

**TEACHING PORTFOLIO**  
Marcus Arvan

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## Teaching Statement

My primary aims as an instructor are to (1) enable students to see the relevance of philosophy to their lives, and (2) demonstratively improve their abilities to read, write, speak, and think clearly and critically about philosophical ideas.

As a teacher of ethics and political philosophy, I regularly require students apply course material to matters of current public debate. For example, when examining discrimination in philosophy of law, I have small groups use legal theory to formulate defend original arguments on controversial case-studies, such as the recent case in Ferguson, Missouri and stop-and-frisk police policies. Similarly, in biomedical ethics, I have student groups apply moral theories to the 2014 Hobby Lobby US Supreme Court ruling. Finally, I often conclude courses with 30-minute student presentations with Q&A on emerging topics of their choice. For example, my biomedical ethics students have recently presented on the ethics of genetically-modified organisms, psychosurgery, and sex-change procedures. This enables students to complete my courses addressing issues of direct importance to their lives.

Doing philosophy well takes a lot of practice. Consequently, my students practice it daily in creative ways. First, I assign daily ½-page reading responses requiring summary of a single idea or argument from the daily reading, a brief explanation of why the idea is philosophically important, and finally, motivation of a question or concern about it. Selected students also discuss their assignment with the rest of the class, giving them practice thinking on their feet. Second, I intersperse my lectures with small group assignments where groups to either (A) evaluate arguments from their texts, or (B) construct original arguments in response to lecture material. For example, in a recent biomedical ethics class on paternalism, I presented groups with an example of a patient seeking futile treatment, along with the following question, “Is it ethical for this doctor to provide the treatment requested by the patient, or would it be more ethical for the doctor to refuse on paternalistic grounds?” Groups then present their arguments to the class, followed by class-wide debate of the argument’s merits. Finally, to improve student meta-cognition (i.e. students’ ability to distinguish strong philosophical reasoning), I conjoin these group assignments with a bonus-credit competition, where groups wager “competition points” on the quality of their answers.

In order to convey that philosophy is a cutting-edge discipline, I also regularly bring research ideas to the classroom, and encourage students to think as original researchers themselves. For example, in a recent course on international justice, I argued that John Rawls’ widely criticized theory of international justice might be based on an unrecognized, tacit assumption that nation-states tend to be self-sufficient, and then presented student groups with the task of determining (1) whether Rawls indeed makes this assumption, and (2) whether it is a justified one. After actively debating different answers, one of my students eventually wrote his final term paper on the idea and published it in the undergraduate journal *Res Cogitans*. Similarly, in a recent course on biomedical ethics, I encouraged a student to give her final presentation on the ethics of cosmetic surgery (an emerging issue not often covered in biomedical ethics courses), and supervised her in an independent study the next semester further exploring her ideas further. Today, I now include the ethics of cosmetic surgery, and the kinds of questions my student explored, as standard parts of my biomedical ethics course.

In sum, my classroom is a thoroughly collaborative environment where students and I do exciting, original research together, prioritizing originality of thought and diversity of experience.

## Recent Student Evaluations

Marcus Arvan

### Overview

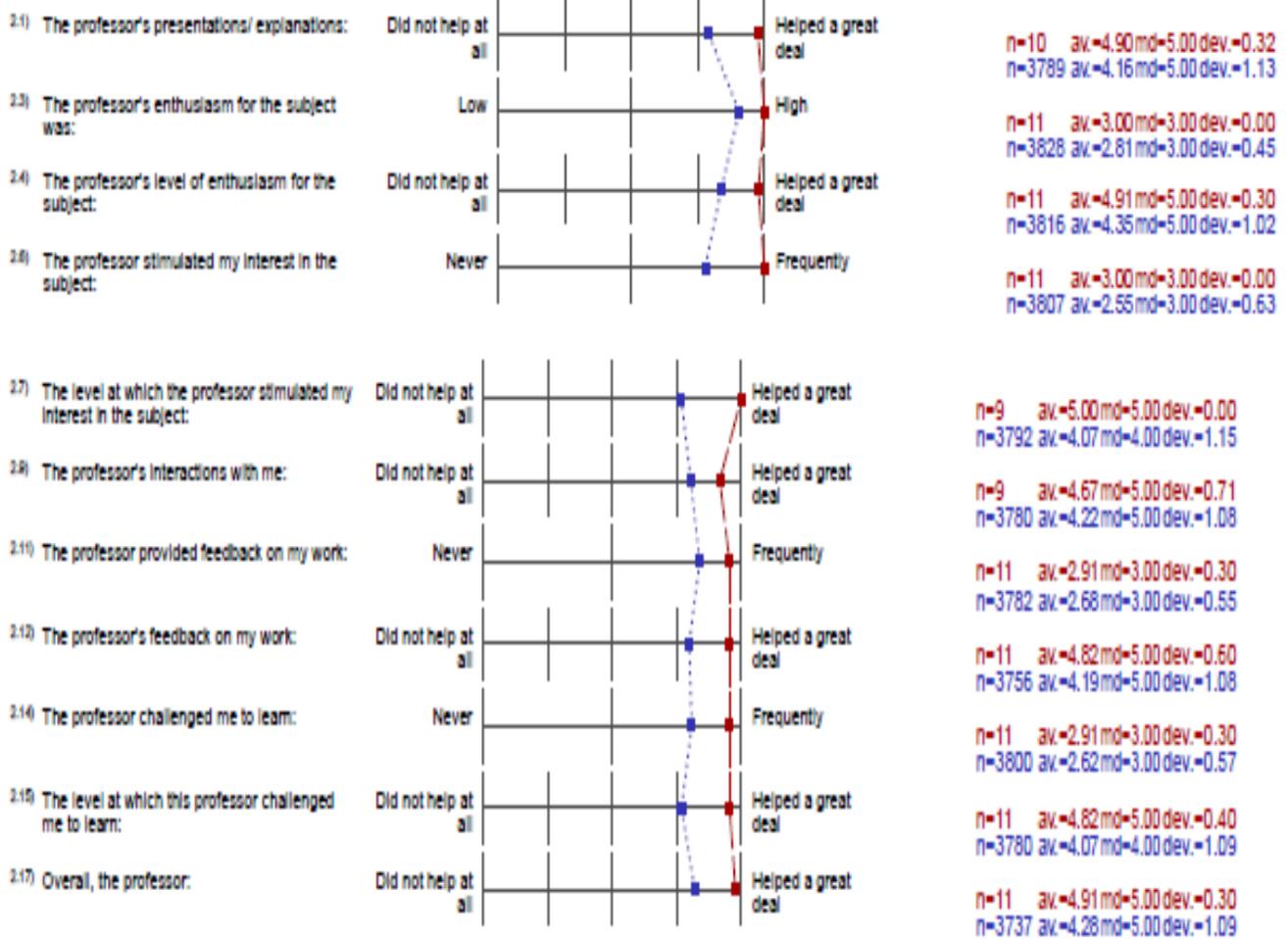
During the past 2+ academic years (16 courses), my student evaluation averages have been significantly higher than my university averages on every item measured. Complete data and unedited student comments are provided on pages to follow.

A few highlight comparisons (inclusive of last 16 courses delivered):

All items scored on a 1-5 scale (except where noted), 5="helped a great deal"	<u>My Averages</u>	<u>Avg. Instructor at University of Tampa</u>
<b>Overall, the professor:</b>	<b>4.71</b>	4.34
<b>The professor's presentations:</b>	<b>4.66</b>	4.22
<b>Class discussions:</b>	<b>4.74</b>	4.14
<b>The professor's enthusiasm:</b>	<b>4.76</b>	4.37
<b>The professor's feedback:</b>	<b>4.57</b>	4.26
<b>The level at which the professor challenged me:</b>	<b>4.49</b>	4.06
<b>Difficulty of class assignments</b> (1-3 scale/3=hard)	<b>2.38</b>	2.02
<b>The professor challenged me</b> (1-3 scale/3=frequently)	<b>2.86</b>	2.61

