

PHIL 170.001. Liberty, Rights, and Responsibilities: Introduction to Social Ethics and Political Thought

J. Joseph Porter
Department of Philosophy
jjporter@live.unc.edu

Zoom Office Hours: T/R 3:00-4:00 PM ET (and by appointment)

UNC-Chapel Hill

Spring 2022

M/W/F 8:00-8:50 AM ET

<https://unc.zoom.us/j/6178630412>

Course Description

Who rules America? The politicians who make our laws? The voters who elect them? Judges? Bureaucrats? Billionaires? No one? And who—if anyone—*should* rule? Why? In this course, we will explore these and other questions about power, justice, freedom, and other core concepts in political philosophy. We will read some of the most influential political theorists of all time—including Aristotle, Locke, and Marx—and discuss several student-selected contemporary political issues.

Official Course Description: PHIL 170. Liberty, Rights, and Responsibilities: Introduction to Social Ethics and Political Thought. 3 Credits. An examination of major issues in political philosophy, e.g., liberty, individual rights, social responsibility, legal authority, civil authority, civil disobedience. Readings include classical and contemporary writings. Honors version available. Gen Ed: PH. Grading status: Letter grade.

Content Warning: In this course, we may discuss controversial readings and topics which may affect you or your peers personally. Please remember to treat other members of the course with respect and compassion, and please let me know if you have questions or concerns about any element of the course.

Course Objectives

- Understand and evaluate important ideas in political philosophy
 - Recognize these ideas' historical impact
- Understand and critically engage classical and contemporary political texts (and other media)
 - Understand and evaluate views on specific topics in political philosophy expressed in such texts
 - Recognize and assess both explicit and implicit empirical and normative assumptions in such texts
 - Reconstruct, offer objections to, and defend arguments discussed in such texts
- Construct arguments for views on topics in political philosophy and defend them against objections

Course Requirements

Participation	10%	
Reading/Perusall	15%	
First Essay (900-1500 words ≈ 3-5 pp.)	15%	Due Mon., February 14, 9:00 PM
Take-home Exam (900-1500 words ≈ 3-5 pp.)	25%	Due Wed., April 13, 9:00 PM
Final Essay (1500-2700 words ≈ 5-9 pp.)*	35%	Due Tues., May 3, 4:00 PM

***The final essay replaces a final exam. There will be no final exam.**

Reading/Perusall: You should read and annotate the required materials for each class session on Perusall by 9:00 PM on the preceding day so that you can come to class ready to discuss those materials.

Perusall is an online social reading platform which we will discuss in greater detail in our first class session. Perusall will grade your reading annotations automatically; however, I reserve the right to raise (or lower) Perusall grades at my discretion. For more information on Perusall, please watch [this video](#).

Essays: The purpose of the essays is to develop and test your ability to write clear, accurate, original, well-written, well-organized, well-argued, and philosophically rich papers on topics in political philosophy.

Essays will be graded anonymously. For this reason, **they should be submitted in a PDF format with your PID as the file name**. (No identifying information should show up either in file names or in the PDF's themselves.) They should also be double-spaced, with 1-inch margins, and written in 12-point Times New Roman. Finally, they should have headers which include both their word count and their submission date. Essay citations do not need to follow any particular citation style (e.g., MLA) so long as they are clear, accurate, and consistent.

Essays which are not formatted and submitted correctly may be docked half a letter grade. Essays which exceed or fail to reach the specified word limits may be docked one letter grade. Essays which are late may be docked one letter grade per day late submitted. I am generally happy to grant extension requests for pretty much any reason. I am also happy to consider *word count* extension requests.

Take-home Exam: The take-home exam will be a cumulative open-notes exam consisting of three short essay questions.

Participation and Respect

Attendance: Attendance is expected at all class sessions. You are permitted one unexcused absence. Unexcused absences beyond the first will result in a lower participation grade. **I reserve the right to count tardy students as absent.** Please consult with me if you would like to discuss a potential absence on your part. Please see below for more information on UNC's attendance policy.

