

PHIL 1001: Foundations in Philosophy

Spring 2021

Marquette University

Section 126: Tuesday & Thursday, 9:30 am - 10:45 am (online)

Instructor: Robert Kyle Whitaker, PhD

Online Office Hours (MS Teams): Thursday: 12:30 pm - 2:00 pm, & Friday: 1:45 pm - 3:15 pm; or by appointment

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Course Description

This course aims to help students critically engage their own experience as it relates to fundamental philosophical questions about the human condition, focusing on moral value and the meaning and purpose of human life. It aims to help students articulate their own deepest questions about these issues, and to increase their understanding of, organize, and befriend these questions in light of a variety of classical and contemporary philosophical approaches.

Required Materials

- § There is no required textbook for this class. All required and recommended readings will be posted as .pdf files on D2L and in Perusall (see below).
- § Since class meetings and all assignments will take place online, you will need a computer with a good internet connection, and familiarity with D2L, Microsoft Teams, and Perusall.

COVID-19 Guidelines

This course will meet **online on Tuesdays and Thursdays**. All class meetings will be recorded and posted on D2L for reference.

We will meet synchronously via Microsoft Teams (you'll need to download the application if you don't already have it installed on your device). **To join a class session, click the link posted as the top News Item in the D2L site.** I will also email this link to the class at the beginning of the semester. We will use the same link all semester. There will also be a **separate link posted as the second News Item for office hours**. Again, we'll use the same link all semester. For office hours, there is a "waiting room" just in case you try to join while I'm with another student. So if I don't let you in right away when you click the link, just wait a few minutes. If you encounter issues using Teams, please contact the MU IT Help Desk for assistance: <https://www.marquette.edu/its/help/>; (414) 288-7799; helpdesk@mu.edu. Additional information is available here: <https://www.marquette.edu/remote-learning/microsoft-teams.php>.

Additionally, the University understands that at this time you may be facing some obstacles that would make it difficult to meet your academic goals. Please use the Student Resources page (<https://www.marquette.edu/coronavirus/student-resources.php>) on the Marquette COVID-19 Response webpage (<https://www.marquette.edu/coronavirus/>) for information and resources on basic needs such as housing, food, financial aid, and medical and mental health. The webpage also offers information on official

University communications, access to technology, and student services. Visit the Marquette COVID-19 Response Page regularly as information may change as the semester rolls out.

What to do if you get sick or encounter a sick person (per University guidelines):

- a. Confirmed COVID-19 diagnosis and in isolation: Student **must not** be in non-residence campus buildings, but is expected to participate in all assignments to the extent possible based on severity of symptoms. Students are expected to inform instructor of quarantine or isolation dates and to communicate regularly about their ability to participate during that time. Medical documentation is NOT required for return to the classroom. Students are to contact the Office of Disability Services in the event they are not able to participate in coursework due to COVID-19 or symptoms of COVID-19 to explore if a reasonable accommodation can be afforded.
- b. Symptomatic in isolation and need testing or awaiting results: Student **must not** be in non-residence campus buildings, but is expected to participate in all assignments to the extent possible based on severity of symptoms and seek out a COVID-19 test through the Marquette University Medical Clinic (414-288-7184). Same guidance as above for documentation and accommodation.
- c. Confirmed COVID-19 exposure and in quarantine: Student **must not** be in non-residence campus buildings, but is expected to participate in all assignments. Should symptoms develop, students should seek out COVID-19 testing through the Marquette University Medical Clinic (414-288-7184). Same guidance as above for documentation and accommodation.
- d. For all isolation or quarantine: **You do not need to contact me unless your ability to complete course assignments is impaired.** Just continue participating online as you are able.

In the event that Marquette moves entirely online due to COVID-19, we will continue with our online activities as usual, but will likely move to an asynchronous meeting format.

Core Learning Outcomes

This course is part of the Marquette University Core. This course introduces the following Core learning outcomes:

Responsible and Ethical Communicators

Marquette students will be able to consider a variety of modes and techniques to choose a form of communication best suited to a particular situation and explain their choice.

