

PHIL182: Social and Political Philosophy
 Summer Session A: May 24-July 2, 2021

Instructor: Claire A. Lockard
 Office Hours: by appointment
 Email: clockard@luc.edu

Note: this class is online and asynchronous. This means that we will not be meeting on Zoom calls or in live discussion boards.

Email correspondence: I will make every effort to get back to you within 24 hours on weekdays and 48 hours on weekends. In addition, I am happy to speak with you 1:1 via phone or Zoom. Please email me to schedule a phone or Zoom session. Two notes: (1) I am unable to meet or respond to emails between 7:30 AM and 7:00 PM on June 3-5. I am also unavailable to meet or to answer emails between 7:30 AM and 7:00 PM on June 7th and 8th. I may also be slightly delayed in returning Week 2's graded assignments that are submitted on Sunday, June 6. (2) Throughout the term, *I will not be returning emails on Sundays.*

COURSE DESCRIPTION

Welcome to *Social and Political Philosophy!* In this class we will be using the tools and skills of philosophers to think carefully about society and politics, and the complexity of our lives in relation to society and politics. This semester, we will work on using questions to respond to our world in service of something bigger than ourselves, and to deepen our understanding of common social-political experiences.

Philosophers are notorious for questioning the status quo. In other words, philosophers sometimes like to ask *why* and *how* the world came to be the way it is, and then use those answers to challenge and change what appears to be unchangeable. Our goal in this class will be to set aside our assumptions about what our social and political world *must be* or *has "always" been* in order to challenge and then creatively reimagine what role the various course topics *can* and *should* play in our communities so that we can live together in a more just and ethical world.

COURSE OBJECTIVES

In accordance with Loyola University Chicago's Core Guide, this course will investigate one of the central questions of philosophy and social theory: how should we, as human beings, live together? <https://www.luc.edu/core/ethicscoursesub-first.shtml>

Specifically for our class, the goals and objectives are that you:

1. *Use philosophy to identify, describe, and reflect upon urgent social and political problems within your own life and communities.*

To achieve this goal, you will **read and respond to texts** from different areas of social

and political philosophy, focusing on your own initial reactions to the texts, identifying the author's thesis and supporting evidence, analyzing specific passages, asking questions about the text, and connecting the material to your own life.

2. *Cultivate a habit of thinking creatively and communally about social and political problems and structures.*

To achieve this goal, you will participate in virtual class discussions and work collaboratively with your peers. Specifically, you will write and **respond to discussion posts** each week using at least one "discussion move." You will also **offer feedback** on two of your peers' short papers.

3. *Practice writing in a way that is clear, thoughtful, and attentive to our interlocutors.*

To achieve this goal, you will write, then reflect on, revise, and expand, a **"They Say/ I Say" paper** in which you summarize a text, offer your own response, anticipate a possible objection to your view, and respond to that objection. You will also, as a way to practice for the longer paper, write 1 four-sentence paper each week that uses the They Say/I Say format.

SAKAI

All course materials will be located on Sakai which can be accessed at <https://sakai.luc.edu>

Sakai is a web based learning management system. You will be able to access it from any computer connected to the internet. Instructional guides and video tutorials for using Sakai are available at: <http://www.luc.edu/itrs/sakai/sakai-student-tutorials.shtml>

Course content, including syllabi, PowerPoints, lectures, etc. will be available online. Students should check Sakai often for announcements, assignments, and other course content.

REQUIRED TEXTS

There is no required textbook for this class. All texts will also be made available on Sakai. Please email me if you have any trouble accessing them.

HOW WILL YOUR GRADE BE ASSESSED?

- | | |
|--|-------------------|
| 1. Weekly Notes Assignment (6 opportunities, 5 graded) | 20% (4 pts. each) |
| 2. Weekly discussion posts (2 per week = 12) | 36% (3 pts. each) |
| 3. Weekly 4-sentence paper (1 per week = 6) | 12% (2 pts. each) |
| 4. Weekly 1-question lecture quizzes (1 per week= 6) | 6% (1 pt. each) |
| 5. 603-word They Say/I Say paper | 10% (10 points) |
| 6. Peer Response Letters (2) | 8% (4pts. each) |
| 7. Final: 1,206-word Paper | 8% (8 points) |

SCPS Grading Scale

Grade Scale Percentages (Rounded up at .5 and up)			
A 95-100%	B 86-88%	C 77-79%	D 65-70%
A- 92-94%	B- 83-85%	C- 74-76%	F <65%
B+ 89-91%	C+ 80-82%	D+ 71-73%	

Please Note: I do not offer extra credit.

Deadlines

All of your deadlines for this class are on Sundays at midnight.

Late Assignments

I will not accept late work in this class. There are two reasons for this:

Your classmates need the opportunity to respond to your discussion posts. *Although the discussions are asynchronous, they must be completed within the week they are assigned.* Please post your primary post no later than Thursday of each week. This is not a hard deadline, but we will revisit how the pace of class discussion is going at the end of week 3 and decide if we want to formalize a deadline for your first post.

Second, your They Say/I Say paper is time sensitive. The students responding to your paper will be depending on receiving it so they can read it and offer feedback. That said, if it is an emergency, please be sure to let me know.

Assignment Resubmission

Although I cannot accept late work, you may resubmit any assignment for full credit at any time and for any reason, no questions asked, until **July 2 at midnight**. If the grade of your resubmitted assignment is lower than the grade of the original submission, I will enter the higher of those grades into Sakai. Note that I can only re-grade something you're already submitted (if you do not submit a discussion post, I can't "regrade" a later submission).