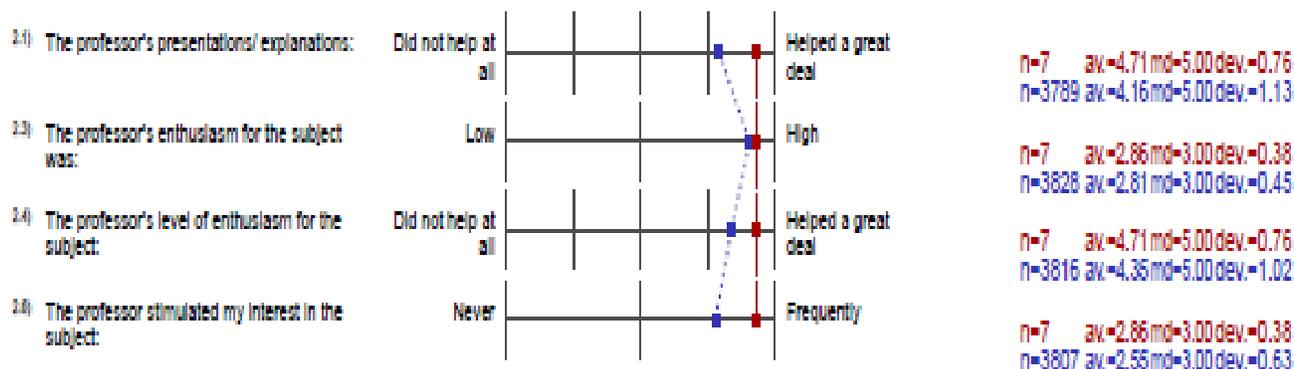
## PHL 352: Special Topics (Theories of Justice) Spring 2014

### 2. THE PROFESSOR

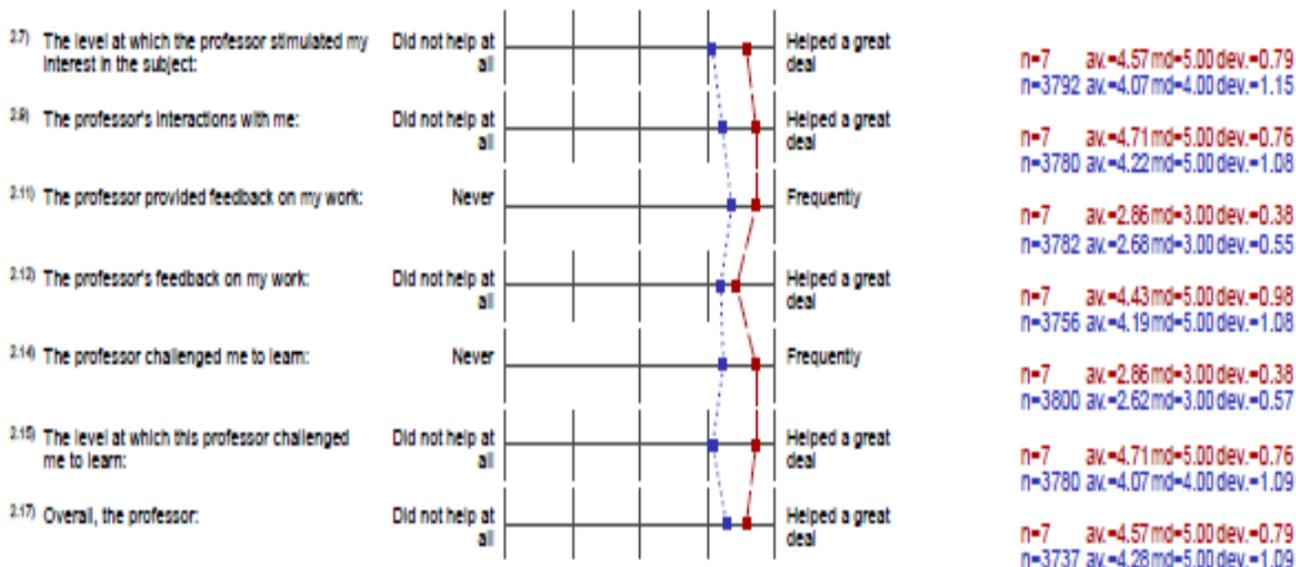


## PHL 202 – Ethics Spring 2014

### 2. THE PROFESSOR

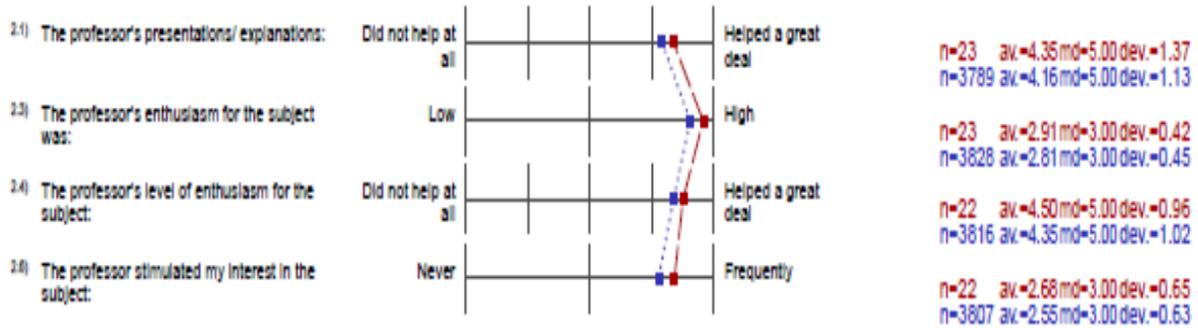


Marcus Arvan, ETHICS



## PHL 200 – Introduction to Philosophy Spring 2014

### 2. THE PROFESSOR



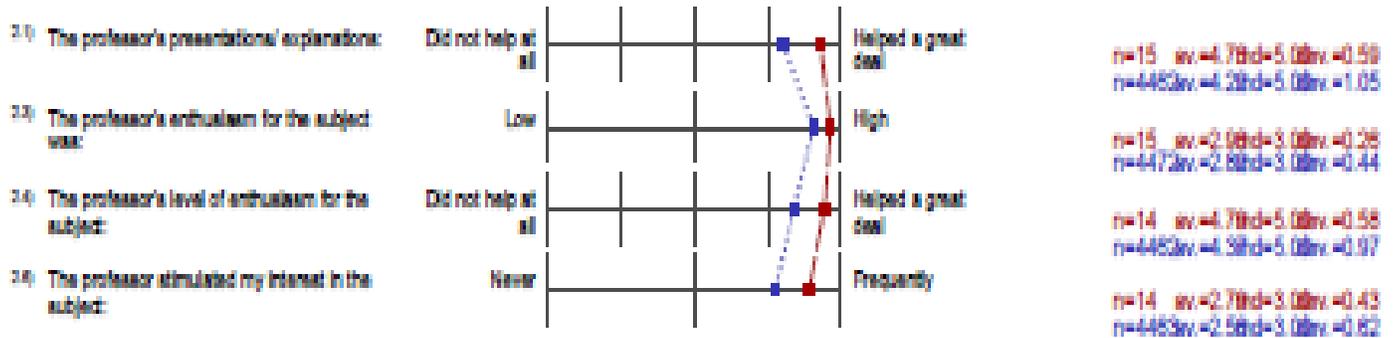
Marcus Arvan, INTRODUCTION TO PHILOSOPHY





