



PHIL*1010 Introductory Philosophy: Social and Political Issues

Winter 2021

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - January 05, 2021

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

This course is an introduction to philosophy through the study of social and political issues. Our aim will be to become familiar with the central theories in contemporary political philosophy, such as liberalism, communitarianism, feminism and multiculturalism. We will examine these theories in an effort to help us better understand important social and political problems facing us today and to help us explore what it means for governments to show 'equal concern and respect' to their citizens. We will also look for answers to the following questions: How do we balance rights and freedoms? How should we best understand democracy? And what does it mean to be a good citizen?

1.3 Timetable

Lectures: M/W 10:30-11:20 virtual (i.e. synchronous) lectures on Teams. The Teams link will be posted on CourseLink.

Tutorials: virtual (i.e. synchronous) tutorials on Teams. The Teams link will be posted on CourseLink. See WebAdvisor for weekly tutorial times.

1.4 Final Exam

The final exam will be a take-home exam. You will have 72 hours in which to write it. I will post the exam on CourseLink on **Tuesday, April 13, 2021, at 9:00am** and it will be due via Dropbox **(no later than) Friday, April 16, 2021, at 9:00am.**

2 Instructional Support

2.1 Instructional Support Team

Instructor: Karyn Freedman
Email: karynf@uoguelph.ca
Telephone: +1-519-824-4120 x53232
Office: MCKN 354
Office Hours: Via Teams, Mondays 4-5pm, or by appointment.

2.2 Tutorial Leaders

Amber Spence (aspenc04@uoguelph.ca) T01 TH 10:30 - 11:20 am

Amber Spence T02 TH 2:30 - 3:20 pm

Clair Baleshta (cbalesht@uoguelph.ca) T03 TH 3:30 - 4:20 pm

Clair Baleshta T04 TH 4:30 - 5:20 pm

Gordon Trenbeth (gtrenbet@uoguelph.ca) T05 TH 8:30 - 9:20 am

Gordon Trenbeth T06 F 8:30 - 9:20 am

Josh Grant-Young (jgrantyo@uoguelph.ca) T07 W 7:00 - 7:50 pm

Josh Grant-Young T08 TH 7:00 - 7:50 pm

Marie-Mirella Tranquille (mtranqui@uoguelph.ca) T09 F 1:30 - 2:20 pm

Marie-Mirella Tranquille T10 F 2:30 - 3:20 pm

Dylan White (dwhite11@uoguelph.ca) T11 F 3:30 - 4:20 pm

Dylan White T12 F 4:30 - 5:20 pm

3 Learning Resources

3.1 Required Resources

Textbook (Textbook)

Will Kymlicka, *Contemporary Political Philosophy: An Introduction*, 2nd Edition, (Oxford University Press, 2002). All of the readings by Kymlicka are identified on the schedule of readings by 'Kymlicka'.

Readings (required)

There are also selected required readings. All of these readings will be made available to you via CourseLink and also through the library's ARES E-Course Reserve System: <https://ares.lib.uoguelph.ca/ares/>

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* one of the main subfields of philosophy, namely social and political philosophy.
 3. *Understand, explain* and assess the significance of basic concepts in philosophy, such as normative vs. descriptive, validity and soundness, 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

Remote learning: Philosophical ideas can be challenging, and understanding is often achieved through a combination of reading, writing, and discussion. Even though we are not meeting in person, I would like to see your faces and give you the opportunity to see mine, and to engage with each other and actively learn philosophy by talking through ideas as a group. Our goal is to achieve a student-centered and inclusive classroom through remote learning. To meet these goals, I have structured our time so that we have virtual (i.e. synchronous) classes as well as virtual (i.e. synchronous) tutorial sessions. I will also be posting lecture notes on CourseLink, though these notes are not meant to replace class lectures but should be seen as a supplement. I will post these notes prior to the start of the week (usually on Sunday evening).

Virtual Classes: unless otherwise indicated on the syllabus, we will meet for our scheduled class every Monday and Wednesday, from 10:30-11:20, on Teams. These will be lecture/discussion sessions, where we talk through the issues and readings of the week.

