

**PHIL 4351: GREAT PHILOSOPHERS: JOHN RAWLS**  
**PHIL 5351: WORLD HISTORICAL PHILOSOPHERS: JOHN RAWLS**

The University of Texas at El Paso

Semester: Spring 2014

Location: Miners Hall, Rm. 301

Meeting Time: Tuesday, 4:30-7:20 pm

**INSTRUCTOR: DR. CAROLINE T. ARRUDA**

Office Hours:

- Tuesdays, 2:00-4:00 pm
- Other times by appointment

Office: Worrell Hall, Rm. 306

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**COURSE DESCRIPTION:** John Rawls is arguably the most important political philosopher of the twentieth century. Contemporary political philosophy is, to a large extent, either an attempt to criticize his account or to advance it. In this course, we will focus on his *A Theory of Justice* and *Justice as Fairness: A Restatement*. We will then consider critics of Rawls' view, most notably G.A. Cohen, Amartya Sen, Martha Nussbaum, Michael Walzer and others.

**COURSE OBJECTIVES AND GOALS:** We have four goals in this course. First, you will develop a thorough understanding of and be able to explain Rawls' theory of justice. Second, you will develop an understanding of and be able to explain the ways that he modifies this view in later works. Third, you will understand and be able to explain the relevance of his view for central debates in contemporary political philosophy. Fourth, you will be able to evaluate his view, with the help of his most important critics.

**REQUIRED TEXTS (AVAILABLE AT THE UNIVERSITY BOOKSTORE):**

- *A Theory of Justice* by John Rawls (**Revised Edition**. 1999. Harvard University Press)
- Articles accessible through the Blackboard site for this course under the 'Assigned Readings' folder.
- Course reserves at UTEP's library, where appropriate.

**SUGGESTED TEXTS:**

- *The Cambridge Companion to Rawls*, ed. Samuel Freeman ( 2003. Cambridge UP).
- *Justice as Fairness: A Restatement* (2001. Harvard University Press)
- *Contemporary Political Philosophy: An Introduction* by Will Kymlicka

**BOOKS ON RESERVE (ELECTRONICALLY VIA BLACKBOARD OR IN THE LIBRARY):**

\*= Electronic resource

Note: There are *many other useful resources* on Rawls. Unfortunately, we do not have all of those resources in our library. I will mention these texts in class.

- *The Cambridge companion to Rawls* / edited by Samuel Freeman Cambridge, U.K. ; New York : Cambridge University Press, 2003.
- *A companion to Rawls* / edited by Jon Mandle, David A. Reidy. Format:E-BOOK. Blackwell Publishers.\*

- *Justice as fairness : a restatement* / John Rawls ; edited by Erin Kelly Rawls, John, 1921-2002. Cambridge, Mass. : Harvard University Press, 2001.
- *The law of peoples ; with, The idea of public reason revisited* / John Rawls. Cambridge, Mass. : Harvard University Press, 1999.
- *Collected papers* / John Rawls ; edited by Samuel Freeman. Cambridge, Mass. : Harvard University Press, 1999.
- *Political liberalism* [electronic resource] / John Rawls New York : Columbia University Press, c1996.\*
- *The idea of justice* / Amartya Sen. Cambridge, Mass. : Belknap Press of Harvard University Press, 2009.
- *Justice and the social contract : essays on Rawlsian political philosophy* / Samuel Freeman . Oxford ; New York : Oxford University Press, 2007.
- *Women and human development : the capabilities approach* / Martha C. Nussbaum Cambridge ; New York : Cambridge University Press, 2000.
- *Sex & social justice* [electronic resource] / Martha C. Nussbaum. New York : Oxford University Press, 1999. \*
- *Development as freedom* / Amartya Sen New York : Knopf, 1999.
- *Inequality reexamined* / Amartya Sen New York : Russell Sage Foundation ; Cambridge, Mass. : Harvard University Press, 1992.
- *Spheres of justice : a defense of pluralism and equality* / Michael Walzer. New York : Basic Books, c1983.

