

Ethics 390
Justice in the Twenty-First Century
Fall 2017

Dr. Daniel Finn
Office: Main 339
Office Hours:
1:00 – 2:30 p. m. (M/W/F)
& by appointment or chance
Phone: 320-363-5215

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 representatives of several different 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 identify and 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. Rethinking your values doesn't mean you have to change them, but it does mean you're open to change.

The third objective is to improve your understanding of texts and your ability 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

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

Finn, Daniel, ed., *Readings for the Ethics Common Seminar* (spiral bound book of readings).

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, 1999.

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, usually 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 two different kinds of assignments:

1. Each day, *each student* in the class will need to write a one-paragraph, written response to "the question of the day," to be handed at the start of semester. Do not quote from the text, use your own words. These must be typed, double-spaced in 12 point font and should be no longer than half a sheet of paper (twelve lines maximum). They will be graded. Over the semester, such assignments will be worth about one third of your final grade.

Each question of the day will be worth 10 points. Because they are intended to improve your learning during class, an automatic 3 point lateness penalty will be assessed for any questions not handed in at the start of class. An additional 2 point penalty will be assessed if it is not handed in by the start of the next class period.

2. *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 (whether on campus or across the planet) that you see as related to the reading for the day.

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 an agree/disagree 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 disagreement in the class.

The people assigned to these three roles will need to arrive five minutes early and *write their results on the board* before class starts. On the days when you are assigned one of these roles, type up your contribution on the bottom of your question of the day in addition to putting it on the board prior to class.

During the semester, all students will rotate through these roles. Performance in these roles *and in the class discussion* will count for nearly 10% 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.

Periodically there will be in-class writing assignments.

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.

HOW TO SUCCEED IN THIS COURSE

The following steps are the most effective ways to learn the materials in this course:

1. Read the assigned readings *twice* and take some action to personalize the material, either highlighting the book or developing your own set of reading notes or using any other method which aids you. But do not just read passively.
2. Do *not wait* until "the last minute" to read! Plan to finish reading early. It may be helpful to develop a list of questions that arise from reading the text in this manner.
3. *Think* about your statement of the day *long before* you write it. Don't write it at the last minute. When you write, plan on three or more electronic "drafts."
4. Take notes in class (and, if it is helpful to you, redraft them after class).
5. Ask questions in class when you don't understand something. Participate actively in discussions.
6. Optionally, work with a partner outside of class on a regular basis. All will benefit through learning more from this cooperation.

IMPROVE YOUR WRITING

Some students view writing in college as simply a chore. Others understand that college is the best place to become a better writer. Tutors are available in the Writing Centers to offer advice about improving your written work. You can get more information about services, hours, tutors, and appointments by visiting the Writing Centers website on the CSB/SJU homepage. <http://www.csbsju.edu/writing-center>. To make an appointment, click on "online scheduler." If you have any difficulty, call 5499 at CSB or 2711 at SJU. The Writing Centers are located at CSB in HAB 103 at SJU in Alcuin 349.

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. You will also be expected to attend additional events, for example, relevant lectures on one of the campuses.

Participation

You are expected

1. to be well prepared for each class,
2. to be ready to answer questions when called on, and
3. to initiate questions and comments in class.

Earning an "A" for your participation grade requires excellent performance in all three areas.

GRADING

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 Responses	34%	350 points
3 Roles and participation	10%	100 points
End of course essay	7%	70 points
3 Tests	29%	300 points
Final comprehensive exam	20%	200 points
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	100%	1020 points

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

90% or above	A
85%	AB
80%	B
75%	BC
70%	C
65%	CD
60%	D
59% 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

September 22	Last day to withdraw from any class without a transcript entry.
November 15	Last day to withdraw from a semester-long course with the grade of "W".
November 15	Last day to request S/U grading in this course.

Course Schedule

Fall 2017

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 first quarter of a page, "b" the second, etc.)