Moral and Ethical Actors

Marquette students will be able to recognize the ways in which the Catholic, Jesuit tradition, as well as other religious and ethical traditions, can contribute to ethical deliberation, in both the private and public spheres, especially as regards matters of social justice.

Citizens with Purpose

Marquette students will be able to recognize and articulate their own values and personal commitments.

This course advances the aims of the foundational courses and of the Core Curriculum at Marquette. Central questions and topics in Philosophy ask that students consider their roles as responsible and ethical communicators, ethical actors, and citizens with purpose. The course learning objectives, related activities, and assignments are designed to help students realize their own philosophical questions, understand how historical and contemporary philosophers ask and answer central philosophical issues, and discern different approaches and methodologies for philosophical exploration.

Course Learning Objectives

Upon completion of this course, students will be able to:

- (1) **Articulate their own deepest philosophical questions:** Articulate their own fundamental questions about the nature of the human condition, moral value, and the meaning and purpose of human life in relation to a variety of philosophical approaches to these questions. Students should be able to express in writing and orally how their own experiences have made these questions relevant for them and may influence their preliminary answers to these questions.
- (2) **Explain how past and present philosophers have asked and attempted to answer these and related questions:** Explain how a variety of philosophical approaches ask and attempt to answer questions about the nature of the human condition, moral value, and the meaning and purpose of human life and the logical connections philosophical approaches make among these ideas (e.g., how a philosopher’s understanding of human nature or the human condition bears on their understanding of morality and meaning/purpose of human existence).
- (3) **Demonstrate facility with a variety of critically reflective philosophical processes of discernment:** Demonstrate facility with a variety of critically reflective processes of discernment philosophers use to address fundamental questions about the human condition, moral value, and the meaning and purpose of human life.

Objective 1 will be assessed via the Curiosity Assignment. Objective 2 will be assessed via the Perspectives Assignment. Objective 3 will be assessed via the Methodologies Assignment. See below for details.

Communication

The primary method of communication between us will be email, using Marquette email addresses. I expect that you will read and, if necessary, respond to any emails I send you in a timely manner. I will attempt to do the same. If you have not heard back from me within 24 hours, feel free to send a follow-up.

Additionally, please recognize standard email etiquette. Initial emails to me should contain (minimally) a subject, greeting and closing. Here’s a template to use for communication with all of your professors:

“Hello Dr./Professor [professor’s last name],

[Your message]

Sincerely,

[Your full name]”

Subsequent replies in an email chain do not need to follow this format.

Additionally, I recommend that you review Marquette’s “Netiquette” guidelines for conducting yourself in an online professional environment. Those can be found here: <https://www.marquette.edu/online-programs/netiquette.php>

Course Requirements

Course Composition:

Perusall	10%
Reading Quizzes	10%
Video Responses	10%
Curiosity Assignment	10%
Perspectives Assignment	10%
Midterm Exam	20%
Methodologies Assignment (Included in Midterm Exam)	10%
Final Exam	20%

Grading Scale:

A	94 – 100	C	73 – 76.9
A-	90 – 93.9	C-	70 – 72.9
B+	87 – 89.9	D+	67 – 69.9
B	83 – 86.9	D	60 – 66.9
B-	80 – 82.9	F	0 – 59.9
C+	77 – 79.9		

