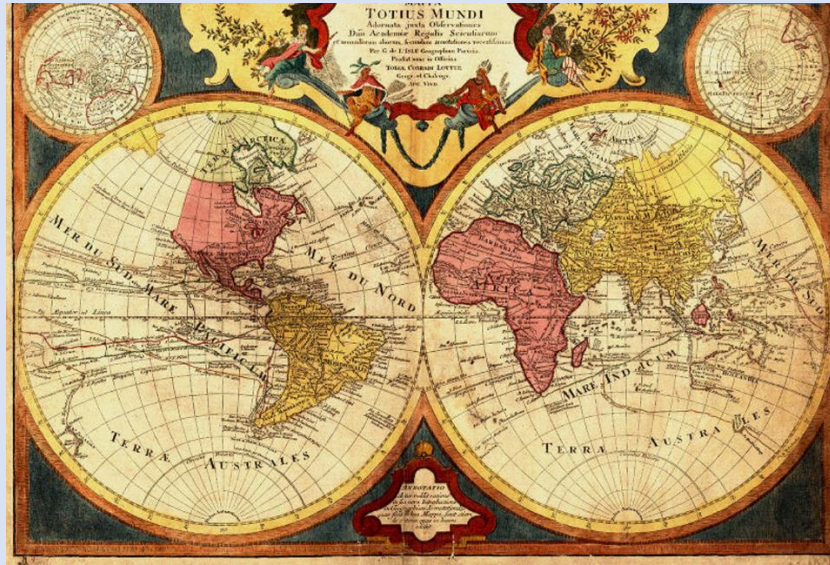


# LIBERTY, RIGHTS, AND RESPONSIBILITIES: Introduction to Social Ethics and Political Thought

PHIL 170.001 / Spring 2025  
The University of North Carolina at Chapel Hill



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## COURSE INFORMATION

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**Credit Hours:** 3

**Target Audience:** undergraduates

**Meeting Pattern:** MWF 8:00–8:50 A.M.

**Instructional Format:** in-person

**Classroom or Location:** Genome Sciences Building (GS) G010

## INSTRUCTOR INFORMATION

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**Name:** Meredith Sheeks (she/[they](#))

**Email:** [msheeks@unc.edu](mailto:msheeks@unc.edu)

**Office Location:** Caldwell 210B

**Office Hours:** Mondays 9:00 A.M.-11:00 A.M. and by appointment (in-person)

# COURSE CONTENT

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## Course Description

An introduction to social and political philosophy, the study, interpretation, and evaluation of people living in societies that are governed by various practices or institutions. Topics to be discussed include, inter alia, the nature of justice; ideal versus non-ideal political theory; the liberal democratic model; the basic structure; the problem of political authority; de jure and de facto authority; positive and negative conceptions of freedom; the state of nature; the social contract; political legitimacy and the general will; conceptions of the right to equal freedom under the social contract; the original position; when, if ever, state punishment is justified in the absence of a just basic structure; distributive justice; the ideal of equality; libertarianism; the basic liberties principle; the difference principle; egalitarianism; currencies of egalitarianism; the sufficiency view; racial segregation and neighborhood dynamics in a non-ideal society; the cultural divergence thesis; state neutrality and tolerance; perfectionism; the perfectionist challenge to liberal neutrality; paternalism; Rawlsian political liberalism; and Habermas' proceduralist conception of democracy.

## Course Texts & Materials

There are two required texts for this course:

1. *Social and Political Philosophy: A Contemporary Introduction*, 2<sup>nd</sup> Edition, by John Christman (Routledge), 2018.
2. *Dark Ghettos: Injustice, Dissent, and Reform*, by Tommie Shelby (Belknap), 2016.

Both books are available for purchase at UNC bookstores and online. (Estimated cost new: ~\$50 total.)

A digital version of *Dark Ghettos* is available for free via [UNC libraries](#).

Students will also need access to [the course's Canvas site](#).

Additional course readings will be available (for free) on Canvas.

## Class Expectations

Successful students should plan to attend class, actively participate in class, and work outside of class 6 to 9 hours each week on course assignments.

Students are strongly discouraged from using laptops or other electronic devices during class.

