

# Syllabus

## PPE Philosophy 2020

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Office Hours: Fridays 10:30-12:30. *These are subject to frequent changes, which I will announce in class or via email in the prior week.*

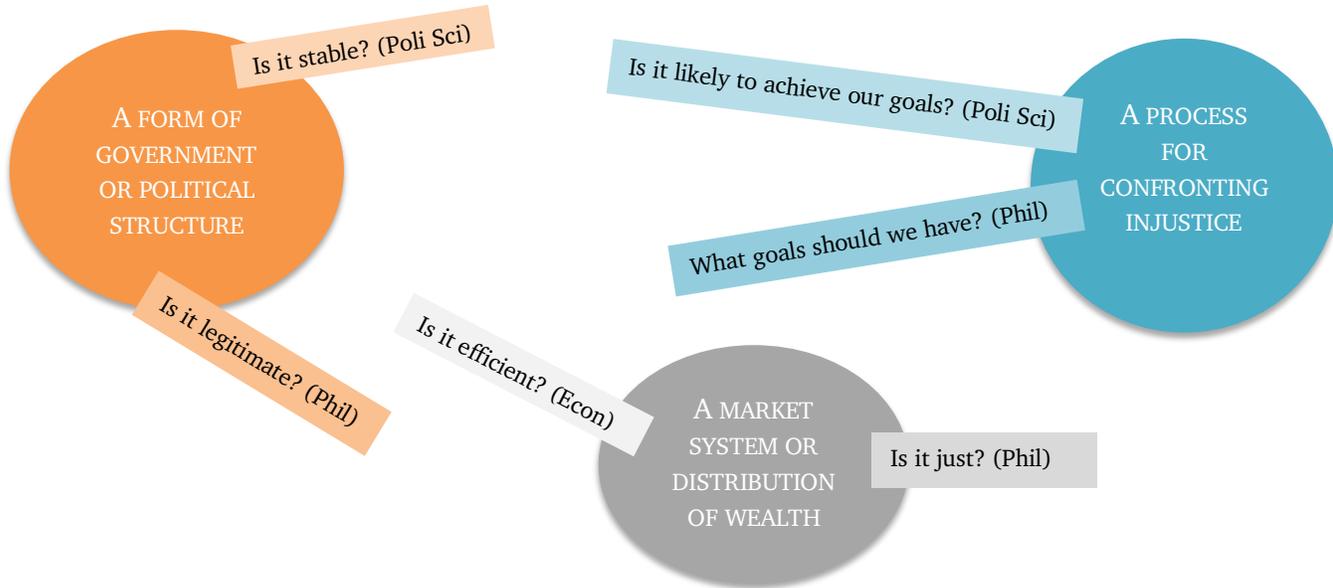
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Your well-being and success in this course are important to me. I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Writing Center (linked on the Materials and Resources page of this syllabus), are available to all students.

## AIMS

As your portal into the Philosophy, Politics, and Economics program, this class explores and evaluates some of the dominant philosophical theories for thinking about people as social and political beings, social and political institutions, and the relations between people and institutions. In contrast with (at least most of) the theories and models you will encounter in political science and economics, these theories are *normative*: They are about not only how people and institutions *are*, but also how they *should be*. Compare:



A major aim of this course, thus, is to equip you with the knowledge and the skills to discern and evaluate the normative assumptions of the political and economic theories you will encounter during the rest of the program.

Content-wise, there are three main areas of knowledge you will gain in this class:

1. Major social contract theories, their strengths and weaknesses, and challenges based in concerns about race, gender, and class-based inequality.
2. Philosophical models for thinking about the interaction of human freedom and values with markets.
3. To be determined: The concluding seminars of the semester will focus on a recent book or topic of interest.

Skill-wise, you will advance your abilities to:

- Comprehend, analyze, and evaluate complex theories and texts
- Develop and support your own well-informed vision of an issue or subject-matter
- Receive and understand ideas and perspectives that test your vision
- Communicate, especially through written and spoken word, in a persuasive and respectful way.

