyone go to college? Why? Does CCNY have a social justice mission? What is it? Why was CCNY free? Why did CCNY start charging tuition? How is education at CCNY funded? How is the CCNY financial model different than that of a private college? Who makes decisions about CCNY's funding? What are the resources available to students who need financial help during their time at CCNY? After you have completed your research, you will find ways to share this information with your fellow first year students (e.g. presentations, posters, a website, etc.). The Center for Urban Pedagogy (CUP) will help us find good ways to share all of our research in visually appealing ways. Participating in this project will allow you to develop your communication skills, your ability to present information visually, and to understand how philosophical issues affect a student's educational opportunities. **Be warned: the service-learning project will involve a LOT of work and it is a required part of the course.**

**COURSE LEARNING OUTCOMES:** By the end of this course you should have made progress toward achieving the following goals:

- Developing your writing's accessibility, conciseness, and clarity with the help of your writing instructor.
- Reading philosophical texts (both historical and contemporary) in order to understand the central question addressed and summarize the central philosophical position developed.
- Understand the differences between the central philosophical approaches (utilitarianism, libertarianism, egalitarianism, and virtue theory) to justice issues and their application to concrete cases.
- Explain, evaluate, and develop philosophical arguments in your academic and non-academic writing.
- Understand how justice concerns are pursued in practice, what the relationship is between the practice of pursuing justice and justice theories, and how to reflect on contemporary social justice issues.

**LATE ASSIGNMENT POLICY:** **NO LATE reading responses** will be accepted (no exceptions!). Late papers will only be accepted in cases of emergency AND arrangements must be made with me at least 48 hours in advance. No quizzes or reading responses will be issued after the quiz date.

**ATTENDANCE:** Regular attendance is required. You will be granted up to **3 excused absences** (medical, family emergencies, etc.) throughout the term. Any absences above that number will affect your grade significantly. If you arrive late to class, you will be called on to contribute to the class discussion upon your arrival.

**PLAGIARISM:** Plagiarism and other forms of cheating will be subject to penalties in conformity with the College's policy on Academic Integrity (<http://www1.ccny.cuny.edu/current/integrity.cfm>).

DATE	PHILOSOPHY	COMPOSITION	WRITING ASSIGNMENT
M 08/27	ML King, Jr., "Letter from A Birmingham Jail" (BB)	Introduction	
W 08/29	Sandel, <u>Justice</u> , Ch. 1: Doing the Right Thing	<u>TS</u> Intro & Ch. 1 – The Conversation	Reading Response #1
UTILITARIANISM			
W 09/05	Sandel, Ch. 2: Utilitarianism	<u>TS</u> Ch. 2 – Summarizing	R. Response #2
M 09/10	Service-Learning Project: Kozol, Ch. 3 of <u>Savage Inequalities</u> (BB)	<u>TS</u> Ch. 3 & <u>RW</u> 55c – Quoting	
W 09/12	Mill, <u>Utilitarianism</u> , Ch. 2 & 4 (BB)	<u>TS</u> Ch. 4 – Responding	R. Response #3
W 09/19	Peter Singer, "Famine, Affluence, and Morality" (BB)	<u>RW</u> 1c & 2a – Thesis statements	R. Response #4
M 09/24	Library visit	Writing Center visit	
LIBERTARIANISM			
M 10/01	S-L Project: <u>City on a Hill</u> Chapter 1 & 2	Review in preparation for Paper #1	S-L Research
W 10/03	Sandel, Ch. 3: Do We Own Ourselves? Libertarianism	<u>TS</u> Ch. 5 – Distinguishing What You Say	<b>Paper #1 Due</b>
W 10/10	Margaret Talbot, "Brain Gain: The Underground World of 'Neuroenhancing' Drugs," <u>The New Yorker</u> , Apr 27, 2009 (BB) / Sandel, Ch. 4: Markets and Morals	<u>RW</u> 1b – Choosing a paper topic and developing a thesis	R. Response #5
M 10/15	Mid-Term Evaluation		<b>Paper #2 Thesis</b>
W 10/17	S-L Project: <u>City on a Hill</u> Chapter 3 & 4	<u>TS</u> Ch. 6 – Planting a Naysayer & <u>RW</u> 1d – Outlining	R. Response #6
DEONTOLOGY & EGALITARIANISM			
M 10/22	Sandel, Ch. 5: What Matters is the Motive: Immanuel Kant	General writing tips	<b>Paper #2 Outline</b>
W 10/24	Sandel, Ch. 6: The Case for Equality: John Rawls	<u>RW</u> Ch. 2 & A. Lamott, "Shitty First Drafts" (BB) – Drafting	R. Response #7
M 10/29	HURRICANE SANDY/CLASS CANCELED		
W 10/31			
M 11/05	Sandel, Ch. 7: Arguing Affirmative Action	Library visit	<b>Paper #2 Draft/ S-L Research</b>
W 11/07	Malcolm Gladwell, selections from <u>Outliers</u> (BB)	<u>RW</u> 3a-3e – Revising	R. Response #8
M 11/12	S-L Project: Ch. 1 of <u>Leveling the Playing Field</u> (BB)	June Jordan, "Nobody Means More to Me Than You" (BB)	<b>Paper #2 Due</b>
VIRTUE & COMMUNITARIANISM			
W 11/14	S-L Project: Jencks, Whom Must We Treat Equally for Educational Opportunity to be Equal?	<u>RW</u> Ch. 53 & 54 – Conducting research	S-L Research
M 11/19	Sandel, Ch. 8: Who Deserves What? Aristotle	<u>TS</u> Ch. 7 & Ch. 8	<b>Paper #3 Thesis</b>
W 11/21	S-L Project: Ch. 4 of Fullinwider & Lichtenberg, <u>Leveling the Playing Field</u> (BB)	TBA	
M 11/26	S-L Project: Murray, "Are Too Many People Going to College?" ( <u>TS</u> )	Peer critique of Paper #3 Outline	<b>Paper #3 Outline</b>
W 11/28	Sandel, Ch. 9: What Do We Owe One Another? Dilemmas of Loyalty	George Orwell, "Politics & the English Language" (BB)	R. Response #9
M 12/03	S-L Project	Peer critique of Paper #3 Draft	<b>Paper #3 Draft</b>
W 12/05	Sandel, Ch. 10: Justice and the Common Good	TBA	R. Response #10
M 12/10	Obama, Selections from <u>The Audacity of Hope</u> (BB)	TBA	<b>Paper #3 Due</b>
W 12/12	D.F. Wallace, Kenyon Commencement Speech ( <u>TS</u> )	Wrap-Up	Make-Up R. Response