

FIQWS 1045: JUSTICE

Fall 2014

M & W 2-3.15pm NAC 4/148 (Professor Morton's Section)

M & W 3:30-4:45pm NAC 4/157 (Professor O'Neill's Section)

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COURSE DESCRIPTION: What is justice? Is justice fairness? What does it require of us as citizens and as individuals? To whom do we owe justice? This course will introduce you to the major philosophical theories of justice. We will use philosophical theories to illuminate our understanding and analysis of real life cases of justice.

READING: The required text for this course is:

- Michael Sandel, Justice: What's the Right Thing To Do? (Farrar, Straus, and Giroux, 2009)
- Richard Bullock, The Norton Field Guide to Writing (W.W. Norton, 2013)

All other readings will be available on Blackboard.

COURSE REQUIREMENTS:

- Almost every Wednesday at the beginning of class, you will turn in a one-page written assignment in response to a prompt (Reading Responses). You will complete **9 reading responses** during the course of the term. **NO LATE Reading responses** will be accepted (no exceptions!). You will have the option to make up for ONE reading response during the last week of term.
- You will complete **one short polished paper** preceded by a draft for peer-review. No drafts will be accepted late. The draft and peer-review will count for 5% of your total paper grade. Late papers will only be accepted in cases of emergency AND arrangements must be made with us at least **48 hours in advance**.
- You will complete a **final longer polished research paper** which will be preceded by several **graded** shorter assignments that will allow you to get feedback as you build toward your final paper. No drafts or shorter assignments will be accepted late. Late papers will only be accepted in cases of emergency AND arrangements must be made with us at least **48 hours in advance**.
- You will complete composition assignments and quizzes that **cannot be made up** if class is missed.
- Active class participation will count for a significant portion of your grade; therefore, attendance is required. You will be granted up to 3 absences, any absences above that number will affect your grade significantly.

GRADE BREAKDOWN:	9 Reading Responses (1-2 pp)	25%
	Paper #2 (6-7 pp)	25%
	Paper #2 Case Analyses, Argument, Draft, etc.	10%
	Paper #1 (2-3 pp)	10%
	Quizzes/Composition Assignments	15%
	Participation & Attendance	10%
	Group Presentation	5%

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

DATE		READING ASSIGNMENT	ASSIGNMENT DUE	COMPOSITION ASSIGNMENT
W	9/3	Martin Luther King, Jr., A Letter from A Birmingham Jail		Purchase necessary textbooks
M	9/8	Sandel, <i>Justice</i> , Chapter 1: Doing the Right Thing		<i>The Norton Field Guide</i> p. 396-413 "Reading Strategies" In Class: Summarize, quote, & paraphrase. Analyze argument (64-69)
UTILITARIANISM				
W	9/10	Sandel, Chapter 2: Utilitarianism	R. Response #1	<i>The Norton Field Guide</i> p. 69-78, p. 52-57 "Textual Analysis" In Class: Identifying key features of a textual analysis (57-62)
M	9/15	Mill, Utilitarianism. Chapter 2.		<i>The Norton Field Guide</i> p. 135-146 "Arguments," 119-123 "Organ Sales Will Save Lives" In Class: Identifying key features of an argument (124-126)
W	9/17	Singer, Peter, "Famine, Affluence, and Morality"	R. Response #2	Barry Hannah, "Eating Wife and Children" In Class: Paper topic distributed
M	9/22	Ian Parker, The Gift (The New Yorker, 2004)		<i>The Norton Field Guide</i> 484-532 "MLA" In Class: MLA Practice
W	9/24	NO CLASS		NO CLASS
M	9/29	Utilitarianism Review and Case Studies/Group Presentation	Paper #1 Draft	<i>The Norton Field Guide</i> p. 269-286 "Assessing your writing," "Revising," "Editing" In-Class: Peer Review
LIBERTARIANISM				
W	10/1	Library Session/Sandel, Chapter 3: Do We Own Ourselves? Libertarianism	R. Response #3	In Class: Wordiness
M	10/6	Sandel, Chapter 4: Markets and Morals		"Refund" by Karen Bender In Class: Wordiness review
W	10/8	Nozick, Robert. Anarchy, State, and Utopia. Selections	Paper #1	<i>The Norton Field Guide</i> p. 421-427, 432-439, 453-456 "Research plan," "Finding sources," and "Evaluating sources"
M	10/13	NO CLASS		

W	10/15	Coates, Ta-Nehsi "The Case for Reparations" (The Atlantic, 2014)	R. Response #4	Library Day
M	10/20	Individual Midterm Meetings		
W	10/22	Libertarianism Review and Case Studies/Group Presentation	Paper #2 Case Summary	In Class: Sentence Variety
DEONTOLOGY & EGALITARIANISM				
M	10/27	Sandel, Chapter 5: What Matters is the Motive: Immanuel Kant		"Making Love in 2003" by Miranda July
W	10/29	O'Neill, Onora, "A Simplified Account of Kant's Ethics"	R. Response #5	In-Class: Group Presentation Work
M	11/3	Singer, Peter, "All Animals are Equal"	Sentence Presentations	In Class: Sentence Presentations
W	11/5	Sandel, Chapter 6: The case for Equality: John Rawls	Paper #2 Analysis #1	In Class: Sentence Presentations
M	11/10	Sandel, Chapter 7: Arguing Affirmative Action		In Class: Fallacies
W	11/12	Elliot, Andrea. "Invisible Child: Dasani's Homeless Life" (NY Times, December 2013)	R. Response #6	In Class: Wordiness
M	11/17	Deontology & Egalitarianism Review and Case Studies/Group Presentation	Paper #2 Analysis #2	In Class: Misplaced Modifiers
VIRTUE & COMMUNITARIANISM				
W	11/19	Sandel, Chapter 8: Who Deserves What? Aristotle	R. Response #7	In Class: Punctuation Presentations
M	11/24	Sandel, Chapter 9: What do we owe one another? Dilemmas of Loyalty		In Class: Punctuation Presentations
W	11/26	Harvard Justice in Schools Promotion or Retention Case Study	Paper #2 Argument & Thesis	<i>The Little Seagull Handbook</i> 262-271 In Class: Commonly Confused Words, Formal and Informal Words, Correct Prepositions
M	12/1	Sandel, Chapter 10: Justice and the Common Good		TEST
W	12/3	Carens, Joseph, "The Case for Amnesty" (Boston Review, 2009)	R. Response #9	"Girl and Giraffe" by Lydia Millet and "Toast" by Matt Sumell
M	12/8	Virtue and Communitarianism Review and Case Studies/Group Presentation	Paper #2 Draft	In-Class Peer Review
College Survival Tips				
W	12/10	Wallace, David Foster. "Commencement Speech at Kenyon College"	Response Make Up	In-Class Revision Work
M	12/15	Wrap-Up	Paper #2 Final	Wrap-Up