Discussion: Most of our class sessions should be much more like conversations than lectures. You are expected to participate in that conversation by offering comments, asking questions, and so on. (The more you participate, the more fun and rewarding class will be.) Class sessions will be held via synchronous remote instruction on Zoom. **You are required to keep your webcam on during class sessions.** Discussing course materials outside of class with me (or anyone else) is strongly encouraged, especially if you are uncomfortable contributing to in-class discussion. I am always happy to meet via Zoom to talk about the course, philosophy in general, or anything else.

Respect: You are always expected to treat other students with respect regardless of the opinions they express or their religion, sex, ethnicity, and so on. One important skill which we will train in this course is understanding other people's views and taking them seriously even when we think they are incorrect—or immoral. (I myself will often play devil's advocate in class and temporarily defend views which I think are incorrect.) This skill cannot be developed properly unless we foster an environment of curiosity and respect in which all of us can freely express our views.

Extra Credit: There may be opportunities for extra credit for students who volunteer for in-class presentations. I am also willing to discuss other possible opportunities for extra credit. I reserve the right to cap extra credit at a certain point.

Course Materials

No textbook is required for this course. Course materials may all be found on Sakai.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94+	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	60-66	59-

Attendance Policy

University Policy: As stated in [UNC's class attendance policy](#), no right or privilege exists permitting you to be absent from any class meetings, except for absences approved for one of the following reasons:

- Authorized university activities
- Disabilities, religious observances, or pregnancy, as required by law and approved by [the Office of Accessibility Resources and Service](#) (ARS) and/or [the Equal Opportunity and Compliance Office](#) (EOC)
- Significant health conditions or personal (including family) emergencies, as approved by [the Office of the Dean of Students](#) (DOS), [Gender Violence Services Coordinators](#) (GVSCs), and/or EOC

Class Policy: UNC permits me to work with you to address absences which are not officially approved (such as absences for job interviews or club activities) and to determine my own approach to missed classes, make-up assignments, and the like.

[The University Approved Absence Office \(UAAO\)](#): UAAO provides information on officially approved absences to both students and faculty. (Note that UNC permits and even encourages me to work with you to address absences without official notice from UAAO.)

Honor Code

You are expected to abide by [the Honor Code](#) and to refrain from academic dishonesty, including plagiarism. Among other things, plagiarism includes the *intentional or unintentional* representation of someone else's work or ideas as your own, improper citation of sources, close paraphrase of someone else's work or ideas without proper citation, and copying of your own previously submitted work. Please consult me or [the Office of Student Conduct](#) if you have any questions about plagiarism or any other aspect of the Honor Code. (Consider also reviewing [UNC's plagiarism tutorial](#).) Remember that it is your responsibility to make sure that you understand and abide by the Honor Code.

Accessibility Resources and Service

UNC strives to provide reasonable accommodations (including resources and services) for students with temporary or permanent disabilities, chronic medical conditions, mental health disorders, and/or pregnancy complications which result in barriers to fully accessing courses, activities, and other learning opportunities. Accommodations are coordinated through [ARS](#). Please contact ARS as early in the semester as possible if you need accommodations, either by email at ars@unc.edu or by phone at (919) 962-8300.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) is committed to addressing the mental health needs of a diverse student body through timely access to consultation and to clinically appropriate services for both short- and long-term needs. To learn more, please visit [CAPS' website](#) or their facilities on the third floor of the Campus Health Services Building for a walk-in evaluation. You can also call their 24/7 hotline at (919) 966-3658 for immediate support.

Title IX Resources

Any student who is affected by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek on-campus or community resources for help. If you experience any such incident, you can report it to EOC [here](#). If you have specific needs or questions related to these issues, please contact Elizabeth Hall, the interim coordinator of Title IX compliance, at titleixcoordinator@unc.edu; EOC's Report and Response coordinators at reportandresponse@unc.edu; the GVSCs at gvsc@unc.edu (confidential); and/or CAPS (confidential). Additional resources can be found [here](#).