Teams Link: a link to our PHIL 1010 Teams will be posted on CourseLink. When you logon to our Team, you will see 2 channels: the main channel ('general'), and your tutorial channel.

Tutorial Sessions: In addition to our M/W class, you will have a weekly tutorial session, led by philosophy graduate students. These tutorials will give you an opportunity to discuss philosophical issues in a small-group environment. You will have weekly tutorial papers to write for these sessions; the method of evaluation is detailed below.

5.1 Schedule of Readings

January 11	Class Mechanics; Introduction	Kymlicka, Ch. 1
January 13	Logic Introduction	No assigned reading
Tutorial	Philosophy writing tutorial	*No Tutorial Paper this week*
January 18	Utilitarianism	Kymlicka, Ch. 2, p. 10 – 26
January 20	Utilitarianism	Kymlicka, Ch. 2, p. 26 – 45
Tutorial	The Trolley Problem	<i>The Conversation</i> , “Would You Kill One Person...?” Laura D’Olimpio (TP #1)
January 25	Liberal Equality	Kymlicka, Ch. 3, p. 53 – 60
January 27	Liberal Equality	Kymlicka, Ch. 3, p. 60 – 75
Tutorial	Charles Mills on Rawls	<i>New York Times</i> , “Lost in Rawlsland,” Yancy and Mills (TP #2)
February 1	Libertarianism	Kymlicka, Ch. 4, p. 100 – 110
February 3	Libertarianism	Kymlicka, Ch. 4, p. 110 – 121
Tutorial	Initial Acquisition & Reparations	<i>Philosophy 247</i> , “Should we pay reparations?” Daniel Butt (podcast) (TP #3)

February 8	Marxism	Kymlicka, Ch. 5, p. 166 – 176
February 10	Marxism	Kymlicka, Ch. 5, p. 177 – 195
Tutorial	Racial capitalism	<i>Antipode Online</i> , “Geographies of Racial Capitalism,” Ruth Wilson Gilmore (video) (TP #4)
February 15 & 17	Reading Week – no classes	
February 22	Mid-Term Test	(no class; no reading)
February 24	Communitarianism	Kymlicka, Ch. 6, p. 208 – 220
Tutorial	Communitarianism	Kymlicka, Ch. 6, p. 221 – 228 (TP #5)
March 1	Feminism *essay topic handout	Kymlicka, Ch.9, p. 378 – 386
March 3	Black Feminism	<i>How we Get Free</i> , “Introduction,” Keeanga-Yamahtta Taylor
Tutorial	Black Feminism	<i>New Yorker</i> , “Until Black Women are Free...,” Keeanga-Yamahtta Taylor (TP #6)
March 8	Identity Politics	<i>How We Get Free</i> , “The Combahee River Collective Statement”
March 10	Identity Politics & BLM	<i>How We Get Free</i> , Interview with Alicia Garza
Tutorial	Black Lives Matter	A Year of Radical Political Imagination, Nadya Tolokonnikova (TP #7)
March 15	Citizenship Theory *essay due	Kymlicka, Ch. 7, p. 284 – 299

March 17	Citizenship Theory	Kymlicka, Ch. 7, p. 299 – 312
Tutorial	Citizenship Theory	Kymlicka, Ch. 7, p. 312 – 315 (TP #8)
March 22	Multiculturalism	Kymlicka, Ch. 8, p. 327 – 348
March 24	Multiculturalism	Kymlicka, Ch. 8, p. 348 – 368
Tutorial	Residential Schools	<i>Globe and Mail</i> , "Fred Sasakamoose," Marty Klinkenberg (TP #9)
March 29	Citizenship & Reconciliation	Green p. 176-188
March 31	Citizenship & Reconciliation	Green (cont'd)
No Tutorial	*No Tutorial Paper this week*	*No Tutorial Reading this week*
April 5	Capabilities approach	Nussbaum capabilities (ARES), p. 220 – 236
April 7	Capabilities approach	Nussbaum capabilities (ARES), p. 237 – 242
Tutorial	Capabilities: a case study	<i>IOSR Journal</i> , "Martha Nussbaum's Capabilities and Urban Working...," Ahmed and Ting (TP #10)

