



Northwestern University

TEACHING PORTFOLIO

Joshua Kissel

Fall 2020

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Statement of Teaching Interests:

As my teaching philosophy identifies, my teaching focus is skill development, an aim easily applied to all areas of philosophy. Nevertheless, I believe I am best prepared to teach courses in normative philosophy including moral philosophy, political philosophy, environmental ethics, bioethics, business ethics, applied ethics, gender and feminist philosophy, advanced political philosophy, and history of modern political thought.

Teaching Philosophy

I am motivated to teach philosophy because I believe the reasoning skills constitutive of good philosophical argument enable students to become better moral actors; an especially important skill as our globalizing world puts us in contact with an ever-increasing number of people from diverse backgrounds with distinct ways of life. My interest in teaching predated my interest in philosophy, but both were sparked by my high school social studies teacher at a time when I was increasingly skeptical of the values I ‘inherited’ from my family. I remember being interested not only in understanding *which* lives people lived, but *which* they, and we, *should* try to live. Though it would have been reasonable, this question did not directly motivate my interest in philosophy, I needed to first develop my confidence as a thinker. As a first-generation student I am especially susceptible to imposter syndrome. This aspect of my background means that I share many experiences with some of my most vulnerable students. At the same time many of these same students will often not see themselves in me, the professor at the front of the room. I therefore see bridging this gap as central to being an effective educator.

In order to become skilled thinkers and develop effective philosophical reasoning skills our students must first be confident enough to participate and make mistakes. A necessity unequally distributed among social categories of class, race, gender, disability, and so on. In order to diversify the field, share its benefits, and achieve the collaborative discourse necessary for philosophy I rely on a variety of teaching tools. Weekly reading responses offer opportunities to practice writing in low stakes situations. By referencing these in lecture; I offer my nervous students opportunities to have their thoughts steer discussion while demonstrating the value of their voices. I use ‘think/pair/share’ in order to give my students time to gather their thoughts, try their ideas out among their peers, and then ultimately share their ‘work’ with our class. This ensures my students recognize that I am interested in the knowledge and experiences they bring to class. It simultaneously promotes a wider diversity of views by preventing the most eager voices from dominating class discussions.

My pedagogy is skills centered. I model the importance of clear arguments by prompting my students to put their argument into premise-conclusion form in our discussions and encourage precision by directly praising students who raise clarifying questions in lecture. This demonstrates that confusion about philosophical problems is normal. Philosophy *is* difficult. In order to train valid argumentation I use scaffolded assignments that emphasize argument development; my first assessment is an outline, and only the final submission is a paper written completely in prose. In order to prepare students for effectively navigating the intense and value-laden disagreements of the real world I try to foster open and charitable discussions. I do this by acting as a ‘guide on the side’ who encourages my students to direct their comments, and their eyes, to their fellow classmates.

Naturally, responsible pedagogy requires a recognition of our limits. To actualize my commitment to improving my practice I enrolled in an optional Searle Center Teaching Certificate Program at Northwestern and regularly request feedback from faculty, fellow graduate workers, and my own students during my classes.

I am cognizant of my role as a mentor alongside the role of teacher and researcher. I therefore try to keep my office open to my students for discussion, even when it is only tangentially related to coursework. In addition to developing student confidence, this allows me to repay a debt of gratitude I owe to the TAs and faculty who gave me the time and space to become comfortable enough inside academia to end up writing this very statement.

In conclusion, my goal as a teacher is the development of my students as critical thinkers and so my focus is helping them hone their argumentative skills and develop their capacities as philosophical thinkers. This aim is readily applicable to all areas of philosophy, and in fact, one of my most enjoyable courses was an introduction to philosophy course covering epistemology, personal identity, philosophy of mind, ethics and politics. This experience confirms to me that I would be excited to try my hand at teaching in a wide variety of subjects inside and beyond philosophy. Nevertheless, my existing expertise is centered around normative philosophy. In particular, I believe I am especially well prepared to teach courses in moral philosophy as well as social and political philosophy. For the former I have in mind courses in applied ethics, bioethics, and environmental ethics focusing on either climate change or the moral status of non-standard moral subjects (e.g., non-human animals, natural collectives, and artificial intelligences) more broadly. In addition to the introduction to political philosophy course I have already taught I am prepared to teach courses dealing with gender and feminist philosophy and its intersection with politics, applied 'public issues' courses, business ethics, and philosophy of education. I am also excited by the prospect of teaching advanced courses engaging with topics in distributive justice, democracy and the legitimacy of the state, and, finally, socialist and analytic Marxist thought especially as it engaged with contemporary social movements such as effective altruism and the intersections of non-class based forms of oppression.

Diversity Statement

My high school social studies teacher is probably most responsible for my being here writing this letter. I was in his classes at a time when I was increasingly skeptical of the values I ‘inherited’ from my family. I wanted to understand not just *which* lives people lived, but which they *should* try to live. It might have been only natural that I developed an interest in critical philosophical thinking except that I grew up in a home with few books, most of which were dogmatically religious, and so before I could develop an interest in critical thinking, I needed to first develop my confidence in my abilities as a thinker. It was mentors like Mr. Ristow who gave me such confidence. At each step along the way others stepped in and supported me. Whether by offering dozens of hours in their offices to talk philosophy, or merely explaining to a first-generation college student that you could be paid to go to graduate school through a graduate stipend! Thanks to these mentors I became someone who believes in the importance of philosophy with a commitment to sharing its benefits widely.

The problem, of course, is that while things are improving, philosophy as a discipline is especially unrepresentative of the diversity of people that make up our world. APA data suggests that only 30% of those receiving degrees in philosophy identify as females. Things look even worse for racial and ethnic minorities with under a quarter receiving B.As and a mere tenth earning PhDs.¹ I was unable to find reliable data on other underrepresented groups (e.g. sexual minorities, first-generation or working class students, or those with disabilities). Given my own background as a first-generation college student I share experiences with some of my most vulnerable students. But, as someone who has made it through the academic gauntlet, I have good reason to expect that many of these same students will not see themselves reflected in the white male at the front of their classroom. As a political philosopher I have no illusions that an individual mentor can bridge this gap and reach those students most susceptible to imposter syndrome all alone. But the importance of institutional and social change does not imply that there is little to be done. Because as I am committed to sharing the benefits of critical thinking and achieving the collaborative discourse necessary for effective philosophy, I really have no other choice.

I try to actualize this commitment in all areas of my work. My research is animated by the theoretical justification of egalitarianism and a commitment to thinking about how these values can be realized. Inside the university I have participated mentorship events for first generation college students put on by Northwestern’s “I’m First” campaign and served as a graduate fellow at one of our residential colleges. I design my syllabi with a commitment to topics which offer practical importance, and which showcase the brilliance of underrepresented groups in philosophy. To that end I have ensured that half of the authors on the syllabi for courses I’ve designed are members of underrepresented groups without having to make any concessions in my choice of topics or quality of work. Finally, because I recognize that office hours are the place where I have the most flexibility, I encourage each of my students to have one visit with me early in the quarter. This helps them recognize this space as *theirs*. It is here where I am most cognizant of my role as a mentor in addition to a teacher and researcher. I therefore keep it open for discussion more tangentially related to coursework as my own mentors did for me. Beyond the walls of the university I have tried to offer the benefits of philosophy early through my role as an Ethics Bowl coach at a Chicago public high school. More indirectly I participate in social and

¹ Statistics from the APA fact sheets on Women and Minorities in philosophy:
https://www.apaonline.org/page/diversity_resources#data

political organizing to achieve equitable outcomes for the most disadvantaged. For example, by supporting the 2019 Chicago Teachers Strike to ensure that all our students receive the educations that prepare them to succeed in college or beyond or by showing up in support of Chicago's Black Lives Matter movement after the killing of George Floyd. I have I also helped organize the Chicago Effective Altruism chapter, setting up discussions, talks, and social events that help people put their time and money where we have reason to think it will do good. A noteworthy effect of this organization is that we often reach adults without any connection to philosophy, or sometimes even higher education, at all.

Section 2: Teaching Evaluations

Explanation of Roles

Teaching Assistantship: My primary role was a teaching assistant (TA) for the philosophy department (6 courses). For this role I was responsible for grading papers, holding offices hours, and leading weekly discussion sections.

