Contact Information
Instructor: Chris Lowry (he/him)
Office Hours: Hagey Hall 322A, Mondays 10-11, Thursdays 12-1.
Email: crlowry@uwaterloo.ca or christopher.lowry@uwaterloo.ca

Communication
• If the name on Quest is not the name you use, please let me know. I will gladly correct my records.
• If my office door is open (often just a crack), then I’m happy to chat – no appointment necessary. If my door is closed, I’m either away or needing to concentrate. I’m also happy to make an appointment for a meeting.
• If you prefer email, that’s fine too. It usually works best for shorter questions. I normally reply to email in two business days.

Course Description
This first part of this course is a reasonably in depth introduction to John Rawls’s account of justice within a society. I take Rawls to be egalitarian because his theory treats inequalities as things that stand in need of justification even when they do not result in avoidable deprivation. In our world, inequality clearly causes massive avoidable deprivations. If it didn’t – if all deprivation-causing inequality were removed – would we still be bothered by the remaining inequality? Egalitarianism (as I will be using the term) attempts to explain why we should be.
The second part of the course will look at theories and/or discussions that critically engage with Rawls. There is beauty in Rawls’s theory, but there are also many problems with the mainstream liberal egalitarianism his theory exemplifies. I am receptive to adjusting the topics and readings in this second part in response to your interests.

Intended Learning Outcomes
By the end of this course, you will have enhanced your abilities to dive into a large complicated theory, searching for both treasures to preserve and evils to remedy.

What you must put into this course
• At many points, you will be presented with two or more alternatives and asked which one is more convincing. Be willing to share your perspective. Even if you’re not sure, do it for practice.
• It is usually easier to figure out what we think is right or wrong than to figure out why we think it is right or wrong, but it is important to try to figure out why. Be willing to share your reasons especially when you are not totally sure what your reasons are or whether they make sense.
• When someone states their view for the first time, it is often somewhat vague. Be willing to help each other get clearer about each of your views by asking questions.
• Philosophy’s core conviction is that we can improve our beliefs (and thereby our behaviour) through critical dialogue. We need each other to help us see strengths and weaknesses of our current beliefs that we wouldn’t notice ourselves. Be willing to challenge each other’s views and be willing to help strengthen each other’s views. The point isn’t to simply get people to agree with you. The point is to help them understand why they should take your view and your reasons seriously, and vice versa.
Class Schedule and Readings

**Part 1: Rawls**

Jan 4
- Course Outline
- Introductions. Name, pronouns, familiarity with Rawls/liberalism/political philosophy, and your interests that might relate to criticisms of Rawls.

Jan 11: Chapter 1 of *TJ* (pp. 3-46)

Jan 18: Chapter 2 of *TJ* (pp. 47-101)

Jan 25: Chapter 3 of *TJ* (pp. 102-170)

Feb 1: Part III of *JFR* (pp. 80-134)

**Part 2: Critical Engagements and/or Alternatives**

Feb 8: State Neutrality and Sen’s capability critique of primary goods
- Kymlicka on state neutrality
- Sen on capabilities

Reading Week

Feb 22: Daniels’s alternative to Sen
- Daniels’s expansion of fair equality of opportunity
- Lowry’s public value perfectionism

Feb 29: Kittay
- Excerpts from *Love’s Labor*

Mar 7: Nussbaum
- Nussbaum’s capability approach as a sufficientarian vulnerability-based partial conception of justice

Mar 14: More on Vulnerability
- Fineman
- Others

Mar 21: Young
- Young on Responsibility for Justice

Mar 28: Presentations of Term Paper Drafts
Course Requirements and Assessment

20%. Reading Responses
- Max. 600 words.
- Post on the LEARN discussion section by 11:59pm Saturday beforehand.
- 2 or 3 people will do a response each week.

30%. Short Paper on Rawls
- Max. 2000 words.
- Submit to LEARN by 11:59pm Sunday February 7.

50%. Term Paper
- Max. 4000 words
- 10% First Draft. Submit to LEARN by 11:59pm Sunday March 27.
- 5% Presentation of First Draft. In class on March 28.
- 35% Final Draft. Submit to LEARN by 11:59pm Sunday April 17.

Late Assignments
- In keeping with University policy, students will be asked to promptly provide documentation from the relevant university office (e.g., AccessAbility, Counselling Services, Health Services, etc.). The nature and duration of a condition or situation, and the details of the documentation, are relevant to whether and how accommodations are provided. **That being said, if you encounter bureaucratic obstacles, please do talk to me.**
- If you do not have a good reason for your assignment being late, I will still accept your assignment, but there will be a late penalty of 5% per day.

Understanding Your Grade
- After graded assignments are returned, if you do not understand the connection between what you wrote, my comments, and the grade you received, then you are encouraged to meet with me. Students are expected to come to this meeting with specific questions. The purpose of the meeting is to get clarification and further feedback. If some of your questions or concerns persist after this meeting, please do meet with me again.
- In the end, if you decide to appeal your grade, you will need to submit a written explanation of your reasons for concluding that there is a mismatch between what you wrote, my written comments, and the grade you received. This explanation must be submitted to me within 30 days of the date when the graded assignment was returned.

Information about Plagiarism Detection
- Plagiarism detection software (Turnitin) will be used to screen all written assignments uploaded to LEARN in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin.
- A student or group who does not want to have their assignment screened by Turnitin on LEARN must instead email three items to the instructor (crlowry@uwaterloo.ca):
  i. an outline that is at least ¼ of the maximum word count two weeks before the deadline,
  ii. a full-length draft of the assignment one week before the deadline, and
  iii. the final version of the assignment on the deadline.
• The outline and the first draft will not be graded, but the policy on late work does apply to them. Late penalties on any of the three items will be combined and deducted from the grade for the final version of the assignment.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Academic Integrity
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline
A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Grievance
A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals
A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Note for Students with Disabilities
The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.