

*****DRAFT*****

Politics 3334E: Contemporary Political Theory

Tuesday 11:30-1:30

SSC 4255

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Office Hours: TBD

Office: SSC 4138

Course Outline

This course is a survey of a very diverse field. As a result, it must, unfortunately, be very selective. Rather than systematically examining famous political theorists of the past, we will be examining what political theorists *today* are thinking about the issues of justice, equality, and freedom. The focus will be on developing an understanding of how to develop your own views of these matters: what do *you* think and, more importantly *why*? The emphasis throughout the course will be on critical review of the arguments provided in the readings and by your fellow students. Each week the two readings will provide differing views on the same question. Your job shall be to reflect on and evaluate the persuasiveness of the arguments in each. In each seminar we will discuss the merits and demerits of each article as well as comment on the topic at large. Your essays and exam will require you to be able to argue persuasively, taking due consideration of others' arguments.

Assessment

Essay 1 (25%): 10-12 pages double spaced due **December 3**. You may choose your own essay topic from among the material we cover in Term 1. You must come and see me or email me for approval of your essay topic **at least two weeks** before the due date. This is for your benefit—to ensure your topic is relevant and focused enough to be successfully done within the confines of the word limit. Essays should be submitted in class or office hours. Do not slip essays under my office door.

Essay 2 (25%): 10-12 pages double spaced due **March 31**. You may choose your own essay topic from among the material we cover in Term 2. You must come and see me or email me for approval of your essay topic **at least two weeks** before the due date. Essays should be submitted in class or office hours. Do not slip essays under my office door.

Response Papers (10%): You are required to email to me, by 9am on the day of class, **20** weekly responses worth 0.5% each on a pass-fail basis. In them you should explain what you take the main arguments in each reading to be, their strengths and weaknesses in your opinion, what you take the disagreement between the authors to be, and any questions you have about the readings. The aim of the response papers is to a) ensure that each member of the seminar group has given due consideration to the readings each week in order to improve the quality of our discussions; and b) to hone your skills in critical analysis in preparation for the research essays and final exam.

Participation (10%): Each term you will sign up to lead the class discussion (with my help) on one week's topic. Your participation mark will be based on your effort and preparation for this task as well as general participation throughout the year. The latter is assessed primarily on the quality of your contributions but you will not do well if you attend only a few classes

even if your contributions in those classes are very good. Similarly, if you simply attend every class without contributing, you will find your participation mark disappointing. Participation marks can be earned through critiquing the readings, raising questions or requesting clarification of things you did not understand (there are no stupid questions!), responding to classmates' points, participating in in-class debates or small group discussions, among others. If you are struggling with active participation in class, please do email me or come to see me in my office hours to discuss strategies on how to improve.

Final Exam (30%): April 2020 – date set by Registrar. The exam will cover material from both terms and will be essay-based.

Late Submission of Work

Late essays will incur a penalty of 5% per day and will not be accepted after one week. In extenuating circumstances, extensions may be granted, but only if arranged in advance of the due date. Please note that computer problems do not constitute extenuating circumstances—you are strongly advised to back up your work.

How to Do Well

The emphasis throughout is on the critical evaluation of arguments. How are important political positions supported? In our weekly discussions we will examine the arguments put forward in the readings and consider whether or not they are persuasive. Generally the two readings for the week put forward conflicting views, thus inviting us to make decisions about which has the better argument. (It is taken for granted that we may not all reach the same conclusion.)

Term 1:

This term we will examine two major strands of political theory: liberty and equality. We will examine what these concepts mean and their implications for how our societies ought to be arranged.

September 10 – *Introduction to the course.*

Freedom

September 17 – *What is liberty?*

Berlin, Isaiah, (2006) "Two Concepts of Liberty" in David Miller (ed.) *The Liberty Reader*.

MacCallum, Gerald (2006), "Negative and Positive Liberty" in David Miller (ed.) *The Liberty Reader*.

September 24 – *Is poverty a restriction on liberty?*

Cohen, G.A. (2011) 'Freedom and Money' in *On the Currency of Egalitarian Justice*, ed. M. Otsuka.

Waldron, Jeremy (1993) 'Homelessness and the issue of freedom' in *Liberal Rights: Collected papers*.

October 1 – When should our freedom be curtailed?

Alan Dershowitz, *Why Terrorism Works*, chapter 4.

David Luban (2007) "Liberalism, Torture, and the Ticking Bomb", *Virginia Law Review* 91: pp. 1425-52 only.

October 8 – Should the state restrict hate speech?

Waldron, Jeremy (2012), *The Harm in Hate Speech*, ch. 4.

Boonin, David (2011), *Should Race Matter?* ch. 6 & 7. If you really cannot read both, please read chapter 7. ***please be aware that the text includes the use of an offensive racial slur for illustrative purposes***

October 15 – Should the state restrict offensive speech?

Dworkin, Ronald (1981) "Is there a right to pornography?" *Legal Studies* 1(2).

Langton, R., 1990. "Whose Right? Ronald Dworkin, Women, and Pornographers," in *Philosophy and Public Affairs*, 19(4): 311–359 .

October 22 – Is paternalism objectionable?