Perusall: For the required readings, we will be using a program called Perusall, which enables collaborative discussion between classmates within the assigned texts themselves. Links to the Perusall site for each required text will be included in D2L, alongside downloadable .pdf copies of those same texts. **For each reading assignment in Perusall, each student will be expected to make at least three comments (“annotations”).** (Note: this is three *per day’s assigned reading*, not *per reading*—some days will have more than one required text, but you are still only required to make at least three annotations for all of the assigned readings for a single day.) These can be questions about particular sections of the text, thoughts you have about what is being said, or responses to the comments of classmates. **At least one of these three comments should be a question for class discussion, and at least one should be a response to another classmate’s question. All comments are due by midnight the night before each class** (so, Monday and Wednesday evening). **Exceptions to this are March 10 and May 5**, which the university has designated as “mental health days.” No Perusall comments will be due on those days. For the following class periods (3/11 & 5/6), you will still be expected to have completed the reading, and I will come up with questions for discussion. Perusall will automatically grade your comments from 0-3 points, with 0 representing a superficial reading of only a portion of the text, and 3 representing a deep reading of the entirety of the text. Comments should be spaced throughout the document to increase this score. **We will not be tied to Perusall’s scores; I will use them only as a baseline, and we will adjust as needed based on what the class thinks is fair.** To make a comment, simply highlight a portion of text, and type in the box that appears. Collectively, Perusall comments throughout the semester constitute 10% of the

final course grade.

Class meetings: While attendance at the synchronous Teams meetings is not strictly required and no part of the grade will be based solely on attendance, attendance is strongly encouraged and will almost certainly help you to succeed in the class. The **class meetings will be mostly discussion of the assigned texts**, which you will be expected to have read and commented on within Perusall prior to class. I ask that you keep your **camera on** for the duration of the class (unless you have a legitimate excuse that you communicate to me beforehand). I understand that there are reasons some students may have for occasionally leaving their cameras off, but keeping them on when possible encourages participation and helps our class to feel a bit more like we're in person. Regardless, **all students who attend class will be expected to participate in discussion**. Each class will begin with me briefly setting up the topic to be covered that day, and then we will begin discussion.

Discussion will proceed as follows: the questions that receive the most responses within Perusall will be our discussion topics for that class period. During class, the student(s) whose questions were chosen will briefly explain and motivate the question and then choose a classmate to respond. Once that classmate has had their say, they'll choose another classmate to go next, and so on until everyone has spoken. If a student chooses to pass, they must still pick the next speaker. We'll repeat this process for each chosen question. Time permitting, we'll then have some time for free discussion if anyone has more to say. At the end of this, we'll reflect on the discussion and consider how we might improve future discussions. To make things work smoothly, please use the hand raise feature on Teams when the discussion begins and then put your hand down after you have spoken. Additionally, please keep your **microphone muted while you are not speaking** to help eliminate background noise.

Reading Quizzes: There will be regular, short **D2L quizzes** covering the assigned readings. There will be approximately 20 of these quizzes throughout the semester (one for most classes). **Quizzes are due by the beginning of the class for which they are assigned** (note that some readings may span more than one class period; in some cases quizzes will be due by the beginning of the second class period for that reading—**always follow the due dates listed in D2L**). **I will not remind you about these quizzes, and they cannot be made up (since their purpose is to encourage reading before class), so be sure to keep track of them.** The quizzes can be accessed on D2L under the "Assessments" → "Quizzes" tab. Each quiz is timed at 30 minutes once opened. They are very short: two questions each (one multiple choice and one true/false), so this should be plenty of time if you have completed the reading beforehand. The quizzes will focus on the main idea/takeaway from the day's reading. Collectively, these quizzes constitute 10% of the final course grade. **These quizzes plus the Perusall annotations mean that 20% of the final course grade is dependent on completing the required readings before class time.** As such, it is unlikely that you will achieve better than a B- in the course without doing the assigned readings.

Recorded Lectures: I will upload lectures for each required reading *after* the class in which we discuss that reading. These lectures will be aimed at explaining the arguments of the readings in more detail, and making the more difficult bits more accessible. I highly recommend viewing these lectures after our class discussions and in preparation for exams. They will be on D2L under "Content" → "Recorded Lectures."

