

**Honors 390**  
**Justice in the Twenty-First Century**  
**Fall 2005**

**Dr. Daniel Finn**  
**Office: Simons 248**  
**Office Hours:**  
**1:00-2:10 PM even days**  
**& by appointment or chance**  
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## **COURSE DESCRIPTION**

Few issues are as fundamental to human life as justice, and few are as controversial. This course will examine in detail six different understandings of justice, each of which is a rival to the others in debates about justice in the twentieth-first century. Students will be reading two novels, and six philosophical or theological treatments of the notion of justice in our joint efforts to come to grips with what justice means in our lives: personally and on a national and global scale.

## **COURSE OBJECTIVES**

There are three principal objectives of this course.

The first objective is to help you to engage six distinct perspectives on justice, including democratic egalitarianism, libertarianism, socialism, communitarianism, Catholic social thought and feminism. Each represents a tightly argued, intellectually potent position adhered to by real people in our world. You will better understand the world around you when you can better understand the views about justice held by the people you will encounter. You will also be better able to strengthen justice in groups, your nation, and our global situation.

The second is to help you examine many of your own values, in particular those involved in relationships with other people and with the political and economic structures within which you live. You will be asked to explain why you hold those values and will be encouraged to re-think them in the light of your interactions with the readings and with others in the class.

The third objective is to assist you to learn how to understand a text and how to analyze the differences between texts written from different perspectives, each of which may be quite different from your own. The authors we will read speak about "justice," but justice means something quite different to each of them. Throughout this course, you will *first* be asked to understand each text from the author's own perspective and then to relate them to other perspectives, including your own. Thus, you will need to read each assignment carefully on your own, and we will pursue the meaning of the text in daily discussions.

## **REQUIRED TEXTS**

Aquinas, Thomas, *Summa Theologica*, "On Property."

Barrera, Albino. *Modern Catholic Social Documents and Political Economy*, Washington, D.C.: Georgetown University Press. Chapter 10: "The Universal Access Principle."

Bellamy, Edward. *Looking Backward*. New York: New American Library, 1960.

"Economic Order" from *The New Dictionary of Catholic Social Thought*, Collegeville, MN: The Liturgical Press, 1994.

Garcia, Ismael. *Justice in Latin American Theology of Liberation*. Atlanta: John Knox Press, 1987.

Nozick, Robert. *Anarchy, State and Utopia*. New York: Basic Books, 1974.

Okin, Susan Moller. *Justice, Gender, and the Family*. Basic Books, 1989.

Rand, Ayn. *Atlas Shrugged*. New York: New American Library, 1957.

Rawls, John. *A Theory of Justice*. Cambridge, Mass: The Belknap Press, 1971.

Walzer, Michael. *Spheres of Justice*. New York: Basic Books, 1983.

## PREPARATIONS FOR IN-CLASS DISCUSSIONS

Social scientists who study the process of teaching and learning have long known that the key to good learning is an active learner. Sounds obvious, but it's important to keep that in mind.

Because we all learn best when we stay active as learners, the primary method of our classroom will be discussion, sometimes with the whole group, at times in small groups of two or three. Researchers have found that we learn faster and retain knowledge longer if we *express* what we are learning to someone else. The act of discussing our common readings, then, is an ideal method for this, since it not only leads you to express what you know about the texts but it also gives each student the opportunity to be questioned about the issues involved.

To assist in the preparation for class discussions, there are three different kinds of assignments:

1. *The Statement of the Day*. On each day for which a reading is assigned, *each student* in the class will submit a brief response to the reading for that day. Each student will become a member of a conference in "Public Folders." Once in Public Folders, double click on "All Public Folders," "Academic," "Economics," "Dan Finn," and "Justice in the 21<sup>st</sup> Century." Then choose the proper "day" (e.g. Rand, Day 1, for the first day of reading on Rand's book). Then click on a menu item: Compose ---> New Post in this Folder. You can ignore the "keywords," but create a *descriptive* title in the "subject" and write your reaction below, using any bells and whistles you ordinarily do when writing e-mail. Students will "submit" their response to the reading by entering it into the computer conference *by 3 a.m. prior* to the start of each class. This deadline will be enforced because of the importance of the professor's reading of the statements of the day prior to the start of the class. Each statement of the day will be worth 10 points. Because they are intended to improve your learning during class, a 3-point lateness penalty will be assessed for any responses not submitted by the deadline. An additional 2-point penalty will be assessed if it is not submitted prior to the next deadline.