Grader: I have also served as a grader with office hours responsibilities for a course in environmental studies and am presently serving in this role for a course in business ethics. Evaluations are unavailable for these courses.

Lecturer: I taught ‘Introduction to Philosophy’ in the summer of 2019 and I taught ‘Introduction to Political Philosophy’ in the summer of 2020. The latter was an all-online and totally asynchronous course with the option to attend some live sessions. I was responsible for all aspects of the course design, lectures, grading, and holding of office hours for these courses. The syllabi I used are included in the next section.

Explanation of Evaluations

Below you will find my average quantitative evaluations for my lecturer positions followed by selected qualitative evaluations. I have also included averages for my TAships.

Please note that Northwestern does not prompt students for a global evaluation of their TAs during teaching evaluations.

My complete and unedited course evaluations are available by request for all courses for which I was the TA or Lecturer. Please email me at Joshuakissel2014@u.northwestern.edu.

Please note that my evaluations for my first assistantship were low. After this course I sought advice from other TAs, subsequently improving my scores considerably. I therefore include an average with and without this course included as well as a scatter plot with trendlines in order to demonstrate my improvement as a TA over time. You might also notice my evaluations increased across the board for all repeat TAships (e.g., Environmental Ethics and Ethical Problems & Public Issues).

Lectureships

Quantitative Evaluation

| Mean Scores, Rated from 1-6 (1 = very low, 6 = very high) | Introduction to Philosophy (2019) | Introduction to Political Philosophy (2020, Online and Asynchronous) |
|---|-----------------------------------|--|
| Rate the Course | Rate the Course | Rate the Course |
| Overall Rating of Course | 5.25 | 5.17 |
| Estimate How Much You’ve Learned | 5.88 | 5 |
| Effectiveness in Challenging You Intellectually | 5.75 | 5.33 |

Joshua Kissel – Teaching Portfolio

| | | |
|--|---------------------|---------------------|
| Rate the Instructional Materials | 5.63 | 5.33 |
| Rate How Well the Approaches Used in this Course for Remote Instruction Contributed to Your Learning | N/A | 5.17 |
| Rate the Instructor | Rate the Instructor | Rate the Instructor |
| Overall Rating of Instruction | 5.5 | 5.42 |
| Effectiveness in Stimulating Your Interest | 5.5 | 5.33 |
| How Well Prepared | 5.63 | 5.33 |
| Effectiveness Communicating Content | 5.75 | 5.42 |
| Instructor Enthusiasm | 5.88 | 5.58 |

Selected Qualitative Evaluations:

Did the course help you learn? Why or Why not?

- This course was a great intro to philosophy. The course was structured in a way that was very accessible to someone without any background in the subject. The pacing of the course was also appropriate. Despite it being a 4 week course, the instructor was able to set up lectures and assignments that gave students enough space to learn and absorb material while still covering the entire syllabus. Feedback was collected at an appropriate time and lectures and how the class was structured were visibly improved after. The instructor was always approachable and very willing to take time outside class or office hours to go over things I needed clarification on. This level of dedication was shown to all students as well. [2019]
- Yes! I really like the outline assignments. They helped me learn how to formalize arguments without the pressure of having to crank out 5 page essays every week. [2020]

Please Summarize your reaction to this course focusing on the aspects that ere most important to you:

- Take this course with Joshua he's great!!! Awesome selection of diversified philosophical readings, well-structured powerpoints and lectures, and very thought–provoking questions! he's also helpful/responsive/accommodating AND super duper enthusiastic about his job which is admirable. [2019]
- Overall, I thought this was a really well–taught course. Going in, I was worried about being a STEM major with no philosophical background, but I ended up learning a lot. I wasn't able to go to the live discussion sections, but during the Rawls games Prof. Kissel was really good at facilitating discussion. Discussion boards were a good idea for an alternative to the live discussion sections. I also liked how clear the assignment guidelines were—each outline and the final paper had clear instructions, and I actually found it really helpful that each reading assignment had the number of pages written next to it. Prof. Kissel's comments were also super helpful in knowing how to improve on your outlines and philosophical reasoning. [2020]

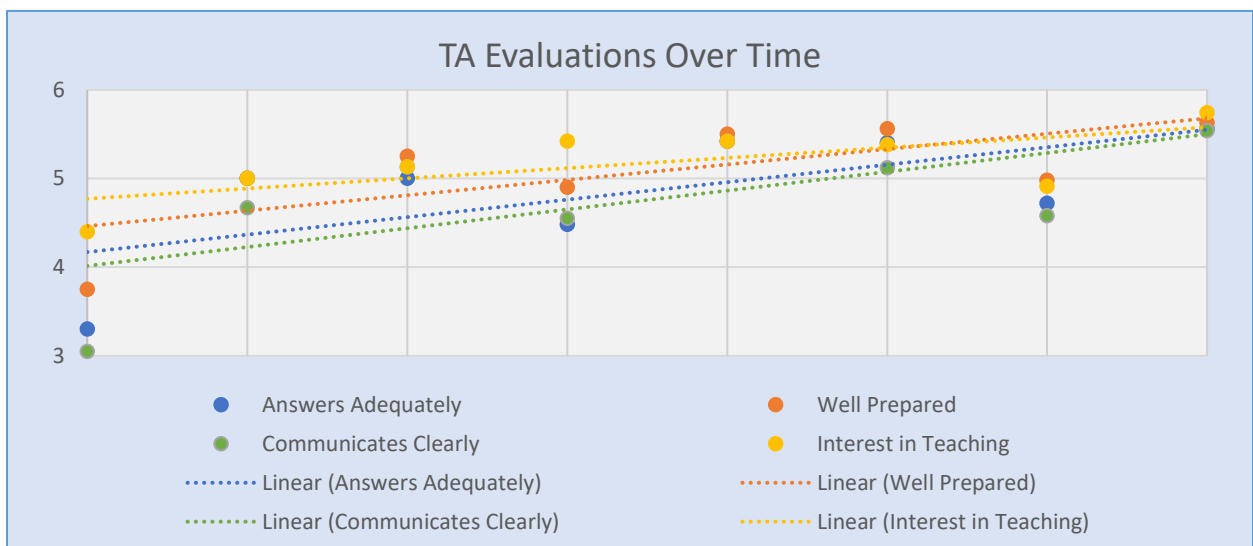
What are the primary teaching strengths of the instructor?

Joshua Kissel – Teaching Portfolio

- Professor Kissel is very eloquent in explaining the readings. He takes the class through each reading in detail and in chronological order. I like that he would ask us questions during class to promote participation! Furthermore, Professor Kissel always encouraged the entire class to participate and did his best not to favor those who were more ready to respond. I liked that he would always give examples and wasn't afraid to go off on a tangent if the class deemed it necessary! [2019]
- The instructor was always approachable and very willing to take time outside class or office hours to go over things I needed clarification on. This level of dedication was shown to all students as well. Collecting feedback midway was also a very good move. Different classes of students might have different needs/ requests and I think this is something that should be continued so the course can be more tailored to students, since feedback that could be implemented was implemented. Clear explanations were also given on top of the very comprehensive lecture slides. This coupled with the number of engaging in class discussions is comprehensive enough to suit different types of learners in the classroom! Especially for an engineering student like myself, I was unaccustomed to the amount of reading required and all these really helped me adjust quickly to the requirements of the course and subject. Comparing this with the other Weinberg classes I have taken, I am very impressed with the level of instruction! [2019]
- He gave really good feedback that helped me see where I was struggling or the things I missed in my assignments. Also, he was really understanding and responsive to students. [2020]