Students who use these devices (for any non-medical reason) will be asked to sit in the back of the classroom.

## Course Goals & Student Learning Outcomes (SLOs)

All UNC philosophy courses aim at the acquisition and nurturing of basic philosophic skills.

One of the main goals of UNC's philosophy curriculum is to instill and enable the development of skills that are distinct to philosophy, but which are foundational to all forms of knowledge.

These **basic philosophical skills** involve being able to:

- Think critically;
- Correctly deploy philosophical concepts and terminology, in a historical or contemporary setting;
- Clearly and accurately represent the views or arguments of particular philosophers, in a historical or contemporary setting;
- Identify the premises and conclusion(s) of a philosophical argument and assess both its validity and soundness;
- Apply a philosophical theory or argument to a new topic, and draw and defend reasonable conclusions about that topic;
- Develop an argument for a particular solution to a philosophical problem in a historical or contemporary setting;
- Write clearly, precisely, and persuasively in defense of a philosophical thesis;
- Participate in respectful, critical, and reflexive dialogues about difficult philosophical positions; and
- Read, interpret, and evaluate the strengths and weaknesses of different philosophical texts and the philosophical positions presented in them.



In addition, PHIL-170 satisfies the **value theory** requirement for our philosophy major and minor and as such aims at achieving the following learning outcomes:

- familiarity with some of the leading normative theories in philosophy, such as utilitarianism, deontology, and virtue ethics;
- the ability to identify and explain the various contexts in which philosophical questions of justification arise;
- the ability to assess ethical values in terms of the philosophical and non-philosophical reasons offered;
- the ability to recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value;
- the ability to evaluate ethical justifications for different ways of organizing civic and political communities; and
- the ability to analyze and evaluate the differences between personal ethical decisions and those bearing on the public and civic domains.

Note: PHIL-170 can also count towards the PHIL component of UNC's PPE minor.

**As part of the IDEAs in Action General Education Curriculum, this course satisfies the following Focus Capacity:**

***Focus Capacity—Ethical and Civic Values***

Description: What does it mean to be a part of a community? How do our decisions, and those decisions of our leaders, affect those around us and society at large, not only now but in the future? Learn how different perspectives can influence our idea of what is ethical and how to think critically about how we make and justify private and public decisions and evaluate the actions of public leaders.

**Student Learning Outcomes:**

These are the learning outcomes that are expected of students after completing a course.

1. Explain the contexts in which questions of justification arise.
2. Assess ethical values in terms of reasons offered.
3. Recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value, evaluating ethical justifications for different ways of organizing civic and political communities.
4. Analyze the differences between personal ethical decisions and those bearing on the public and civic spheres.

**Questions for Students:**

These are the types of questions you should be able to answer after completing a course.

1. How can people think fruitfully, individually and together, about how they should live their lives?
2. What is required to judge a standard or value as worthy of support?
3. How should we distinguish between prejudices and reasonable grounds for value judgments?
4. What considerations—stories, reasons, testimony, documents, data, et cetera—can justify our values and commitments, whether personal or social?

***Recurring Capacities***

Every focus capacity course includes the following activities:

- Writing, totaling at least 10 pages in length or the intellectual equivalent;
- Presenting material to the class, smaller groups, or the public through oral presentations, webpages, or other means; and
- Collaborating in pairs or groups to learn, design, solve, create, build, or research.

These activities are designed to help students practice crucial skills for future study, life, and career success.



# COURSE ASSIGNMENTS & ASSESSMENTS

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## Assignment Descriptions

### *Reading Responses and Discussion (25%)*

Throughout the course, students will have the opportunity to raise questions, criticisms, or reflections about the assigned readings once per week (for credit) in an online discussion forum.

The primary purpose of the forum is to motivate participants in the class to not only read the texts assigned for the course, but to critically engage with those texts. The forum posts will also serve to guide class discussion and to offer inspiration for argumentative paper topics.

Students are required to contribute a minimum of **12** posts to the forum. Each post should approximate 150 words. (Together, these posts will amount to ~5 pages of writing, since 150 words amounts to around half a page double-spaced, 12pt., Times New Roman font.) For the first week of class, posts will be due by the time class begins. After the first week, posts for a given reading will be due by 5 A.M. on the day that the reading is assigned.