Students should write about 12-15 lines in describing their reaction to the reading and in addressing the application of the reading to life in the twentieth-first century. Wide latitude is given to the student concerning content, as long as their response includes these two elements: (1) application to contemporary life and (2) a personal evaluation of the author's opinions.

2. *Weekly Replies*. **After** you have written your own statement of the day, you are urged to read the statements of other students in the class. At least once each week each student in the class will need to write a "reply" to at least one of the daily statements written by another student in the class. This might be a direct response to a "Statement of the Day" written originally about the

reading but it might be an afterthought you had concerning a discussion in class or something else you did not get a chance to say in the classroom discussion. Replies face no deadline other than the at-least-once-a-week requirement. Many students find replying an easy and natural process and write several replies each week (which is encouraged). Computer-based communication will be part of the future for all of us. Practice at responding thoughtfully and creatively to your peers will help improve your ability to communicate, a central goal of every liberal arts college.

The statement of the day and the weekly replies will count for approximately 30% of the final grade for the course.

3. *Three persons* will be designated for the reading for each day to help begin our discussion by answering one of the following questions:

News reporter: Cite some contemporary issue of justice that you see as related to the reading for the day. Explain the connection in a sentence or two.

Summarizer: name the most important thing that the author is trying to persuade the reader to believe.

Questioner: Describe a (real or hypothetical) situation and ask a question about justice for all students to answer. This question should help begin our investigation of each day's reading by raising some issue *related to* the reading for the day. An excellent question here will generate both discussion and disagreement.

The people assigned to do this that day will need to arrive five minutes early and *write their results on the board* before class starts.

During the semester, all students will rotate through these roles. Performance in these roles *and in the class discussion* will count for nearly 20% of your final grade. Such performance will be particularly influential for those whose grades are "on the fence" between two grades when all other factors have been taken into consideration.

## **TESTS**

There will be three tests during the term and a comprehensive final exam during the final exam period in December. Be sure to make plans now to be present for the final.

Students have the option of replacing the final comprehensive exam with a shorter test (covering only the section of the course since the previous test) if they also write a 10-12 page paper on some contemporary issue of justice, employing at least two of the positions studied in the course. Paper topics must be approved by the instructor.

## **ATTENDANCE**

You are expected to attend all class sessions. Many of the readings are difficult to understand and our discussions in class will often be crucial to your grasping the analysis in the reading. It is also likely that you will be expected to attend additional events, for example, relevant lectures on one of the campuses.

## GRADING

The primary goals of this course are listed on page one of the syllabus. At the same time however, academic traditions (and rules!) require that your performance be evaluated.

Grading will be based on the A-F scheme unless you request S-U grading by the deadline listed below. See of the CSB/SJU Catalog for rules governing S-U grading.

Your final grade will be determined in *approximately* the following manner:

Statements and Reponses	32%	320 points
Roles and discussion	18%	180 points
3 Tests	30%	300 points
Final comprehensive exam (or Test 50 pts, paper 150 pts)	20%	200 points
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	100%	1000 points

Conversion of points earned during the semester into letter grades will be as follows:

900 or above	A
850 points	AB
800 points	B
750 points	BC
701 points	C
650 points	CD
600 points	D
599 or below	F

There is no "curve" for the grading. Everyone can earn an "A" -- or any other grade -- depending on the points earned during the term.

## DEADLINES

November 17	Last day to withdraw from a semester-long course with the grade of "W".
November 17	Last day to request S/U grading in this course.

## COURSE SCHEDULE

### Core 390 — *Justice in the Twenty-First Century*

Read *all* pages of any chapter or section listed below *unless there are specific page numbers noted*, then you are required to read only those, and are free to skip the other pages in that section or chapter. (A lower-case “a” below indicates the first quarter of a page, “b” the second, etc.)