Video Responses: Five times during the semester, we will watch a video for the purposes of facilitating discussion (see places in the schedule marked with a "V"). The videos will feature some thought-provoking content relevant to the unit we are in at that time. For each video response in the schedule, you will watch the video on your own (they're all posted on D2L under "Content" → "Videos"), and **create a discussion**

post in response to the questions which I will post for that video (see D2L under “Communication” → “Discussions”). You will then **reply to at least one of the posts of your fellow classmates**. The **initial post will be due by end of day Thursday** of the week it occurs; the **follow-up post will be due by end of day on the following Monday**. Further instructions will be included in the D2L Discussions forum for each video. You will receive **two points** (one point for each post) for each of these video responses, which together constitutes 10% of the final course grade.

Curiosity Assignment: This assignment has two parts:

- (1) **Personal Reflection/Argument:** Choose one of the following question sets, and write a one page, double-spaced reflection that *explains* and *supports* your own views.
 - What, in the most general sense, do you think a human being is? Given your definition of a human being, how are humans limited, and how do those limitations affect the experience of living as a human being? Considering your own life experiences, explain *why* you think your definition of humanity is the right one, and *why* the limitations you chose are important. Give an example that illustrates how thinking about those limitations has affected you personally.
 - What do you think it means to say that something is morally “right” or “wrong”? What makes an action right or wrong, or a person good or bad? Do you think most people are basically good? Why or why not? Do you think *you* are a good person? Why or why not? In what ways might you become a better person? Considering your own life experiences, explain *why* you think your definition of morality is the right one. Give an example that illustrates how thinking about morality has affected you personally.
 - What do you think the purpose of human life is? Does it have a purpose? If so, how can we know what it is? Do you experience your own life as being purposeful? Considering your own life experiences, explain *why* you think your view of human purpose is the right one. Give an example that illustrates how thinking about the purpose of human life has affected you personally.

This part of the Curiosity Assignment is **due in the D2L dropbox on Friday, Feb. 12**, and is worth **5 points**.

- (2) **Critique of Part 1:** Write a one page, double-spaced reflection that *critiques* your previous response from the first part of the assignment. Pretend (if necessary) that you are skeptical of the views you expressed in your first reflection, and make an argument against those views. If you wish, you may use the arguments of a particular philosopher that we have discussed in class to help you critique your own views, but this is not necessary. The point is to show that you can think about these topics from multiple perspectives, and *give reasons* for opposing positions on these questions. This part of the Curiosity Assignment is **due in the D2L dropbox on Friday, April 30**, and is worth **5 points**.

Collectively, the Curiosity Assignment constitutes 10% of the final course grade.

Perspectives Assignment: You will turn in a worksheet comparing the views of two philosophers from the schedule (this worksheet, a list of eligible authors, and a grading rubric are all on D2L under “Content” → “Misc.”), addressing the following questions for each philosopher you choose: (1) What is a human being? (2) What does it mean to say that something is good or bad/right or wrong? (3) What is the point of

human life? If a philosopher does not discuss all of these issues in the assigned text (this is likely), speculate about what their answers might be based on what they do say. The worksheet includes a table in which to write your answers, as well as a couple of examples. The Perspectives Assignment is **due in the D2L dropbox on Friday, May 7**. It constitutes 10% of the final course grade.

Midterm Exam: The midterm exam will be administered **on D2L**, and will be available from **Wednesday, March 17 through Friday, March 19**. The exam will include 40 multiple choice and true/false questions covering the content of the readings and lectures from the first half of the semester, plus another 20 questions (also a mixture of multiple choice and true/false) covering **philosophical methodologies** (there will be a mini-lecture on this during week one). In total, this exam is worth 30% of the final course grade.

Final Exam: The final exam will be administered **on D2L**, and will be available from **Monday, May 10 through Wednesday, May 12**. The exam will include 40 multiple choice and short answer questions covering the content of the readings and lectures from the second half of the semester. This exam is worth 20% of the final course grade.

Study guides will be provided for these exams (see D2L under “Content” → “Misc.”). You will have two hours to complete them once they are started. **Do not open these exams in D2L until you are ready to take them, as they cannot be reopened or made up once they are started.** If you are owed ODS accommodations, those will be granted for these exams to the extent possible.