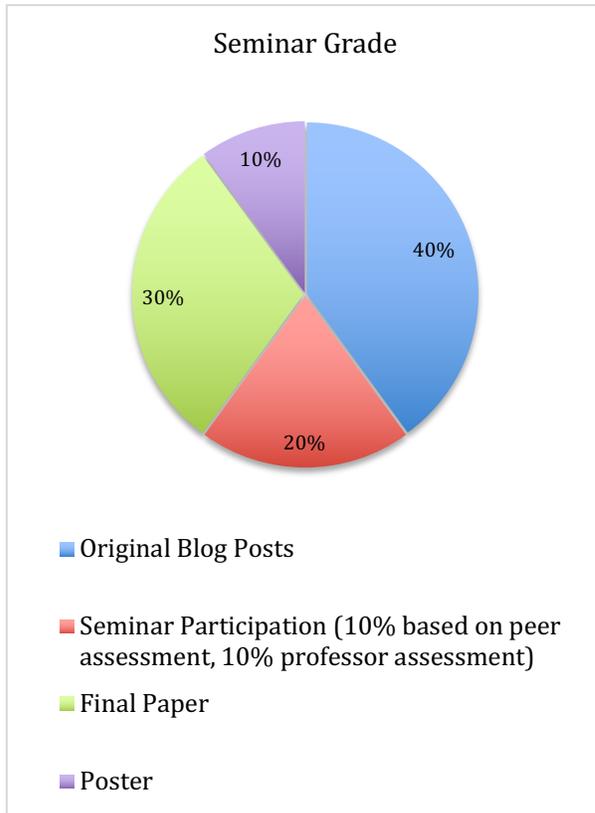
# TASKS

## SEMINAR

## TUTORIAL

PREPARE	<p>Read the assigned texts thoroughly and carefully. Recommended reading strategies:</p> <ul style="list-style-type: none"><li>• Write an abstract of less than 200 words for every chapter or article</li><li>• Keep a running list of major concepts or claims for each chapter or article, and then map them visually.</li></ul>	PREPARE
BLOG	<p>Post to the blog every week before seminar.</p> <ul style="list-style-type: none"><li>• At least 6 posts should originate new discussion,</li><li>• Remaining posts may be comments.</li><li>• 3 of the original posts must appear before Spring break.</li><li>• See the first post on the Blog for more information and guidelines.</li></ul>	WRITE
DISCUSS	<p>Discussion will take various formats,</p> <ul style="list-style-type: none"><li>• Most often it will be a whole-class discussion regulated through a card system.</li><li>• See Seminar Discussion Guidelines for more.</li></ul>	
POSTER	<p>In advance of the final paper or exam, we will hold a poster session presenting your project in outline.</p>	
WRITE	<p>A 15 page final paper based on a thesis developed in consultation with me and your peers.</p>	DISCUSS
	<p>In weeks where you are the primary writer,</p> <ul style="list-style-type: none"><li>• Email your clear and persuasive paper in Word doc format to me and to your tutorial partner by <b>11am Sunday</b>.</li><li>• See Tutorial Paper Assignments and Guidelines for more.</li></ul> <p>In weeks where you are commentator,</p> <ul style="list-style-type: none"><li>• Email your comments to me and your partner by <b>1pm Monday</b>.</li><li>• See Tutorial Comments Assignments and Guidelines for more.</li></ul> <p>Discussion will aim to</p> <ul style="list-style-type: none"><li>• Make progress on some central question or questions of the assigned texts, and</li><li>• Hone the analyses and arguments of the tutorial paper and comments.</li><li>• See Tutorial Discussion Guidelines for more.</li></ul>	