PHL 209 – Biomedical Ethics  
Fall 2013

2. THE PROFESSOR

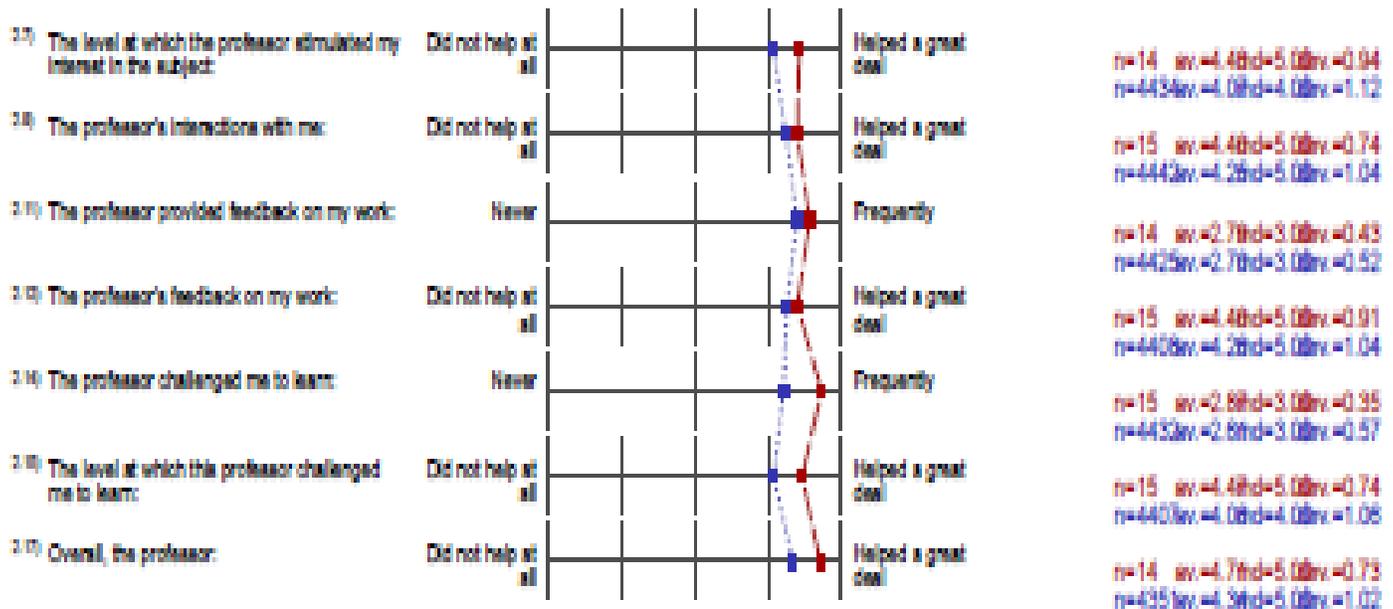


12/17/2013

Class Climate evaluation

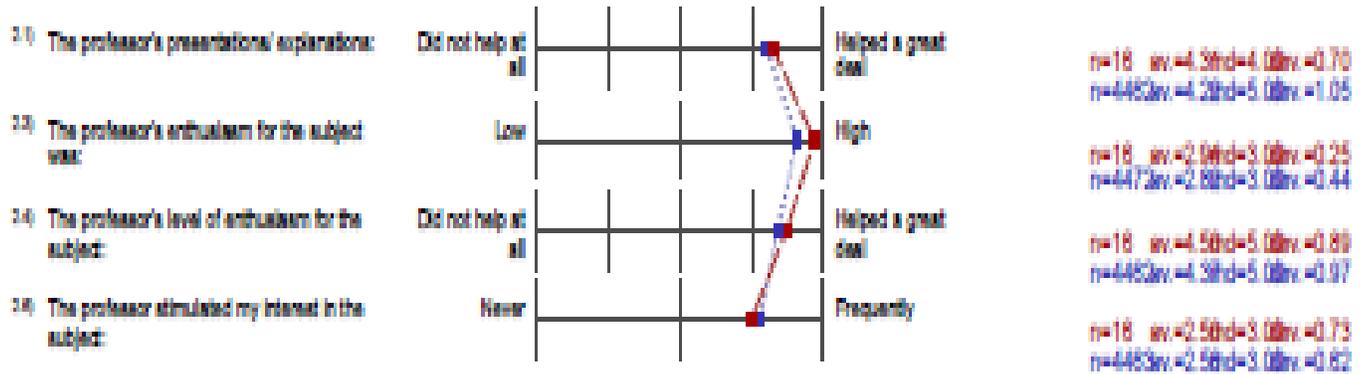
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Marcus Arvan, BIOMEDICAL ETHICS



## PHL 200: Introduction to Philosophy Fall 2013

### 2. THE PROFESSOR

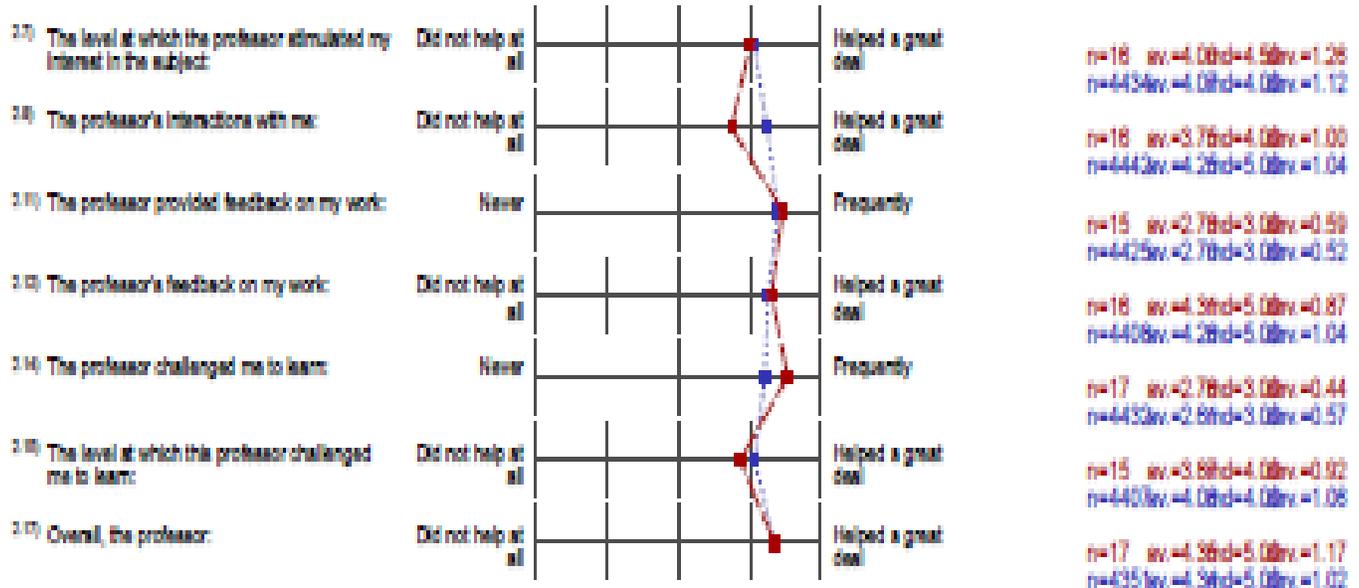


12/17/2013

Class Climate evaluation

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Marcus Arvan, INTRODUCTION TO PHILOSOPHY



## **Student Comments – for all Spring 2013 courses (3 courses)** ***(Complete and Unedited)***

### **1. Comments on course activities:**

The difficulty was appreciated.

A lot of busywork but helpful to read/reflect on different sides of argument.

Class assignments were pretty tough sometimes but helped us learn.

They were challenging!

No homework the day papers are due or drop lowest.

Group class assignments were extremely helpful.

Daily assignments were difficult. Group problems were helpful. Paper was hard but I definitely learned a lot and improved my writing.

Class assignments spurred discussion on the topic.

Adding more variety to assignments will keep the class more enjoyable. But, great class overall.

The daily discussions were extremely helpful in understanding the material.

While not easy, they help you understand the reading incredibly well.

Difficult yet informative.

The assignments were hard, but rewarding. I learned a lot (despite a lot of below-average classmates).

They definitely sparked creativity.

Helped a great deal.

We engaged in class discussions every class period, and they really helped.

Helped me to understand what the text was about.

They helped me understand what we were learning.

Daily small assignments helped keep a good pace and easier to learn that way.

Expected to understand philosophical reading without any guidance and was graded on it.

Pertained directly to reading.

### **2. Comments on class discussions:**

I felt like we were doing philosophy, rather than learning the history of philosophy.

Every class had active class discussions and opened my eyes to a lot of topics that I wasn't aware of before.

Intellectual: challenged and persuaded me to change aspects of my life.

Same as above.

Best part of the class.

Fun!

A diverse group helped to understand it.

Appreciated professor appreciating discussion.

We were too quiet in the beginning of the semester.

Class discussions mostly made up course.

They always brought new perspectives to view which was refreshing!

Maybe have individual questions before group assignments.

Helped understand the information a great deal.

Class discussions were enlightening and enjoyable.  
Your lectures helped me to understand the material.  
Discussions were insightful and thought provoking.  
Helped a lot to hear students discuss the reading material.  
Helped elaborate on the basic idea of the daily material and provided additional perspective.  
I understood more when discussions took place.

### **3. Comments on exams/quizzes/tests:**

Writing essays were perfect, far better than being tested all of the time.  
There has not been an exam, quiz or test yet.  
N/A  
1 final.  
No tests besides final essay.  
Few tests, but that's fine considering the difficulty.  
Only a final exam.

### **4. Comments on course organization:**

The course setup is perfect for any course.  
Everything was extremely organized. I always knew what to prepare for.  
Did the same exact thing every day. Got very boring at some points.  
Could have used more variety of authors.  
Very well-organized, stuck to syllabus.  
Went over theories, then applied them.  
Very chronological and easy to understand.  
Great aid for learning experience.  
We learned about the basics of ethics first and then focused on more detailed parts of ethics.  
I liked the organization of the course.  
Perfect.  
Consistent.  
There should be more time in class to do work on papers.  
Sometimes I wished we discussed some general things about the topics before the readings.

### **4. Comments on the pace:**

A lot of material covered rather quickly.  
Good pace.  
Good pace.  
Yeeee.  
Could have afforded to be a bit slower, but good nonetheless.  
Pace was fast but steady and consistent: always knew what to expect.  
Pace wasn't too bad.  
Normal.  
Fast but still helpful.  
Authors seemed redundant after a while.

