Contents

General Information 2
Learning Outcomes 2
General Assessment Information 3
Assessment Tasks 3
Delivery and Resources 5
Unit Schedule 5
Policies and Procedures 9
Graduate Capabilities 10

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General Information

Unit convenor and teaching staff
Senior Lecturer
Dr Paul Formosa
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Credit points
3

Prerequisites
(39cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description
What is justice? This unit explores this important question by examining a number of leading contemporary philosophical theories of justice, including John Rawls's influential theory of justice, and assessing the capacity of these theories to respond to pressing social issues. To do this we look at issues of inequality and diversity in society by asking: what degree of inequality, if any, can be justified? We explore the different answers to this question proposed by liberals, libertarians, and Marxists. We shall also examine broader social questions around justice, such as: should we focus more on the well-being of communities and less on the rights of individuals? Is justice biased against women? Should minorities receive special protections and privileges? How can we justify punishing those who violate justice? What are the obligations of democratic citizenship? And what do we owe the poor in other countries?

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

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

**General Assessment Information**

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

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>On-going</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>15%</td>
<td>On-going</td>
</tr>
<tr>
<td>Comparative Analysis</td>
<td>20%</td>
<td>13/04/2017</td>
</tr>
<tr>
<td>Essay Plan and Essay</td>
<td>35%</td>
<td>8/06/2017</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
<td>9/06/2017</td>
</tr>
</tbody>
</table>

**Participation**

Due: **On-going**  
Weighting: **10%**

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 14 days of the relevant lecture (i.e. you should contribute something to the discussion forum on Rawls within 14 days of the lecture on Rawls). External students should post at least one original forum post and one post in response to another student's forum post each week.

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.

Participation assessment criteria and rubric handed out: Thursday March 9

This Assessment Task relates to the following Learning Outcomes:
- An ability to evaluate these theories and arguments critically
- The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.
- Clarity of thought; clarity of verbal expression; clarity of written expression and exposition

**Research Presentation**

Due: **On-going**  
Weighting: **15%**

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[http://unitguides.mq.edu.au/unit_offerings/73408/unit_guide/print](http://unitguides.mq.edu.au/unit_offerings/73408/unit_guide/print)
Students will present a critical analysis of a further piece of relevant research in tutorials. Students will be expected to complete the assessment in pairs or small groups (exceptions can be made to this rule, especially for external students). Students will have 5 minutes in tutorials in which to make their presentations. As well as giving an oral presentation, students will also need to submit the slides they use for their presentation (or submit a 500 word summary of their presentation if no slides are used). External students should record and upload to iLearn a 5 minute audio or video file of their presentation as well as upload slides or a 500 word summary. Groups and dates will be assigned in tutorials or via email/iLearn for external students.

Research Presentation assessment criteria and rubric handed out: Thursday March 9

This Assessment Task relates to the following Learning Outcomes:
- An ability to evaluate these theories and arguments critically
- The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.
- Clarity of thought; clarity of verbal expression; clarity of written expression and exposition

Comparative Analysis
Due: 13/04/2017
Weighting: 20%

The aim of the comparative analysis (800 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.

Comparative Analysis assessment criteria and rubric handed out: Thursday March 16

This Assessment Task relates to the following Learning Outcomes:
- An ability to understand and analyse arguments in the relevant literatures.
- An ability to evaluate these theories and arguments critically
- Clarity of thought; clarity of verbal expression; clarity of written expression and exposition

Essay Plan and Essay
Due: 8/06/2017
Weighting: 35%

First, an essay plan must be presented which outlines the argumentative structure of your essay. Second, the essay plan must form the basis for an essay (1800 words). The essay 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.

Essay plan and essay assessment criteria and rubric handed out: 4 May

This Assessment Task relates to the following Learning Outcomes:

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

Quizzes
Due: 9/06/2017
Weighting: 20%

There will be 10 weekly on-line quizzes worth a total of 20% (or a maximum of 2% for each of the 10 quizzes). Quizzes start in Week 3 (Rawls) and run until Week 12 (Global justice). Quizzes open after the relevant lecture. All quizzes close on June 9.

This Assessment Task relates to the following Learning Outcomes:

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

Delivery and Resources

Required Readings


Other Required readings: Other required readings are listed in the unit guide and available for download from library eReserve. There is no printed unit reader.

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

Additional 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. You do NOT need to read these each week.

Unit Schedule

Section 1: Equality and Inequality
Week 1 (Thursday 2 March)
Lecture 1: Introduction: Equality and Diversity
No tutorial
No required reading

Week 2 (Thursday 9 March)
Lecture 2: Utilitarianism
Tutorial 1: Utilitarianism
Required Reading:
1. Kymlicka, CPP, Ch. 2, pp. 10-37; 45-52. [OPTIONAL: Section 5, pp.37-45].