## EVALUATION

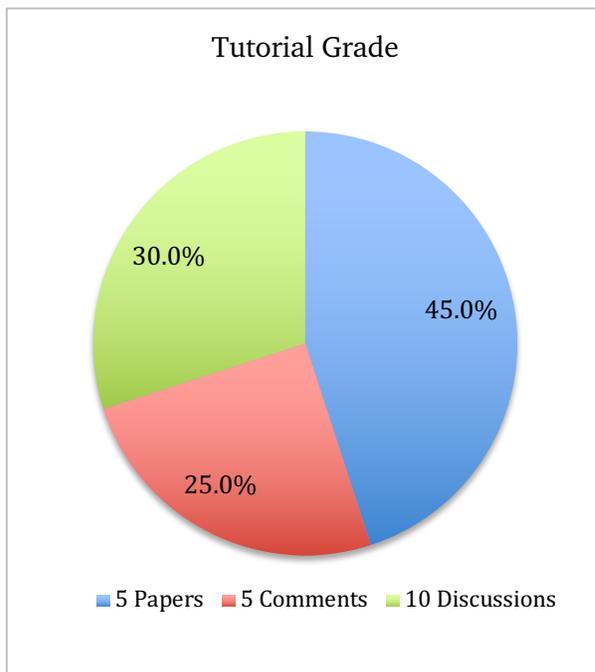


Relevant Guidelines available now or soon:

- Seminar Participation
- Guidelines for posters and final papers will be available later in the semester.

You will receive mid-term feedback for your:

- Blog posts
- Seminar participation as assessed by your peers
- Seminar participation as assessed by me.
- These evaluations will not be incorporated into your final grades, but should help you identify areas of strength and areas needing improvement.



Relevant Guidelines available now or soon:

- Tutorial Paper Guidelines
- Tutorial Comments Guidelines
- Tutorial Discussion Guidelines

You will receive continuous feedback on your papers, comments, and discussions.

## MATERIALS AND RESOURCES

I have ordered the following at the Huntley Bookstore (they will match any price you find elsewhere). Please acquire these specific editions, to facilitate page references in discussions. Remember to give your receipts to Anna within 30 days of purchase, if you want to be reimbursed.

John Locke, *Second Treatise of Government*, ed. C.B. Macpherson. Hackett, 1980.

Jean-Jacques Rousseau, *Discourse on the Origins and Foundations of Inequality among Men*, ed. Helena Rosenblatt. New York: Bedford/St. Martins, 2011.

Jean-Jacques Rousseau, *Of the Social Contract and Other Political Writings*, ed. Christopher Bertram and Quentin Hoare. London: Penguin, 2012.

John Rawls, *A Theory of Justice, Revised Edition*. HUP 1971/1999.

Susan Moller Okin, *Justice, Gender, and the Family*. Basic Books 1989.

Debra Satz, *Why Some Things Should Not Be for Sale*, Oxford University Press, 2010.

Additional readings will be handed out in seminar or electronically.

CLASS RESOURCES	GENERAL RESOURCES	DISABILITY RESOURCES
Class Blog	<p><a href="#"><u>The Center for Writing and Public Discourse</u></a></p>  	<p><a href="#"><u>CMC Disability Support Services</u></a></p> 

## POLICIES

### Attendance

The classroom part of PPE is indispensable. Come to seminar and tutorial, come on time, and come prepared. Absences and lateness should be absolutely minimal and only for highly compelling and well-documented reasons. Anything beyond the absolute minimum will adversely impact your grade—severely, at the fringes—and anyone with perfect attendance in seminar and tutorial will receive a prize at the end of the semester.

### Materials

It is your responsibility to bring the relevant materials to each meeting. In an effort to minimize the use of devices in the classroom, please bring printed copies of all materials.

### Late work

Tutorial papers and comments cannot be late, because tutorial meetings depend on them. I am willing to work with you for flexible deadlines on all other assignments.

### Academic Integrity

Please familiarize yourself with CMC's Statement of Academic Integrity, including the definition of plagiarism: *“Plagiarism means the use of the thoughts, ideas, words, phrases or research of another person or source as one's own without explicit acknowledgment. In keeping with this definition, all work, whether written or oral, submitted or presented by students at the College as part of course assignments or for College sponsored extracurricular activities, must be the original work of the student unless otherwise specified by the instructor.”* Possible violations of the standards of academic integrity will be reported to the Academic Standards Committee, and prosecuted most aggressively. If in doubt, cite!!