Non-discrimination

UNC is committed to providing an inclusive and welcoming environment for all members of its community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, [UNC's Policy Statement on Non-Discrimination](#) expresses UNC's commitment to offering access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran status, sexual orientation, gender identity, or gender expression.

If you experience harassment or discrimination, you can seek assistance and file a report through EOC's Report and Response coordinators at reportandresponse@unc.edu or online [here](#).

Diversity Statement

UNC's student body is diverse in terms of race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability, among other things. I value the perspectives of students and individuals from all backgrounds, which reflect the diversity not only of UNC's student body but also of humankind itself. My goal is for this course to be inclusive and welcoming to all students. Please let me know if you have any questions or concerns about the inclusiveness of this course.

Acceptable Use Policy

By attending UNC, you agree to abide by the university's policies concerning the acceptable use of IT systems and services. [The IT Acceptable Use Policy](#) (AUP) sets the expectation that you will use UNC's technology resources responsibly and in a manner consistent with the university's mission. Among other things, doing so includes protecting the privacy of other course members and respecting people's copyrights and intellectual property. Please consult the AUP for more information on the acceptable use of digital resources. Additionally, please consult "[Safe Computing at UNC](#)" for information on data security policies, updates, and tips to keep your identity, information, and devices safe.

Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment for exams, and [UNC's Undergraduate Testing Center](#) works with instructors to proctor exams for undergraduate students who are not registered with ARS and do not need ARS' assistance with testing accommodations but are unable to take an exam at the scheduled time (and have made previous arrangements with their instructors). Please let me know as soon as possible if you may not be able to take an exam at the scheduled time. For more information on the Undergraduate Testing Center, please consult its website.

Learning Center

[UNC's Learning Center](#) offers popular and free programs to help students optimize their academic performance, including academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops, study camps, and review tips and tools. Please visit their website if you are interested in making an appointment with them, registering for one of their events, or browsing their online resources.

Writing Center

[UNC's Writing Center](#) offers students free feedback on any course writing project—as well as multimedia projects and application essays—before they have written a draft or at any other stage of the writing process. Please visit their website to schedule an appointment, review their quick writing tips, or request online written feedback.

Grade Appeal Process

Please let me know if you believe you have been awarded an incorrect grade. If we are unable to resolve the issue, you may speak with my department's director of undergraduate studies or appeal your grade through a formal university process addressing issues of arithmetical or clerical error, arbitrariness, discrimination, harassment, or personal malice. For further information, please consult [the Academic Advising Program](#).

Course Schedule

Please read and annotate the required materials for each class session on Perusall by 5:00 PM on the preceding day so that you can come to class ready to discuss those materials. Please also note that reading assignments are subject to change.

Unit 1: Philosophy, Politics, and Economics

Monday, January 10: Introduction

Syllabus

Alexander, [“Beware the Man of One Study”](#)

Wednesday, January 12: Philosophy, Politics, and Economics

Heyne et al., [“The Economic Approach,”](#) “The Economic Way of Thinking” (pp. 7-16)

Optional: Heyne et al., “What Is Economics About?” (pp. 4-7)

Optional: Hazlitt, [Economics in One Lesson](#), Chapters I and IV (pp. 3-8, 19-26)

Optional: Villareal-Diaz, [“Thinking on the Margin”](#) [video]

Friday, January 14: Philosophy, Politics, and Economics

Burnham, [The Machiavellians](#), pp. 40-48, 223-227 (through “wish to have them”)

Optional: Burnham, pp. 81-86

Optional: Buchanan, [“Public Choice: Politics Without Romance”](#)

Optional: [Selections from Clausewitz’ On War](#), Book I.1

[Monday, January 17: NO CLASS]

Wednesday, January 19: Philosophy, Politics, and Economics

[“The Secret Document That Transformed China”](#)