Teaching Assistantships
Quantitative Evaluation

| Mean Scores from 1-6 1 = very low 6 = very high | The TA Was Able to Answers Questions Adequately | The TA Was Well Prepared for Each Session | The TA Communicated Ideas in A Clear Manner | The TA Showed Strong Interest in Teaching the Course |
|--|--|---|--|---|
| Average (All Courses) | 4.76 | 4.98 | 4.66 | 5.04 |
| Average (Most Recent 5) | 5.06 | 5.23 | 4.98 | 5.17 |
| Specific Courses | Specific Courses | Specific Courses | Specific Courses | Specific Courses |
| PHIL 260 – Fall 2015 Intro to Moral Phil. | 3.3 | 3.75 | 3.05 | 4.4 |
| PHIL 262 – Spring 2016 Environmental Ethics | 5 | 5 | 4.67 | 5 |
| PHIL 230 – Spring 2017 Gender, Politics, and Phil. | 5 | 5.25 | 5.13 | 5.13 |
| PHIL 262 – Winter 2017 Ethical Problems & Public Issues | 4.48 | 4.9 | 4.55 | 4.9 |
| PHIL 362 – Fall 2017 Critiques of Morality; Nietzsche and Williams | 5.42 | 5.5 | 5.42 | 5.42 |
| PHIL 230 – Spring 2018 Gender, Politics, and Phil. | 5.4 | 5.56 | 5.13 | 5.38 |
| PHIL 262 – Winter 2020 Ethical Problems & Public Issues | 4.72 | 4.98 | 4.58 | 4.91 |
| PHIL 262 – Spring 2020 Environmental Ethics | 5.56 | 5.63 | 5.54 | 5.74 |
| Average (Mean) | Average (Mean) | Average (Mean) | Average (Mean) | Average (Mean) |
| Average of All Courses | 4.86 | 5.07 | 4.76 | 5.11 |
| Average of Recent 7 | 5.08 | 5.26 | 5 | 5.21 |



Section 3. Sample Syllabi

A. Sample Syllabus 1

Phil 101: Introduction to Philosophy (Taught Summer 2019)

Instructor: Joshua Kissel

Joshuakissel2014@u.northwestern.edu

Office Hours: W 10-12 in Kresge 3430 and by appointment

Class Meeting:

Week 1: W/F 2-5:30

Weeks 2-4: M/W 2-5:30

Location: Kresge 23

***NOTE:** This course meets Monday and Wednesday from 2-5:30 *except* the first week when it meets 2-5:30 Wednesday (June 26th) and Friday (June 28th)

Course Description:

This course is an introduction to philosophy. Valid and sound argument is the philosopher's tool and the truth is its intended product. This course trains students to use this tool themselves. We'll focus on the skills necessary to evaluate the arguments of others as well as to produce valid and sound arguments ourselves. We'll do this through an exploration of some of the most important discussions of philosophy.

Our course begins with a discussion of knowledge, what philosophers call 'epistemology.' We'll struggle with the problem of skepticism and the possibility that we're being tricked by an evil demon to perceive an external world that isn't there. We'll then discuss the problem of personal identity and the self. If I enter a teleporter that copies my body, cell by cell, and rebuilds a copy on Mars, did it rebuild *me*? We'll then shift our attention to the questions of moral and political theory and try to answer questions like: "What is the scope and demandingness of morality? How much do I owe the poor or other nonhuman animals?" We'll also engage more theoretical questions like "What would make a good moral theory?" We next widen our focus to the level of society. We'll first think about what justice entails using a veil of ignorance thought experiment. We'll also explore an analogical argument that bosses are like dictators and that as with the state, the workplace should be more democratic. In another class we'll ask if a camping trip can demonstrate the moral superiority of socialism. In our final class we ask whether we can legitimately judge other people, societies, and cultures, or if instead truth is more relative.

After a few intense weeks of study students will leave this course with a better sense of what they believe, how to argue for it, and how to listen to and understand the views of their interlocutors.

Course Objectives; this course enables students to:

- (1) Evaluate the validity and soundness of arguments.
- (2) Contrast competing solutions to philosophical problems.
- (3) Identify important claims underlying their own philosophical positions.
- (4) Assess the justifiability of these claims.

In addition, students will acquire a background in philosophical topics including; critical reasoning, epistemology, personal identity, ethics, and political philosophy.

Office Hours:

Wednesday's from 10-12 I will be in Kresge 3430 staring at a white wall unless students come to meet with me. This time is meant for you to ask questions, discuss philosophy, or just hangout. It is *your* time and you do not need an excuse or any clarity about what you want to do. I request, but do not require, that you send me an email alerting me to when you want to come, and if you happen to know, what you plan to discuss.

If for whatever reason you cannot make my regular office hours please send me an email asap with a range of time that you could meet, and we'll try to work something out!

Absences:

Because this class is meets only 8 times and for 3 hours, there are no excused absences. If you have an emergency, please let me know as soon as possible so we can sort something out.

Screen Policy:

This class is a screen free environment. This means no computers, tablets, phones, or other such devices. If you violate the policy, you may be marked absent for the day. [Special accommodations exempted]

Students with Disabilities:

Any student needing accommodations should speak directly to AccessibleNU ((847) 467-5530 or accessiblenu@northwestern.edu) and to me as early as possible in the quarter. Be aware that AccessibleNU will help arrange reasonable accommodations for both physical and mental health concerns. Barring unforeseen circumstance, any necessary arrangements should be made within in the first week of class. All discussions will remain confidential.

General Grading Schema:

1. Participation and Attendance 15 % of total. Pass/Fail
2. Five Reading Responses: 10% of total. Check + (100)/Check (92)/Check -(85)
3. Three Scaffolding Paper Outlines: 30% of total. 'A'-'F'
4. One Final Paper (1200-1500 words) 45% of total. 'A'-'F'

| | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| A | A- | B+ | B | B- | C+ | C | C- | D | F |
| 94-100 | 90-93 | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-73 | 60-69 | 60-0 |

Assignment Due Dates [Details for Particular Assignments to Come]

| Assignment | (Some) Details | Due Date |
|---------------------|---|--|
| Reading Responses: | Each response is due on Canvas at 1pm before the relevant class takes places. And each must be on a different week. EX: Responses to Linda Zagzebski must be submitted <i>before</i> June 28 | Submit by 1 pm on: June 28 for your 1st July 1 for your 2nd July 8 for your 3rd July 15 for your 4th July 17 for your 5th |
| First Paper Outline | This outline must be on a topic from class 2 or 3. | July 2 at 11:59 pm |

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|----------------------|--|---------------------|
| Second Paper Outline | This outline must be on a topic from class 4 or 5 | July 9 at 11:59 pm |
| Third Paper Outline | This outline must be on a topic from class 6 or 7 | July 16 at 11:59 pm |
| Final Paper | This paper can be on any topic and may use any outline | July 20 at 11:59pm |

General Course Outline: We have 8 sessions from June 26 through July 17.

| Class | Topic | Readings | Assignments |
|--|---|--|---|
| 1 – Wednesday 6/26 Introduction to Course | Validity and Soundness Thought Experiments | No Readings | Icebreaker Discussion |
| 2 – Friday 6/28 | Knowledge and Truth | Linda Zagzebski – What Is Knowledge? (25 pages) Miranda Fricker – Testimonial Injustice (21 pages) Listen to: Miranda Fricker talking about Epistemic Injustice on Philosophy Bites Podcast (13:47 minutes) | 1 st Reading Response [On or Before June 28 th] |
| 3 – Monday 7/1 | Personal Identity | Derek Parfit – Personal Identity (26 pages) Watch: Personal Identity (8:32 minutes) | 2 nd Reading Response [On or Before July 1 st] 1 st Paper Outline [11:59 pm July 2 nd] 5% of Grade |
| 4 – Wednesday 7/3 | Scope and Demandingness in Ethics | Peter Singer – Famine, Affluence, and Morality (16 pages) Alastair Norcross – Puppies, Pigs, and People: Eating Meat and Marginal Cases (17 pages) | |
| 5 – Monday 7/8 | Normative Ethical Theories | Three Views Consequentialism; John Stuart Mill's <i>Utilitarianism</i> ; Excerpts of Chapter 2. Read pages 4-8, 11-13, 16-18 [Optional to read sections "Happiness as an Aim", "Is Utilitarianism Chilly?", "Utilitarianism as 'Godless'", and "Expediency"] (10 pages) | 3 rd Reading Response [On or before July 8 th] 2 nd Paper Outline [11:59 pm July 9 th] 10% of Grade |

| | | | |
|-----------------------|---|---|--|
| | | <p>Deontology; David Velleman – A Brief Introduction to Kantian Ethics (33 pages)</p> <p>Virtue Ethics; Rosalind Hursthouse – Normative Virtue Ethics (8 pages)</p> <p>Recommended Watching (10 minutes):</p> <p>Kant & Categorical Imperatives: Crash Course Philosophy (10:28 minutes)</p> <p>Utilitarianism: Crash Course Philosophy (10 minutes)</p> | |
| 6 – Wednesday 7/10 | Justice; Rawls behind the Veil of Ignorance Game Democracy in the Workplace | <p>Robert Nozick – Anarchy, State, and Utopia, Excerpt from Chapter 7 and Chapter 8. (41 pages)</p> <p>Elizabeth Anderson – How bosses are (literally) like dictators Dictatorship at Work (~3000 words)</p> | In Class Activity: The Veil of Ignorance Game based on John Rawls' <i>A Theory of Justice</i> |
| 7 – Monday 7/16 | Socialism and Capitalism | G.A. Cohen – <i>Why Not Socialism</i> (23 Pages) | <p>4th Reading Response [On or Before July 15th]</p> <p>3rd Paper Outline [11:59 July 16th] 15% of Grade</p> |
| 8 – Wednesday 7/17 | Can We Really Judge Others? | <p>Mary Midgley – Trying Out One's New Sword (7 pages)</p> <p>Susan Moller Okin – Is Multiculturalism Bad for Women (20 pages)</p> <p>Martha Nussbaum – Judging Other Cultures (12 pages)</p> | <p>5th Reading Response [On or Before July 17th]</p> <p>Final Paper [11:59 July 20th] 45% of Grade</p> |

