



Instructor: Professor Josh DiPaolo

Fall 2023

Office Hours: **In Person:** Tu/Th 2:20-3:20pm; **Zoom:** Wed 11-12 & By Appointment

Email: jdipaolo@fullerton.edu

Office: Humanities (H) 311-C

Class: Meets In Person Tu/Th 10-11:15 CP 130

Official Class Title: HONR 302T-48 Honors Arts & Humanities

Tech Support: Student Help Desk (657) 278-8888 or StudentITHelpDesk@fullerton.edu

Description

We cannot do whatever we want: our freedom is limited. We cannot have whatever we want: our access to resources is limited. These limitations are imposed and enforced by the state (or government) to ensure, ideally, that the burdens and benefits of living together in a society are fairly distributed. Why should we accept these limitations? Where does the state get its authority to restrict our liberties and tell us what to do with our resources? These questions in political philosophy essentially boil down to the questions of *justice*: what does a just society look like? Political philosophy also studies *injustice*, what it is and how we should respond to it. This class examines classic philosophical topics in politics related to human nature, political authority, democracy, freedom, equality, and fairness. It also examines aspects of injustice especially oppression, misogyny, sex, political emotions, and racism.

Course Website: Canvas

Required Text: Wolff *An Introduction to Political Philosophy Third Edition*. ISBN: 9780199658015

- Other readings will be freely available on Canvas.

Truth-Seeking

Philosophy classes differ from other kinds of classes. You will be a truth-seeker in this class, not a mere information consumer. Rather than just learning what others have thought, you will try to rationally justify your own answers to course questions.

Student Learning Outcomes

During the semester students will:

1. Understand key ideas, concepts, and arguments in political philosophy
2. Apply understanding of political philosophy to your daily life
3. Analyze and evaluate ideas and arguments in political philosophy
4. Develop and contribute your own original thoughts on political philosophical issues

General Education (GE) Requirements and Learning Goals

Catalogue Description

Interdisciplinary seminar examining selected topics in arts and humanities.

- Prerequisite: Completion of GE category C1 or C2

HONR 302T meets the GE requirement for C.3 Explorations in the Arts and Humanities. The following learning goals are required for C.3 courses:

- Understand broad, unifying themes from cross-disciplinary perspectives in the humanities.
- Understand the relevance of the humanities for the thoughtful consideration of complex contemporary problems.
- Appreciate the complex relationship and interaction between the humanities and other fields of learning, including the natural sciences, social sciences, and arts.

This course also meets the GE requirements for Area Z: Cultural Diversity. The following are the learning goals for area Z courses:

- Demonstrate an understanding of the ways in which culture, difference, and otherness are socially constructed and fundamental to social interaction in an inter-connected world.
- Demonstrate reflection and appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, class, and exceptionalism bring to a discussion of society and culture.
- Demonstrate a critical understanding of how power, privilege, and oppression play out across a range of cultures, human experiences, intersecting social locations, and historical experiences, including but not limited to one's own experiences.
- Recognize how one's own cultural histories and practices mediate one's own sense of self and relationships to others.
- Describe and understand how to enact ethical and transformative frameworks and modes of exchange and communication that promote rights, social justice, equity, and inclusiveness.

Writing Requirement: The course satisfies the GE Writing Requirement: students will complete 4 essays and several other writing assignments throughout the class.

Grade: A grade of "D" (1.0) or higher is required to meet this General Education requirement. A grade of "D-" (0.7) or below will not satisfy this General Education requirement.

Grading Policy

ICEQs (4)	40 Points	A+	98-100%	490-500 Points
Essay Responses (2)	50 Points	A	92-97%	460-489 Points
Student-Led Discussion (2)	100 Points	A-	90-91%	450-459 Points
Philosophy in Life Posts (2)	30 Points	B+	88-89%	440-449 Points
Oral Exam	90 Points	B	82-87%	410-439 Points
Presentation	40 Points	B-	80-81%	400-409 Points
<u>Final Project</u>	<u>150 Points</u>	C+	78-79%	390-399 Points
	500 Points	C	72-77%	360-389 Points
		C-	70-71%	350-359 Points
		D+	68-69%	340-349 Points
		D	62-67%	310-339 Points
		D-	60-61%	300-309 Points
		F	0-59%	0-299 Points

Participation: 25 points will be deducted from your final grade if you do not regularly participate or you are distracting in class.