Syllabus and Preliminaries Tues., Aug. 30

#### **Ayn Rand: *Atlas Shrugged***

**Note:** There are three versions available, with different pagination. To identify your book, find the page where the chapter entitled “The Man Who Belonged on Earth” starts. Key: Book A – p.317; Book B – p. 321; Book C - p.315

Day 1: (A) pp 11-53, 75b-85a, 190c-200c, 208c-240a, (126 pp) Thurs., Sept. 1  
 247d-250b, 273-281b, 289a-313  
 (B) pp. 11-54, 76b-86b, 193d-203d, 211d-244b,  
 252b-254d, 278-286c, 294c-319  
 (C) pp. 11-53, 75b-85b, 190c-200b, 208b-240a,  
 247d-250c, 288d-312

Day 2: (A) pp. 639a-694a, 730c-739c, 919c-950d (120 pp) Mon., Sept. 5  
 963c-966c, 974a-984a  
 (B) pp. 646c-699a, 736c-745d, 927-959c, 972c-975b  
 983b-993  
 (C) pp. 637a-689, 726a-735c, 915b-946, 859c-962b,  
 969d-979

#### **Edward Bellamy: *Looking Backward***

Day 1: pp 1-112 (113 pp) Wed., Sept. 7

Day 2: pp. 113c-220 (108 pp) Fri. Sept. 9

#### **John Rawls: *A Theory of Justice***

Day 1: Sect. 1, The Role of Justice (pp 3-6a)  
 Sect. 2, The Subject of Justice (pp 6a-7b)  
 Sect. 3, The Main Idea of the Theory of Justice (pp 10b-15b)  
 Sect. 4, The Original Position and Justification  
 Sect. 5, Classical Utilitarianism

Day 2: Sect. 11, Two Principles of Justice (19 pp) Thurs., Sept. 15  
 Sect. 12, Interpretations of the Second  
 Principle (pp 57-58c & 61a-65)  
 Sect. 13, Democratic Equality &  
 the Difference Principle (pp 65 & 68-69b)  
 Sect. 14, Fair Equality of Opportunity and  
 Pure Procedural Justice (pp 73-77b)

Day 3: Sect. 16, Relevant Social Positions (pp 84b-86a) (24 pp) Mon., Sept. 19  
 Sect. 17, The Tendency to Equality (pp 86-89c)  
 Sect. 18, The Principles for Individuals:  
     The Principle of Fairness (pp 96-98a)  
 Sect. 19, The Principles for Individuals: The Natural Duties  
 Sect. 23, The Formal Constraints to  
     the Concept of Right (pp 117b-118a)  
 Sect. 24, The Veil of Ignorance  
 Sect. 25, The Rationality of the Parties (pp 123b-126b)

Day 4: Sect. 26, The Reasoning Leading to the Two (22 pp) Wed., Sept. 21  
     Principles of Justice (pp 130-138b)  
 Sect. 31, The Four-Stage Sequence  
 Sect. 36, Political Justice and the Constitution

Day 5: Sect. 41, The Concept of Justice in Political Economy (25 pp) Fri., Sept. 23  
     (pp 233c-234b)  
 Sect. 42, Some Remarks about Economic Systems  
 Sect. 43, Background Institutions for Distributive Justice  
 Sect. 47, Further Cases of Priority (pp 266 –267b) (22 pp)

**TEST #1: Tues., Sept. 27**

**Susan Moller Okin: *Justice, Gender, and Family***

Day 1: Ch 1: Justice and Gender (21 pp) Thurs., Sept. 29

Day 2: Ch 5: Justice as Fairness (Rawls) (20 pp) Mon., Oct. 3

**Robert Nozick: *Anarchy, State, and Utopia***

Day 1: Preface: ix-xiia (23 pp) Wed., Oct. 5  
 Chap 2, The State of Nature, (pp.10-17)  
 Chap 7, Distributive Justice, (pp.149-60c)

