Social Justice
PH/PS 310

Professor: Hatcher
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Office hours: 11:00-2:00 TR
3:20-4:00 TR
Or by appointment

Course Description: The readings for this course focus on questions of distributive justice; e.g., what is a fair way to distribute a society's benefits and burdens? In the course of the semester, we will examine various theories and their criticisms, e.g., libertarian, socialist, contractarian, liberal, and communitarian theories of justice. The semester will end with Reinhold Niebuhr's classic book on social justice, *Moral Man and Immoral Society*.

Course Objectives: At the completion of this course students will have demonstrated their ability to
1. understand and discuss the major theories of distributive justice intelligently
2. present course material competently
3. evaluate various philosophical positions critically
4. write position papers competently

Format: The format of the course will be a student-centered presentations and discussion. Students will present most of the material to be covered by producing an outline that summarizes the assigned reading, poses questions for discussion, and critiques the ideas and arguments in the work.

Grades: Grades will be a function of class presentations and participation (200 pts.), two exams (200 pts.), a comprehensive final exam (300 pts.), and a well-researched position paper on a contemporary issue in social justice (100 pts. for outline and bibliography, 200 pts. for paper). Possible topics include a fair tax system, minimum wage, distribution of medical care, affirmative action, the fairness of the free market, the fairness of criminal justice system, or welfare reform. (Other topics are welcome.) If the average on the comprehensive final is higher than the average on the two exams, the final average will replace the average on the exams.

Outlines and Papers: Outlines should be sentence outlines and follow the standard format of introduction and thesis, support with evidence and arguments, objections and replies, conclusion and works cited. Papers will be typed, double-spaced, and at least five pages long. Longer papers are welcome. In all cases, a position must be taken and supported with good evidence and arguments. Quotes from your research and the readings should be integrated into the paper. Relevant objections or counter arguments should be discussed. Sources should be up to date and must be properly documented using APA or MLA format.

Attendance: Attendance is required. Students will write an extra paper for each absence over three or fail the course.

Academic Misconduct: Students found guilty of plagiarism, counterfeit work, or cheating, as defined in the "Baker University Student Handbook," Section V, will at least fail the course. Severe instances of plagiarism may result in expulsion from the university. It is current Baker policy to record any instance of academic misconduct on the student's transcript.

SCHEDULE OF ASSIGNMENTS


Libertarian Justice


Socialist Justice

Thurs., Feb 25   R. A. Peffer, "Toward an Adequate Marxist Moral and Social Theory" (handout);
Thurs., Mar 4    Review
Tues., Mar. 9    Exam #1

Liberal Democratic Justice
The Contractarian Perspective

Mar. 16 -18    SPRING BREAK

Communitarian Justice

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Thurs., April 1</td>
<td>In-Service Day (No –Class)</td>
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<tr>
<td>Thurs., April 8</td>
<td>Jeffrey Reiman, &quot;Liberalism and Its Critics.&quot; (Handout)</td>
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<tr>
<td>Tues., April 13</td>
<td>Review the Communitarian and Liberalism Debate. Exam questions circulated</td>
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<td>Thurs., April 15</td>
<td>Exam #2</td>
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<td>Tues., April 20</td>
<td>Reinhold Niebuhr, <em>Moral Man and Immoral Society</em>, Introduction and CH 1..</td>
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<td>Thurs., April 22</td>
<td>Reinhold Niebuhr, <em>Moral Man and Immoral Society</em>, Ch. 2 \   Outlines Due.</td>
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<td>Thurs., April 29</td>
<td>Reinhold Niebuhr, <em>Moral Man and Immoral Society</em>, Ch 4 and 5</td>
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<tr>
<td>Friday, May 14</td>
<td>Comprehensive Final (300 pts.) 8:30 – 11:30</td>
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**Paper Evaluation Sheet**

Name:____________________

1. Adequacy of introduction of the issue:

2. Clarity of thesis (objection-position-reasons) and important concepts:

3. Quality of support and argumentation (evidence, argumentation quotes from relevant texts, etc.):

4. Quality of objections (to position and/or arguments) and replies:
5. **Grammar, spelling, and punctuation:** fragments, run-ons, comma splice, noun/pronoun agreement, subject-verb agreement, apostrophe use, sexist language

6. **Quality of expression:** paragraph development, transitions, word choice, syntax etc.

7. **Originality of ideas:** Not a commonplace thesis, objections were substantive and hard to answer well, or a clever critique of a position.

8. **Quality of research of the issue:** number of sources, quality of sources, integration of research into paper