Students will receive full credit for their posts, as long as they substantively engage with the assigned course readings for the week. Posts that substantively engage with the relevant readings demonstrate that a student has (i) read the assigned reading for the week and (ii) reflected upon it. During the first week of class, the professor will offer model responses to indicate which kinds of posts are expected for full credit.

The 12 required reading responses contribute to 25% of the final grade.

### *Exams (25%)*

There will be two exams in the course, a midterm and a cumulative final. The purpose of the exam is to challenge students to retain and consolidate the array of views and arguments considered throughout the semester. Scheduled for Friday, **March 7<sup>th</sup>** at 8:00 A.M. the midterm counts for 10% of the final grade. Scheduled for Thursday, **May 1<sup>st</sup>** at 8:00 A.M. the second and final exam counts for 15% of the final grade.

### *Group Presentation & Participation in Reality-Check Days (25%)*

During the few weeks of class, students will be placed into groups of three to four students. Each group will be assigned a future presentation date and asked to prepare for a ~25-minute presentation on one of the following topics: (1); community; (2) culture; (3) reproduction; (4) family; (5) work; (6) crime; (7) punishment; and (8) reparations.

The goals for each group will be

- (i) to comprehend the course-assigned reading, corresponding to their topic;
- (ii) to present a clear and precise summary of that reading to the class; and
- (iii) to prompt and guide further class discussion,  
by raising questions or objections in response to the reading.

Excellent presentations will show that students understand the main line of argument in the text to which they've been assigned. Since collaboration on this assignment is crucial, students will be required to anonymously assess their team's individual and collective efforts on the assignment immediately following their presentation day.

The purpose of the group presentation assignment is to press students to collaboratively use the tools of political philosophy to think through how to best address problems we face in our non-ideal world.

The group presentation contributes to 15% of the final grade.

Students who are not presenting on a given presentation day will be asked to actively participate in class discussion following their peers' presentation. Active participation on that day will involve reading the course-assigned text for that day (before class); responding to questions or objections raised by their peers; and raising additional questions or comments in response to their peers' presentation.

Active participation in reality-check days contributes to 10% of the final grade.

### *Papers (25%)*

Students will be tasked with completing two argumentative papers in the course.

The first argumentative paper assignment will challenge students to develop a sustained case in response to an issue raised in the first half of the course. It will be due at the end of the day (11:55 P.M.) on Friday, **February 14<sup>th</sup>**.

The second argumentative paper assignment will ask students to argue for or against a position considered in the second half of the course. The assignment will be due at the end of the day (11:55 P.M.) on Wednesday, **April 16<sup>th</sup>**.

As the due date for each paper approaches, the professor will provide a list of sample topics, alongside various tips and resources for success.

The purpose of each writing assignment is to expose students to the unique style and technique of philosophical writing and to offer students the occasion to develop and apply critical reasoning skills in response to a view that they themselves find worth defending.

Each paper should be between 5 and 7 pages—double-spaced, 12pt., Times New Roman—in length.

The first paper counts for 10% of the final grade, and the second counts for 15% of the final grade.

## Grading Scale & Schema

### *Late Work*

In general, late work will not be accepted. The professor will regularly remind students of upcoming requirements and due dates in the course. Students will be expected to work ahead on assignments and to plan accordingly, in light of other coursework, extracurricular activities, and additional commitments. Exceptions may be made, at the discretion of the instructor, in cases of emergency.