Late Work/Make-Up Work Policy: Five percentage points will be deducted from an assignment grade for each late day (including weekends). For example, a student who has earned an 85% (B) on an assignment but who has turned it in a day late may receive a maximum grade of 80% (B-). There will be no make-up opportunity for missed exams, except in extraordinary circumstances.

Extra Credit: I have included several **recommended readings** in the schedule. These are clearly marked as “Recommended” and appear in a slightly smaller font size. You are not required to read these for class, but if you choose, you may read them and write a short (**2-3 paragraphs, double-spaced**) response **summarizing the main argument of the reading**. The goal is not to critique the reading, but simply to restate in your own words the central argument that the author is making. Each of these responses will be worth a maximum of **1 final percentage point**. You may write a maximum of **two** responses during the semester. These may be turned in to the relevant D2L dropbox any time prior to **May 7**—they do *not* need to be turned in when they are listed in the schedule.

Grading: A word on rounding grades: I will not round assignment grades. For final course grades, my policy is that a student must meet three conditions to have a grade rounded up: 1. The grade is within a half percentage point of the next higher letter grade, 2. The student completed all of the course assignments, including extra credit, and 3. The student was engaged and applied serious effort throughout the semester.

Writing: Good writing is a basic skill in any professional field, and I expect you to put in the necessary effort to make sure that all written assignments are lucid and well organized. I highly recommend using the Ott Memorial Writing Center, located on the second floor of Raynor Library, which offers comprehensive guidance in writing for the entire Marquette community. In one-on-one sessions, tutors assist writers in identifying topics, revising, and creating final drafts. Appointments can be made by calling (414) 288-5542 or visiting <https://marquette.mywconline.com/>.

Reading: The reading for this course is difficult. It is crucial that you keep up with the reading schedule and engage the material (especially since the lectures and all assignments are based on the readings). This means setting aside adequate time to complete the reading *before class*. I have tried to keep the assigned readings to a length that allows you to wrestle with the material without getting overwhelmed. If something from the reading is unclear, you may always ask about it in Perusall, bring it up in class, or discuss it with me during office hours. Remember that reading philosophy is a skill like any other, and you will get better at it with practice.

Academic Dishonesty: The College of Arts and Sciences policies on academic dishonesty will be enforced. Ignorance of these policies is not an excuse. Please refer to them for more details or contact me with particular questions in order to avoid any problems. The College's policies can be found in the Undergraduate Bulletin and online here: <http://bulletin.marquette.edu/undergrad/academicregulations/>.

More information on what counts as academic dishonesty as well as tips on how to avoid it can be found here: <http://libguides.marquette.edu/plagiarism>, and here: <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>. A useful, but not foolproof, rule of thumb: When in doubt, err on the side of over-citing.

You will be required to submit your written assignments in electronic form to a plagiarism detection website called Turnitin (this is done automatically via the D2L dropbox). Your assignments become a permanent part of the Turnitin database, but will not be used for any purpose other than checking for plagiarism.

Disabilities: Students with documented physical or learning disabilities wishing to have special accommodations should contact the Office of Disability Services as soon as possible. This office is also handling all COVID-19-related concerns. They can be reached by phone at (414) 288-1645 or online here: <http://www.marquette.edu/disability-services/>. The University policy on accommodation of disabilities can be found here: <http://bulletin.marquette.edu/undergrad/personalresourcesandfacilities/#disabilityservices>.

Conduct: Disagreement is a basic feature of philosophy and all other academic discourse. In this class, we will be discussing important and controversial issues. We may be engaging in discussions which challenge some of our most deeply held beliefs, and disagreement is sure to arise. For this reason, it is vital for each student, and myself, to always conduct ourselves with generosity and sensitivity toward one another and our authors. I reserve the right to steer discussions in whatever way I deem most appropriate to the day's lesson, and I will not tolerate rude, disrespectful, or offensive comments. If you are unsure whether something you plan to say or do could possibly be offensive, always talk to me before sharing it with the class.

Tentative Schedule

All readings should be completed by the date assigned.