#### **5. Comments on presentations/explanations**

Very well-organized powerpoints and clear explanation/presentation.  
Lectures were interactive and extremely helpful.  
Very thorough.  
Great PP presentations, helps to have them online.  
Very helpful.  
Presentations made complex material clear and accessible.  
They made clear and difficult subjects appear intuitive.  
I loved the powerpoints.  
Lectures were good, even on the boring topics.  
Easy to follow & helpful.  
Dr. Arvan put a lot of thought and effort into his daily presentations.  
Powerpoint presentations online were great!  
Presented the author's positions premise-by-premise. Couldn't have been clearer.  
Very detailed, definitely shows dedication to what he's passionate about.  
Well made; great teacher.  
He really helped understand what the philosophers were saying in their arguments.  
The slide shows/class lectures helped me understand the readings.  
Very detailed powerpoints every class.  
Very detailed slides which were also online.

#### **4. Comments on enthusiasm:**

He's the reason I'm now a philosophy major.  
Professor is clearly very happy about what he does. Loves the job and topics.  
You can tell he loves what he does and it makes the material more interesting.  
Kept the class engaged.  
His passion for the subject was made obvious by the way he taught.  
Awesome professor.  
Clearly enthusiastic about the subject.  
Professor's enthusiasm heightened my own interest on the topic.  
Kept the class interesting.  
Demonstrated a desire to teach students about philosophy.  
I love when a professor is enthusiastic about the subject he is teaching. It helps me stay focused.  
Enthusiastic/passionate about ethics.  
Very passionate and wants the best for students.  
Clearly passionate about philosophy.

#### **5. Comments on interest stimulated:**

Kept me wanting to ask more questions.  
Actually creates an environment suitable for success.  
I was interested to learn more.  
I actually did the readings.  
Really provoked thought and was interested himself.

I didn't realize how little I knew about human rights until taking this course. I now understand so much more about current affairs.  
Kept the similar info interesting.

#### **6. Comments on interactions:**

Explains and takes the time to make me a better intellectual.  
Always understanding and helpful.  
Very personal and helped in each individual student's case.  
He was always willing to help. His comments on my paper were extremely helpful.  
Had no benefit from reaching out to the professor.  
Very helpful.  
Helpful during office hours.

#### **7. Comments on feedback**

Extensive feedback on papers was probably the most helpful part both in understanding the material more, and the development of my own ability to work through it.  
Daily, objective, and fair.  
Feedback on dailies could be more in depth. Sometimes it was hard to predict.  
Hard to tell someone how to philosophize, but led well.  
Dr. Arvan always helped me when needed!  
He provided very helpful comments on every daily assignment.  
Feedback on the papers made me a better writer.  
Very thorough with his feedback. Far more in depth than most, very helpful.  
He always had serious comments that he took time on.  
Feedback did not help me improve.  
Helped a great deal.  
Arvan put a lot of time into his feedback, which helped a great deal.  
Challenges himself and students.  
Arvan definitely gave good feedback which helped me to fix my mistakes and keep me going in the right direction. The feedback was very helpful.  
Most detailed and time taken by a professor to help correct essay mistakes – wants to make you the best possible writer. Respected that.  
Feedback was always given and helped greatly.

#### **8. Comments on challenge:**

Professor Arvan is one of the best professors UT has (that I've taken) both in terms of developing a greater interest in philosophy and a greater ability to do philosophy.  
He held us to a higher standard and encouraged us to achieve.  
You have to read, or you won't be able to complete the assignments.  
I was curious to know more.  
Refer above.  
I was challenged to think philosophically.  
Readings were referenced every class.  
Always trying to get us to learn more.  
The class was difficult but worth it.

Difficulty helped me improve.

I really like the organization of the course and the way Arvan's classes run.

While Dr. Arvan is one of the most challenging professors I've had, he also makes the class interesting and thoroughly enjoyable.

**9. What aspects of your classroom experience (course, professor, etc.) helped your learning most?**

Clear presentation and explanations. And, helpful feedback on papers.

It may seem that I'm overly enthused with all of my responses, but it reflects my deepest sincerities. Dr. Arvan's enthusiasm and ability to explain the material was invaluable to both myself and my class.

Best teacher I've ever had.

I've had Arvan before and I really enjoy his classes. His method of teaching is really beneficial.

The classroom discussion helped the most.

He's an absolutely brilliant man, all of his insight was just a lot of fun to listen to.

Give this man a raise! He's the best instructor I've had at UT!!!

Professor and powerpoints.

Dr. Arvan, his explanations and group assignments.

Class discussions and lectures.

Class discussions.

The class discussions.

N/A

His discussions and input, as well as class discussions.

Always knowing what to expect on class days. Ability for discourse.

Dr. Arvan was clearly knowledgeable and passionate about the subject.

Great environment. I will hopefully take another class with Dr. Arvan.

His enthusiasm, help, and understanding attitude.

Classroom discussions.

The group assignments.

Well knowledgeable about the subject, enthusiastic.

Really nice professor who invested a lot in the class and cared about the topic.

His feedback, passion for the subject, and his knowledge for the subject.

The organization of the lectures were great and the students were very excited to voice their opinion.

Encouragement to challenge myself, to learn more about philosophy.

Class discussions and activities.

Daily reading responses.

The way the information was presented to us and the feedback on our assignments.

Great teacher with huge passion.

The professor and in-class discussions.

The powerpoints and professor's explanations.

The discussions on the readings.

Dr. Arvan's dedication to his work and his desire to see his students improve.

**10. What aspect(s) of your classroom experience (course, professor, etc.) could have been changed to help your learning?**

Nothing. Very well done.

The at home reading was a little too difficult.

If any should have a raise, it is him. He is an outstanding teacher.

More authors, more variety of assignments.

Nothing.

I wish I had known more about philosophy in general before taking this class on, and sometimes the jargon threw me off. But overall I feel like I kept up fairly well.

More chances for interpreting my own opinions.

Great class.

Nothing, everything was great. :)

Nothing. Class was set up perfectly and awesome learning pace.

More time spent on subjects, preparation for homework.

Early readings were difficult.

Easier readings.

At first, he didn't seem like he was 100% clear with his expectations for assignments. But he became more clear.

Daily work.

More discussions.

Learning more about process of philosophy?

Too many powerpoints.

The reading material was excessive and long at times.

N/A

Push for more individual contributions in group activities.

## SOCIAL AND POLITICAL PHILOSOPHY – Course Outline

Governments have the power to make and coercively enforce laws. Yet what, if anything, justifies these powers? Might governmental power *never* be justified, as anarchists allege? Might it *always* be justified, as authoritarians allege? Or, might governmental power be *sometimes* justified, but sometimes not, as most of us seem to believe? If governmental power is at least sometimes justifiable, what are its limits? What sorts of things can government legitimately do, and which sorts of things are illegitimate? And what about justice? What makes a government, society, or law *just*? Is there such a thing as “global” or international justice? Finally, must citizens obey any and every law their government enacts, or only just laws?

This course will introduce you to, and develop your capacity to think philosophically about, a number of historically influential answers to these questions. We will examine Plato's perfectionist theory of a just society, Thomas Hobbes' defense of absolute governmental power, John Locke's classical liberal theory of government as protector of natural rights, Rousseau's proto-socialism, Utilitarianism, John Rawls' conception of “justice as fairness”, Robert Nozick's libertarianism, feminist perspectives, and Marx's case for communism. We will also briefly examine the rapidly developing area of international political theory. Finally, we will explore an quickly emerging issue: the nature of “nonideal justice.”