### *Grading Scale*

| Numeric Grade (%) | Letter Grade |
|-------------------|--------------|
| 93.5 and above    | A            |
| 89.5 – 93.4       | A-           |
| 86.5 – 89.4       | B+           |
| 82.5 – 86.4       | B            |
| 79.5 – 82.4       | B-           |
| 76.5 – 79.4       | C+           |
| 72.5 – 76.4       | C            |
| 69.5 – 72.4       | C-           |
| 66.5 – 69.4       | D+           |
| 59.5 – 66.4       | D            |
| 59.4 and below    | F            |



## COURSE SCHEDULE

### Unit 0: What is Political Philosophy?

| Date(s)  | Topic(s)/Guiding Questions               | Readings or Assignments Due  |
|--|--|--|
| <b>Week 1</b> – Jan. 8 <sup>th</sup> - Jan. 10 <sup>th</sup> | Social & political philosophy: the field |  |
| Wednesday, January 8 <sup>th</sup>                           | What is political philosophy?            |  |
| Friday, January 10 <sup>th</sup>                             | Ideal v. Non-ideal theory                | <u>Read:</u> <ul style="list-style-type: none"><li>○ *Christman, <i>Social and Political Philosophy</i>, pp.1-7</li><li>○ *Shelby, <i>Dark Ghettos</i>, Introduction</li></ul> |

## Unit 1: What, if anything, justifies the state?

| Date(s)   | Topic(s)/Guiding Questions                                  |  |
|---|---|--|
| <b>Week 2</b> – Jan. 13 <sup>th</sup> - Jan. 17 <sup>th</sup> | The problem of political authority                          | <b>Readings or Assignments Due</b>   |
| Monday, January 13 <sup>th</sup>                              | Authorities & Liberties                                     | <u>Read:</u><br><ul style="list-style-type: none"> <li>○ *Christman, <i>Social and Political Philosophy</i>, pp.45-6</li> <li>○ *Excerpt from Berlin, “Two Concepts of Liberty”</li> </ul>                               |
| Wednesday, January 15 <sup>th</sup>                           | The state of nature & the social contract tradition         | <u>Read:</u><br><ul style="list-style-type: none"> <li>○ *Christman, <i>Social and Political Philosophy</i>, pp.46-8</li> <li>○ **Vanderschraff, “The Character and Significance of the State of Nature”</li> </ul>      |
| Friday, January 17 <sup>th</sup>                              | Reality-Check Day #1: Injustice                             | <u>Read:</u><br><ul style="list-style-type: none"> <li>○ Shelby, <i>Dark Ghettos</i>, Chapter 1</li> </ul>   |
| <b>Week 3</b> – Jan. 20 <sup>th</sup> - Jan. 24 <sup>th</sup> | Political legitimacy in rationality: Hobbes                 | <b>Readings or Assignments Due</b>   |
| Monday, January 20 <sup>th</sup>                              | no class, MLK day   |  |
| Wednesday, January 22 <sup>nd</sup>                           | Hobbes’ state of nature & the prisoner’s dilemma            | <u>Read:</u><br><ul style="list-style-type: none"> <li>○ Christman, <i>Social and Political Philosophy</i>, pp.48-56</li> <li>○ *Hobbes, <i>The Leviathan</i>, Part I, Chapter XIII</li> </ul>                           |
| Friday, January 24 <sup>th</sup>                              | Hobbes’ state of nature & contemporary Hobbesianism         | <u>Read:</u><br><ul style="list-style-type: none"> <li>○ Christman, <i>Social and Political Philosophy</i>, pp.56-60</li> <li>○ *Hobbes, <i>The Leviathan</i>, Part I, Chapters XIV-XV</li> </ul>                        |
