



# PHIL\*1010 Introductory Philosophy: Social and Political Issues

Fall 2020

Section(s): 01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - September 08, 2020

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## 1 Course Details

### 1.1 Calendar Description

This course introduces philosophy through an examination of important issues in politics and society, such as punishment, animal rights, discrimination, war and violence, equality and property. These issues may be introduced through contemporary or historical philosophical writings.

### 1.2 Course Description

The central question of Social and Political Philosophy is: How should we live together? A big part of this question is: In what type of *state* should we live? But there are other questions that come under the same heading, e.g. concerning social relations and concepts.

We will start by working through some important arguments in one of the founding texts of political philosophy, *The Republic* by Plato. After looking briefly at Aristotle's theory of the state, we will consider more modern ideas: those of Thomas Hobbes and John Rawls. Reflection on all these proposals brings up more general moral questions: not just about what kind of *government* we should have but about what we should be aiming for in *all* our actions and choices. The main contrast here is between "Utilitarian" and "deontological" theories.

In the final part of the course we will step away from theories and look at more ground-level questions: about biases, culture, and race and gender concepts that we use in everyday life.

Along the way we will digress to learn about some basic logical points, and points about philosophical reading and writing.

### 1.3 Timetable

The course is mostly unmetabled, since there are no lectures. BUT: keep every Friday morning free from 8:30 to 9:30, because that will be our testing window. There will be three 50-minute tests during the course, in this time slot.

In addition, the professor and the teaching assistants will have scheduled online office hours on Teams, where you can drop in and ask a quick question.

## 1.4 Final Exam

Due to the special circumstances this fall, there is no final exam for this course.

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## 2 Instructional Support

### 2.1 Instructional Support Team

<b>Instructor:</b>	Mark McCullagh
<b>Email:</b>	mmcculla@uoguelph.ca
<b>Office:</b>	332 MacKinnon Building

### 2.2 Teaching Assistants

<b>Teaching Assistant:</b>	Haomiao Yu
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<b>Teaching Assistant:</b>	Austin Blackwell
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<b>Teaching Assistant:</b>	Brian Gilmour
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## 3 Learning Resources

The schedule of lecture topics is subject to change as the course proceeds -- please see the course website for the latest information:

<http://www.markmccullagh.ca/PHIL1010-01F20>

The login/password is volcano/mountaincream

The "Schedule" page on the course website will have links to my guide notes on each of the readings. These should prove helpful.

### 3.1 Required Resources

#### Textbook (Textbook)

*The Norton Introduction to Philosophy*, second edition, by Gideon Rosen, Alex Byrne, Joshua Cohen, Elizabeth Harman, and Seana Valentine Shiffrin.

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. *Be introduced to* the use of key tools for sound justification and rational persuasion.
  2. *Be introduced to* the main subfields of philosophy, including moral philosophy, social and political philosophy, metaphysics [the theory of reality], epistemology [the theory of knowledge], and the history of philosophy.
  3. *Understand, explain and assess* the significance of basic concepts in philosophy, such as the appearance-reality distinction, the fact-value distinction, validity and soundness, free-will, knowledge, nature and community, and so on.
  4. *Present* a philosophical position and engage with others in discussion of the merits of the position.
  5. *Argue* competently for one's own view and be able to identify and critically evaluate patterns of argumentative reasoning in the work of others.
  6. *Compose* a piece of clear philosophical writing in which basic philosophical problems are supported by arguments.
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## 5 Teaching and Learning Activities

There won't be lectures, of course, but you will have readings to do, and I will post supplementary guides to the readings, which will explain and also raise questions about them. (You're free to use the questions to get you started on your discussion contributions.)

Your main work will be to read carefully and make contributions to online discussions, using Teams. I will explain at the start of the course how to contribute to these discussions. The readings are challenging, so even though you will be reading less than 20 pages per week, set aside quality time for this.

Each Friday morning there will be either a 5 minute quiz or one of the three 50 minute tests. See the schedule page, linked above, for details. (So the quizzes and tests are where you show your *understanding* of the ideas in the readings, and the discussion contributions are where you are *creative*, putting forward ideas of your own.)

## 5.1 Lecture

Mon, Sep 9 - Fri, Nov 29

Topics:

<b>Week</b>	<b>Topic</b>	<b>Reading</b>
Sept 10-11	Introduction; discussion rules	
Sept 14-18	Plato on justice: the need for guardians	<i>Republic</i> II.1-II.7 (PDF pp. 1-16)
Sept 21-25	Moulding and selecting the guardians; other laws and practices	<i>Republic</i> II.7-IV.9 (PDF pp. 16-37)
Sept 28-Oct 2	What is justice? The just state; the just person	<i>Republic</i> IV.10-29 (PDF pp. 37-61)
Oct 5-9	The state exists so that people can live the good life	Aristotle, selections from <i>Politics</i> (pp. 1028-36)
Oct 14-16	A bit of logic; writing philosophy	- §§ 1 and 2 of "A brief guide to logic and argumentation" (pp. xxxiii-xxxvii) - "Some guidelines for writing philosophy papers" (pp. li-liv)
Oct 19-23	The state exists so that people can avoid the very worst life	- "A crash course in decision theory" (pp. 71-72) - Thomas Hobbes,

<b>Week</b>	<b>Topic</b>	<b>Reading</b>
		selections from <i>Leviathan</i> (pp. 1036-46)
Oct 26-30	The state as the cooperative arrangement that people would choose in ignorance	John Rawls, selections from <i>A Theory of Justice</i> - the subject (pp. 1-8 of PDF) - the basic idea (pp. 11-15 of PDF) - the principles (pp. 1125-middle of 1131)
Nov 2-6	- Do we owe help to the poor in other countries? - Utilitarianism	- Peter Singer, "Famine, affluence and morality" (pp. 678-85) - John Stuart Mill, selections from <i>Utilitarianism</i> (pp. 790-800)
Nov 9-13	Morality as generality; contrasting Utilitarian and Kantian answers	- Immanuel Kant, selections from <i>Groundwork of the Metaphysics of Morals</i> (pp. 800-813) - Onora O'Neill, "The moral perplexities of famine and world hunger" (pp. 685-96)
Nov 16-20	Culture and multiculturalism	- Michele Moody-Adams, "Culture, responsibility, and affected ignorance" (pp. 764-71) - Susan Moller Okin, "Is multiculturalism bad for women?" (pp. 1165-73)

	<b>Week</b>	<b>Topic</b>	<b>Reading</b>
<b>6 Assessments</b>			- Anthony Appiah, "The uncompleted argument: Du Bois and the illusion of race" (pp. 549–60)
	Nov 23-27	Arguing over concepts I: race-related concepts	- Quayshawn Spencer, "Are folk races like dingoes, dimes or dodos?" (pp. 571-81)
<b>6.1 Marking Schemes &amp; Distributions</b>			

## 7 University

### Statements

#### 7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the

University and its students.

Nov 30-  
Dec 4

Arguing over concepts II: sex-related concepts

- Sally Haslanger, "Gender and race: (What) are they? (What) do we want them to be?" (pp. 560-71)

- Elizabeth Barnes, "The metaphysics of gender" (pp. 581-94)

<b>Item</b>	<b>Value</b>
Discussion-starters (all 6 are graded, best 4 count)	5 x 8 = 32
Comments (all 6 are graded, best 4 count)	5 x 4 = 20
Tests	3 x 16 = 48

#### 7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### 7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

### 7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### 7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

### 7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## 7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

## 7.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## 7.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or



winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

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