**Course Text:** *Classics of Political and Moral Philosophy*, Steven M. Cahn (ed.), Oxford University Press, 2002.

### Day 1: Syllabus/Course Introduction

#### Day 2: Introduction to Philosophical Methods

(Read: my handout –available on Blackboard)

#### Day 3: Justice as Power – The Immoralist Challenge

(Read: Plato's *Republic*, 336b-344d)

#### Day 4: Plato's Just City

(Read: *Republic*, 369a-417b)

#### Day 5: Plato on Justice and the Soul

(Read: *Republic* 419-421c & 436b-445b)

#### Day 6: Aristotle's Objections to Plato

(Read: Aristotle's *Politics*, Book II)

#### Day 7: Aristotle on Justice as Distribution According to Moral Worth

(Read: *Nicomachean Ethics*, Books II and V; *Politics*, Book III, chapters 4, 9 and 12)

#### Day 8: Aristotle on Judging Society by the Health of the Middle Class

(Read: *Politics*, Book III, chapters 10-11; Book IV, chapter 11; Book V, chapters 1 and 8)

#### Day 9: Hobbes' State of Nature Argument

(Read: Hobbes' *Leviathan*, Part I, chs 1-6, 13-14)

#### Day 10: Hobbes' Social Contract

(Read: *Leviathan*, Part II, chapters 17-19)

#### Day 11: Locke's Vision of the State of Nature

(Read: Locke's *Second Treatise*, chapters II-V)

#### Day 12: Locke's Social Contract

(Read: *Second Treatise*, chapters VII-IX)

#### Day 13: Classical Liberalism: Locke on the Proper Functions of Government

(Read: *Second Treatise*, chapters X-XIII)

#### Day 14: Locke on Tyranny and Revolution

(Read: *Second Treatise*, chapters XVII-XIX)

#### Day 15: Rousseau on the State of Nature: Objections to Hobbes and Locke

(Read: Rousseau's *Discourse on the Origin of Inequality*)

#### Day 16: Rousseau on the General Will

(Read: Rousseau's *Of the Social Contract*, Books I&II)

**Day 17: Rousseau on Government and Direct Democracy**

(Read: *Of the Social Contract*, Book III and Book IV, chapter II)

**Day 18: Mill on Utilitarianism and Justice**

(Read: Mill's *Utilitarianism*, Chapters II and V)

**Day 19: Mill's Utilitarian Defense of Classical Liberalism: Human Liberty, and the Harm Principle**

(Read: Mill's *On Liberty*, Chapters 1-3)

**Day 20: Nozick's Kantian Libertarianism**

(Read: *Anarchy, State, and Utopia*, Chapter 10)

**Day 21: Marx's Critique of Capitalism, and so, of Classical Liberalism & Libertarianism**

(Read: Marx and Engels' *Economic and Philosophical Manuscripts of 1844*, "Estranged Labor", and *Communist Manifesto*, sections I, II, and IV)

**Day 22: Liberal Egalitarianism: Introduction to Justice as Fairness**

(Read: *A Theory of Justice*, sections 3-5, 11, 13, 14)

**Day 23: Rawls' Arguments for Two Principles of Justice**

(Read: *A Theory of Justice*, section 26 and handout)

**Day 24: Feminist Critiques of Liberal Egalitarianism**

(Read: Nussbaum's *Feminist Critique of Liberalism*)

**Day 25: An Introduction to International Political Theory: Cosmopolitanism**

(Read: Beitz' *Law and International Relations*, part III)

**Day 26: An Introduction to International Political Theory: Liberal Nationalism**

(Read: Rawls' "The Law of Peoples", handout)

**Day 27: The Problem of Nonideal Theory**

(Read: A. John Simmons (2010), "Ideal and Nonideal Theory", *Philosophy and Public Affairs*)

**Day 28: Foundations of a Nonideal Theory of Justice?**

(Read: my, "Nonideal Justice as Nonideal Fairness")

## Business Ethics – Course Outline

What is ethical and unethical in business? Do businesses and businesspeople have ethical obligations above and beyond simply obeying the law? Do business leaders have an ethical duty to maximize profit for shareholders? What obligations do businesses have to workers? What about consumers, the environment, people in other areas of the world, and future generations? Do businesses have a responsibility to address racial, cultural, and gender inequities? And what about animals? Finally, what kinds of *laws* morally ought to govern business practices?

This course will introduce you to ethical theory, and develop your ability to think carefully and critically about business ethics. The first part of the course examines traditional issues in business ethics, including the ethics of corporate governance, product liability, employee rights, affirmative action, and environmentalism. The second part addresses several pressing ethical issues in finance, regulation, and subprime lending raised by recent events, including the Great Recession and the Affordable Care Act. Finally, the third part of the course examine ethical questions on globalization and international commerce.

### COURSE TEXTS

1. Joseph R. Desjardins and John McCall (eds.), *Contemporary Issues in Business Ethics*, 5th Edition. Wadsworth, 2005.
2. John Cavanagh and Jerry Mander (eds.), *Alternatives to Economic Globalization: A Better World is Possible*, Berrett-Koehler Publishers, Inc., 2004.

### Part 1: Traditional Issues

**Day 1:** Intro to philosophical methods

**Day 2:** Introduction to ethics: is morality relative, or objective? (Read: CIBE pp. 1-7)

**Day 3:** A brief introduction to moral theory (Read: CIBE pp. 23-32)

**Day 4:** Ethical Arguments for Free Markets (Read: CIBE pp. 7-22)

**Day 5:** Arguments for Market Regulation (Read: CIBE pp. 32-63)

**Day 6:** The Corporation as a Social Institution: Responsibilities Beyond Profit (Read: CIBE pp. 64-83)

**Day 7:** The Ethics of Employee and Management Compensation (Read: CIBE pp. 96-112)

**Day 8:** Employee Rights: Job Security and Participation (Reading: CIBE pp. 113-129)

**Day 9:** Employee Rights: Health, Equality, and Privacy (Read: CIBE pp. 185-227)

**Day 10:** Professional Ethical Responsibilities: Whistleblowing (Read: CIBE pp. 235-240 & 251-263)

**Day 11:** Product Liability and Safety (Read: CIBE pp. 284-296 & 305-7)

**Day 12:** Marketing Ethics (Read: CIBE pp. 323-329 & 337-348)

**Day 13:** Business and the Environment (Read: CIBE pp. 386-390 & 409-416)

**Day 14:** Affirmative Action and Diversity (Reading: CIBE pp. 440-447 & 454-457)

**Day 15:** Multinational Corporations (Reading: CIBE pp. 471-476 & 492-501)

**Day 16:** Exam #1; Term-Paper Due

## **Part 2: Contemporary Issues**

**Day 17:** Derivatives, etc.: Ethical Lessons from the Great Recession (learned over a decade before)? (Read: Welby, "The Ethics of Derivatives and Risk Management")

**Day 18:** Mortgages and Subprime Lending

(Read: "The Financial Crisis and Collapse of Ethical Behavior", 2008)

**Day 19:** High-interest loans

(Read: Zwolinski, "Are Usurious? Another New Argument for the Prohibition of High Interest Loans?", 2013)

**Day 20:** Corporate campaign contributions

(Read: "Corporate Campaign Contributions", handout from Beauchamp 2004)

**Day 21:** Health care: business or public good?

(Read: "Health Care Delivery as a Business", from Beauchamp 2004).

**Day 22:** Sweatshop Labor

(Read: Zwolinski, "The Ethical and Economic Case Against Sweatshop Labor")

## **Part 3: Globalization and Intl. Trade**

**Day 23:** Design for Corporate Rule

(Reading: AEG pp. 1-32) **G1 (Project)**

**Day 24:** Ethics & the World Bank, IMF, WTO

(Reading: AEG pp. 32-74) **G2 (Project)**

**Day 25:** Alternative Principles for Global Trade

(Read: AEG pp. 77-103) **G3 (Project)**

**Day 26:** The Commons

(Reading: AEG pp. 105-136) **G4 (Project)**

**Day 27:** Re-imagining Corporate Structure

(Reading: AEG pp. 271-300) **G5 (Project)**

**Day 28:** Alternative International Structures

(Reading: AEG pp. 301-332) **G6 (Project)**

## **FINAL EXAM**

## Biomedical Ethics – Course Outline

Social and medical progress continually raise new and difficult moral questions for citizens and practitioners. Do people have a moral right to some level of health care? If so, what level? Is abortion morally permissible? Are agricultural, animal, or human cloning wrong? Is physician-assisted suicide permissible? Should it be legal? Must practitioners always tell patients the truth? May practitioners refuse to perform procedures that contradict their moral views? More broadly, what sorts of rights and duties do patients and practitioners have? What ethical *code* should doctors, nurses, pharmacists, and other practitioners follow, and why?

This course will introduce you to the ways that professional ethicists have thought about these and other related issues (e.g. the ethics of genetic engineering, animal experimentation, surrogate motherhood, patient consent and disclosure, etc.). You will also learn to think about these and other moral issues in a rigorous fashion, using philosophical methods and ethical theories. Indeed, the course will conclude with class presentations, in which each of you will provide in-depth moral analyses of a biomedical-ethical issue of your own choosing.

**Course Text:** *Bioethics: Principles, Issues, and Cases*, Lewis Vaughn (ed.), Oxford University Press. (All articles listed below are contained in this text, unless otherwise noted)

### Day 1: Course Introduction

### Day 2: Introduction to Philosophical Methods and Moral Reasoning

(Read: pp. 18-27 and my handout)

### Day 3: The Big Three Moral Theories

(Read: pp. 13-18, 30-36 & 39-44)

### Day 4: Paternalism & Patient Autonomy

(Read: pp. 50-56; Goldman, “The Refutation of Medical Paternalism”; Gawande, “Whose Body is It Anyway?”)