6 Assessments

6.1 Marking Schemes & Distributions

Summary of Course Requirements*

***If a student is ill, or cannot attend class, or complete an assignment for reasons connected to their health, they will be accommodated; in these cases, please contact me directly.**

1. Tutorial papers (10 x 2 = 20%). At your first tutorial session, your tutorial leader will teach you how to write a tutorial paper, and at each subsequent session you will hand in one such paper (via Dropbox). There will be a specific reading for each of these tutorial sessions, which is indicated on the schedule of readings, and each week you will be assigned a tutorial paper question related to that reading. These questions will allow you to *critically engage* with the reading. Tutorial paper questions will be posted on CourseLink at the start of the week that they are due. A tutorial paper should be approximately 1-page (250 words), typewritten and double-spaced. Again, your TAs will teach you how to write philosophy papers, and I will also post a guide, 'How to Write Short Essays and Tutorial Papers,' on CourseLink.

How tutorial papers are graded:

- *Tutorial papers are worth 2 marks each, and in order to get the full 2 marks, you need to attend your tutorial.* You will earn 1 mark for writing the paper, attending your tutorial, and turning it in directly following your tutorial (via Dropbox). There will be no grade given to these papers; it is a pass/fail assignment, and you will pass, and get 1 mark, so long as it's clear that you have done the reading and completed the assignment. This is designed to be a low stress assignment: ***everyone who attends the tutorial and hands in a paper will pass***, and thus receive 1 mark. You will not get written comments on these papers, as they will not be returned to you, but your TA will give you feedback during your tutorial sessions, and you will be encouraged to review your tutorial papers with your TA during their office hour.
- It is easy to earn a 2nd mark on a tutorial paper: all you have to do is participate in the tutorial session in which it is due. Effective participation includes asking informed questions, offering your reasoned opinion, joining in on a discussion, etc. Fortunately, remote learning offers different ways to participate, and your TA will discuss these with you. **[NOTE: if you think it will be difficult for you to participate in your seminar, please make an appointment to talk to me, or to your tutorial leader, *prior to your second tutorial session.*]**
- These marks are like participation marks, and as such there will be no opportunity to make them up – ***if you miss your tutorial, you lose the marks.***

2. Short essay (20%). You will write a 3 page (approx. 750 word) short essay. Essay topics will be handed out 2 weeks in advance of the due date. Unlike your tutorial papers, this is a

graded assignment, and you will receive written feedback on it.

- **Note:** Due to fairness considerations, late essays will be penalized 2% per day unless there are extenuating circumstances, medical or otherwise (in which case, please contact me or your TA).

3. Mid-term test (30%). This test will be on the material covered up to the date of the test, including material covered in tutorial sessions. The test may include short answer and long answer questions.

- The midterm is scheduled for **Monday, February 22, 2021**. The test will be designed to be completed in 1 hour (as if it were being written in person, in class), but I will give you a window of 3 hours in which to write it. I will post the test on CourseLink on **Monday, February 22 at 10:00am**, and it will be due via Dropbox (no later than) **Monday, February 22 at 1:00pm**.
- This will be an 'open-book' test, which means you can consult your class notes as well as the readings, but students are required to work *independently*.
- Students who are unable to write the mid-term due to medical (or other) reasons must contact me directly.

4. Final exam (30%). The final exam will be cumulative, but it will focus predominantly on material that we will have covered since the midterm. It may include short answer and long answer questions.

- **The final exam will be a take-home exam.** You will have 72 hours in which to write it. I will post the exam on CourseLink on **Tuesday, April 13, 2021, at 9:00am** and it will be due via Dropbox (**no later than**) **Friday, April 16, 2021, at 9:00am**.
- This will be an 'open-book' exam, which means you can consult your class notes as well as the text, but students are required to work *independently*.
- Students who are unable to write the final exam due to medical (or other) reasons **must follow the guidelines set out in Undergraduate calendar**.

7 Course Statements

7.1 Inappropriate online behaviour will not be tolerated.

Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system

- Sharing your user name and password
- Recording lectures without the permission of the instructor

8 University Statements

8.1 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.

8.2 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>

8.3 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>

8.4 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.

8.5 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>

8.6 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>

8.7 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.

8.8 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>

8.9 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.

8.10 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.