#### **COURSE RESOURCES:**

- Blackboard site for this course
- The Writing Center
  - Located in Library 227
  - Visit their website at:  
<http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/writingcenter>
- Jim Pryor's "Guidelines on Writing a Philosophy Paper":
  - <http://www.jimpryor.net/teaching/guidelines/writing.html>
- Purdue University Library's Citation Guide:
  - <http://owl.english.purdue.edu/owl/section/2/>
- UTEP's Instructional Support Services Module "How to Avoid Plagiarism"
  - [http://dmc.utep.edu/home/index.php?option=com\\_content&view=article&id=390:part-3-citations&catid=109:internet-research&Itemid=539](http://dmc.utep.edu/home/index.php?option=com_content&view=article&id=390:part-3-citations&catid=109:internet-research&Itemid=539)

**MISCELLANEOUS NOTES:**

- Any changes made to this syllabus will be announced in class.
- If you contact me by email, I need *at least twenty-four hours* to respond.
- If you want me to read a draft of a paper, I need *at least one week to provide comments*. I cannot accommodate poor planning.
- If you want to set up an appointment for a time other than scheduled office hours, you will need to do so *at least three days in advance*.

**UNDERGRADUATE GRADING:**

- Class Participation: 8% of semester grade
- Argument summaries: 12% of semester grade, 1% per argument summary x 12 argument summaries
- Take Home Essay Exam #1: 20% of the semester grade
- Take Home Essay Exam #2: 20% of the semester grade
- Term Paper: 40% of semester grade

**GRADUATE GRADING:**

- Class Participation: 9% of semester grade
- Argument summaries: 12% of semester grade, 1% per argument summary x 12 argument summaries
- Weekly summaries of **one outside article per week on the assigned material**: 24% of the semester grade, 2% per summary x 12 summaries
- Annotated Bibliographies for Each Research Paper: 10% of the semester grade; 5% per bibliography x 2
- Research Paper 1: 20% of the semester grade
- Research Paper 2: 25% of the semester grade

**UNDERGRADUATE COURSE ASSIGNMENTS & REQUIREMENTS****CLASS PARTICIPATION:**

Students are expected to complete the reading for each class meeting, and they must bring their books (or a photocopy of the reading assignment) to class. They will be called upon in class to answer questions about the reading and are expected to make thoughtful comments or to ask well-formulated questions. No question is too simple or naïve to ask! Students are expected to maintain a respectful demeanor in class, although they should feel free to criticize and question one another as long as it is done in a respectful fashion.

**WEEKLY ARGUMENT SUMMARIES:**

- You will write **twelve** argument summaries over the course of the semester.
- Your argument summaries **MUST** cover the readings that are designated for argument summaries in the schedule on this syllabus (see below). In most cases, this means that your argument summary for a given class meeting will cover **more than one** reading assignment. Your summaries should be divided accordingly.
- Argument summaries must:
  - **Be approximately 350-450 words in length per reading**

**assignment, but no less than 300 words.**

- Be divided or organized by article under discussion.
- Cover the designated assigned readings for that class meeting.
- Explain the basic thesis of the article, the claims used to support the thesis and the ways in which these claims support the thesis.
- Use clear, simple, non-technical language.
- Explain any complicated or technical aspects of the main argument.
- Define/explain technical terms in simple language.
- Summarize any other major arguments that the author discusses, such as refutations of competing views **WHERE SPACE PERMITS.**
- **NOT USE ANY OUTSIDE SOURCES.**
- NOT cover every detail of the article.
- NOT raise criticisms of the argument. Their function is to explain the argument.
- **Be uploaded to Blackboard by class time on the day that the article(s) in question will be discussed.**

Argument summaries will be graded on a Pass/Fail basis. If you meet the requirements above, you pass. If you don't, you fail. For the purposes of calculating your semester grade, this means that you either receive 100% or 0% on the assignment.

**TAKE HOME SHORT ANSWER ESSAY EXAMS:**

- You will write **two** take home short answer essay exams for this course.
- Please see the section “Directions for Accessing and Handing in Take Home Exams” on this syllabus.
- In addition to the specific directions for each take home exam, you will be expected to meet all of the requirements for a traditional essay, as specified in the “General Requirements for Writing Assignments” on this syllabus.
- The start dates (the dates on which the exams become available on Blackboard) and the due dates for each exam are listed on the schedule on this syllabus.
- The exams are as follows:

**Essay Exam #1:** You must write a minimum of **800 words per essay and you will write two essays.** This assignment is worth **20%** of the semester grade.