B. Sample Syllabus 2

Phil 261: Introduction to Political Philosophy; The State, Economy, and Society (Taught Remotely in the Summer 2020)

Instructor: Joshua Kissel
Joshuakissel2014@u.northwestern.edu

Office Hours: TBD [see survey!]

Class Meeting: Videos will be posted MTW June 22 – July 22

Class Location: All over this green Earth, ideally in a quiet room

Course Description:

This is an introductory level philosophy course in contemporary political philosophy for majors and nonmajors. This course deals with normative questions, rather than asking how the world *is* arranged we will focus on asking how it *ought* to be arranged. Because these are normative or ethical questions this course fits into the wider field of moral philosophy or value theory.

This course begins with a brief introduction to political philosophy wherein we will look at two tools of philosophy, deductive argument and thought experiments. In addition, I'll give you all a quick and dirty introduction to moral philosophy. In the second part of the course we will focus on the authority of the state (or it's lack). We will discuss how to understand freedom, the authority of democracy, and will even consider some anarchist objections to the state generally. We then turn our attention to the economy and distributive justice. Here we will evaluate justifications for capitalist and socialist property schemes as well as the justification of the market. In the last part of this course we will look at several different topics of applied political theory. Topics in this section will include: global poverty and effective altruism, the moral standing of non-human animals and the permissibility of eating them, power and oppression, epistemic injustice, and the justifiability of rioting (even in democratic states).

Course Objectives: this course enables students to:

- (1) Evaluate the validity and soundness of arguments.
- (2) Contrast competing solutions to political questions offered by various political theories.
- (3) Interrogate and identify the core normative claims underlying their own political positions.
- (4) Assess the justifiability of these claims.

In addition, students will acquire a background in important areas of philosophy and political theory including; critical reasoning, political ideologies including liberalism, republicanism, libertarianism, and anarchism, justifications of capitalism and socialism, and applied questions related to poverty and our duties to the poor, the status of non-human animals, and the experience of oppression, and the legitimacy of riot.

Office Hours:

During my office hours I will be sitting quietly behind a desk, staring at a wall unless students come to meet with me. This time is meant for you to ask questions, discuss philosophy, or just hangout. It is *your* time and you do not need an excuse or any clarity about what you want to do. I request, but do not require, that you send me an email alerting me to when you want to come, and if you happen to know, what you plan to discuss.

If for whatever reason you cannot make my regular office hours please send me an email asap with a range of time that you could meet, and we'll try to work something out!

General Grading Schema:

1. Participation and Discussion 20% of Total. C-A+
 - a. Discussion Board
 - i. 12 Original Posts (10%)
 - ii. 24 Response Posts (10%)
 - b. Live Discussion Alternative (20%)
2. Rawls Game [or Alternative] 10% of Total. P/F [or A-F]
3. Three Paper Outlines 35% of total. A-F [1st 5%, 2nd and 3rd 15%]
 - a. First 5%
 - b. Second 15%
 - c. Third 15%
4. One Final Paper (~5 pages) 35% of total. A-F

| | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| A | A- | B+ | B | B- | C+ | C | C- | D | F |
| 94-100 | 90-93 | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-73 | 60-69 | 60-0 |

Assignment Due Dates [Details for Particular Assignments to Come]

| Assignment | (Some) Details | Due Date |
|--|--|--|
| Discussion Boards (or Live Discussion Alternative) | <p>Each week there will be three discussion boards (1 for each class). These will be open for 1 week. You should aim to participate in all discussions, but at minimum, must participate in 80% of them.</p> <p>Alternatively, there will be a live discussion section each week (pending survey results) Individuals can attend and participate in this section to meet their weekly participation goals, or participate in the three weekly discussion boards.</p> <p>It is permissible to utilize the discussion boards in some weeks and live discussions in other weeks. Of course, you're welcome (and encouraged) to do both!</p> | <p>Discussion Boards will open Monday of each Week and Close the following Sunday except during week 5.</p> <p>Week 5 discussion will open Monday and close Friday, the 25th at midnight.</p> |

| | | |
|----------------------|---|---|
| Rawls Game | In lieu of one day of readings and lecture we will have a (optional)* live meeting where we will play out a philosophy experiment together. Participation in the session amounts to a perfect score <u>Grading:</u> Attendance and participation in this live section will garner full points. Because this class is asynchronous, students will have the option to complete a 5-page paper on Rawlsian Political Philosophy which will be graded as normal. | TBD (July 1 and July 2 selected for 2020) |
| First Paper Outline | This outline must be on a topic related to the Authority (and the State). | July 2 at 11:59 pm |
| Second Paper Outline | This outline must be on a topic related to the Economy | July 9 at 11:59 pm |
| Third Paper Outline | This outline must be on a topic related to Applied Political Philosophy | July 16 at 11:59 pm |
| Final Paper | This is a ~5-page paper written in prose on any topic related to the State, Economy, or Applied Political Philosophy | Friday July 24 at 11:59pm |

General Course Outline: We have 15 sessions from June 22 through July 22. I will post lectures at the beginning of the week.

| Class | Topic | Readings | Assignments |
|---|--|--|-----------------------|
| 1 – Week 1: June 22-24 Introduction to Course | Validity and Soundness Normative Theory | What Will Future Generations Condemn Us For? – Kwame Anthony Appiah (3 Pages) WATCH: “The Simulation Argument” | Icebreaker Discussion |
| 2 – Week 1: June 22-24 Authority and the State | Liberalism and Republicanism (on Freedom) | Christian List and Laura Valentini – Freedom as Independence (32 Pages) | |
| 3 – Week 1: June 22-24 Authority and the State | Democracy | Thomas Christiano – The Authority of Democracy (25 Pages) Elizabeth Anderson - “How bosses are (literally) like dictators Dictatorship at Work” (~3000 Words) | |

| | | | |
|---|--|--|---|
| 4 – Week 2: June 29-July 1 Authority and the State | Anarchism | Robert Paul Wolff – The Conflict Between Authority and Autonomy (19 Pages) from <i>In Defense of Anarchism</i> Emma Goldman – Anarchism: What it Really Stands For (9 Pages) from <i>Anarchism and Other Essays</i> | |
| 5 – Week 2: June 29-July 1 Authority and the State | Tensions within Liberalism | Susan Moller Okin – Is Multiculturalism Bad for Women? (16 Pages) | 1 st Paper Outline [11:59pm July 2 nd] |
| 6 – Week 2: June 29-July 1 The Economy | Rawls and the Veil of Ignorance Game | Required Game No Required Reading | |
| 7 – Week 3: July 6-8 The Economy | A Libertarian Critique of Rawls | Robert Nozick – <i>Anarchy, State, and Utopia</i> , Excerpt from Chapter 7 and Chapter 8. (41 Pages) | |
| 8 – Week 3: July 6-8 The Economy | Defending Socialism | G.A. Cohen – <i>Why Not Socialism</i> (23 Pages) | |
| 9 – Week 3: July 6-8 The Economy | Critiquing Socialism Defending Capitalism | Richard Arneson – Why not capitalism? (28 Pages) Milton Friedman – The Social Responsibility of Business is to Increase its Profits (6 Pages) | 2 nd Paper Outline [11:59pm July 9 th] |
| 10 – Week 4: July 13-15 Applied Political Philosophy | Poverty and Personal Obligation | Peter Singer – Famine, Affluence, and Morality (15 Pages) | |
| 11- Week 4: July 13-15 Applied Political Philosophy | Effective Altruism and It's Critique | Mathew Snow – Against Charity (~2500 Words) Amia Srinivasan – Stop the Robot Apocalypse (10 Pages) | |
| 12 – Week 4: July 13-15 Applied Political Philosophy | The Scope of Justice – Animals and the Environment | Alastair Norcross – Puppies, Pigs, and People: Eating Meat and Marginal Cases (17 Pages) Tom Regan – The Case for Animal Rights (11 Pages) | 3 rd Paper Outline [11:59pm July 16] |