“V” indicates a Video Response assignment for that week

Date	Text	Page #
Course Intro / What Is Philosophy?		
Week 1 (1/26, 1/28)	Intro to Course / What is philosophy? (No Reading)	
	Philosophical Methodologies Lecture & Discussion (No Reading)	
What Is Philosophy? (Continued)		
Week 2 (2/2, 2/4)	Bertrand Russell: “Philosophy for Laymen”	1-10
	Plato: <i>Apology</i>	1-17
Death & the Soul		
Week 3 (2/9, 2/11)	NO CLASS: MENTAL HEALTH DAY	
	Plato: from <i>Phaedo</i> Aristotle: from <i>On the Soul</i> <i>Recommended:</i> Plato: “The Allegory of the Cave” (from <i>Republic</i>) *Curiosity Assignment Part 1 Due Friday, Feb. 12*	127-133 134-138 63-70
Death & the Soul (Continued)		
Week 4 (2/16, 2/18)	Todd May: from <i>Death</i> V	1-7
	David Montgomery: “How to Grieve During a Pandemic” (<i>Washington Post</i>) <i>Recommended:</i> Alasdair MacIntyre: “Death and the English”	1-36 76-83
	Thomas Nagel: “Death”	1-10
Mind & Body / The Self		
Week 5 (2/23, 2/25)	Peter van Inwagen: “Dualism and Physicalism” <i>Recommended:</i> David Armstrong: “The Nature of Mind”	224-240 270-277
	Peter Harvey: “Theravāda Philosophy of Mind and the Person” Fazang: “The Rafter Dialogue” & “Essay on the Golden Lion”	265-274 80-91
Free Will		
Week 6 (3/2, 3/4)	Peter van Inwagen: “The Powers of Rational Beings: Freedom of the Will” <i>Recommended:</i> G.E. Moore: “Free Will” <i>Recommended:</i> “Life Is a Coin With One Side” (from <i>This American Life</i> Podcast)	267-285 396-401
	Harry Frankfurt: “Alternate Possibilities and Moral Responsibility”	408-414

God		
Week 7 (3/9, 3/11)	William Rowe: "The Idea of God" V	4-15
	Note: 3/10 is a mental health day.	
	William Lane Craig: "Five Arguments for God" – Cosmological, Teleological, & Ontological Arguments <i>Recommended:</i> William Rowe: "The Cosmological Argument" (from <i>Philosophy of Religion</i>) <i>Recommended:</i> Anselm: "The Ontological Argument" (from <i>Proslogion</i>)	1-10, 13-27 16-28 709-710
Evil / Midterm Exam		
Week 8 (3/16 - 3/19)	Augustine: "Evil Is Privation of Good" <i>Recommended:</i> Bruce Russell & Stephen Wykstra: "The 'Inductive' Argument from Evil: A Dialogue"	251-255 495-511
	Fyodor Dostoevsky: "The Problem of Evil" (from <i>The Brothers Karamazov</i>) Ursula LeGuin: "The Ones Who Walk Away from Omelas" <i>Recommended:</i> John Hick: "Soul-Making and Suffering" (from <i>Evil and the God of Love</i>) *Midterm Exam: Available Wednesday, March 17 thru Friday, March 19*	3-13 250-253 168-188
Ethics Intro		
Week 9 (3/23, 3/25)	Louis Pojman: "What Is Moral Philosophy" (from <i>Moral Philosophy: A Reader</i>) Plato: "The Ring of Gyges" (from <i>Republic</i>)	ix-xiv 1-3
	James Rachels: "The Challenge of Cultural Relativism" (2.1-2.9) (from <i>The Elements of Moral Philosophy</i>)	15-32
Utilitarianism / Deontology		
Week 10 (3/30, 4/1)	Louis Pojman: "Utilitarian Ethics: Introduction" (from <i>Moral Philosophy: A Reader</i>) John Stuart Mill: <i>Utilitarianism</i> , Ch. 2 V <i>Recommended:</i> Robert Nozick: "The Experience Machine" (from <i>Anarchy, State, and Utopia</i>)	156-157 13-28 42-45
	Louis Pojman: "Deontological Ethics: Introduction" (from <i>Moral Philosophy...</i>) Immanuel Kant: from <i>Groundwork for the Metaphysics of Morals</i> <i>Recommended:</i> Peter Kreeft: "The Single Simple Purpose & Point" (from <i>Socrates Meets Kant</i>)	216-218 186-194 161-171
Deontology (Continued) / Virtue Ethics		
Week 11 (4/6, 4/8)	Immanuel Kant: from <i>Groundwork for the Metaphysics of Morals</i> (Continued)	195-200, 212-219
	Rosalind Hursthouse: "Virtue Ethics" (from <i>Stanford Encyclopedia of Philosophy</i>) V <i>Recommended:</i> Aristotle: <i>Nicomachean Ethics</i> , Book 1, Chapters 1, 2, 5, 6, 7, 8, 9, 10	1-9
Religious Ethics		
Week 12 (4/13, 4/15)	James Rachels: "The Theory of Natural Law," Ch. 4 (from <i>The Elements of Moral Philosophy</i>) <i>Recommended:</i> Harry Gensler: "Divine Command Theory" (from <i>Ethics and Religion</i>) <i>Recommended:</i> Harry Gensler: "Natural Law and Rationality" (from <i>Ethics and Religion</i>)	54-58 9-28 57-83
	Nietzsche: "The Madman" (from <i>The Gay Science</i>) Westphal: "The Big Lie" (from <i>Suspicion and Faith</i>)	232-237
The Social Contract		