Participation rubric handed out: Thursday March 9
Research Presentation handed out: Thursday March 9

Week 3 (Thursday 16 March)
Lecture 3: Rawls
Tutorial 2: Rawls
Required Reading:
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 (pp.53-75). Do NOT read past p.75, we will cover that next week.

Comparative Analysis handed out: Thursday March 16
Quizzes start this week and continue until Week 13

Week 4 (Thursday March 23)
Lecture 4: Dworkin
Tutorial 3: Dworkin
Required Reading:
2. Kymlicka, CPP, Ch. 3, Sections 4-5.

Week 5 (Thursday March 30)
Lecture 5: Nozick
Tutorial 4: Nozick
Required Reading:
2. Kymlicka, CPP, Ch. 4, Section 2 (pp. 107-127), Section 4 (pp. 138-153), & Section 5 (pp.154-159) ONLY [OPTIONAL: Section 1 and Section 3 on Chapter 4].

*Week 6 (Thursday 6 April)*

Lecture 6: Analytical Marxism

Tutorial 5: Analytical Marxism

Required Reading:
1. Kymlicka, CPP, Ch. 5

*Week 7 (Thursday 13 April)*

Lecture 7: Capabilities Approach, Communitarianism and Perfectionism

No Tutorials this week – Writing week

Required reading:
1. Martha Nussbaum, Women and Human Development: The Capabilities Approach, (Cambridge: Cambridge University Press, 2000), Chapter. 1, Sections IV-V (pp. 70-96) ONLY.
2. Kymlicka, CPP, Ch 6, Sections 1-8 (pp. 208-261), Section 11 (pp. 270-273). [OPTIONAL: Section 9-10 (pp. 261-270)]

**Comparative Analysis assessment due: April 13**

*Holidays*

Section 2: Diversity, Citizenship and Justice

*Week 8 (Thursday 4 May)*

Lecture 8: Retributive Justice, Criminality and Punishment

Tutorial 6: Retributive Justice, Criminality and Punishment

Required Reading:

1. Rawls, A Theory of Justice, Section: The Rule of Law, section 38, pp. 206-213

**Essay Plan and Essay assessment handed out: 4 May**

*Week 9 (Thursday 11 May)*

Lecture 9: Feminism

Tutorial 7: Feminism
Required Reading:


Week 10 (Thursday 18 May)

Lecture 10: Citizenship

Tutorial 8: Citizenship

Required reading:


Week 11 (Thursday 25 May)

Lecture 11: Multiculturalism

Tutorial 9: Multiculturalism

Required reading:

1. Kymlicka, CPP, Ch. 8

Week 12 (Thursday June 1)

Lecture 12: Global Justice

Tutorial 9: Global Justice

Required Reading:

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


Week 13 (Thursday June 8)

Writing Week

No Lectures or Tutorials

Essay Plan and Essay due Thursday June 8

Quizzes close Friday June 9
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:


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

To obtain an extension please see the Disruption to Studies policy and apply via ask.mq.edu.au. For very short extensions of less than three days, you can email the convenor to apply for an extension. Work submitted late will attract a penalty of 5% per day for the first two days and then 2% per day thereafter. Weekends, but not public holidays, count in the calculation of late penalties.

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
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**

- An ability to understand and analyse arguments in the relevant literatures.
- An ability to evaluate these theories and arguments critically
- 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
- Research Presentation
- Comparative Analysis
- Essay Plan and Essay
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**

- An ability to evaluate these theories and arguments critically
- 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
- Research Presentation
- Comparative Analysis
- Essay Plan and 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**

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

**Assessment tasks**

- Participation
- Research Presentation
- Comparative Analysis
- Essay Plan and 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**
- A good general knowledge of some of the major theories and current debates in contemporary political philosophy

**Assessment task**
- Quizzes

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

**Assessment task**
- Quizzes

**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**
- An ability to evaluate these theories and arguments critically
- 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
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**

- 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 Plan and 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**

- A good general knowledge of some of the major theories and current debates in contemporary political philosophy
- An ability to understand and analyse arguments in the relevant literatures.
- An ability to evaluate these theories and arguments critically
- The ability to develop your own view or perspective through consideration and analysis of the views and arguments presented in the unit.
- Clarity of thought; clarity of verbal expression; clarity of written expression and exposition
Assessment tasks

• Participation
• Research Presentation
• Comparative Analysis
• Essay Plan and Essay
• Quizzes

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

• An ability to understand and analyse arguments in the relevant literatures.
• An ability to evaluate these theories and arguments critically
• 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
• Research Presentation
• Comparative Analysis
• Essay Plan and Essay