| <b>Week 4</b> – Jan. 27 <sup>th</sup> - Jan. 31 <sup>st</sup> | Political legitimacy in natural rights: Locke               | <b>Readings or Assignments Due</b>   |
| Monday, January 27 <sup>th</sup>                              | Locke’s state of nature & the role of consent               | <u>Read:</u><br><ul style="list-style-type: none"> <li>○ Christman, <i>Social and Political Philosophy</i>, pp.60-63</li> <li>○ *Locke, <i>The Second Treatise of Government</i>, Chapter 2</li> </ul>                   |
| Wednesday, January 29 <sup>th</sup>                           | The limits of consent & contemporary Lockeanism             | <u>Read:</u><br><ul style="list-style-type: none"> <li>○ Christman, <i>Social and Political Philosophy</i>, pp.63-65</li> <li>○ **Hume, <i>A Treatise of Human Nature</i>, Book III, Part II, Sections VII-IX</li> </ul> |
| Friday, January 31 <sup>st</sup>                              | Reality-Check Day #2: Crime                                 | <u>presentation day: “crime” group</u><br><u>Read:</u><br><ul style="list-style-type: none"> <li>○ Shelby, <i>Dark Ghettos</i>, Chapter 7</li> </ul>   |
| <b>Week 5</b> – Feb. 3 <sup>rd</sup> - Feb. 7 <sup>th</sup>   | Political legitimacy & the demands of freedom               | <b>Readings or Assignments Due</b>   |
| Monday, February 3 <sup>rd</sup>                              | Rousseau & the general will                                 | <u>Read:</u><br><ul style="list-style-type: none"> <li>○ Christman, <i>Social and Political Philosophy</i>, pp.65-67</li> <li>○ *Rousseau, <i>On the Social Contract</i>, Books I &amp; II</li> </ul>                    |
| Wednesday, February 5 <sup>th</sup>                           | Kant & the right to equal freedom under the social contract | <u>Read:</u><br><ul style="list-style-type: none"> <li>○ Christman, <i>Social and Political Philosophy</i>, pp.67-69</li> <li>○ **Korsgaard, “Taking the Law into Our Own Hands”</li> </ul>                              |
| Friday, February 7 <sup>th</sup>                              | Reality-Check Day #3: Punishment                            | <u>presentation day: “punishment” group</u><br><u>Read:</u><br><ul style="list-style-type: none"> <li>○ Shelby, <i>Dark Ghettos</i>, Chapter 8</li> </ul>  |
| <b>Week 6</b> – Feb. 10 <sup>th</sup> - Feb. 14 <sup>th</sup> | Justice as fairness: Rawls                                  | <b>Readings or Assignments Due</b>   |
| Monday, February 10 <sup>th</sup>                             | no class, well-being day                                    |  |
| Wednesday, February 12 <sup>th</sup>                          | The original position & political legitimacy                | <u>Read:</u><br><ul style="list-style-type: none"> <li>○ Christman, <i>Social and Political Philosophy</i>, pp.69-73</li> <li>○ *Rawls, <i>A Theory of Justice</i>, Chapter 1, Sections 1-5</li> </ul>                   |
| Friday, February 14 <sup>th</sup>                             | Rawls’ principles of justice: an initial glance             | <b>Paper 1 Due</b><br><u>Read:</u><br><ul style="list-style-type: none"> <li>○ *Rawls, <i>A Theory of Justice</i>, Chapter 1, Sections 6-9</li> </ul>  |