**Essay Exam #2:** You must write a minimum of **800 words per essay and you will write two essays.** This assignment is worth **20%** of the semester grade.

**TERM PAPER:**

For undergraduates:

You will write a **2700-3000 word term paper** for this course. See the schedule below for due dates. This paper will require that you do the following (**but please see the more detailed assignment**

**directions posted on Blackboard):**

- Choose a topic from the list of assigned topics or obtain my approval for an alternative topic.
- **Read at least one *reputable***, academic sources on the topic (e.g., a recent journal article on the topic in an academic journal) and **include it in your paper**.
- Use the relevant assigned course readings in the paper.
- See the specific assignment directions under the ‘Assignments’ tab on Blackboard.

**GRADUATE COURSE ASSIGNMENTS & REQUIREMENTS****CLASS PARTICIPATION:**

Students are expected to complete the reading for each class meeting, and they must bring their books (or a photocopy of the reading assignment) to class. They will be called upon in class to answer questions about the reading and are expected to make thoughtful comments or to ask well-formulated questions. No question is too simple or naïve to ask! Students are expected to maintain a respectful demeanor in class, although they should feel free to criticize and question one another as long as it is done in a respectful fashion.

**WEEKLY ARGUMENT SUMMARIES:**

- You will write **twelve** argument summaries over the course of the semester.
- Your argument summaries **MUST** cover the readings that are designated for argument summaries in the schedule on this syllabus (see below). In most cases, this means that your argument summary for a given class meeting will cover **more than one** reading assignment. Your summaries should be divided accordingly.
- Argument summaries must:
  - **Be approximately 350-450 words in length per reading assignment, but no less than 300 words.**
  - Be divided or organized by article under discussion.
  - Cover the designated assigned readings for that class meeting.
  - Explain the basic thesis of the article, the claims used to support the thesis and the ways in which these claims support the thesis.
  - Use clear, simple, non-technical language.
  - Explain any complicated or technical aspects of the main argument.
  - Define/explain technical terms in simple language.
  - Summarize any other major arguments that the author discusses, such as refutations of competing views **WHERE SPACE PERMITS.**
  - May use outside sources.
  - NOT cover every detail of the article.
  - NOT raise criticisms of the argument. Their function is to explain the argument.
  - **Be uploaded to Blackboard by class time on the day that the article(s) in question will be discussed.**

Argument summaries will be graded on a Pass/Fail basis. If you meet the requirements above, you pass. If you don't, you fail. For the purposes of calculating your semester grade, this means that you either receive 100% or 0% on the assignment.

#### **WEEKLY OUTSIDE ARTICLE/READING SUMMARIES:**

- You will write **twelve** argument summaries over the course of the semester **of outside academic sources (e.g., academic article, chapter from an anthology, selection from a book) of your choosing but that are directly relevant to that week's reading.**
- The readings on reserve as well as the *Cambridge Companion to Rawls* will provide you with possible resources. Also consider using PhilPapers to find relevant material.
- Your outside article/reading summaries must:
  - **Be approximately 350-450 words in length per reading assignment, but no less than 300 words.**
  - Be divided or organized by article under discussion.
  - Explain the basic thesis of the article, the claims used to support the thesis and the ways in which these claims support the thesis.
  - Use clear, simple, non-technical language.
  - Explain any complicated or technical aspects of the main argument.
  - Define/explain technical terms in simple language.
  - Summarize any other major arguments that the author discusses, such as refutations of competing views **WHERE SPACE PERMITS.**
  -

Weekly outside article/reading summaries will be graded on a Pass/Fail basis. If you meet the requirements above, you pass. If you don't, you fail. For the purposes of calculating your semester grade, this means that you either receive 100% or 0% on the assignment.

#### **ANNOTATED BIBLIOGRAPHIES (1&2):**

You will write **TWO annotated bibliographies for this course.**

- The purpose of this exercise is for you to prepare to write your two research papers.
- You will write one annotated bibliography per research paper topic, and it should be part of the *pre-writing preparation for the paper.*
- You will upload them as separate files when you hand in each research paper.