| | | | |
|---|------------------------|---|---|
| 13 – Week 5: July 20-22 Applied Political Philosophy | Power | Iris Marion Young – Five Faces of Oppression (20 Pages) | |
| 14 – Week 5: July 20-22 Applied Political Philosophy | Epistemic Injustice | Miranda Fricker – Testimonial Injustice (21 Pages) | |
| 15 – Week 5: July 20-22 Applied Political Philosophy | Protest and Riot | Lucy Parsons (1886 interview) - “I am an Anarchist” (4 Pages) Avia Pasternak – Political Rioting: A Moral Assessment (35 Pages) Optional video on Lucy Parson’s life and organizing: More Dangerous Than a Thousand Rioters | Final Paper [11:59pm July 24 th] |

Fostering an Online Learning Community

This course is designed to help each of you meet each of our learning goals. A large part of achieving these learning goals is actively engaging with our course materials. Active participation (in our case, informal Canvas participation tasks, discussion during synchronous Zoom class sessions, and engagement in office hours) is proven to boost retention, speed up the learning process, and facilitate creative thinking, among other things.

Most of all, the truths of the texts we are reading are not delivered from on high. We need to engage critically with our texts; in other words, *we need to practice doing philosophy*. I strongly encourage you *to talk to one another and not just to me*. Here are some suggestions and guidelines:

- Practice being patient with others
- Listen carefully and respectfully
- Leave others room to speak; don’t monopolize or dominate
- When agreeing, explaining why you agree
- Criticize ideas and arguments, not the people who offer them.

During our Zoom meetings, *please endeavor to stay on task and be present!* Do not spend our class time checking email or browsing other windows on your screen. I know this is difficult. For this reason, we will try to take breaks as needed. I will aim for *quality* of our meetings, not *quantity* of time. The more focused we can be, the more effectively we can learn.

Practice makes perfect. Many of us will be taking online classes in the academic year to come. Take this class as an opportunity to reflect on your own learning, to practice time management, and to see what works for you. Please also consult Northwestern’s [Student Resources for Remote Learning](#).

C. Sample Syllabus 3

Phil XXX: Introduction to Moral Philosophy

Instructor: Joshua Kissel
Joshuakissel2014@u.northwestern.edu

Class Meeting: XDAY and XTIMES.
 Class Location: XXX

Office Hours: XXX

Course Description:

This is an introductory level philosophy course in moral philosophy for majors and nonmajors. This course deals with normative questions around what is (morally) valuable and how we, individual agents, ought to act in response to these values.

This course begins by jumping right into ethical thinking. We will begin by trying to answer whether it is ever ok to judge others morally. We will then look at what moral responsibilities some philosophers argue we have to the global poor. These discussions will help us see the need for theories to answer moral questions and so in our next set of classes we'll consider three sorts of ethical theory: consequentialism, virtue ethics, and Kantian deontology. With these tools in hand we will look at the scope of morality and ask 'who' or 'what' matters morally via a discussion of nonstandard moral subjects including non-human animals, Artificial Intelligence, and even future people. In the final section of this course we'll devote our attention to important questions related to oppression. We'll ask how individuals might be oppressed as members of certain groups based on sex, gender, race, and economic class. We'll then conclude our course with a topical discussion touching on the legitimacy of protest or riot.

Course Objectives: this course enables students to:

- (1) Evaluate the validity and soundness of arguments.
- (2) Contrast competing normative theories.
- (3) Interrogate and identify the moral thinking underlying their own positions on several questions of applied ethics.
- (4) Assess the justifiability of these claims.

In addition, students will acquire a background in important areas of philosophy including critical reasoning, normative ethical theory (including consequentialism, virtue ethics, and deontology), the scope of ethics and moral status, and applied questions dealing with oppression especially as it relates to sex, gender, race and economic class.

Office Hours:

During my office hours I will be sitting quietly behind a desk, staring at a wall unless students come to meet with me. This time is meant for you to ask questions, discuss philosophy, or just hangout. It is *your* time and you do not need an excuse or any clarity about what you want to

do. I request, but do not require, that you send me an email alerting me to when you want to come, and if you happen to know, what you plan to discuss.

If for whatever reason you cannot make my regular office hours please send me an email asap with a range of time that you could meet, and we'll try to work something out!

Absences:

I trust all of you to make rational decisions with respect to attendance in accord with your own best reasons. You are each **permitted 2 totally unexcused absences** without any requirement to email or in any other way alert me to your absences. You can use these absences to miss class for any reason (e.g., your being sick, tired, wanting to binge a new show or play your favorite video games, to attend some internship or work related activity, or whatever else.)

Absences beyond this number will amount to a 1/20th reduction in your participation grade for this class.

I do not normally allow any excused absences beyond your two 'freebies.' However, if you are dealing with some emergency it never hurts to reach out and see if we can work something out.

Screen Policy:

This class is a screen free environment. This means no computers, tablets, phones, or other such devices. If you violate the policy, you may be marked absent for the day. [Special accommodations exempted]

Students with Disabilities:

Any student needing accommodations should speak directly to AccessibleNU ((847) 467-5530 or accessiblenu@northwestern.edu) and to me as early as possible in the quarter. Be aware that AccessibleNU will help arrange reasonable accommodations for both physical and mental health concerns. Barring unforeseen circumstance, any necessary arrangements should be made within in the first week of class. All discussions will remain confidential.

General Grading Schema:

5. Participation and Attendance 15 % of total. Pass/Fail
6. Ten Reading Responses: 10% of total. Check + (100)/Check (92)/Check -(85)
7. Take Home Ethical Theory Quiz 10% of total. A-F
8. Three Scaffolding Paper Outlines: 35% of total. A-F
 - a. First 5%
 - b. Second 15%
 - c. Third 15%
9. Final Paper (1200-1500 words) 30% of total. 'A'-'F'

| | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| A | A- | B+ | B | B- | C+ | C | C- | D | F |
| 94-100 | 90-93 | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-73 | 60-69 | 60-0 |

Assignment Due Dates [Details for Particular Assignments to Come]

| Assignment | (Some) Details | Due Date [Examples] |
|----------------------|---|---------------------|
| Reading Responses: | Each response is due on Canvas 2 hours before the relevant class takes places. And each must be on a different week. EX: Responses to Srinivasan must be submitted <i>before</i> our discussion of her paper on XXX | Through-out |
| First Paper Outline | This outline must be on a topic from week 1 or 2 | Early |
| Take-Home Quiz | This is a short quiz on ethical theory. | Early-Mid |
| Second Paper Outline | This outline must be on a topic from class 4-6 | Mid |
| Third Paper Outline | This outline must be on a topic from class 6-9 | Mid-Late |
| Final Paper | Paper of 1200-1500 words on any topic in this course. You may choose to use any paper outline or to start from scratch | End |

General Course Outline:

Based on a course with 15; one hour and 50-minute sessions meeting three times a week for 5 weeks. Naturally, the course might be altered to meet less frequently over a longer period.

