



# PHIX357

## Theories of Justice

S1 OUA 2018

*Dept of Philosophy*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	5
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	10

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Convenor

Jane Johnson

[jane.johnson@mq.edu.au](mailto:jane.johnson@mq.edu.au)

Jane Johnson

[jane.johnson@mq.edu.au](mailto:jane.johnson@mq.edu.au)

Prerequisites

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? All enrolment queries should be directed to Open Universities Australia (OUA): see

[www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

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

## General Assessment Information

Assessments are to be submitted through Turnitin, and will be marked and returned via Grademark. For information about these tools, see:

[http://www.mq.edu.au/iLearn/student\\_info/assignments.htm](http://www.mq.edu.au/iLearn/student_info/assignments.htm)

### Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Participation</a>	15%	No	On-going
<a href="#">Quizzes</a>	15%	No	On-going
<a href="#">Comparative Analysis</a>	30%	No	5pm Sunday of Week 8
<a href="#">Essay</a>	40%	No	5pm Friday of Week 13

### Participation

Due: **On-going**

Weighting: **15%**

Discussion board participation represents a commitment to the academic environment necessary to any good philosophy course.

This task will be assessed by the following criteria: quality of your posts and their timeliness (you should post within a week of the topic). Quality is not just measured by the philosophical content of your posts, but by your willingness to engage in discussion with your peers. Much of what you learn in philosophy you will learn by involving yourself in discussion and argument. So while we would like to see some well thought out responses to the topics for each week and to the reading questions, we would also really encourage you to respond to the messages of other students, ask questions, post your thoughts and engage fully in the philosophical community. You'll find that if you make the most of the discussion facilities available, not only will you maximise your

participation marks, but you will also get more out of the course in general.

On successful completion you will be able to:

- 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: **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).

With this task you will be assessed on your understanding of the material as demonstrated by the correct selection of answers in a multiple choice quiz.

On successful completion you will be able to:

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

## Comparative Analysis

Due: **5pm Sunday of Week 8**

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.

This task will be assessed by the following criteria: content, structure, argument and critical analysis, written expression and referencing. A detailed rubric for this task will be supplied on iLearn.

On successful completion you will be able to:

- 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

Due: **5pm Friday of Week 13**

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.

This task will be assessed by the following criteria: content, structure, argument and critical analysis, written expression and referencing. A detailed rubric for this task will be supplied on iLearn.

On successful completion you will be able to:

- 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

## Delivery and Resources

### Required Readings

- **Textbook:** Will Kymlicka, *Contemporary Political Philosophy: An Introduction*. (2nd edition) Oxford: Oxford University Press. 2002.
- **Unit Readings:** Further required readings for each week will be made available electronically through the Macquarie University Library, with links from iLearn.

**Extra readings:** Kymlicka provides suggestions for further reading at the end of each chapter and offers useful comments about what each text contains. Some supplementary readings are available through the Library. Search for "PHIX357" in the "Unit Readings" tab in Multisearch at <http://www.mq.edu.au/about/campus-services-and-facilities/library>

## Unit Schedule

### Section 1: Equality and Inequality

#### Week 1

Lecture 1: Introduction: Equality and Diversity

No required reading

#### Week 2

Lecture 2: Utilitarianism

1. Kymlicka, CPP, Ch. 2

#### Week 3

### Lecture 3: Rawls

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

#### Lecture 4: Dworkin

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

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

#### Lecture 6: Analytical Marxism

1. Kymlicka, CPP, Ch. 5

### Week 7

#### Lecture 7: The Capabilities Approach

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).

## MID SEMESTER BREAK 2 WEEKS

## Section 2: Diversity, Citizenship AND Justice

### Week 8

#### Lecture 8: Communitarianism

1. Michael Sandel, *Liberalism and the Limits of Justice*, (New York: Cambridge University Press), Ch. 4
2. Kymlicka, CPP, Ch 6.

### Week 9

### Lecture 9: Feminism

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

#### Lecture 10: Citizenship

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

#### Lecture 11: Multiculturalism

1. Kymlicka, CPP, Ch. 8
2. Will Kymlicka, Multicultural Citizenship, (Oxford: Clarendon, 1995), Ch. 5

### Week 12

#### Lecture 12: Global Justice

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

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more

than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Extension Request

### **Special Consideration Policy and Procedure** **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### **Outcome**

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### **Withdrawal from a unit after the census date**

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If



you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](https://ask.mq.edu.au).

## 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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- 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

- 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

- 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

- 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
- 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**

- 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
- Quizzes
- 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**

- 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
- 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

- 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
- 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

- 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
- 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**

- 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