



PHL 357

Theories of Justice

S1 Day 2015

Dept of Philosophy

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General Information

Unit convenor and teaching staff

Paul Formosa

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Credit points

3

Prerequisites

39cp or admission to GDipArts

Corequisites

Co-badged status

Unit description

Liberal democratic societies confront a range of social justice issues relating to inequalities of power, economic distribution, and social status. Are such inequalities inherently unjust and if so, how should they be redressed? If such inequalities are not inherently unjust, what degree of inequality can be justified? Specific issues of justice also arise from the position of ethnic minorities and Indigenous peoples in a multicultural society. What responsibilities do liberal democratic states have to such groups and what rights can they legitimately claim against the state? The global and international environment presents further issues of justice. What are the responsibilities of affluent nations and global institutions in dealing with global poverty, corruption and political violence? In this unit we discuss some of the major contemporary philosophical theories of justice, including John Rawls's influential theory of justice, and assess the capacity of these theories to respond to these specific problems of justice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. A good general knowledge of some of the major theories and current debates in contemporary political philosophy
2. An ability to understand and analyse arguments in the relevant literatures.
3. An ability to evaluate these theories and arguments critically
4. The ability to develop your own view or perspective through consideration and

analysis of the views and arguments presented in the unit.

5. Clarity of thought; clarity of verbal expression; clarity of written expression and exposition

General Assessment Information

All assessment is to be submitted on-line through iLearn.

Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	15%	On-going
<u>Quiz</u>	15%	On-going
<u>Comparative Analysis</u>	30%	27/4/2014
<u>Essay</u>	40%	4/06/2015

Participation

Due: **On-going**

Weighting: **15%**

Internal students must attend at least 7 tutorials to be eligible for the participation mark. If you do not attend at least 7 tutorials you will receive 0 marks for participation. External students must participate in at least 7 different weekly tutorial discussion forums within 10 days of the relevant lecture (i.e. you should contribute something to the discussion forum on Rawls within 10 days of the lecture on Rawls). If you meet the relevant minimum requirement, then your mark will be awarded on the basis of the quality of your participation in the tutorials/forums. It is your responsibility to ensure that your work and/or study commitments do not clash with your tutorial and lecture commitments for this unit of study.

On successful completion you will be able to:

- 3. An ability to evaluate these theories and arguments critically
- 4. The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.
- 5. Clarity of thought; clarity of verbal expression; clarity of written expression and exposition

Quiz

Due: **On-going**

Weighting: **15%**

There will be 10 weekly on-line quizzes worth a total of 15% (or a maximum of 1.5% for each of the 10 quizzes). Quizzes start in Week 3 (Rawls) and run until Week 12 (Global justice).

On successful completion you will be able to:

- 1. A good general knowledge of some of the major theories and current debates in contemporary political philosophy

Comparative Analysis

Due: **27/4/2014**

Weighting: **30%**

The aim of the comparative analysis (1750 words) is to consolidate your understanding of the theories and issues discussed in the first half of the unit. You are required to critically analyse in comparative terms the central points of difference between two of the theories we discuss. The questions will be handed out in Week 5 (Thursday 26 March).

On successful completion you will be able to:

- 2. An ability to understand and analyse arguments in the relevant literatures.
- 3. An ability to evaluate these theories and arguments critically
- 5. Clarity of thought; clarity of verbal expression; clarity of written expression and exposition

Essay

Due: **4/06/2015**

Weighting: **40%**

The essay (2500 words) is designed to extend your understanding of a specific topic and to test your ability to engage with that topic in depth. Essay writing tests your ability to synthesise material from a range of readings and to express, analyse and structure key ideas and arguments clearly, logically and systematically. It also tests your ability to develop your own view, and to argue for that view in a cogent and sustained way. You will be expected to read and incorporate into your essay extra secondary sources beyond the required readings. The questions will be handed out in Week 8 (Thursday 30 April).

On successful completion you will be able to:

- 2. An ability to understand and analyse arguments in the relevant literatures.
- 3. An ability to evaluate these theories and arguments critically
- 4. The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.

- 5. Clarity of thought; clarity of verbal expression; clarity of written expression and exposition

Delivery and Resources

Required Readings Textbook: Will Kymlicka, *Contemporary Political Philosophy: An Introduction*. (2nd edition) Oxford: Oxford University Press. 2002.

Unit Reader: Further required readings for each week are included in the unit reader, available from the bookshop.

Extra readings: As well as the required reading, recommended additional readings for each topic are listed on iLearn. Kymlicka also provides suggestions for further reading at the end of each chapter and offers useful comments about what each text contains.

All of the readings in the unit reader and many of the extra readings are also available on-line through the library (search for PHL357).

You must read the essential readings BEFORE the lecture and tutorial.

Unit Schedule

Section 1: Equality and Inequality

Week 1 (Thursday 26 February)

Lecture 1: Introduction: Equality and Diversity

No tutorial

No required reading

Week 2 (Thursday 5 March)

Lecture 2: Utilitarianism

Tutorial 1

1. Kymlicka, CPP, Ch. 2

Week 3 (Thursday 12 March)

Lecture 3: Rawls

Tutorial 2

1. John Rawls, *A Theory of Justice* (Harvard University Press, 1971), Ch. 1, Sections 1-6, Ch. 2, Sections 11-12, Ch. 3, Sections 24-26.

2. Kymlicka, CPP, Ch. 3, Sections 1-3 only.

Week 4 (Thursday March 19)

Lecture 4: Dworkin

Tutorial 3

1. Ronald Dworkin, 'What is Equality? Part 2: Equality of Resources', Philosophy & Public Affairs, 10:4, 1981, 283-345, esp. Section I-IV & VII.