SHORT SUMMARY OF REQUIRED ASSIGNMENTS

For detailed descriptions of each assignments, see the Additional Resources tab on Sakai.

1. **Weekly Notes** – For one text we read each week, you will take notes in a systematic way. I will give you instructions and a template for this. These notes will prepare you to write your discussion posts and help you generate ideas and practice skills you will need for your They Say I Say paper and your final. You will complete a notes assignments for only one of the text(s) you are reading for the week (for the second text, which may be a podcast, or video clip, you will complete a 4-sentence paper exercise). I will grade these notes each week, but I will drop the lowest grade at the end of the term.

2. **Discussion Posts** – The largest portion of your grade comes from your weekly discussion posts. Each week you will make two posts about one of the assigned readings. For one post you will respond directly to the question or prompt offered on the discussion board. For the other post you will respond to a post made by one of your peers. In your second post, you will make a discussion move (see the Reference Sheet tab on Sakai, as well as the “Discussion Moves” video for more information). You will also identify which discussion move you made in your post.

3. **4-Sentence Paper** – Each week you will write a short response to our second reading/text in which you practice the skills you will use for your They Say/I Say paper and for your final. This will, as the name suggest, be a 4-sentence mini-paper that uses the following prompts:
 - They (the author[s] of this text) Say...
 - I Say...because...
 - One could object to what I say by saying...
 - I would reply by responding...

4. **1-Question Lecture Quizzes** – For each week, I will post a short lecture that introduces you to the material. Each lecture has an accompanying 1-question quiz (in the “Tests and Quizzes” tab on Sakai). These are each worth 1% of your grade.

5. **603-word They Say/I Say paper** – You will write one 603-word paper (about 1 page, single spaced) for this class that at least one of your peers will read and comment on. Your paper will respond in some way to the text we read the week prior. It will be structured according to the *They Say/I Say* model. Your paper must be exactly 603 words.

Your paper will have four paragraphs that use the following prompts:

- They Say...
- I Say...because...
- One could object to what I say by saying...
- I would reply by responding...

Your paper can be about any of the material we cover in weeks 1-3. It is due on Sunday, June 13 at midnight.

6. **Peer Responses Letters** – 2 times during the course, you will write a response and reflection to a They Say/I Say paper that was written by your fellow students. Your response to the paper will require you to reflect on what the student has said, to offer them suggestions for their subsequent revision, and to practice a philosophical discussion move. One response letter is due on Sunday, June 20 and the second is due on Sunday, June 27.

7. **1,206-word Final Paper and reflection to peer response(s)** – for your final paper, you will revise and expand your 603-word They Say/I Say paper in response to your peers' and my feedback and suggestions. You will also write a short letter to me in which you detail how you utilized the feedback you received on your short paper.

ACADEMIC INTEGRITY

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle.

Failing to meet the following academic integrity standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

1. Students may not plagiarize.
2. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).
3. Students may not fabricate data.
4. Students may not collude.
5. Students may not cheat.
6. Student may not facilitate academic misconduct.

Follow this link for more details about these standards, sanctions, and academic misconduct procedures: (https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)

CLASS COMMUNITY AND CONDUCT

For us to learn as much as possible from this course and from one another, it is important that we are respectful and curious in our online interactions. We will be disagreeing with course readings and with one another, and this is a crucial element of philosophy! But remember to frame disagreement (or even frustration!) in a way that furthers exploration of the material and doesn't alienate your peers.

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (including gendered, racial or ethnic) comments, especially comments directed at a classmate.

ADDITIONAL IMPORTANT INFORMATION

Student Support Resources:

- ITS Service Desk: helpdesk@luc.edu 773-508-4487

- Library Subject Specialists: <http://libraries.luc.edu/specialists>
- Student Accessibility Center: sac@luc.edu
- Writing Center: <http://www.luc.edu/writing/>
- Ethics Hotline: <http://luc.edu/sglc/aboutus/> 855.603.6988

Email Messages: All email messages sent to students about this course will be sent to their Loyola email address. Students are expected to check their Loyola email address on a regular basis. You can access your web based LUC email account at <https://outlook.luc.edu>.

Receiving Assistance: Students are urged to contact their instructors should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let your instructors know so they can establish a plan for assignment completion. If you require assignment accommodations, please contact your instructors early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (<http://www.luc.edu/sac/>).

Other Accommodations – we are living through a pandemic. If you are struggling with any aspect of the course, please do not hesitate to reach out to me. I will work with you and be as flexible as I can, even if official accommodations are not available.

Title IX – Under the federal law “Title IX,” your professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment) that are shared in private, in writing, or during class discussions. This is to keep all members of the community safe and to provide resources and reporting options to those who need them. Hypothetical or “imagined” scenarios do NOT require any action. If you wish to speak to a confidential resource on campus for any reason, please visit <https://www.luc.edu/president/departments/administrativeservices/titlenine.shtml#d.en.384036>

Copyright: Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors’ rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to Chicago Style. For LUC’s copyright resources check online: <http://www.luc.edu/copyright>

Intellectual Property: All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or

shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

Recorded Synchronous Sessions: An online or blended course may use a software to record live, online class discussions. As a student in any class that holds synchronous sessions, your participation in live class discussions will likely be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule: <https://www.luc.edu/its/itrs/sakai/administrativeschedule/>). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.