Schmidtz, [“The Institution of Property”](#)

Optional: Cowen, [“Public Goods”](#)

Optional: Weissman, [“The Case for Abandoning Patents \(Yes, All of Them\)”](#)

Optional: [“Is the EU Taking Its Over-fishing Habits to West African Waters?”](#)

Friday, January 21: Philosophy, Politics, and Economics

Read, [“I, Pencil”](#) (pp. 4-10)

Selections from Hayek’s “Use of Knowledge in Society”

Optional: Hazlitt, [Economics in One Lesson](#), Chapter XXI (pp. 168-72)

Optional: Munger, [“Rent-Seek And You Will Find”](#)

Optional: Gil, [“Why Uber Is So Controversial.”](#) Numbers 1-3

Unit 2: The History of Political Thought

Monday, January 24: Ancient Political Thought

IEP, [“Plato: *The Republic*.”](#) Introduction and Section 1b

Plato, *Republic*, 357a-362c, 368a-377c (pp. 302-307, 312-323)

Optional: Thucydides, *History of the Peloponnesian War*, [The Melian Dialogue](#)

Wednesday, January 26: Ancient Political Thought

SEP, [“Plato’s Shorter Ethical Works.”](#) Section 12

Plato, *Crito* (pp. 47-59)

Friday, January 28: Ancient Political Thought

Reeve, “Introduction,” Section 3 (pp. xxv-xxvii)

Aristotle, *Politics*, Book I.1-7 (pp. 1-12)

Optional: Reeve, Section 9 (pp. lxxv-lxxii)

Monday, January 31: Ancient Political Thought

Aristotle, *Politics*, Book III.7-10, 12, 18 (pp. 77-82, 85-87, 100)

Optional: Aristotle, Book III.11, 16-17 (pp. 82-85, 96-99)

[Wednesday, February 2: NO CLASS]

Friday, February 4: Ancient Political Thought

Confucius, [Analec](#)s, 1.2; 2.1, 3; 5.16; 7.25; 8.2; 12.1, 7, 11, 17, 19; 13.2-3, 11, 13; 14.3; 15.11, 24, 38; 16.2; 17.2; 19.10; 20.2

Mencius, [Mencius](#), 1A.1; 1B.11; 2A.3, 6; 6A.1-2, 6, 9, 13, 15, 18; 6B.13; 7A.12, 23; 7B.4, 13, 28

SEP, [“Xunzi.”](#) Section 2

Xunzi, *Xunzi*, Chapter 23, lines 1-212, 284-305 (pp. 248-253, 254-255)

Optional: SEP, [“Confucius.”](#) Section 5

Optional: SEP, [“Mencius.”](#) Section 3

Optional: Confucius, 4.13; 5.6, 10-11; 7.38; 8.1; 11.24; 12.2, 8-9, 13; 13.1, 10; 14.4, 22, 34; 15.1, 5, 37; 16.1, 8; 17.6, 15

Optional: Mencius, 1A.3-5, 7; 1B.10; 2A.8-9; 3B.2; 6A.3, 7-8, 16-17; 6B.2; 7A.1, 7-11, 13-14, 16-19, 26-27, 29, 33, 37, 41-42; 7B.2, 8, 12, 14, 16, 21, 27, 32, 34-35

Optional: Xunzi, Chapter 23, lines 213-283, 306-394 (pp. 253-254, 255-257)

Monday, February 7: Early Modern Political Thought

[Selections from James I’s 1609/1610 Speech to Parliament](#)

SEP, [“Hobbes’s Moral and Political Philosophy.”](#) Sections 2-4, 6

Hobbes, *Leviathan*, I.13-14 (through paragraph 7 of I.14) [available online through Past Masters at UNC Libraries; see also Bennett’s [simplified edition](#)]

Wednesday, February 9: Early Modern Political Thought

SEP, "[Hobbes's Moral and Political Philosophy](#)," Sections 7-8

Hobbes, *Leviathan*, II.17-18 [available online through Past Masters at UNC Libraries; see also Bennett's [simplified edition](#)]