#### **RESEARCH PAPERS (1&2):**

You will write **TWO 2500 word term papers** for this course. See the schedule below for due dates. This paper will require that you do the following (**but please see the more detailed assignment directions posted on Blackboard**):

- Obtain my approval for your topic **3 weeks prior to the deadline.**
- **Read at least two *reputable***, academic sources on the topic (e.g., a recent journal article on the topic in an academic journal) and **include them in your paper.**
- Use the relevant assigned course readings in the paper.

- See the specific assignment directions under the ‘Assignments’ tab on Blackboard.

**DIRECTIONS FOR HANDING IN PAPERS AND RECEIVING GRADED PAPERS THROUGH BLACKBOARD:**

- You must hand in your papers under the ‘Assignments’ tab on the Blackboard site for this course. The due dates for each paper are listed on the schedule on this syllabus.
- I will upload graded essays under the ‘Assignment’ link for the assignment in question, and you will receive a message in Blackboard when it is returned.
- They will be submitted to ‘SafeAssign,’ a database that checks your papers and exams for plagiarism.
- I will return graded assignments through Blackboard.
- **You can view the comments and the grade by downloading the graded exam, opening it in Microsoft Word, and clicking on ‘View with Markup’.**

**GRADING SCALE:**

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

**COURSE POLICIES**

**CLASS PROTOCOL AND CONDUCT:**

- Students are expected to arrive on time to class. **Any students arriving to class more than 10 minutes late or leaving more than 10 minutes early will be considered absent.**
- Students must turn off all cell phones, iPods, etc. during class. If your cell phone rings during class, you will be asked to leave.
- Students are expected to refrain from chatting with their neighbors during class. If you do so, you will be asked to leave.

**LAPTOPS, RECORDING DEVICES AND CELL PHONES:**

- Using laptops, your cell phone (including text messaging), audio or video recorders or other digital devices during class **is prohibited.**
- **Lectures cannot be recorded** (except in individual cases where I have granted permission).

**MAKE-UP POLICY:**

- Students will be allowed to make up missed work, including quizzes, ONLY in the case of documented family emergency or illness.

**LATE ASSIGNMENTS:**

- I will deduct one letter grade for each calendar day that an assignment is late.

**EMAIL:**

- All class email correspondences will be conducted exclusively through our UTEP email addresses.

**BLACKBOARD:**

- We will be using the Blackboard shell for our class throughout the semester.
- If you have not done so, you should learn how to use Blackboard.
- I will be using Blackboard to post course materials, including the syllabus, essay topics and your grades for your assignments.

**ATTENDANCE POLICY:**

- Attendance is mandatory.
- To account for emergencies, illness, among other possibilities, you are allowed **1 absence**.
- Any absence(s) after your allowed absence will result in the **deduction of one full letter grade from your semester grade**.
- If you miss **2 or more classes, you will fail this course**.

**DISABILITIES:**

“UTEP seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This university will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student’s responsibility to register with Disabled Student Services Office in the East Union Bldg., Room 106 within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.”

The Disabled Student Services Office can also be reached in the following ways:

Web: <http://www.utep.edu/dsso>

Phone: (915) 747-5148 voice or TTY

Fax: (915) 747-8712

E-Mail: [dss@utep.edu](mailto:dss@utep.edu)

**ACADEMIC INTEGRITY:**

**UTEP’s Policy:** “Scholastic dishonesty (which includes the attempt of any student to present the work of another as his or her own, or any work which s(he) has not honestly performed, or attempting to pass any examination by improper means) is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. All alleged acts of scholastic dishonesty should be reported to the Dean of Students for disposition. It is the Dean of Students’ responsibility to investigate each allegation, dismiss the allegation, or proceed with disciplinary action in a manner which provides the accused student his or her rights of due process.” See the Dean of Students office for further information at <http://www.utep.edu/dos/acadintg.htm> .

**Students who violate the above policy will be reported to the appropriate academic office, may receive a zero or ‘F’ for the assignment in question and may receive a zero or ‘F’ for the semester.**

**GENERAL REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS:**

(IN ADDITION TO THE SPECIFIC REQUIREMENTS FOR EACH ASSIGNMENT)

- Essays should be written using a formal tone, must be edited for spelling and grammatical errors, and should include a clear thesis statement that answers the assigned question.
- Essays must make use of the relevant assigned course readings.
- *Reputable, academic sources* that are not part of the assigned reading list may be used (or, where required, must be used).
- **Some assignments for this course prohibit the use of outside sources. Please follow this requirement where applicable.**
- Essays must have internal citations and include a formal bibliography. Both MLA and Chicago Style formatting are acceptable.
- Essays must be double-spaced, have a 1-inch margin, and be written using a 12 point font. They should include page numbers in the bottom right-hand corner of the page.
- Essays must include a word count underneath the author's name.
- Essays (excluding the in-class presentation) will be handed in on the Blackboard site for this course.