Nicholas Dixon (2001), "Boxing, Paternalism and Legal Moralism", *Social Theory and Practice*.

Ronald Dworkin, "Can a Liberal State Support Art?" *A Matter of Principle*, chapter 11.

October 29 - Do parents have the right to raise their children in a particular religion/culture?

Clayton, Matthew (2012) "The Case Against Comprehensive Enrolment of Children", *Journal of Political Philosophy* 20 (3).

Cameron, Christina (2012) "Clayton on Comprehensive Enrolment", *Journal of Political Philosophy* 20 (3).

November 5 – Reading Week

November 12 – Is equality intrinsically valuable?

Parfit, Derek (2002), "Equality or Priority?" in M. Clayton and A. Williams (ed.) *The Ideal of Equality*.

Temkin, Larry (2002), "Equality, Priority, and the Levelling Down Objection" in M. Clayton and A. Williams (ed.) *The Ideal of Equality*.

Equality

November 19 (Essay 1 Topics Due) – What's the point of equality?

Anderson, Elizabeth, 1999, "What Is the Point of Equality?" *Ethics*, 109: 287-337.

Scanlon, T.M. (2002) "The Diversity of Objections to Inequality" in M. Clayton and A. Williams (ed.) *The Ideal of Equality*.

November 25 – What should we try to equalize?

Dworkin, Ronald (2000), "Equality of Resources" *Sovereign Virtue. The Theory and Practice of Equality*.

Arneson, Richard (1989), "Equality and Equal Opportunity for Welfare," *Philosophical Studies* (56).

December 3 (Essay 1 Due) – Are liberty and equality incompatible?

Swift, Adam, *Political Philosophy*, p. 33-72.

Term 2:

This term we will take what we have learned about liberty and equality and apply it to various political issues.

January 7 – Is there a right to immigrate?

Carens, Joseph, *The Ethics of Immigration* (2013), ch.11

Miller, David, *Strangers in Our Midst* (2016), ch. 3

January 14 – Do we have equal duties to our compatriots as to foreigners?

Peter Singer (2002), *One World*, ch. 5.

David Miller (2005), "Reasonable Partiality Towards Compatriots", *Ethical Theory and Moral Practice* 8 (1-2).

January 21 – Does equality sometimes require unequal treatment?

Ronald Dworkin, *A Matter of Principle*, ch. 14.

Robert Simon (1974) "Preferential Hiring," *Philosophy and Public Affairs* 3.

January 28 – Does equality require cultural/religious exemptions from the law?

Kymlicka, Will (1996) *Multicultural Citizenship*, ch. 5&6.

Barry, Brian (2001), *Culture and Equality: An Egalitarian Critique of Multiculturalism*, ch. 2

February 4– Is multiculturalism bad?

Okin, Susan Moller (1999) in Joshua Cohen (ed.), *Is Multiculturalism Bad for Women?* 7-24.

Paula Casal (2003), "Is Multiculturalism Bad for Animals?" *Journal of Political Philosophy* 11.

February 11 – Does justice extend to the family?

Okin, Susan Moller (2004), "The Family: Gender and Justice" in Matthew Clayton and Andrew Williams (ed.) *Social Justice*.

Ferguson, Michael (2016), "Vulnerability by Marriage: Okin's Radical Feminist Critique of Structural Gender Inequality" *Hypatia*.

February 18 – Reading Week

February 25 - Do animals have rights?

Donaldson, Sue and Will Kymlicka, *Zoopolis: A Political Theory of Animal Rights* (OUP: Oxford), chapter 5

Cohen, Carl (1997), "Do Animals Have Rights?" *Ethics & Behaviour* (7).

March 3 – Do we have obligations of justice to future generations?

Reiman, Jeffrey, 2007, "Being Fair to Future People: The Non-Identity Problem in the Original Position", *Philosophy & Public Affairs*, 35: 69–92.

Brian Barry (1978) 'Circumstances of Justice and Future Generations' in *Obligations to Future Generations* (Philadelphia: Temple University Press) edited by R. I. Sikora and Brian Barry, pp.204-248.

March 10 – Is there an obligation to compensate the victims of historic injustice?

Butt, Daniel (2013) "Inheriting Rights to Reparation: Compensatory Justice and the Passage of Time", *Ethical Perspectives* 20.

Waldron, Jeremy (1992), "Superseding Historic Injustice", *Ethics*, 103

March 17 - Who ought to pay for climate change mitigation?

Caney, Simon (2010), "Climate Change and the Duty of the Advantaged" *Critical Review of Social and Political Philosophy* 13(1).

Page, Edward (2008), "Distributing the Burdens of Climate Change" *Environmental Politics* 17(4)

March 24 – Is there a right to housing?

Wells, Katy (2019), “The Right to Housing” *Political Studies* 67(2).

Nine, Cara (2018), “The Wrong of Displacement: The Home as Extended Mind”, *Journal of Political Philosophy* 26(2).

March 31 – Sum Up & Exam Preparation

APPENDIX TO UNDERGRADUATE COURSE OUTLINES

DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar*

<http://www.westerncalendar.uwo.ca/>

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. https://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

- The Registrar's office can be accessed for Student Support Services at www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at: <https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic

Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.