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


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](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:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Weight</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements and Responses</td>
<td>34%</td>
<td>350 points</td>
</tr>
<tr>
<td>3 Roles and participation</td>
<td>10%</td>
<td>100 points</td>
</tr>
<tr>
<td>End of course essay</td>
<td>7%</td>
<td>70 points</td>
</tr>
<tr>
<td>3 Tests</td>
<td>29%</td>
<td>300 points</td>
</tr>
<tr>
<td>Final comprehensive exam</td>
<td>20%</td>
<td>200 points</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>1020 points</td>
</tr>
</tbody>
</table>

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](https://www.youtube.com/watch?v=OU-b5hDjpcO)

Fri, Sept 1

**View video and submit one page statement**

Michael Moore, “Where to Invade Next”. DVD’s to be circulated in class

**Ayn Rand, Atlas Shrugged**


Day 1

(A) pp. 11-53, 75b-85a, 190c-200c, 208c-240a, 247d-250b, 273-281b
(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

Mon, Sept 4

Day 2

(A) pp. 289-313, 639a-694a, 730c-739c, 919c-950d, 963c-966c, 974a-984
(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

Wed, Sept 6

Edward Bellamy: *Looking Backward*

Fri, Sept 8

Day 1  Chap. 1-16 (you may skip chapters 8 & 16)

Day 2  Chap. 17-28 (you may skip chapters 20 & 23).

Mon, Sept 11
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Location</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional Lecture: Jaylani Hussein, “The State of Civil Rights for Somalis and Other Muslims in Minnesota,” 7:30 p.m. Goreck 204</td>
<td>Tues, Sept 12</td>
<td>Goreck 204</td>
<td>John Rawls: <em>A Theory of Justice</em></td>
</tr>
<tr>
<td>Day 1 Section 1, The Role of Justice (pp 3-6a)</td>
<td>Wed, Sept 13</td>
<td></td>
<td>Day 1 Sect. 2, The Subject Of Justice (pp. 6a-7b)</td>
</tr>
<tr>
<td>Sect. 1, The Main Idea of the Theory of Justice (pp. 10b-15b)</td>
<td></td>
<td></td>
<td>Sect. 4, The Original Position and Justification</td>
</tr>
<tr>
<td>Day 2 Sect. 5, Classical Utilitarian</td>
<td>Fri, Sept 15</td>
<td></td>
<td>Sect. 11, Two Principles of Justice</td>
</tr>
<tr>
<td>Sect. 12, Interpretations of the Second Principle (pp 57-58 &amp; 61a-65)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Lecture: Christiana Peppard, 7:30 p.m., Gorecki 204</td>
<td>Mon Sept 18</td>
<td>Gorecki 204</td>
<td>Day 3 Sect. 13, Democratic Equality &amp; the Difference Principle (pp 65 &amp; 68b-69b)</td>
</tr>
<tr>
<td>Sect. 14, Fair Equality of Opportunity and Pure Procedural Justice (pp. 73-78a)</td>
<td>Mon, Sept 18</td>
<td></td>
<td>Sect. 16, Relevant Social Positions (pp 84b-86a)</td>
</tr>
<tr>
<td>Sect. 17, The Tendency of Equality (pp 86-89c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sect. 23, The Formal Constraints to the Concept of Right (pp. 117b-118a)</td>
<td></td>
<td></td>
<td>Sect. 24, The Veil of Ignorance</td>
</tr>
<tr>
<td>Sect. 25, The Rationality of the Parties (pp. 123b-126b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 5 Sect. 26, The Reasoning Leading to the Two Principles of Justice (pp. 130-138b)</td>
<td>Fri, Sept 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sect. 31, The Four-Stage Sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 6 Sect. 36, Political Justice and the Constitution</td>
<td>Mon, Sept 25</td>
<td></td>
<td>Sect. 41, The Concept of Justice in Political Economy (pp.233c-234b)</td>
</tr>
<tr>
<td>Sect. 42, Some Remarks about Economic Systems (Be sure to read footnote #8 on p. 238)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 7 Sect. 43, Background Institutions for Distributive Justice</td>
<td>Wed, Sept 27</td>
<td></td>
<td>Sect. 47, Further Cases of Priority (pp. 266-267b)</td>
</tr>
<tr>
<td>Susan Moller Okin: <em>Justice, Gender, and Family</em></td>
<td>Mon, Oct 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1 Chap 1: Justice and Gender (3-8C, 10b-12b, 17b-18a), Chap 5, Justice as Fairness (Rawls) (90d-97b, 100b-109)</td>
<td>Fri, Sept 29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Robert Nozick: *Anarchy, State, and Utopia*

Day 1  Preface: ix-xiia  22pp  Wed, Oct 4
      Chap. 2, The State of Nature (pp. 10-17)
      Chap 7, Distributive Justice (149-155c, 159d-164b)
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)  15pp  Wed, Oct 18
      Sect. 78, Autonomy and Objectivity (pp. 450d-455c)
      Sect. 79, The Idea of Social Union (pp. 456-461c)

Susan Moller Okin: *Justice, Gender, and Family*  15pp  Fri, Oct 20

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)  30pp  Mon, Nov 6
      Chap. 2, Liberation and Justice (pp. 31-34, 44-52)
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)  24pp  Fri, Nov 10
   Chap. 5, Political Justice (pp. 181-186)

Integrating Assignment #2  Mon. Nov 13

Required Hunger Banquet (6:30-9:30 p.m.)

Michael Walzer: Spheres of Justice
   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)  28pp  Mon, Nov 20
   Chap. 5: Office (pp. 129-135a, 151d-154)

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)  26pp  Wed, Nov 29
   Chap. 9: Kinship & Love (pp. 234-242)
   Chap. 11: Recognition (pp. 259b-262b)

Day 5  Chap. 12: Political Power (pp. 281d-287, 291-304)  29pp  Fri, Dec 1
   Chap. 13: Tyrannies and Just Societies

Susan Moller Okin: Justice, Gender, and Family
   Day 3  Chap. 6: Justice From Sphere to Sphere (Walzer) (pp. 110-114b, 124b-133)  24 pp  Mon, Dec 4
   Chap. 8: Humanist Justice (170-180a)

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