Attendance: 2 free absences. 5 Points will be deducted from your final grade for any unexcused absences, starting Week 2.

Make-Up Work and Late Submissions

I am generally quite flexible about accepting late work—if there is a good reason for its tardiness. If you miss an assignment, please talk to me about your options. The main question I will consider is whether the main *purpose* of the assignment can no longer be achieved by turning the work in late.

Extra Credit

There *may* be opportunities throughout the semester to earn extra credit by attending on-campus events and writing a brief response to the event. If a student cannot attend the event, no “make-up” extra credit will be assigned. Also, students should not request or propose extra credit assignments. I will let you know if any arise.

Coursework Descriptions

All of these assignments will be explained in detail during class. Please don't hesitate to ask if you have questions.

ICEQs

5 ICEQs/Lowest Score Dropped/10 pts. each. ICEQ stands for: Insight, Connection, Error, and discussion Question. These assignments help you engage with a reading and prepare for class discussion. For each of these assignments, you must do **three** of four things. You can choose which to skip for each assignment, and you can feel free to do them all. Also, the three things need not be connected to each other.

1. Identify an insight in the assigned reading and explain why you find it insightful.
2. Make a connection between the reading and something else (from our class, from another class, from life, etc.).
3. Identify a philosophical error in the reading – something you think is false or mistaken – and briefly explain why you think it's an error.
4. Raise a question for class discussion, including enough background that will help the class understand how the question relates to the reading and where the question is coming from.

These are not carefully crafted essays; they are more like bullet points. I will use them to guide our class discussion. Please be prepared to discuss any part of your ICEQ in class. **Submit them to Canvas at least 45 minutes before the class in which we will discuss the reading.** There is no specific due date for this assignment. **All of your ICEQs must be completed before the oral exam.**

Essay Responses

3 Essay Responses/Lowest Score Dropped/25 pts. each. To help you reflect on the readings in the second half of the semester, you will write essay responses to the readings. I will provide more instruction as the assignment gets closer. But briefly: Write a single-spaced one-paged paper critically engaging with a component of the assigned reading. Either raise an objection to an author's argument or conclusion, criticize their analysis of a concept, identify important omissions in their discussion, or provide a better argument in favor of their conclusions. **Submit on Canvas before the beginning of class on the first day we are scheduled to discuss that reading.** You can write up to one Essay Response a week starting after the Oral Exam. If there is more than one reading assigned for the week, you can choose which to write on. My advice? Glance at both, then pick the one that interests you most.

Student-Led Discussion

2 Class Discussions/50 pts each/Your lowest score will be dropped and your highest score will be doubled. You will be assigned to a group and your group will lead discussion during two class periods after the Oral Exam. For each period, you will choose/be assigned one of the assigned readings, and you will (1) create a handout, (2) summarize, (3) raise questions about, and (4) lead discussion of the paper during that class period. You should *not* just read your notes like a script. More details to come.

Philosophy in Life

2 Posts/15 pts. each. To help you get in the habit of approaching your life philosophically, you will complete two “philosophy in life” posts in the discussion forums on Canvas. For

these assignments, you will write about connections between your life and what you've learned or thought about in this course. You will also read and comment on some of your peers' posts.

Oral Exam

1 Exam/90 pts. To ensure that you understand classical political philosophy ideas, concepts, and arguments, I will give you an *oral* exam in Week 8. Here's how it will work. Approximately a week before the exam, I will share essay-style questions with you. During the oral exam, I will randomly choose two of these questions to ask you. You and a classmate will come to my office at a scheduled time, and then you will answer the questions. The exam will be 20 minutes in length. Although it wouldn't be a bad idea to have written out answers to the questions, you cannot simply *read* your answers aloud. The exam will be fairly conversational. You will be scored on accuracy, completeness, and preparation.