## Unit 2: What, if anything, *makes* a society just?

| Date(s)  | Topic(s)/Guiding Questions  |   |
|--|---|---|
| <b>Week 7</b> – Feb. 17 <sup>th</sup> - Feb. 21 <sup>st</sup>  | Distributive justice & equality   | <b>Readings or Assignments Due</b>  |
| Monday, February 17 <sup>th</sup>                              | What is distributive justice?   | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.78-81</li> <li>*Aristotle, <i>Ethics</i>, Book V, Sections I-VII</li> <li>*Aristotle, <i>Politics</i>, Book III, Sections IX-XIII</li> </ul>                       |
| Wednesday, February 19 <sup>th</sup>                           | Equality of opportunity?  | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.81-82</li> <li>**Feinberg, <i>Doing &amp; Deserving</i>, Chapter 4</li> </ul>  |
| Friday, February 21 <sup>st</sup>                              | Reality-Check Day #4: Community   | <b>presentation day: “community” group</b><br><u>Read:</u><br><ul style="list-style-type: none"> <li>Shelby, <i>Dark Ghettos</i>, Chapter 2</li> </ul>  |
| <b>Week 8</b> – Feb. 24 <sup>th</sup> - Feb. 28 <sup>th</sup>  | Nozick & libertarianism   | <b>Readings or Assignments Due</b>  |
| Monday, February 24 <sup>th</sup>                              | Nozick’s entitlement theory   | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.83-85</li> <li>*Nozick, <i>Anarchy, State, and Utopia</i>, pp.149-164</li> </ul>   |
| Wednesday, February 26 <sup>th</sup>                           | Nozick’s Lockean defense & some challenges                              | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.85-87</li> <li>*Nozick, <i>Anarchy, State, and Utopia</i>, pp.164-182</li> </ul>   |
| Friday, February 28 <sup>th</sup>                              | Reality-Check Day #5: Reparations                                       | <b>presentation day: “reparations” group</b><br><u>Read:</u><br><ul style="list-style-type: none"> <li>*Coates, “The Case for Reparations”</li> </ul>   |
| <b>Week 9</b> – Mar. 3 <sup>rd</sup> - Mar. 7 <sup>th</sup>    | Rawlsian distributive justice, part 1                                   | <b>Readings or Assignments Due</b>  |
| Monday, March 3 <sup>rd</sup>                                  | The Basic Liberties Principle & the Difference Principle: a second look | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.92-93</li> <li>*Rawls, <i>A Theory of Justice</i>, Chapter 2, Sections 10-17</li> </ul>  |
| Wednesday, March 5 <sup>th</sup>                               | Catch-up/review day   |   |
| Friday, March 7 <sup>th</sup>                                  |   | <b>Midterm</b>  |
| <b>Week 10</b> – Mar. 10 <sup>th</sup> - Mar. 14 <sup>th</sup> | no class, spring break  |   |
| <b>Week 11</b> – Mar. 17 <sup>th</sup> - Mar. 21 <sup>st</sup> | Rawlsian distributive justice, part 2                                   | <b>Readings or Assignments Due</b>  |
| Monday, March 17 <sup>th</sup>                                 | Rawlsian distributive justice: An initial defense                       | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.93-97</li> <li>*Rawls, <i>A Theory of Justice</i>, Chapter 3, Sections 26-28</li> </ul>  |
| Wednesday, March 19 <sup>th</sup>                              | Grounds for Rawls’ Two Principles                                       | <u>Read:</u><br><ul style="list-style-type: none"> <li>*Rawls, <i>A Theory of Justice</i>, Chapter 3, Sections 29-30</li> </ul>   |
| Friday, March 21 <sup>st</sup>                                 | Reality-Check Day #6: Culture   | <b>presentation day: “culture” group</b><br><u>Read:</u><br><ul style="list-style-type: none"> <li>Shelby, <i>Dark Ghettos</i>, Chapter 3</li> </ul>  |
| <b>Week 12</b> – Mar. 24 <sup>th</sup> - Mar. 28 <sup>th</sup> | Varieties of egalitarianism & sufficiency views                         | <b>Readings or Assignments Due</b>  |
| Monday, March 24 <sup>th</sup>                                 | Currencies of egalitarianism  | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.97-101</li> <li>*Cohen, “On the Currency of Egalitarian Justice”</li> </ul>  |
| Wednesday, March 26 <sup>th</sup>                              | From individual goods to social & relational goods                      | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.101-103</li> <li>*Anderson, “What is the Point of Equality?” pp.287-9, 312-5</li> <li>**Young, <i>Justice and the Politics of Difference</i>, Chapter 1</li> </ul> |
| Friday, March 28 <sup>th</sup>                                 | Sufficiency views   | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.103-105</li> <li>*Frankfurt, “Equality as a Moral Ideal”</li> <li>**Raz, <i>The Morality of Freedom</i>, Chapter 9</li> </ul>                                      |

Note: Readings marked with one asterisk (\*) are required and available on Canvas.  
Readings marked with two asterisks (\*\*) are optional but available on Canvas.