| Class | Topic | Readings | Assignments |
|--|---|---|--------------------------|
| 1 – Week 1 Introduction to Course | Validity and Soundness Thought Experiments | WATCH: “ The Simulation Argument ” What Will Future Generations Condemn Us For? – Kwame Anthony Appiah (3 Pages) | Icebreaker Discussion |
| 2 – Week 1: Motivating Moral Philosophy | Judging Others and Moral Relativism | Mary Midgley – Trying Out One’s New Sword (7 pages) Martha Nussbaum – Judging Other Cultures (12 pages) Optional: Susan Moller Okin – Is Multiculturalism Bad for Women (20 pages) | |
| 3 – Week 2 Motivating Moral Philosophy | Global Poverty and Individual Moral Wrongs | Peter Singer – Famine, Affluence, and Morality (16 pages) | |

| | | | |
|--|-----------------------------------|--|--|
| 4 – Week 2 | Against Singer | <p>Mathew Snow – Against Charity (~2500 Words)</p> <p>Amia Srinivasan – Stop the Robot Apocalypse (10 Pages)</p> | First Paper Outline |
| 5 – Week 3: Ethical Theory | Consequentialism | <p>John Stuart Mill's <i>Utilitarianism</i>; Excerpts of Chapter 2. Read pages 4-8, 11-13, 16-18 [Optional to read sections "Happiness as an Aim", "Is Utilitarianism Chilly?", "Utilitarianism as 'Godless'", and "Expediency"] (10 pages)</p> <p>Mozi and Mohist Consequentialism excerpts from Bryan Van Norden – <i>Virtue Ethics and Consequentialism in Early Chinese Philosophy</i>: Read: 'Mohist Consequentialism' pages 142-151 (10 pages)</p> <p>Optional Video: Utilitarianism: Crash Course Philosophy (10 minutes)</p> | |
| 6 – Week 3: Ethical Theory | Virtue Ethics | <p>Rosalind Hursthouse – Normative Virtue Ethics (8 pages)</p> <p>Aristotle – <i>Nicomachean Ethics</i> excerpts from Book 1 Read chapters 1-5 (pages 2-6), 7-8 (pages 8-13) (11 pages)</p> | Early-Term Teaching Evaluations Circulated |
| 7 – Week 4: Ethical Theory | Kantian Philosophy and Deontology | <p>David Velleman – A Brief Introduction to Kantian Ethics (33 pages)</p> <p>Kant & Categorical Imperatives: Crash Course Philosophy (10:28 minutes)</p> <p>Optional: The Good Will and the Categorical Imperative from Russ Shaffer-Landau – <i>The Ethical Life</i></p> | Take-Home Quiz Assigned |
| 8 – Week 4: Nonhuman Moral Subjects | Anthropocentrism | <p>William Baxter – People or Penguins (7 pages)</p> <p>Rolston Holmes III – Feeding People vs Saving Nature (20 pages)</p> | |

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| 9 – Week 5: Nonhuman Moral Subjects | Animal Ethics | Alastair Norcross – Puppies, Pigs, and People: Eating Meat and Marginal Cases (17 pages) Tom Regan – The Case for Animal Rights (11 Pages) | |
| 10 – Week 5: Nonhuman Moral Subjects | Holist Environmental Ethics and It's Critique | Aldo Leopold – <i>The Land Ethic</i> (excerpt 14 pages) Ramachandra Guha – Radical American Environmentalism and Wilderness Preservation (7 Pages) | |
| 11- Week 6: Nonhuman Moral Subjects | Artificial Intelligence Future Generations | Bostrom and Yudkowsky – the Ethics of Artificial Intelligence (20 Pages) Derek Parfit on Future Generations (Excerpts from <i>Reasons and Persons</i>) | 2 nd Paper Outline Due |
| 12 – Week 6: Oppression | Oppression and the Political | Iris Marion Young – Five Faces of Oppression (20 Pages) | Midterm Teaching Evaluations Circulated |
| 13 – Week 7: Oppression | Philosophy of Sex and Gender | Simone de Beauvoir – Introduction to the Second Sex (16 pages) Sally Haslanger – Social Construction: Gender and other Social Categories (20 Pages) | |
| 14 – Week 7: Oppression | Philosophy of Race | Appiah – On Racisms (10 Pages) Alcoff – Racism and Visible Race (8 Pages) | |
| 15 – Week 8: Oppression | Why Not Socialism? | G.A. Cohen – <i>Why Not Socialism</i> (23 Pages) Milton Friedman – The Social Responsibility of Business is to Increase its Profits (6 Pages) Optional: Richard Arneson – Why not capitalism? (28 Pages) | |
| 16 – Week 8: Oppression | Oppression and Intersectionality; | Statement of the Combahee River Collective (~3800 words) | 3 rd Paper Outline Due |

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|-----------------------------------|---------------------------------|---|---|
| | Race, Gender, and Class | bell hooks – Men: Comrades in Struggle (16 Pages) | |
| 17 – Week 9: Oppression | Race, Sex, and Class Discussion | No New Reading | |
| 18 – Week 9: Realizing Justice | Protest and Political Rioting | Lucy Parsons (1886 interview) – “I am an Anarchist” (4 Pages) Avia Pasternak – Political Rioting: A Moral Assessment (35 Pages) Optional video on Lucy Parson’s life and organizing: More Dangerous Than a Thousand Rioters | |
| 19 – Week 10: | Make Up | Make Up Session | End of Term Teaching Evaluations Circulated |
| 20 – Week 10: | Wrap Up | Course Recap and Final Paper Workshops | Final Paper Due |

D. Sample Syllabus 4; Phil XXX: Gender, Politics, and Philosophy

Instructor: Joshua Kissel

Joshuakissel2014@u.northwestern.edu

Office Hours: XXX

Class Meeting: XDAY and XTIMES.

Class Location: XXX

Course Description:

This is an intermediate level philosophy course dealing with key questions relating to gender, sex, and power. The objective is to introduce you to the field of feminist philosophy especially insofar as feminist theories prepare us for critical thinking about our relationships with others

This course deals with normative questions, rather than asking how the world *is* arranged we will focus on asking how it *ought* to be arranged. Because these are normative or ethical questions this course fits into the wider field of moral philosophy or value theory.

This is an extensive *and* active field of scholarship. This means your fellow classmates and I – much less the brilliant thinkers we read – will not agree on where the truth lies. This means two things; first, we'll all be working as critical thinkers so as to get closer to such truths and secondly, we will each need to be charitable and cooperative thinkers as we try to find the best in all of the contributions we engage with here.

This course begins with brief introduction of two concepts important to philosophy; 'validity' and 'soundness' and a brief introduction to normative philosophy and critical theory. In week 2 we dive right into the content of this course. We'll spend 3 weeks trying to answer "What it means to be a woman" and how to distinguish between sex and gender. In week 5 the class turns toward the critical. We'll look at liberal feminist critiques of cultures that include sexist or openly misogynistic elements and we explore the sort of near-term reforms of existing institutions that might protect the liberal human rights of women. In week 6 our critical theorizing becomes more radical as we consider the interaction of sexist or gendered oppression with oppressions arising from race and economic class. In particular we'll engage with Black feminism as well as socialist and Marxist feminism. In the final weeks of this course we'll turn our attention to finding a way forward and away from oppression. Is the solution separatism (as advocated for by some radical lesbian feminists) or solidarity? Oh, yeah, and where do men fit in?

Course Objectives: this course enables students to:

- (1) Evaluate the validity and soundness of arguments.
- (2) Contrast competing explanations of issues of gendered and intersecting oppression as offered by feminist theory (and other students).
- (3) Interrogate and identify the core claims underlying their own answers to these questions.

(4) Assess the justifiability of the claims in (2) and (3)

In addition, students will acquire a background in important areas of feminist philosophy including critical reasoning, critical theory, philosophy of race, socialist theory, philosophy of sex and gender, as well as substantive introductions to various feminist schools of thought and their application including – liberal feminism, socialist feminism, Marxist feminism, Black feminism, and intersectional feminism), as well as suggestions about how to resolve gendered oppression.

Office Hours:

During my office hours I will be sitting quietly behind a desk, staring at a wall unless students come to meet with me. This time is meant for you to ask questions, discuss philosophy, or just hangout. It is *your* time and you do not need an excuse or any clarity about what you want to do. I request, but do not require, that you send me an email alerting me to when you want to come, and if you happen to know, what you plan to discuss.

If for whatever reason you cannot make my regular office hours please send me an email asap with a range of time that you could meet, and we will try to work something out!

Absences:

I trust all of you to make rational decisions with respect to attendance in accord with your own best reasons. You are each **permitted 2 totally unexcused absences** without any requirement to email or in any other way alert me to your absences. You can use these absences to miss class for any reason (e.g., your being sick, tired, wanting to binge a new show or play your favorite video games, to attend some internship or work related activity, or whatever else.)