Presentation

1 Presentation/40 points for Presentation. During the last two weeks of class, we will have final project workshops in which you present the ideas of your final project. By the day you're scheduled to present, you will submit a draft of your final project paper on Canvas. Then you will present your ideas to the class. We will give you feedback. Then you will revise your paper/project in light of that feedback, and submit your final project during finals week.

Final Project

I want you to enjoy your final project; I want you to be guided by your own (course related) interests and curiosity. So, I am giving you two options for the final project.

Option 1: Write a 2500-word argumentative philosophical essay on course material.

Option 2: Create something that expresses your ideas or arguments on course material. The something can be a podcast, video, piece of art, work of fiction, etc. Follow your passions, and be creative!

This project has three stages.

Stage 1: 1 Proposal/20 pts. You will choose a project to work on and you will submit a brief 300-word proposal. If necessary, you and I will discuss the proposal. This is due between week 11-12.

Stage 2: 1 Paper Draft/30 pts. You will write a draft of the paper (Option 1) or a draft of a brief 800-word explanation of what you have created and how it expresses your ideas about the course (Option 2). This must be submitted the day before your presentation.

Stage 3: 1 Final Product/100 pts. You will submit the final paper (Option 1) or the 800-word explanation *and* the final product (Option 2) during finals week.

Whichever option you choose, your final project will be assessed on how well it demonstrates your understanding and engagement with ideas from the course, and how strong the argument you're making is. (That does not mean I will assess it based on my *agreement* with it!)

Participation

Participating in class benefits you and others. We learn while we express our thoughts. Since you have a unique perspective, everyone else in the class learns when you share that perspective. Here are some ways to participate:

1. Ask questions about the readings or lectures.
2. Answer questions when asked.
3. Contribute your perspective to a discussion.
4. Raise objections to arguments.
5. Mention a relevant life experience at an appropriate time.
6. Participate during small group activities.
7. Complete in-class assignments.

8. Talk with me about the class during office hours.
9. Engaging in discussion when classmates are leading.
10. We'll participation more in class...

Communication

Office Hours I will have Office Hours at the times listed above **and** by appointment in H-311C. You can just drop in to my scheduled office hours. If those times don't work, you should **ABSOLUTELY** feel free to set an appointment with me. **I want to help you succeed!** Just email me. If it helps, you can use this script:

*“Hi Josh,
I'm in your [CLASS NAME & TIME]. I'd like to schedule an appointment with you outside of your scheduled office hours. Do any of these times work for you [LIST THREE DIFFERENT TIMES YOU CAN MEET]?
Thanks,
[NAME]”*

Virtual Office Hours For virtual office hours, click the “Virtual Office Hours” button on Canvas to enter my Zoom office hours. (Logic is best done together in person. I recommend using in person rather than virtual office hours as much as you can.)

Contact Outside of office hours, you can reach me at my email address. I will usually respond within 24 hours. Feel free to get back in touch if I don't. **If you have a question about the course, please check the syllabus before emailing.**

You I expect you to regularly check your email and Canvas for announcements.

Ask a Question Boards On Canvas, there will be two “Ask a Question” discussion boards: (1) “Ask Josh a Question” and (2) “Ask Peers a Question.” I will regularly check (1) and rarely check (2). You should check both often. Questions on these boards should be general. Think: “Could someone else benefit from knowing the answer to this question?” If Yes, post; if No, maybe just email me. **If you have a question about the course, please check these boards before emailing.**

Accommodations I will do my very best to help students with disabilities, special needs, or learning challenges succeed in this course. Students with disabilities who need accommodations, access to technology, or information about emergency building/campus evacuation processes should contact Disability Support Services. Services are available to students with a wide range of disabilities and conditions.

Phone: (657) 278-3112 Website: www.fullerton.edu/dss

Make a Good Impression Education is a **professional environment**. One day you may want a letter of recommendation from me. You may want your peers to recommend you for some professional position. Behave accordingly.

Academic Integrity & Plagiarism

Statement Please only submit work that is your own. Doing otherwise is one of the worst mistakes you can make in your academic career. When students plagiarize in my classes, they receive a score of 0 points on the assignment and I refer them to the Dean of Students' office.