### Day 5: Truth-Telling

(Read: pp. 105-108 and Lipkin, “On Telling Patients the Truth”)

### Day 6: Privacy & Confidentiality

(Read: pp. 108-110; James Rachels, “Why Privacy is Important”; and Siegler, “Confidentiality in Medicine – A Decrepit Concept”)

### Day 7: Informed Consent: Traditional Issues

(Read: pp. 144-148, Katz’s “Informed Consent – Must It Remain a Fairy Tale?” and Brody’s, “Transparency: Informed Consent in Primary Care”)

### Day 8: Informed Consent: Religious & Cultural Issues

(Read: pp. 175-188, Savulescu and Momeyer’s “Should Consent Be Based on Rational Beliefs?”)

### Day 9: Conscience – May Practitioners Refuse to Provide Treatments They Believe to be Immoral?

(Read: LaFollette and LaFollette, “Private Conscience, Public Acts” and Parker, “Conscience and Collective Duties...”)

### Day 10: Human Research, Part I: Clinical Trials – Traditional Issues

(Read: pp. 193-201, Hellman and Hellman, “Of Mice But Not Men: Problems of the Randomized Clinical Trial”, and Marquis, “How to Resolve an Ethical Dilemma Concerning Randomized Clinical Trials”)

### Day 11: Human Research, Part: Third-World Clinical Trials

(Read: Angell, “The Ethics of Clinical Research in the Third World” and Brody, “Ethical Issues in Clinical Trials in Developing Countries”)

**Day 12: Rationing, Organ Transplants, & the Allocation of Scarce Resources**

(Read: pp. 620-625, Daniels, "Rationing Fairly: Programmatic Considerations", and Harris, "QALYing the Value of Life")

**Day 13: Justice and Health Care: Part I – Libertarianism and Free Markets**

(Read: pp. 613-616 and Englehardt, "Rights to Health Care, Social Justice, and Fairness in Health Allocations...")

**Day 14: Justice and Health Care: Part II – Justice as Fairness**

(Read: 627-634 and Daniels, "Is There a Right to Health Care and, if So, What Does It Encompass?")

**Day 15: Midterm Exam**

**Day 16: Stem Cell Research and In Vitro Fertilization**

(Read: Singer, "IVF: The Simple Case" and Steinbock, "What Does 'Respect for Embryos' Mean in the Context of Stem Cell Research?")

**Day 17: Abortion, Part I: Traditional Issues**

(Read: Warren, "On the Moral and Legal Status of Abortion", and Thompson, "A Defense of Abortion")

**Day 18: Abortion, Part II: Alternative Viewpoints**

(Read: Sherwin, "Abortion Through a Feminist Ethic Lens", and selections from Benatar, *Better Never to Have Been: The Harm of Coming Into Existence*)

**Day 19: Euthanasia & Physician-Assisted Suicide**

(Read: Rachels, "Active and Passive Euthanasia")

**Day 20: Surrogate Pregnancy**

(Read: pp. 360-362 and Purdy, "Surrogate Mothering: Exploitation or Empowerment?")

**Day 21: Cloning**

(Read: pp. 362-366 and Brock, "Cloning Human Beings: An Assessment of the Ethical Issues Pro and Con")

**Day 22: Genetic Testing**

(Read: pp. 460-468 and McMahan, "The Morality of Screening for Disability")

**Day 23: Gene Therapy**

(Read: pp. 468-471, Harris, "Is Gene Therapy a Form of Eugenics?", and Glannon, "Genetic Enhancement")

**Day 24: Bio-Genetic Enhancement**

(Read: pp. 503-513, <http://www.time.com/time/health/article/0,8599,1869435,00.html>, and <http://sportsanddrugs.procon.org/view.answers.php?questionID=001235>)

**Day 25: The Ethics of Cosmetic Surgery**

(Read: Sarwer *et al.*, (2005) "Cosmetic Surgery of the Body", in *Psychological Aspects of Reconstructive and Cosmetic Plastic Surgery*, and Victoria Pitts-Taylor, (2007) "Feminist Fears of 'Becoming Surgical', from *Surgery Junkies: Wellness and Pathology in Cosmetic Culture*")

**Day 26: The Ethics of the Commercialization of Pharmaceuticals**

(Read: selections from Jerome Kassirer, *On the Take: How America's Complicity with Big Business Can Endanger Your Health* – handout)

**Day 27: The Ethics of Animal Testing**

(Read: Peter Singer (1999), "Henry Spira's Search for Common Ground on Animal Testing", *Cambridge Quarterly of Health Care Ethics*)

**Day 28: The Ethics of Psychosurgery**

(Read: Jenell Johnson (2009). A Dark History: Memories of Lobotomy in the New Era of Psychosurgery. *Medicine Studies* 1 (4): 367-378.

## Ideal and Nonideal Justice – Course Outline

Social and political philosophy over the past couple thousand years have focused primarily on what is now known as “ideal theory.” From Plato’s *Republic* to Rawls’ *A Theory of Justice*, philosophers have spent a great deal of time attempting to describe a “just society”, or more recently, a “just global social order.” But of course ideals are just that: *ideals*. One obvious question about ideals is this: how well do they apply to the actual, profoundly *nonideal* societies and world in which we live? Might the ideals that social and political philosophers have traditionally defended be *inapplicable* or in some other way *inappropriate* to pursue or apply in the kinds of nonideal conditions in which we and others find ourselves? Should we perhaps set aside “ideal theory” altogether in favor of purely *nonideal* theorizing? Surprisingly, social and political philosophers are just beginning to address these questions. This course will examine (1) the relationship between ideal theory and nonideal theory, (2) some very recent attempts to think systematically about “nonideal justice”, and finally, (3) particular areas of nonideal theory, including affirmative action, civil disobedience, war, the international treatment of illiberal and undemocratic societies, and global economic trade and poverty.

### Course Texts:

- *The Idea of Justice*, Amartya Sen.

### Part I: Ideal Theory and Its Limits

#### Day 1: Syllabus/Course Introduction

#### Day 2: Plato

(Read: selections from *The Republic* and *Laws*)

#### Day 3: Aristotle

(Read: selections from *Nicomachean Ethics* and *Politics*)

#### Day 4: Hobbes

(Read: selections from *Leviathan*)

#### Day 5: Locke

(Read: selections from *2<sup>nd</sup> Treatise*)

#### Day 6: Rawls on Domestic Justice

(Read: selections from *A Theory of Justice*)

#### Day 7: Nozick

(Read: selections from *Anarchy, State, and Utopia*)

#### Day 8: Global Justice

(Read: selections from Rawls’ *The Law of Peoples* and Caney, *Cosmopolitan Justice*)

### Part II: The Ideal/Nonideal Distinction

#### Day 9: Ideal Theory as Ideology?

(Read: Charles Mills, “Ideal Theory as Ideology”, *Hypatia*, 2005).

**Day 10: Ideals in Nonideal Conditions** (Read: Michael Phillips, “Reflections on the Transition from Ideal to Non-ideal Theory”, *Nous*, 1985).

#### Day 11: A Problem for Rawls?

(Read: Colin Farrelly, “Justice in Ideal Theory: A Refutation”, *Political Studies*, 2007).

#### Day 12: A Defense of Rawls

(Read: Laura Valentini, “On the Apparent Paradox of Ideal Theory”, *Journal of Political Philosophy*, 2009).

#### Day 13: The Ideal/Nonideal Distinction

(Read: A. John Simmons, “Ideal and Nonideal Theory”, *PPA*, 2010).

#### Day 14: Forget About Ideal Theory?

(Read: Amartya Sen, "What do we Want from a Theory of Justice?", *Journal of Philosophy*, 2006).

### **Part III: Extensions into Nonideal Theory**

#### **Day 15: Nonideal Conditions and Duties of Beneficence**

(Read: Liam Murphy, selections from *Moral Demands in Nonideal Theory*, 2000).

#### **Day 16: Affirmative Action**

(Read: Robert S. Taylor, "Rawlsian Affirmative Action", *Ethics*, 2009).

#### **Day 17: Hate Speech**

(Read: Robert S. Taylor, "Hate Speech, the Priority of Liberty, and the Temptations of Nonideal Theory", *Ethical Theory and Moral Practice*, 2012).

#### **Day 18: Poverty**

(Read: Pablo Gilabert, "Global Justice and Poverty Relief in Nonideal Circumstances", *Social Theory and Practice*, 2008; and Lisa Fuller, "Burdened Societies and Transitional Justice", *Ethical Theory and Moral Practice*, 2012).