Absences beyond this number will amount to a 1/20th reduction in your participation grade for this class.

I do not normally allow any excused absences beyond your two ‘freebies.’ However, if you are dealing with some emergency it never hurts to reach out and see if we can work something out.

Screen Policy:

This class is a screen free environment. This means no computers, tablets, phones, or other such devices. If you violate the policy, you may be marked absent for the day. [Special accommodations exempted]

Students with Disabilities:

Any student needing accommodations should speak directly to AccessibleNU ((847) 467-5530 or accessiblenu@northwestern.edu) and to me as early as possible in the quarter. Be aware that AccessibleNU will help arrange reasonable accommodations for both physical and mental health concerns. Barring unforeseen circumstance, any necessary arrangements should be made within in the first week of class. All discussions will remain confidential.

General Grading Schema:

10. Participation and Attendance 15 % of total. Pass/Fail
 11. 10 Reading Responses: 10% of total. Check + (100)/Check (92)/Check -(85)
 12. Three Scaffolding Paper Outlines: 35% of total. A-F
 d. First 5%
 e. Second 15%
 f. Third 15%
 13. Final Paper (1200-1500 words) 40% of total. 'A'-'F'

| | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| A | A- | B+ | B | B- | C+ | C | C- | D | F |
| 94-100 | 90-93 | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-73 | 60-69 | 60-0 |

Assignment Due Dates [Details for Particular Assignments to Come]

| Assignment | (Some) Details | Due Date [Examples] |
|----------------------|--|---------------------|
| Reading Responses: | Each response is due on Canvas 2 hours before the relevant class takes places. And each must be on a different week. EX: Responses to Linda Zagzebski must be submitted <i>before</i> our discussion of that paper on XXX | Through-out |
| First Paper Outline | This outline must be on a topic from class 2 or 3. | Early |
| Second Paper Outline | This outline must be on a topic from class 4 or 5 | Mid |
| Third Paper Outline | This outline must be on a topic from class 6 or 7 | Mid-Late |
| Final Paper | Paper of 1500-1750 words on any topic in this course. You may choose to use any paper outline or to start from scratch | End |

General Course Outline:

Based on a course of 10 weeks, meeting twice weekly for 1 hour and 20 minutes.

| Class | Topic | Readings | Assignments |
|------------------------------|--|---|-----------------------|
| 1 – Week 1 | Introduction to Course Validity and Soundness | Kwame Anthony Appiah – What Will Future Generations Condemn Us For? (3 Pages) | Icebreaker Discussion |
| 2 – Week 1: | Oppression | Iris Marion Young – Five Faces of Oppression [tool for thinking about this stuff. (20 pages)] | |
| 3 – Week 2 Sex and Gender | What is 'Women'? – What is Shared | Simone de Beauvoir – Introduction to the Second Sex (16 pages) Sojourner Truth – Ain't I a Women? (1 page) | |

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| 4 – Week 2 Sex and Gender | What is ‘Women’ – What Isn’t Shared? | Elizabeth V. Spelman – Excerpts Simone de Beauvoir and Women: Just Who Does she Think “We” is? from <i>Inessential Woman: Problems of Exclusion in Feminist Thought</i> (21 pages) | |
| 5 – Week 3: Sex and Gender | Gender vs Sex | Alison Stone – Sex from <i>An Introduction to Feminist Philosophy</i> (25 pages) | |
| 6 – Week 3: Sex and Gender | What Makes Gender ‘Socially Constructed’ | Sally Haslanger – Social Construction: Gender and other Social Categories (20 Pages) | 1 st Paper Outline Due |
| 7 – Week 4: Sex and Gender | What About Sexual Orientation? | Robin A. Dembroff – What is Sexual Orientation? (27 pages) | |
| 8 – Week 4: Sex and Gender | Feminist Theory and the Trans Experience | Talia Mae Bettcher – Trapped in the Wrong Theory: Rethinking Trans Oppression and Resistance | |
| 9 – Week 5: ‘Liberal’ Feminism | Women and Culture; Liberal Feminism and Tension | Martha Nussbaum – Judging Other Cultures (12 pages) Susan Moller Okin – Is Multiculturalism Bad for Women (20 pages) | Early-Term Teaching Evaluations Circulated |
| 10 – Week 5: ‘Liberal’ Feminism | Feminism and Applied Political Philosophy | Paula McAvoy – “There Are No Housewives on Star Trek ”: A Reexamination of Exit Rights for the Children of Insular Fundamentalist Parents (17 pages) Harry Brighouse and Erik Olin-Wright ‘strong gender egalitarianism’ (12 pages) | 2 nd Paper Outline Due |
| 11- Week 6: Intersections of Gender and... | Race and Gender (Day 1) | Sally Haslanger – Gender and Race: (What) Are They? (What) Do We Want Them to Be? (25 pages) Patrica Hill Collins – The Politics of Black Feminist Thought (19 pages) | |
| 12 – Week 6: Intersections of Gender and... | Race and Gender (Day 2) | Robin Zheng “Why Yellow Fever isn’t Flattering” (20 pages) | |
| 13 – Week 7: | Marxism, Socialism, and Feminism | Iris Marion Young – Socialist Feminism and the Limits of Dual Systems Theory (16 pages) | Midterm Teaching |

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|--|---|---|---|
| Intersections of Gender and... | | Angela Davis – The Approaching Obsolescence of Housework: A Working-Class Perspective in <i>Women, Race, and Class</i> (12 pages) | Evaluations Circulated |
| 14 – Week 7: Intersections of Gender and... | A Critique of Marxist Feminism | Heidi Hartmann – The Unhappy Marriage of Marxism and Feminism (33 pages) | |
| 15 – Week 8: Intersections of Gender and... | Capitalism and Feminism | Nancy Fraser – After the Family Wage: A Postindustrial Thought experiment (27 pages) Nancy Fraser – How Feminism Became Capitalism’s Handmaiden – and How to Reclaim It (1000 words) | 3 rd Paper Outline Due |
| 16 – Week 8: Intersections of Gender and... | Men and Masculinity | Michael S. Kimmel – Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity (7 pages) bell hooks – Men: Comrades in Struggle (16 Pages) | |
| 17 – Week 9: Beyond Oppression | Separatism and Radical Lesbian Feminism | Claudia Card – Against Marriage and motherhood (23 pages) Marilyn Frye – Reflections on Separatism and Power (16 pages) | |
| 18 – Week 9: Beyond Oppression | Solidarity and Intersectionality | bell hooks – Sisterhood: Political Solidarity Among Women (25 pages) Statement of the Combahee River Collective (~3800 words) | |
| 19 – Week 10: | Make Up | Make Up Session | End of Term Teaching Evaluations Circulated |
| 20 – Week 10: | Wrap Up | Course Recap and Final Paper Workshops | Final Paper Due |

Section 5: Additional Course Details and Sample Materials for Introduction to Political Philosophy

Contents

- a. Assessment Plan; page 30
- b. Sample Assessment [for Online Discussion Boards]; pages 30-32
- c. Sample Lesson Plan [Rawls Veil of Ignorance Game]; pages 32-34
- d. Student Evaluation Plan; page 34
- e. Sample Evaluation; pages 34-35

a. Assessment Plan:

| Course Objectives | Assessments |
|----------------------------------|--|
| Primary:1,2 Secondary: 3, 4 | <p>Discussion Boards or Live Discussion Alternative: Students must write a short 100-200 word reading response based on the day’s readings. These can raise questions, note problems, or offer objections. This is not a summary or mere “sharing of thoughts.”</p> <p>Grading: 2%/Response. Graded Check + (100)/Check (92)/Check -(85)</p> |
| Primary: 1,2 Secondary: 3, 4 | <p>Abstract and Outline: (~1-2 page) This assignment has three parts. First, you should write a (clear and concise) introduction. Second, you should reconstruct a formalized argument from one of the readings. Third, you should construct your own formalized argument, either supporting or objecting to one of the premises of the argument you reconstructed in part 2.</p> <p>Grading: 5%, 10% and 15%. Graded: A-F</p> |
| Primary: 3, 4 Secondary: 1, 2 | <p>Final Paper: (~5 pages). Students will be asked to write a position paper on one of the three sections of the course. (the State, the Economy, and Applied Political Philosophy).</p> <p>Grading: 35%. Graded A-F.</p> |

b. Sample Assessment and Rubric:

Phil 261: Online Discussion Assignment Guidelines

Note on Live Discussion Sections: if you plan to attend all of the optional Live Session then you will not be required to participate on the discussion board. However, you are encouraged to still do so and they will help ensure you receive a perfect participation grade!