Friday, February 11: Early Modern Political Thought [Guest Lecturer: Matthew Young]

SEP, "[Locke's Political Philosophy](#)," Introduction

IEP, "[John Locke \(1632-1704\)](#)," Section 4a

Locke, *Second Treatise*, Sections 4-8, 13-15, 87-94 [available online through Past Masters at UNC Libraries; see also Bennett's [simplified edition](#)]

Optional: Locke, Sections 77-79, 82, 85-86 [available online through Past Masters at UNC Libraries; see also Bennett's [simplified edition](#)]

Optional: [Fundamental Constitutions of Carolina](#)

FIRST ESSAY DUE MONDAY, FEBRUARY 14 AT 9:00 PM

Monday, February 14: Early Modern Political Thought

Locke, *Second Treatise*, Sections 95-102, 105, 111-115, 119, 122-131 [available online through Past Masters at UNC Libraries; see also Bennett's [simplified edition](#)]

Optional: Locke, Sections 106-109 [available online through Past Masters at UNC Libraries; see also Bennett's [simplified edition](#)]

Optional: [Selections from Rousseau's *On the Social Contract*](#)

Wednesday, February 16: Early Modern Political Thought

[Declaration of Independence](#)

Fieser, "[The Social Contract](#)," "Hume's Criticism"

Hoppe, "[The Idea of a Private Law Society: The Case of Karl Ludwig von Haller](#)" (starting from "At this point the subtitle...")

Spooner, *No Treason. No. VI. The Constitution of no Authority*, [Appendix](#)

Huemer, "[The Problem of Authority](#)"

Optional: Hutchinson, "[Strictures upon the Declaration of Independence](#)"

Friday, February 18: Early Modern Political Thought

[Declaration of the Rights of Man and of the Citizen](#)

SEP, "[Conservatism](#)," Section 2.3 (through "reversed in the 20th century")

[Selections from Burke's *Reflections on the Revolution in France*](#)

Optional: De Gouges, "[Declaration of the Rights of Woman and of the Female Citizen](#)"

Optional: Haivry and Hazony, "[What Is Conservatism?](#)"

Optional: Paine, *Rights of Man* [Squashed Version]

Optional: [Selections from Maistre's *Considerations on France*](#)

Optional: Berlin, "[The Second Onslaught: Joseph de Maistre and Open Obscurantism](#)"

Monday, February 21: Early Modern Political Thought

SEP, [“David Hume,”](#) Section 7.4

Hume, *Enquiry Concerning the Principles of Morals*, Section 3 (“Of Justice”) [available online through Past Masters at UNC Libraries; see also Bennett’s [simplified edition](#)]

Wednesday, February 23: Early Modern Political Thought

IEP, [“Adam Smith \(1723-1790\),”](#) Introduction

Smith, *Wealth of Nations*, Book I, Chapters I-II [available online through Past Masters at UNC Libraries; see also Bennett’s [simplified edition](#)]

Optional: Smith, Book I, Chapter III [available online through Past Masters at UNC Libraries; see also Bennett’s [simplified edition](#)]

Optional: [Selections from Hamilton’s Report on Manufactures](#)

Friday, February 25: Nineteenth-century Political Thought

SEP, [“John Stuart Mill,”](#) Introduction; [“The History of Utilitarianism,”](#) Introduction

Mill, *Utilitarianism*, Chapter 2 (through “the whole sentient creation”) [see also Bennett’s [simplified edition](#)]

Optional: Mill, Chapter 2 (remainder of chapter) [see also Bennett’s [simplified edition](#)]

Optional: Bentham, [Anarchical Fallacies](#), “A Critical Examination of the Declaration of Rights,” Preliminary Observations, Article II, Sentence 1 (from “The end in view of every political association” to “whatever disposition they have to obey them”; pp. 500-502)