Plagiarism The university defines ‘plagiarism’ as “the unacknowledged and inappropriate use of the ideas or wording of another writer” and instructs me to include the following info on my syllabus:

If plagiarism is found in your work, you will be subject to prosecution to the fullest extent of university code, which will result in a failure of the assignment and will probably result in your failure of the course. Confirmation of plagiarism precludes you from being eligible to repeat the course under the university's course repeat and grade forgiveness policy. For complete details regarding the university's policies about plagiarism and other forms of cheating, see

<http://www.fullerton.edu/integrity/student/AcademicIntegrityResources.asp>
http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.021.pdf

ChatGPT

There are two main types of writing assignment in this class: essay responses and your final project. You are *not* allowed to use AI to generate these assignments. If you want to use AI to help you form ideas, I will allow that. But whatever you turn in should be written *completely by you*. Because I believe using AI will hamper your education and because I cannot stand to live in a world where my job consists of reading AI generated work, I will give you **10 bonus points** on any writing assignment for which you do *not* use AI *at all*. How will I know? You will tell me. Could you lie? Of course. I hate the distrust between students and teachers engendered by the rise of AI writing technology. My solution? I will trust you. I will trust you not to lie directly to me to earn those bonus points. I welcome discussion of this issue. We are all learning how to live with this new technology. I would love to learn from you!

Emergencies

To be prepared for classroom emergencies, please visit: <http://prepare.fullerton.edu>

COVID-19 Protocols

Follow all the rules: be vaccinated when you're supposed to; wear a mask when you're supposed to; stay home when you're supposed to. If we have to go virtual, we'll keep roughly the same class structure: we'll just do it on Zoom; a Zoom link will be posted on Canvas.

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Assignment Due Dates

ICEQs	Due Weeks 2-7
Philosophy in Life 1	9/21
Oral Exam	10/12
Student-Led Discussions	TBD during Weeks 9-13
Essay Responses	Due Weeks 9-13
Philosophy in Life 2	11/2
Final Project Proposal	Due Weeks 11-12
Final Project Draft	Due night before presentation
Presentation	TBD during Weeks 14-15
Final Project	Finals Week

Tentative Reading Schedule

Week 1: Course Introduction

8/22 No Reading
8/24 No Reading

Week 2: The State of Nature

8/29 Wolff Ch. 1
8/31 No new reading

Week 3: Justifying the State

9/5 Wolff Ch. 2
9/7 No new reading

Week 4: Democracy

9/12 Wolff Ch. 3
9/14 No new reading

Week 5: Freedom

9/19 Wolff Ch. 4 (pp. 104-114)
9/21 NO CLASS

Week 6: Freedom

9/26 Wolff Ch. 4 (finish)
9/28 No new reading

Week 7: Distributive Justice

10/3 Wolff Ch. 5
10/5 No new reading

Week 8: Exam

10/10 Review
10/12 Oral Exam

Week 9: Injustice: Oppression

10/17 Frye Oppression
10/19 Young Five Faces of Oppression

Week 10: Injustice: Misogyny

10/24 Manne The Logic of Misogyny
10/26 Toole Masculine Foes, Feminist Woes

Week 11: Injustice: Sex

10/31 Srinivasan Does Anyone Have the Right to Sex?
11/2 NO CLASS: Watch James Baldwin vs. William F Buckley Debate

Week 12: Injustice: Anger and Psychodrama

11/7 Srinivasan The Aptness of Anger
11/9 Bright White Psychodrama

Week 13: Injustice: Epistemic Bubbles, Echo Chambers, and Authoritarianism

11/14 Nguyen Epistemic Bubbles and Echo Chambers
11/16 Anderson Epistemic Bubbles and Authoritarian Politics

FALL BREAK

11/21-11/23

Week 14: Presentations

11/28 Presentation Prep
11/30 Presentations

Week 15: Presentations

12/5 Presentations
12/7 Presentations

Week 16: Finals Week

12/13 Final Project Due