	NO CLASS: MENTAL HEALTH DAY	
Week 13 (4/20, 4/22)	Thomas Hobbes: “The Social Contract” (from <i>Leviathan</i>)	1-6
	James Rachels: “The Social Contract Theory” (6.3-6.5) (from <i>The Elements of Moral Philosophy</i>)	89-98
	<i>Recommended:</i> John Stuart Mill: “The Limits of Majority Rule” (from <i>On Liberty</i>)	516-522
	<i>Recommended:</i> Jean-Jacques Rousseau: from <i>Discourse on Inequality</i> and from <i>Emile</i>	6-10 110-113
The Social Contract (Continued) / Gender		
Week 14 (4/27, 4/29)	John Rawls: “The Original Position and the Principles of Justice” (from <i>A Theory of Justice</i>)	684-693
	Robert Nozick: “A Libertarian Critique of Rawls” (from <i>Anarchy, State, and Utopia</i>)	694-702
	Noëlle McAfee: “Topics in Feminism,” § 2 (from <i>Stanford Encyclopedia of Philosophy</i>)	1-9
	Hilde Lindemann: “What is Feminist Ethics?”	663-670
	<i>Recommended:</i> Mary Wollstonecraft: “A Vindication of the Rights of Woman”	397-408
	<i>Recommended:</i> John Stuart Mill: from <i>The Subjection of Women</i>	153-161
	<i>Recommended:</i> Jean Grimshaw: “The Idea of a Female Ethic”	221-238
Curiosity Assignment Part 2 Due Friday, April 30		
Race / Echo Chambers		
Week 15 (5/4, 5/6)	Lawrence Blum: “Can Blacks Be Racist?” (from <i>I’m Not a Racist But...</i>)	33-52
	<i>Recommended:</i> George Yancy: “Dear White America”	1-7
	<i>Recommended:</i> Martin Luther King, Jr.: “Letter from Birmingham Jail”	1-6
	Note: 5/5 is a mental health day.	
	C Thi Nguyen: “Escape the Echo Chamber” V	1-12
	<i>Recommended:</i> Kyle Whitaker: “COVID-19: Who Should You Trust?” (<i>We Are Marquette</i>)	
Perspectives Assignment Due Friday, May 7		
Finals Week		
Week 16 (5/10 - 5/12)	*Final Exam: Available Monday, May 10 thru Wednesday, May 12*	