2. Kymlicka, CPP, Ch. 3, Sections 4-5.

Week 5 (Thursday March 26)

Lecture 5: Nozick

Tutorial 4

1. Robert Nozick, 'Distributive Justice' (selections), Ch. 7 of Anarchy, State and Utopia, (New York: Basic Books, 1974)

2. Kymlicka, CPP, Ch. 4

Week 6 (Thursday 2 April)

Lecture 6: Analytical Marxism

Tutorial 5

1. Kymlicka, CPP, Ch. 5

Holidays

Week 7 (Thursday 23 April)

Lecture 7: The Capabilities Approach

No tutorial

1. Amartya Sen, 'Capability and Well-being', in Martha Nussbaum & Amartya Sen (eds.), The Quality of Life, (Oxford: Clarendon Press, 1993)

2. Martha Nussbaum, Women and Human Development: The Capabilities Approach, (Cambridge: Cambridge University Press, 2000), Introduction, Section IV; Chapter. 1, Sections IV-VI).

Section 2: Diversity, Citizenship AND Justice

Week 8 (Thursday 30 April)

Lecture 8: Communitarianism

Tutorial 6

1. Michael Sandel, Liberalism and the Limits of Justice, (New York: Cambridge University Press), Ch. 4

2. Kymlicka, CPP, Ch 6.

Week 9 (Thursday 7 May)

Lecture 9: Feminism

Tutorial 7

1. Susan Moller Okin, 'Justice as Fairness: For Whom?' Ch. 5 of Justice, Gender and the Family,

(New York: Basic Books, 1989)

2. Eva Feder Kittay, 'Human Dependency and Rawlsian Equality', in Diana Meyers (ed.) *Feminists Rethink the Self* (Boulder: Westview Press, 1997)

Week 10 (Thursday 14 May)

Lecture 10: Citizenship

Tutorial 8

1. Joshua Cohen, 'Deliberation and Democratic Legitimacy' in James Bohman & William Rehg (eds) *Deliberative Democracy: Essays on Reason and Politics*, (MIT Press, 1997)

2. Anne Phillips, 'Dealing with Difference: A Politics of Ideas or a Politics of Presence?' in Goodin & Pettit (eds) *Contemporary Political Philosophy*

Week 11 (Thursday 21 May)

Lecture 11: Multiculturalism

Tutorial 9

1. Kymlicka, CPP, Ch. 8

2. Will Kymlicka, *Multicultural Citizenship*, (Oxford: Clarendon, 1995), Ch. 5

Week 12 (Thursday 28 May)

Lecture 12: Global Justice

Tutorial 10

1. Brian Barry, 'Humanity and Justice in Global Perspective' in Goodin and Pettit (eds.), *Contemporary Political Philosophy: An Anthology*

2. John Rawls, *The Law of Peoples* (Harvard, 1999), Part III, Sections 15 & 16.

3. Thomas Pogge, 'Moral Universalism and Global Economic Justice, Ch.4. of Pogge *World Poverty and Human Rights*, (Oxford: Blackwell, 2002)

Week 13

No lecture

No tutorial

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Extensions and Penalties

All work must be submitted on time unless an extension has been granted. Requests for extensions must be made in writing BEFORE the due date and will only be considered on serious grounds. Extensions will not be given unless good reasons and appropriate evidence (e.g., medical certificates, counsellor letters) are presented at the earliest opportunity. Please note that work due concurrently in other units is NOT an exceptional circumstance and does not constitute a legitimate reason for an extension. If the assessment is submitted after the due date and an extension has not been granted then the assessment will have 5% deducted from the grade for each day the assessment is late. For example, if work was graded as 70/100 and was handed in 2 days late, the work would receive a mark of 60/100. Weekends, but not public holidays, count in the calculation of late penalties.

To obtain an extension of less than 3 days, you should email the unit convenor. To obtain an extension of 3 days or more, you must submit a special consideration application.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)

- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 3. An ability to evaluate these theories and arguments critically
- 4. The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.

Assessment tasks

- Participation
- Comparative Analysis
- Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- 4. The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.

Assessment tasks

- Participation
- Essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 3. An ability to evaluate these theories and arguments critically
- 4. The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.

Assessment tasks

- Participation
- Comparative Analysis
- Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. A good general knowledge of some of the major theories and current debates in contemporary political philosophy

- 2. An ability to understand and analyse arguments in the relevant literatures.
- 3. An ability to evaluate these theories and arguments critically
- 4. The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.
- 5. Clarity of thought; clarity of verbal expression; clarity of written expression and exposition

Assessment tasks

- Participation
- Quiz
- Comparative Analysis
- Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 2. An ability to understand and analyse arguments in the relevant literatures.
- 3. An ability to evaluate these theories and arguments critically
- 4. The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.

Assessment tasks

- Participation
- Comparative Analysis
- Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 2. An ability to understand and analyse arguments in the relevant literatures.
- 3. An ability to evaluate these theories and arguments critically
- 4. The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.

Assessment tasks

- Participation
- Comparative Analysis
- Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 3. An ability to evaluate these theories and arguments critically
- 5. Clarity of thought; clarity of verbal expression; clarity of written expression and exposition

Assessment tasks

- Participation
- Comparative Analysis
- Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- 1. A good general knowledge of some of the major theories and current debates in contemporary political philosophy

Assessment task

- Quiz

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- 1. A good general knowledge of some of the major theories and current debates in contemporary political philosophy

Assessment task

- Quiz