## TENTATIVE SCHEDULE

(Subject to change)

Key:

(TJ)= *Theory of Justice*

(JF)= *Justice as Fairness*

(BB)= Article posted on Blackboard

(OR)= Reading assignment on reserve at the library

\*= **must be the subject of weekly argument summary**

### Week One: Introduction to the course

01/20: Introduction to the course

### **SECTION ONE:** READING *A THEORY OF JUSTICE*:

### Week Two: The Basic Features of Rawls' View

01/27:

Selections from *Contemporary Political Philosophy: An Introduction* by W. Kymlicka (BB)  
 Preface, Preface to the Revised Edition (TJ)\*

### Week Three: Justice as Fairness

02/03:

Chpt. I "Justice as Fairness" (TJ) \*

### Week Four: The Principles of a Just Society

02/10:

Chpt. II "The Principles of Justice" (TJ) \*

### Week Five: The Original Position

02/17:

Chpt. III "The Original Position" (TJ) \*

**Week Six: Liberty and Tolerance in a Just Society**

02/24:

Chpt. IV: “Equal Liberty” (TJ) \*

**Take Home Short Answer Essay Exam #1 available on Blackboard at 9:00 pm  
(Undergrads)**

**Week Seven: Political Economy and the Principles of Justice**

03/03:

Chpt. V “Distributive Shares” (TJ) \*

**03/13: Take Home Short Answer Essay Exam #1 due via Blackboard by 9:00 pm (Undergrads)**

**Week Eight: Spring Recess (No Classes)**

03/17: No Class

**3/19: Research Paper 1 Due (Graduate students)**

**Week Nine: Rawls’ Conception of the Person**

03/24:

Chpt. VII “Goodness as Rationality” (TJ) \*

**Week Ten:**

03/31: No class; alternative assignment

**SECTION TWO: READING *JUSTICE AS FAIRNESS: A RESTATEMENT*****Week Eleven: Reframing Justice as Fairness and the Two Principles of Justice**

04/07:

Preface, Part I, Part II (*JF*/ OR) \*

**Take Home Short Answer Essay Exam #2 available on Blackboard at 9:00 pm  
(Undergrads)**

**SECTION THREE: RAWLS’ CRITICS****Week Twelve: Rawls and Social Justice Liberalism**

04/14:

- “Introduction: John Rawls—An Overview” by S. Freeman (in *Cambridge Companion to Rawls* on reserve at UTEP’s library) (OR)
- “Rawls and Liberalism” by Thomas Nagel (in *Cambridge Companion to Rawls* on reserve at UTEP’s library) (OR)\*
- “Rawls on the Relationship between Liberalism and Democracy” by Amy Gutmann (in *Cambridge Companion to Rawls* on reserve at UTEP’s library) (OR)\*

**04/17: Take Home Short Answer Essay Exam #2 due via Blackboard at 9:00 pm (Undergrads)**

**Week Thirteen: Rawls and Communitarianism Critiques**

04/21:

- Selections from *Spheres of Justice* by M. Walzer (OR)\*
- “Rawls and Communitarianism” by S. Mulhall and A. Swift (in *Cambridge Companion to Rawls* on reserve at UTEP’s library) (OR)\*

**Week Fourteen: Rawls and Feminist Critiques; Rawls and The Capabilities Approach**

04/28:

- “Equality of What?” by A. Sen (BB)\*
- “Women and Human Development” by Martha Nussbaum (OR)\*
- “Rawls and Feminism” by Martha Nussbaum (*Cambridge Companion to Rawls* on reserve at UTEP’s library)\*

**Week Fifteen: TBA**

05/05: TBA

**05/13: Term Papers Due by 9 pm via Blackboard (Undergraduates)**

**Research Paper #2 due by 9 pm via Blackboard (Graduate Students)**