Purpose of the Discussion Assignment

I'm quite excited to be teaching this course to you all despite wishing it was in person. My hope and intention is that we can produce a vibrant discussion on this board in lieu of class discussion. Philosophy is best done collaboratively and this is the place for you to try that out!

In the first week's discussion you'll notice the full class, but going **forward I have broken you all up into three discussion groups** in hopes that this helps you better get to know each other and forge, at least as best as possible given the circumstances, some real connection among each other.

Canvas Profile Pictures

Before I lay out guidelines for what I want from these discussion posts I want you all to please post a profile picture on your canvas account. This will help your classmates and I get to know you a bit better by helping us put a name to a face. I use a picture of myself, and this is probably easiest, but if you'd prefer you're welcome to post some other image that represents you *but you must select something!*

Directions for Profile Pictures: Click 'account' in the top left >> Click 'Profile' just below notifications >> Click the pencil icon when you hover over the greyed out silhouette (assuming you have no picture).

Posting Guidelines

There are 15 'days' of class for Phil 261. I will open a discussion for each day for a total of 15 discussions. There will be two types of posts.

Original Posts (OP) wherein you will contribute your own thoughts and;

Response Posts (RP) wherein you will respond to the OP's of your classmates.

The expectation is that you will produce one OP of 100-150 words as well as two RPs of around 50 words in each of these discussions. **You must complete at least 12 OPs, and 24 RPs.** You will have an opportunity to do 15 OPs, and 30 RPs. You may contribute OPs to threads you do not contribute RPs to and vice versa.

I expect these posts to be relatively polished pieces of writing, with both a *clear thesis statement* as well as *cogent reasons offered* in support of that thesis. In other words, your posts should *have a point* and they should *defend that point* with argument.

As a general rule, you should aim to spend about one hour on discussion each week if you want to receive a perfect participation grade.

Original Posts (OPs):

An OP may be an initial response to anything from the reading. Or, you may post on a relevant topic or story of interest to you. If posting on a topic of your own choosing, you should be sure to explain why the topic is relevant and what its moral or philosophical significance is.

Response Posts (RPs):

RPs to student's posts might include articulating a point of disagreement, offering constructive criticism, posing a question for clarification or further discussion, or building on/extending another student's idea to a new topic or case. You should be clear about why you raise the point you do. EX: "I would be interested to know how you would respond to [point X]. I thought that [Philosopher]/[Classmate] raised a compelling point against such a view...."

Grading:

These posts will be what I use to determine your participation grades. The grading will be in accord with two criteria: quantity and quality.

1. Quantity
 - a. Did you do the minimum number of posts? (12 OP, 24 RP) Failure to fulfill this criterion will result in a max participation grade of 50%
2. Quality
 - a. Regularly meets minimum expectations. Roughly a B/C.
 - b. Regularly produces quality posts. Roughly an A/B.
 - c. Regularly exceeds expectations. Roughly an A+.

Doing additional posts beyond the minimum can only help your participation grade. I expect anyone who puts in minimal effort by doing the readings and watching lectures to easily secure an A/B on participation. However, to receive an A+ I expect you to really work to come up with interesting questions, critiques, or defenses of the assigned texts in your OPs as well as for you to engage charitably with the writing of your peers in your RPs.

Timing and Late Posts:

Each post will be open for one week, and except in *extraordinary* circumstances **I will not allow late submissions.**

The purpose of these discussions is to have you all engaging with each other, not merely share your thoughts or questions for the readings. As such, after a week discussion will have 'moved on' so the purpose of the post will be unrealizable.

Citations:

Your posts should include citations when referring to the ideas of others. Course readings can be cited in whatever style you prefer (so long as it allows me and your classmates to find the source material. For example; (Goldman, 4). If citing online sources, a link will suffice as citation.

- c. Sample Lesson Plan:

Lesson Plan for a Day on "Rawls and the Veil of Ignorance"

5. Outline of Lesson:

Topic: Distribution and the Economy

Activity: This class revolves around playing a game where students select the organizing distributional principle of a society which best serves their clients, individuals they know nothing about.

1. Preliminary Remarks, 15 Minutes: I will start the class with a 10 minute explanation of some ideas that will be important for the activity as well as laying out the context. (For example, explaining the difference between ‘maximin’ and ‘equality’).
2. Small Group, 30 minutes: I then have students break into groups of 3 or 4 and spend 20 minutes deciding how to structure society for their clients. Students select a note taker who writes their final choice as well as a one paragraph justification for it. All students put their names on this document.
3. Class Discussion, 35 minutes: I quickly tally the votes and then use the last 20 minutes to have a class wide discussion about why students made the choices they did for their clients.

Assessment: The document groups hand in is one source for assessing students after the class is over. However, I spend the small group period wandering around the room and so try to get an informal sense of how students are doing in the course. However, for additional focus on the lecture I will ask students to do an additional response (like a WRR) justifying their group’s position. In this way, this lesson encourages students in the direction of my 3rd and 4th course objectives.

Reproduction of Handout:

Citation for the Rawls’ Original Position Game: <http://crookedtimber.org/2004/03/18/game-on-rawls-second-principle/>

The Distribution and the Veil of Ignorance

Adapted from Harry Brighouse (UW-Madison)

You are bargaining on behalf of your client in an Original Position. You have to come up with a principle of distributive justice which your client will be able to live under satisfactorily. You know nothing of your client’s talents, abilities, gender, religious views, sexual orientation etc., except that you do know that she or he is not disabled. Fortunately, the other people in your group are in exactly the same situation. You will have to think about how you will justify your choice to your client when you find out who he or she is. Note: a prior OP has already agreed that basic liberties—freedom of conscience, religion, expression, association, and the rights to participate in public and political life, as well as the liberties associated with the psychological and physical integrity of the person — must be guaranteed to all, so you need not worry about violations of people’s basic liberty-rights.

You have six principles from which to choose. Remember that these principles will govern your client’s entire life, and he/she will not be able to escape.

1. Laissez Faire: Markets will operate without government intervention, except to protect private property (including intellectual property through patenting and copyrighting legislation) and to place modest limits on the emergence of oligopolistic and monopolistic markets.
2. Equality of Resources: People will have roughly equal resources available to them over their full lives.
3. Sufficiency: Everyone will have a `basic needs' safety net guaranteed. Above that level, markets will determine rewards, except as the democratically elected legislature chooses to constrain them. (If you select this principle, be prepared to explain what count as basic needs and why).
4. Maximin: Inequalities of resources will be arranged so that the least advantaged will be better off than they would be under any other arrangement.
5. Equality of Welfare: Resources will be distributed so that everyone is more or less equally happy.
6. You may, if you choose, formulate a compromise between these principles, or formulate an entirely different principle. If so, it must be precise, and you must be prepared to defend it.

d. Student Evaluation Plan:

Evaluation Timeline:

Early: Keep, Quit, Start, and Modify

Middle: Faculty (or teaching and learning center staff) observe full lecture. Meets after to give comments.

Middle: Keep, Quit, Start, and Modify

Late: Faculty (or teaching and learning center staff) observe full lecture. Meeting after to give comments.

Final:

A) Likert Scale supplemented with Qualitative questions (e.g., My learning enhanced by... and hindered by...).

B) Students fill out institutional evaluations (e.g., such as CTECs.)

Throughout term: I will mention in my first class and syllabus that I welcome teaching feedback at any point in the term and will note that I am willing to consider this extra teaching evaluation when I decide on participation grades for students.

e. Sample Evaluation:

Keep, Quit, Start, And Modify:

With regard to the readings, assignments (e.g., your first paper and weekly reading responses), as well as my lecture, please answer each of the following questions:

1. What would you like to continue in the course? Why?
2. What would you like to see quit in the course? Why?
3. What would you like to see start in the course? Why?
4. What would you like to see modified in the course? Why?
5. What do you think *I* could do to improve the instruction for you?
6. What do you think *you* could do to improve your own learning in the course?