Syllabus and Preliminaries Mon, Aug 28

View video and submit one page statement Wed, Aug 30

[Derrick J's Victimless Crime Spree \(2012\)](#) Click on "here" in the line: Note: the full documentary may be viewed online [here](#).

Or go directly to YouTube: <https://www.youtube.com/watch?v=OU-b5hDJpCo>

View video and submit one page statement Fri, Sept 1
Michael Moore, "Where to Invade Next". DVD's to be circulated in class

Ayn Rand, *Atlas Shrugged*

Note: there are four 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, Book D-339.

Day 1 (A) pp. 11-53, 75b-85a, 190c-200c, 208c-240a, 247d-250b, 273-281b Mon, Sept 4
(B) pp. 11-54, 76b-86b, 193d-203b, 211d-230c, 235a-244b, 252b-254d, 278-286c
(C) pp. 11-53, 75b-85b, 190c-200b, 208b-240a, 247d-250c, 288d-312
(D) pp. 3-50, 73d-85a, 201c-212c, 221d-256b, 264b-267b, 309-336

Day 2 (A) pp. 289-313, 639a-694a, 730c-739c, 919c-950d, 963c-966c, 974a-984 Wed, Sept 6
(B) pp. 294c-319, 646c-699a, 736c-745d, 927-959c, 972c-975b, 983b-993
(C) pp. 637a-689, 726a-735c, 915b-946, 959c-962b, 969d-979
(D) pp. 639a-751, 791d-802a, 1000-1034b, 1047d-1051b, 1058d-1069

Edward Bellamy: *Looking Backward*

Day 1 Chap. 1-16 (you may skip chapters 8 & 16) Fri, Sept 8
Day 2 Chap. 17-28 (you may skip chapters 20 & 23). Mon, Sept 11

Optional Lecture: Jaylani Hussein, “The State of Civil Rights for Somalis and Other Muslims in Minnesota,” 7:30 p.m. Goreck 204		Tues, Sept 12
John Rawls: <i>A Theory of Justice</i>		
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	14pp Wed, Sept 13
Day 2	Sect. 5, Classical Utilitarian Sect. 11, Two Principles of Justice Sect. 12, Interpretations of the Second Principle (pp 57-58 & 61a-65)	12pp Fri, Sept 15
Required Lecture: Christiana Peppard, 7:30 p.m., Gorecki 204		Mon Sept 18
Day 3	Sect. 13, Democratic Equality & the Difference Principle (pp 65 & 68b-69b) Sect. 14, Fair Equality of Opportunity and Pure Procedural Justice (pp. 73-78a) Sect. 16, Relevant Social Positions (pp 84b-86a) Sect. 17, The Tendency of Equality (pp 86-89c)	13pp Mon, Sept 18
Day 4	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)	15pp Wed, Sept 20
Day 5	Sect. 26, The Reasoning Leading to the Two Principles of Justice (pp. 130-138b) Sect. 31, The Four-Stage Sequence	13pp Fri, Sept 22
Day 6	Sect. 36, Political Justice and the Constitution Sect. 41, The Concept of Justice in Political Economy (pp.233c-234b) Sect. 42, Some Remarks about Economic Systems (Be sure to read footnote #8 on p. 238)	17pp Mon, Sept 25
Day 7	Sect. 43, Background Institutions for Distributive Justice Sect. 47, Further Cases of Priority (pp. 266-267b)	10pp Wed, Sept 27
Susan Moller Okin: <i>Justice, Gender, and Family</i>		
Day 1	Chap 1: Justice and Gender (3-8C, 10b-12b, 17b-18a), Chap 5, Justice as Fairness (Rawls) (90d-97b, 100b-109)	24pp Fri, Sept 29
Test #1		Mon, Oct 2

Robert Nozick: *Anarchy, State, and Utopia*

Day 1	Preface: ix-xiia Chap. 2, The State of Nature (pp. 10-17) Chap 7, Distributive Justice (149-155c, 159d-164b)	22pp	Wed, Oct 4
Day 2	Chap. 7, Distributive Justice (pp. 167-172d, pp. 174b-189a)	19pp	Fri, Oct 6