Monday, February 28: Nineteenth-century Political Thought

SEP, [“John Stuart Mill,”](#) Section 4.5

[Selections from Mill’s On Liberty](#)

Truth, [“On Woman’s Rights”](#) (Marius Robinson’s transcription)

Optional: SEP, [“John Stuart Mill,”](#) Sections 4.6-7

Optional: Constant, [“The Liberty of the Ancients Compared with That of the Moderns”](#) [see also Bennett’s [simplified edition](#)]

Optional: [Selections from Tocqueville’s Democracy in America](#)

Optional: [Selections from Wollstonecraft’s Vindication of the Rights of Woman](#)

Optional: [Declaration of Sentiments](#)

Optional: Cooper, [“Female Suffrage: A Letter to the Christian Women of America”](#)

Optional: Andrews, [“Women Against Suffrage”](#)

Optional: Douglass, [“What to the Slave Is the Fourth of July?”](#)

Wednesday, March 2: Nineteenth-century Political Thought

SEP, [“Karl Marx,”](#) Introduction

Marx and Engels, [“The Communist Manifesto,”](#) Parts I-II and IV (pp. 14-27, 34)

Lenin, [“What Is Soviet Power?”](#) [video]

Optional: Lukács, [“What Is Orthodox Marxism?”](#)

Optional: Cohen, [Why Not Socialism?](#)

Optional: SEP, [“Friedrich Nietzsche,”](#) Section 2

Optional: Nietzsche, *On the Genealogy of Morals*, [“‘Good and Evil,’ ‘Good and Bad’”](#)

Unit 3: Modern Political Thought

Friday, March 4: Twentieth-century Political Thought

Strong, [“Foreword: Dimensions of the New Debate Around Carl Schmitt”](#) (until “The Relation between Liberalism and Democracy”); pp. ix-xiii)

Schmitt, [The Concept of the Political](#), Parts 2-3 (pp. 25-37)

Optional: SEP, [“Carl Schmitt.”](#) Section 3

Monday, March 7: Twentieth-century Political Thought

Burnham, [The Machiavellians](#), pp. 87-101, 135-140

Optional: Burnham, pp. 107-115, 141-151, 163-168

Optional: Lind, [“The Myth of the 99%”](#)

Wednesday, March 9: Twentieth-century Political Thought

SEP, [“Karl Marx,”](#) Section 6.2

Bates, “Gramsci and the Theory of Hegemony”

Gramsci, [“Audacity and Faith”](#)

Optional: SEP, [“Louis Althusser.”](#) Section 4.2

Optional: [“Excerpts from Manufacturing Consent”](#)

Optional: Marcuse, [“Repressive Tolerance”](#)

Friday, March 11: Twentieth-century Political Thought

Keynes, [“Am I a Liberal?”](#), Part II

Dewey, [“Creative Democracy: The Task Before Us”](#)

Charter of the United Nations, [Preamble](#); [Articles 1-2](#), [23](#)

Johnson, [Remarks at the University of Michigan](#)

Van Creveld, [“The Punk\(s\)”](#)

Optional: SEP, [“Dewey’s Political Philosophy.”](#) Section 4

Optional: [Universal Declaration of Human Rights](#)

Optional: [“American Malvern”](#)

Optional: Anscombe, [“Mr Truman’s Degree”](#)

Optional: Berlin, [“Two Concepts of Liberty”](#)

Optional: [Selections from Hayek’s Road to Serfdom](#)

Optional: Crummett and McIntosh, “Introduction to the Left and Right”

[March 12-20: SPRING BREAK]

Monday, March 21: Distributive Justice and Equality

Rawls, [Theory of Justice](#), Sections 3-4, 11, and 24 (pp. 10-19, 52-56, 118-123)

Optional: Rawls, Sections 1-2 (pp. 3-10)

Wednesday, March 23: Distributive Justice and Equality

Nozick, [Anarchy, State, and Utopia](#), pp. 149-164 (until “Sen’s Argument”)