#### **Day 19: Civil Disobedience and Conscientious Objection**

(Read: Rawls, selections from *A Theory of Justice*)

#### **Day 20: International Toleration, Humanitarian Intervention, and War**

(Read: Rawls, selections from *The Law of Peoples*).

### **Part IV: Nonideal Theorizing**

#### **Day 21: Pure Nonideal Theory**

(Read: Sen, *Idea of Justice*, introduction & chapter 1).

#### **Day 22: Institutions and Persons**

(Read: Sen, chs. 2-4).

#### **Day 23: Impartiality and Objectivity**

(Read: Sen, chs. 5-6).

#### **Day 24: Forms of Reasoning and Other People**

(Read: Sen, chs. 7-8).

#### **Day 25: Value-Pluralism and Agency**

(Read: Sen, chs. 9-10).

#### **Day 26: Capabilities**

(Read: Sen, chs. 11-12).

#### **Day 27: Well-being, Liberty, and Equality**

(Read: Sen, chs. 13-14).

#### **Day 28: Nonideal Justice as Nonideal Fairness?**

(Read: Arvan, "Nonideal Justice as Nonideal Fairness")

# Theories of Justice

## Writing Intensive

What is justice? Most of you probably already have some opinions on the matter. Some of you may believe in "small government"; others among you may believe in "big government." Some of you may believe in the justice of free markets; some of you may not. Some of you may believe that justice requires affirmative action; some of you may believe justice prohibits it. And so on.

This course aims to enable you to think more critically

about the nature of justice. We will critically investigate *perfectionism*, the idea that justice is a matter of distributing goods by moral merit; *libertarianism*, the view that the state can do nothing more than protect people against force and fraud; *utilitarianism*, the idea that justice is a matter of producing the greatest social good; the *liberal-egalitarian* view that justice is fairness; *feminism*; and *Marxism*. We will also examine the justice

of war, affirmative action, immigration, patriotism, and global economic justice.

"Each person possesses an inviolability founded on justice that even the welfare of society cannot override...justice denies that the loss of freedom for some is made right by a greater good shared by others."

-- John Rawls

### INSTRUCTOR/CONTACT INFORMATION

**Instructor:** Marcus Arvan, PhD, Assistant Professor of Philosophy  
**Office:** Plant Hall, Room 501  
**Email:** marvan@ut.edu  
**Office Phone:** (813) 257-3674  
**Office hours:** Tuesdays & Thursdays 4-5:50pm

### COURSE TEXTS

Louis P. Pojman, *Justice: An Anthology* (Pearson/Prentice Hall, 2006).

### GRADES

Your final grade will be comprised as follows:

2 Midterms & Final Exam:	45% (15% each)
One 10 page term paper:	25%
Daily ½-page reading responses:	15% (~1% each)
Daily In-Class Group Assignment:	15% (~1% each)
<u>Bonus points (class competition-see below):</u> [+5%, 3%, 2%, 1%]	
	= 100%

The grade scale in this course is: 'A' = 92+; 'AB' = 88-92; 'B' = 82-88; 'BC' = 78-82; 'C' = 72-78; 'CD' = 68-72; 'D' = 60-68; 'F' = 0-60.

## Teaching Portfolio – Marcus Arvan

### DESCRIPTION OF ASSIGNMENTS

**Midterms & Final exams:** each exam will consist of 10 paragraph-length essay questions on the course material. Study guides will be distributed in advance.

**10-page (double-spaced) term-paper:** Your term-paper will officially be due approximately 2/3 of the way through the term. *You will then have the opportunity to rewrite the paper, in light of my comments (and your grade), as many times as you wish up until the final exam date.* Paper topics and guidelines will be distributed in class.

**Daily Reading Responses:** You are expected to print out and bring to class every day a paper no longer than ½ double-spaced page which (A) summarizes a single important philosophical point from your reading, (B) explains why it is philosophically important, and (C) justifies an incisive question or criticism about it to your reader. Criticisms should not be statements of personal opinion. (Note: reading responses are never accepted by email. If you are absent, you do not turn in a reading response – see Attendance Policy).

**Daily Group Assignments:** I will randomly assign each of you to small groups at the beginning of the term. Each day in class, I will post questions for groups to answer. Each group will then have a period of time to discuss and write down an answer, which we will then discuss as a class. You will then turn in your written answers for a group grade. (Important note: Groups may leave the name of any group member not "pulling their fair weight" off the assignment for no credit).

**Semester-Long Bonus-Point Competition:** In addition to the formal grades I assign to each group assignment (A, B, C, etc.), I will assign a corresponding number of *bonus-competition* points on a scale from 0-10 (with 10 being an A, 9 an AB, etc., 4 an F, 0 for no submission). These points will not affect your grade, but will instead factor into a semester-long bonus competition. Your points will carry over every week throughout the term, so that each group has a "running total" of points. For every assignment after the first one of the term, each group will get to wager some (or all) of their group's points on how good their paper is before submitting it. The amount that each group wagers will then be multiplied by a particular value, depending on the grade the group receives. For example, if the paper receives an A, the amount of points the group wagered will be multiplied by 2 and added to your running total. If the paper receives an AB, the amount you wagered will be multiplied by 1 and added to your running total. If the paper receives a B, the amount you wagered is multiplied by 0 and added to your running total. If your paper receives a BC, the amount you wagered is multiplied by -1. If you receive a C, the amount you wagered is multiplied by -2 and subtracted from your running total. Etc. The team with the highest point-total at the end of the term will receive a 5% bonus to their final grade in the course. The second-place team will receive an addition of 3% to their final grade; third-place team will receive 2%, and fourth place 1%.

### EQUITY AND SPECIAL ARRANGEMENTS

If there is any student who has special needs because of a disability, please go to Jennifer Del Valle at the Office of Student Disability Services in North Walker Hall Room 102 to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

## Teaching Portfolio – Marcus Arvan

### CLASS ATTENDANCE, LATE ASSIGNMENTS, AND MAKE-UP EXAMS

1. Your daily reading responses and in-class group assignments are records of your attendance. You are permitted two unexcused absences. Every unexcused absence after that will result in an F on your daily reading response and group assignment, thus lowering your overall course grade by approximately 2% per unexcused absence. An absence will be excused if and only if you have a *genuine, documented emergency*. Daily assignments will not be accepted for excused absences (you are simply excused from the assignment).
2. You may turn in your term-paper drafts late, but at your own peril (you will be depriving yourself of time to revise the paper in light of the grade that you receive). Final term paper drafts will be accepted late only in the case of a documented emergency. Otherwise, extensions will not be given.
3. You must attend the final exam. There will be no make-up exam, and the exam will not be administered early.

### CLASSROOM BEHAVIOR & DISRUPTION POLICY

I expect you to behave in ways that foster an atmosphere of learning, free and open exchange of thought, and mutual respect. This means that you must show up on time, stay until the end of class, pay attention, speak to other students and myself in a respectful manner, and otherwise use common sense. Continued unacceptable behavior, or particularly grievous violations of this policy, may result in a complaint to the Office of Student Conduct, Campus Safety and Security, or law enforcement. Also, use of laptops and other devices is not permitted during class.

### ACADEMIC INTEGRITY

The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect, and responsibility. The community at The University of Tampa strives to instill values that uphold academic integrity and promotes an ethical standard that does not condone academic misconduct. Violation of academic integrity and academic misconduct tarnish the reputation of the University and discredit the accomplishments of past and present students. Sanctions for violation of academic integrity and academic misconduct include a failing grade in an assignment or in the course, or suspension or expulsion from the University. I take integrity very seriously, including academic integrity. I will monitor all submissions and exams for violations of the academic integrity policy. Students are held responsible for knowing and observing the University's Academic Integrity Policy posted at: <http://www.ut.edu/provost>. If you violate these standards, I will assign you an "F" in the course.