Required Lecture: David Card 8:00 p.m. Stephen B. Humphrey Auditorium **Mon, Oct 9**

Day 3	Chap. 7, Distributive Justice (pp.192b-204b, 213b-216c, 224b-227b)	18pp	Mon, Oct 9
Day 4	Chap 7, Distributive Justice (pp. 230c-231), Chap. 8, Equality, Envy & Exploitation, (pp. 235b-238d, 262d-264a, 268d-271c)	10pp	Wed, Oct 11
Day 5	Chap. 9, Demoktesis, (pp. 290d-292b) Chap. 10 A Framework for Utopia (pp. 311c-320b, 331-334)	16pp	Fri, Oct 13

Free Days (Monday/Tuesday) No Class

John Rawls: *A Theory of Justice*

Day 8	Sect. 51, The Arguments for Natural Duty (pp. 293d-298c) Sect. 78, Autonomy and Objectivity (pp. 450d-455c) Sect. 79, The Idea of Social Union (pp. 456-461c)	15pp	Wed, Oct 18
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Susan Moller Okin: *Justice, Gender, and Family* 15pp Fri. Oct 20

Day 2	Chap. 4, Libertarianism (Nozick)
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Integrating Assignment #1 **Mon, Oct 24**

Catholic Social Thought

Day 1	"Economic Order"; and "Private Property" by Thomas Aquinas	14pp	Wed, Oct 25
Day 2	Albino Barrera, O.P., "The Universal Access Principle"	30pp	Fri, Oct 27
Day 3	Pope John Paul II & Pope Benedict XVI	20pp	Mon, Nov 3
Day 4	Pope Francis	18pp	Wed, Nov 1

Test #2 **Fri, Nov 3**

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

Day 1	Chap. 1, The Centrality of Justice (pp. 12-29) Chap. 2, Liberation and Justice (pp. 31-34, 44-52)	30pp	Mon, Nov 6
Day 2	Chap. 2, Liberation and Justice (pp. 70-75, 78-91)	20pp	Wed, Nov 8

Day 3	Chap. 4, Economic Justice (pp. 141-156) Chap. 5, Political Justice (pp. 181-186)	24pp	Fri, Nov 10
Integrating Assignment #2			Mon. Nov 13
Required Hunger Banquet (6:30-9:30 p.m.)			
Michael Walzer: <i>Spheres of Justice</i>			
Day 1	Chap. 1: Complex Equality (pp. 3-26b, 28c-30)	26pp	Wed, Nov 15
No Class: Post Question of the Day to canvas by noon			Fri, Nov 17
Day 2	Chap. 3: Security and Welfare (pp. 64-69a, 78d-79, 84a-91d) Chap. 5: Office (pp. 129-135a, 151d-154)	28pp	Mon, Nov 20
Thanksgiving Break			
Day 3	Chap. 4: Money and Commodities (pp. 95-112c, 108b-109a, 119d-123a)	27pp	Mon, Nov 27
Day 4	Chap. 6: Hard Work (pp. 165-168a, 174b-183) Chap. 9: Kinship & Love (pp. 234-242) Chap. 11: Recognition (pp. 259b-262b)	26pp	Wed, Nov 29
Day 5	Chap. 12: Political Power (pp. 281d-287, 291-304) Chap. 13: Tyrannies and Just Societies	29pp	Fri, Dec 1
Susan Moller Okin: <i>Justice, Gender, and Family</i>			
Day 3	Chap. 6: Justice From Sphere to Sphere (Walzer) (pp. 110-114b, 124b-133) Chap. 8: Humanist Justice (170-180a)	24 pp	Mon, Dec 4
Test #3			Wed, Dec 6
Integration Assignment #3			Fri, Dec 8
Course Summary (3 page statement due)			Mon, Dec 11
Comprehensive Final Exam (3:45-5:45 pm.)			Thur, Dec 14