Day 2: Chap 7, Distributive Justice, (pp. 160d-64c), (22 pp) Fri., Oct. 7  
     (pp 167-172d, pp 174b-189b)

**Required Lecture: John Carr, 7:30 p.m. Haehn Alumnae Lounge-CSB Mon., Oct 10**

Day 3: Chap 7, Distributive Justice, (pp 192b-204b), (21 pp) Tues., Oct. 11  
     (pp 213b-216c, pp 224b-227d, pp 230c-231)

**Long Weekend**

**Required Lecture: William Easterly, 8 p.m. SB Humphrey Auditorium Mon., Oct. 17**

Day 4: Chap 8, Equality, Envy & Exploitation, (pp 235a-238d), (23 pp) Mon., Oct. 17  
     (pp 262d-264a, pp 268d-271c)  
 Chap. 9, Demoktesis, (pp 290d-292b)

Chap. 10, A Framework for Utopia (pp 311c-320b),  
(pp 331d-334)

**John Rawls: *A Theory of Justice***

Sect. 51, The Arguments for Natural Duty (pp 293-298c) (21 pp) Wed., Oct. 19  
Sect. 78, Autonomy and Objectivity  
Sect. 79, The Idea of Social Union (pp 456-461c)

**Multicultural Workshop (optional)**

**Fri., Oct. 21**

**Susan Moller Okin: *Justice, Gender, and Family***

Day 3: Ch 4: Libertarianism (Nozick) (22 pp) Fri., Oct. 21  
Ch 3: Family & Beyond Justice? (pp 25-33a)

Integrating Discussion #1 Tues., Oct. 25

**Catholic Social Thought:**

Day 1: "Economic Order" from *The New Dictionary of Catholic Social Thought* and "Private Property" by Thomas Aquinas Thurs., Oct 27

Day 2 "Albino Barrera, O.P., "The Universal Access Principle" (30 pp) Mon., Oct. 31

**Test 2**

**Wed., Nov 2**

**Ismael Garcia: *Justice in Latin American Theology of Liberation***

Day 1: Chap 1, The Centrality of Justice (pp 12-29), (31 pp) Fri., Nov. 4  
Chap 2, Liberation and Justice (pp 31-34, 44-52)

Day 2: Chap 2, Liberation and Justice (pp 70-75; 78-97) (24 pp) Tues., Nov. 8

Day 3: Chap 4, Economic Justice (pp 141-156) (23 pp) Thurs., Nov. 10  
Chap 5, Political Justice (pp 181-186)

Integrating Discussion #2 Mon., Nov. 14

**Michael Walzer: *Spheres of Justice***

Day 1: Ch 1: Complex Equality (28 pp) Wed., Nov. 16

Day 2: Ch 2: Membership (pp 31-42b, 56-63) (30 pp) Fri., Nov. 18  
Ch 3: Security and Welfare (pp 64-69a, 78d-79d, 84a-91d)

Day 3: Ch 4: Money and Commodities (pp 95-112c, 119d-123a) (32 pp) Tues., Nov. 22  
Ch 5: Office (pp 129-135a, 151-154)

**Thanksgiving break**

Day 4: Ch 6: Hard Work (pp 165-168a; 174b-183) (26 pp) Tues., Nov. 29  
Ch 9: Kinship & Love (pp 234-242)

Ch 11: Recognition (pp 259b-262b)		
Day 5: Ch 12: Political Power (pp 281d-287, 291-304) Ch 13: Tyrannies and Just Societies	(29 pp)	Thurs., Dec.1
<b>Susan Moller Okin: <i>Justice, Gender, and Family</i></b>		
Day 4: Ch 6: Justice From Sphere to Sphere (Walzer) (pp 110-114b, 124 b-133 & Chapter 8, Human Justice)	(30 pp)	Mon., Dec. 5
<b>Test #3</b>		<b>Wed., Dec. 7</b>
Integrating Discussion #3		Fri, Dec. 9
Course Summary		Tues., Dec. 13
<b>Comprehensive Final Exam (2:00 – 4:00 p.m.)</b>		<b>Fri., Dec 16</b>