Friday, March 25: Distributive Justice and Equality

Nozick, [*Anarchy, State, and Utopia*](#), pp. 167-174 (“Redistribution and Property Rights”), 228-231 (“Collective Assets”)

Optional: Nozick, pp. 198-204, 213-216

Monday, March 28: Distributive Justice and Equality

Anderson, [“What Is the Point of Equality?”](#), pp. 287-289 (Introduction), 312-315 (“What Is the Point of Equality?”), 321-326 (“Participation as an Equal in a System of Cooperative Production”), 336-337 (“Democratic Equality and the Obligations of Citizens”)

Optional: Anderson, pp. 316-321 (“Equality in the Space of Freedom: A Capabilities Approach”), 326-331 (“Democratic Equality, Personal Responsibility, and Paternalism”)

Optional: Sen, [“Equality of What?”](#)

Optional: Williams, “The Idea of Equality”

Wednesday, March 30: Distributive Justice and Equality

Lucas, “Against Equality”

Nozick, [*Anarchy, State, and Utopia*](#), pp. 235-238 (“Equality of Opportunity”)

Nietzsche, *Thus Spake Zarathustra*, [Discourse XXIX](#) (“The Tarantulas”)

Vonnegut, [“Harrison Bergeron”](#)

Optional: Frankfurt, [“Equality as a Moral Ideal”](#)

Optional: Nozick, pp. 232-235 (“Equality”), 239-246 (“Self-esteem and Envy”)

Optional: IHS, [Four Videos on Equality](#)

Friday, April 1: Movements for Social Justice [Guest Lecturer: Delaney Thull]

Friedan, [“The Problem That Has No Name”](#)

Frye, [“Oppression”](#)

Optional: Angelou, [“Caged Bird”](#)

Optional: Clifton, [“the lost baby poem”](#)

Optional: [The Combahee River Collective Statement](#)

Optional: Haslanger, [“Gender and Race: \(What\) Are They? \(What\) Do We Want Them to Be?”](#)

Optional: Berry, [“Feminism, the Body, and the Machine”](#)

Optional: [Interview with Perry](#)

Monday, April 4: Movements for Social Justice

King, [Letter from Birmingham Jail](#)

X, [“A Declaration of Independence”](#)

Optional: Washington, [Atlanta Exposition Speech](#)

Optional: Du Bois, [“Of Mr. Booker T. Washington and Others”](#) (pp. 33-44)

Optional: Hughes, [“Let America Be America Again”](#)

Optional: King, [“I Have a Dream”](#) [video]

Optional: Wallace, [1963 Inaugural Address](#)

Optional: [Interview with Sowell](#) [video]

TAKE-HOME EXAM DUE WEDNESDAY, APRIL 6 AT 9:00 PM

Unit 4: Applied and Student-selected Topics in Political Philosophy

Wednesday, April 6: Politics and Human Nature

Hanson and Simler, [“Our Thesis in Plain English”](#); [Outline of *The Elephant in the Brain*](#)

Huemer, [“Why People Are Irrational About Politics”](#)

Optional: Tosi and Warmke, [“Grandstanding”](#)

Optional: Downs, [“An Economic Theory of Political Action in Democracy.”](#) Parts I-II, IV-V, VII-IX

Optional: Krupnikov and Klar, [“Why People Call Themselves ‘Independent’ Even When They Aren’t”](#)

Friday, April 8: Politics and Human Nature

[Inglehart-Welzel World Cultural Map](#)

Vallier, [“Social and Political Trust: Concepts, Causes, and Consequences.”](#) Parts I-III, VII

Pew Research Center, [“Beyond Red vs. Blue: The Political Typology”](#)

[Interview with Haidt](#)

Drum, [“If You Hate the Culture Wars, Blame Liberals”](#)

Optional: Vallier, Parts IV-VI

Optional: Pew Research Center, [“Partisan Polarization Surges in Bush, Obama Years”](#)

Optional: Graham, [“Really, Would You Let Your Daughter Marry a Democrat?”](#)

Optional: Alexander, [“I Can Tolerate Anything Except the Outgroup”](#)

Optional: Alesina et al. [“Fractionalization”](#)

Optional: Yglesias, [“The Great Awakening”](#)

Optional: Goldberg, [“America’s White Saviors”](#)

Monday, April 11: “Nationalists” vs. “Globalists”?