### ON DOING, AND READING, PHILOSOPHY

In order to understand and think about philosophical work well, you must be prepared to not only do your readings but do them *slowly, critically, and more than once*, asking yourself of every sentence, "Has the author made a claim here that appears objectively true?" You must then apply these very same standards to your own papers. If you cannot substantiate a claim to a skeptical reader, you may not assert it in a paper. Philosophy is not about asserting one's own beliefs. It is about seeking truths that any reasonable person can be expected to accept. **If there is one thing to keep in mind throughout this course, this is it. Philosophy is not about what you believe; it is about what you can show.**

## Teaching Portfolio – Marcus Arvan

### A FEW NOTES ON MY TEACHING PHILOSOPHY

My aim is to give you a world-class education, and in order to do that I need to challenge you to be better – better at reading, writing, speaking, and thinking – that you presently are. I want this to be the best class you have ever taken. But it will not be an easy course. I am not here to make you happy. I am here to make you *better*. You will learn when you graduate that the “real world” is a terribly unforgiving place. No one cares about what you want, or what your diploma says. People care about what you can *do* for them – that is, they care about your *skills*. It is my job, and the job of every educator at the University of Tampa, to help you develop such skills: the skills to read well, write and speak clearly, grammatically, and persuasively, and think critically for yourself. I would be doing you no favors if I didn’t challenge you to improve yourself in all of these regards. It is my job to help you develop the skills you need to be successful, and these skills are not easily developed. They take time and a lot of hard work. Although my grading standards are high, I will give you every opportunity to succeed and receive a good final grade. I am here to teach you how to do *philosophy* well. This will involve a lot of work on your part. You will not learn how to do philosophy well by sitting and watching me lecture. Doing philosophy well is an art-form, and like any art-form, it takes a lot of practice. I will, therefore, get you to practice doing philosophy, both in the classroom and at home. You will need to *read critically at home*, and come to class prepared *critically discuss* each other’s ideas.

### ADDITIONAL POINTS ON MY TEACHING PHILOSOPHY:

#### Collaboration, Confrontation and Neutrality

I do not regard the classroom as a place for me to teach you about philosophy. I regard it as a place to *do* philosophy, in part because I believe that’s the best way to learn it. We will do philosophy *together*, as **collaborators**. A couple of things, however, go along with this.

First, my class may be more **confrontational** than you are accustomed to. This is just the nature of philosophy. Philosophy is not a process of simply accepting whatever beliefs you might have. We are trying to be scientists of thought, and as scientists, we do not accept things willy-nilly. We accept them only when they can be *shown* to be true. Consequently, I will not only “attack your beliefs” and encourage other students to do the same; I will ask you to be just as critical of your own beliefs (just as I aim to be critical of mine). I wouldn’t be teaching you philosophy if I did any different.

Second, I will **not** aim for any form of strict “neutrality” in the classroom – neutrality where I would pretend that every argument or theory we cover is as good as any other. As a professional philosopher, I have educated, well-developed views about which arguments and theories are successful and which are not. I will explain my views to you, and why I hold them. Do not mistake this for a failure to consider “all sides of the issue.” I most assuredly will consider different sides of various issues: I will explain all sides, but also explain to you which views and theories I take to be more successful than others. I do this for a few reasons. First, it is honest. Just as it would be dishonest for a physicist not to explain which theories he/she takes to be best supported (and why), it would be dishonest for me to feign neutrality. Second, by explaining things as fully as I understand them, I will *challenge* you more than I otherwise would. After all, you may disagree with my take on things. I will not penalize you for this in any way. In fact, I encourage you to “fight” against me – as again, that’s what philosophy is all about (it is thinking as rigorously as one can about difficult questions). I do not know “everything” any more than Einstein knew everything about physics. Challenge me, then – but also beware: I will hold you to very strict standards. Also, do not believe that I will somehow be easier on you if you agree with my philosophical views. Wrong. As a philosopher, I aim to

## Teaching Portfolio – Marcus Arvan

be just as hard on my own beliefs as on beliefs I reject. I realize all of this may sound scary. It shouldn't. This class will be a challenge, but it will be a *good* challenge. If you approach it in the right way, you will emerge from it a better individual, with real skills, real accomplishments, and a grade to be proud of.

### **GRADE APPEALS**

If you believe that I have graded something incorrectly, you must provide me, within one week of receiving the grade, a detailed written explanation of precisely why you believe your work warrants a higher grade (citing any relevant reading or lecture material). I will consider your appeal and give you a written explanation within one week.

## Teaching Portfolio – Marcus Arvan

### HOW TO DO WELL IN THIS CLASS

It's really important to me that each of you succeed in this class. I don't consider myself as having done my job well unless you do. So, in addition to all of the tips I'll give you on your assignments, here are some general things to bear in mind:

1. **Follow directions:** Students who struggle the most in my classes are those who have trouble following directions. My directions for your daily homework assignments and term-papers tell you exactly what I am asking of you. Sometimes I have students turn in daily assignments for weeks, months even, where I continually give them low grades and have to explain that they're not following the assignment directions. Do not be one of them! Do exactly what I ask and you will get good grades. (Look carefully at the sample assignments I distributed with my guidelines for your daily assignments for what to do and what not to do).
2. **Show up and participate:** philosophy is not a spectator's sport. It is important to come to class ready to test your ideas out on me and your classmates. The reason for this is simple. Oftentimes, an idea that you think is good just won't fly. Other people will show you how messed up your idea really is. This is a *good* thing, and you shouldn't be embarrassed. Philosophy is all about learning what can and cannot be defended in a debate with other skeptical people.
3. **Do not skim. Read slowly and carefully, and do reading assignments more than once:** this one won't make many of you happy, but it's absolutely crucial. It's very difficult to understand and evaluate a philosophical article if you skim or only read it once. The first time you read something, you want to get clear on its overall thesis and content. Then you should read it a second time much more closely, asking of every claim the author makes: "Is this justified?" If you think not, you should note *why*. This is how good term-papers are made!
4. **Never use Sparknotes, Wikipedia, or internet websites as research sources:** there are two reasons *why* you shouldn't consult these kinds of sources *ever*. First, a lot of the "philosophy" you will find in Sparknotes or internet sites is superficial and often just plain wrong – so if you base your thinking on these sources you're likely to make all kinds of mistakes. Legitimate research must be based on peer-reviewed sources: academic journal articles, published scientific studies, and books by reputable publishers. Second, philosophy itself is not a matter of explaining what other people have said on a topic. No – it is a matter of *coming up with original ideas* of your own. In order to come up with good ideas of your own, you must struggle with philosophical texts yourself.
5. **Be honest with yourself:** one of the biggest stumbling blocks for young philosophy students is trying to do too much, or "prove" things that you really can't prove. This is also one of the most important lessons to learn from this class: *intellectual honesty*. All too often, when we have arguments with people we lapse in BS. One of the main points behind doing philosophy is learning to separate BS from what is actually defensible. This is harder than it seems! We often convince ourselves that something is defensible when it's really not. After all, it's hard to admit when we're wrong, confused, or we haven't really thought something through very well. Learning to see through your *own* BS is one of the hardest things to do, and you have to do it to do philosophy well.

## Teaching Portfolio – Marcus Arvan

### TENTATIVE COURSE SCHEDULE

(Readings must be completed by the date listed)

#### **Part 1: Classical Theories**

**1/21: Course Introduction**

**1/23: Plato on Justice in City and Soul**  
(Read: pp. 7-19 and handout)

**1/28: Aristotle on Justice and Virtue**  
(Read: pp. 20-29 and handout)

**1/30: Hobbes' Social Contract Theory**  
(Read: pp. 30-40)

**2/4: No class (I am away)**

**2/6: Locke on Property-Rights and Consent** (Read: Locke handout)

**2/11: Rousseau on the General Will**  
(Read: Rousseau handout)

**2/13: The Utilitarian Theory of Justice**  
(Read: pp. 50-64)

#### **Part 2: Contemporary Theories**

**2/18: Libertarianism**  
(Read: pp. 72-88 & 93-97)

**2/20: Critiques of Libertarianism**  
(Read: pp. 98-121)

**2/25: Communism**  
(Read: Marx handout)

**2/27: MIDTERM EXAM #1**

**3/4: Liberal-Egalitarianism**  
(Read: pp. 140-156)

**3/6: Critiques of Liberal Egalitarianism**  
(Read: pp. 88-93, 157-165)

**3/9-3/16: Spring Break**

**3/18: Communitarianism**  
(Read: pp. 166-179)

**3/20: Need-Based Theories**  
(Read: pp. 221-237)

**3/25: Feminist Theories**

(Read: handout)

**3/27: Critical Race Theory**  
(Read: handout)

**4/1: International Justice**  
(Read: pp. 418-440)

**4/3: Ideal & Nonideal Justice**  
(Read: handouts)

#### **Part 2: Applied Justice**

**4/8: MIDTERM EXAM #2**

**4/10: Equality of Opportunity**  
(Read: pp. 294-306 & 280-289)

**4/15: Affirmative Action**  
(Read: pp. 308-315 & handout)

**4/17: Immigration**  
(Read: pp. 443-452)

**4/22: Humanitarianism**  
(Read: pp. 357-364 & 346-356)

**4/24: Patriotism**  
(Read: pp. 378-389)

**4/29: Just War Theory**  
(Read: handouts)

**5/1: Surveillance**  
(Read: handouts)

**FINAL EXAM & Term-Paper Due**  
**Thursday May 8th**  
**1:30-3:30pm**