Nussbaum, [“Patriotism and Cosmopolitanism.”](#) Part I

Caplan, [“The Case for Open Borders”](#)

Deneen, [“Community and Liberty or Individualism and Statism”](#)

Optional: Nussbaum, Parts II-IV

Optional: Singer, [“The Drowning Child and the Expanding Circle”](#)

Optional: Rorty, [“The Unpatriotic Academy”](#)

Optional: MacIntyre, [“Is Patriotism a Virtue?”](#)

Optional: Lazarus, [“New Colossus”](#)

Optional: [Interview with Kukathas](#)

Optional: Borjas, [“Yes, Immigration Hurts American Workers”](#)

Optional: Joshi, [“Immigration”](#)

Optional: Cowen, [“This Global Show Must Go On”](#)

Optional: Rodrik, [“Globalization’s Wrong Turn”](#)

Optional: Scruton, [“The Case for Nations”](#)

Wednesday, April 13: “Nationalists” vs. “Globalists”?

Levitz, [“David Shor’s Unified Theory of American Politics”](#)

[“Biden Receives More Than Twice as Much Money from Billionaires as Trump in Final Push”](#)

Optional: Obama, [Remarks at Cairo University](#)

Optional: Kendi, [“Trump Is in an Abusive Relationship with America”](#)

Optional: [Interview with Benhabib](#)

Optional: Ignatiev, [“Abolish the White Race”](#)

Optional: Edsall, [“Corporations of the World, Unite!”](#)

Optional: [“‘Slow-motion Insurrection’: How GOP Seizes Election Power”](#)

Optional: Taibbi, [“We’re in a Permanent Coup”](#)

Optional: Zemmour, [Announcement of Presidential Candidacy](#) [video]

[Friday, April 15: NO CLASS]

Monday, April 18: The War on Drugs

Huemer, [“America’s Unjust Drug War”](#)

Hsiao, [“The Case for Marijuana Prohibition”](#)

Optional: Nutt, King, and Phillips, [“Drug Harms in the UK: A Multicriteria Decision Analysis”](#)

Optional: De Marneffe, “Against the Legalization of Drugs” [available online in [Contemporary Debates in Applied Ethics](#) (pp. 346-357) at UNC Libraries]

Optional: Miron, “The Economics of Drug Prohibition and Drug Legalization” [available online at UNC Libraries]

Wednesday, April 20: Health Care

Fleischacker and Glied, [“In Defense of a Right to Health Care”](#)

Hanson, [“Cut Medicine in Half”](#)

Optional: Freiman, “Distribute Money, not Medicine”

Optional: Stafforini, [“How Can Doctors Do the Most Good? An Interview with Dr Gregory Lewis”](#)

Friday, April 22: Education

[Interview with Caplan](#)

[Selections from Alexander’s “Book Review: The Cult of Smart”](#)

Optional: Caplan, [The Case Against Education](#), Introduction

Optional: Carr, [“Is Education a Waste of Time and Money?”](#)

Optional: educationrealist, [“Homework and Grades”](#)

Monday, April 25: Conspiracy Theories

Pigden, [“Are Conspiracy Theorists Epistemically Vicious?”](#)

[“Operation Popeye”](#)

Saunders, [“Modern Art Was CIA ‘Weapon’”](#)

Kounalakis, [“The Feminist Was a Spook”](#)

Optional: Napolitano, “Conspiracy Theories and Evidential Self-Insulation”

Wednesday, April 27: Review

Tuesday, May 3, 4:00 PM: Conclusion

FINAL ESSAY DUE TUESDAY, MAY 3 AT 4:00 PM