## Unit 3: What, if anything, is the *role* of the state?

| Date(s)  | Topic(s)/Guiding Questions  |   |
|--|---|---|
| <b>Week 13</b> – Mar. 31 <sup>st</sup> - Apr. 4 <sup>th</sup>  |   |   |
|  | Liberalism & neutrality   | <b>Readings or Assignments Due</b>  |
| Monday, March 31 <sup>st</sup>                                 | The anti-paternalism & anti-perfectionism of the “pure” liberal state   | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.111-114</li> <li>*Larmore, <i>Patterns of Moral Complexity</i>, pp.40-50</li> </ul>                              |
| Wednesday, April 2 <sup>nd</sup>                               | Why neutrality?<br>Two initial reasons                                  | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.115-119</li> <li>*Larmore, <i>Patterns of Moral Complexity</i>, pp.50-68</li> </ul>                              |
| Friday, April 4 <sup>th</sup>                                  | Reality-Check Day #7: Reproduction                                      | <b>presentation day: “reproduction” group</b><br><u>Read:</u><br><ul style="list-style-type: none"> <li>Shelby, <i>Dark Ghettos</i>, Chapter 4</li> </ul>   |
| <b>Week 14</b> – Apr. 7 <sup>th</sup> - Apr. 11 <sup>th</sup>  |   |   |
|  | The perfectionist challenge to liberal neutrality                       | <b>Readings or Assignments Due</b>  |
| Monday, April 7 <sup>th</sup>                                  | Critiques of liberal neutrality   | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.119-122</li> <li>*Hurka, <i>Perfectionism</i>, Chapter 11</li> </ul>   |
| Wednesday, April 9 <sup>th</sup>                               | Alternatives to neutrality:<br>Promoting the human good                 | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.122-123</li> <li>**Hurka, <i>Perfectionism</i>, Chapter 4</li> <li>**Nussbaum, “Non-Relative Virtues”</li> </ul> |
| Friday, April 11 <sup>th</sup>                                 | Reality-Check Day #8: Family  | <b>presentation day: “family” group</b><br><u>Read:</u><br><ul style="list-style-type: none"> <li>Shelby, <i>Dark Ghettos</i>, Chapter 5</li> </ul>   |
| <b>Week 15</b> – Apr. 14 <sup>th</sup> - Apr. 18 <sup>th</sup> |   |   |
|  | Defenses of liberal neutrality: Rawls                                   | <b>Readings or Assignments Due</b>  |
| Monday, April 14 <sup>th</sup>                                 | Rawlsian political liberalism   | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.126-129</li> <li>*Rawls, <i>Political Liberalism</i>, Lecture I</li> </ul>                                       |
| Wednesday, April 16 <sup>th</sup>                              | Rawls’ defense of neutrality  | <b>Paper 2 Due</b><br><u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.129-131</li> <li>**Rawls, <i>Political Liberalism</i>, Lecture IV</li> </ul>               |
| Friday, April 18 <sup>th</sup>                                 | no class, university holiday  |   |
| <b>Week 16</b> – Apr. 21 <sup>st</sup> - Apr. 25 <sup>th</sup> |   |   |
|  | Defenses of liberal neutrality: Habermas                                | <b>Readings or Assignments Due</b>  |
| Monday, April 21 <sup>st</sup>                                 | Habermas’ proceduralist conception of democracy & deliberative politics | <u>Read:</u><br><ul style="list-style-type: none"> <li>*Habermas, “Three Normative Models of Democracy”</li> </ul>  |
| Wednesday, April 23 <sup>rd</sup>                              | Habermas’ defense of neutrality   | <u>Read:</u><br><ul style="list-style-type: none"> <li>Christman, <i>Social and Political Philosophy</i>, pp.131-133</li> <li>*Habermas, <i>Between Facts and Norms</i>, pp.302-314</li> </ul>                                |
| Friday, April 25 <sup>th</sup>                                 | Reality-Check Day #9: Work  | <b>presentation day: “work” group</b><br><u>Read:</u><br>Shelby, <i>Dark Ghettos</i> , Chapter 6  |
| <b>Week 17+</b> – Apr. 28 <sup>th</sup> - ____                 |   |   |
|  |   | <b>Readings or Assignments Due</b>  |
| Monday, April 28 <sup>th</sup>                                 | Closing reflections & discussion  |   |
| Thursday, May 1 <sup>st</sup> (at 8:00 A.M.)                   |   |   |
|  |   | <b>Final Exam</b>   |

## Academic Policies

### *University Class Attendance Policy*

University Policy: As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: [University Approved Absence Office \(UAAO\)](#) website provides information and [FAQs for students](#) and [FAQs for faculty](#) related to University Approved Absences
2. Disability/religious observance/pregnancy/short-term military service, as required by law and approved by the [Equal Opportunity and Compliance Office](#) (EOC), or in the case of short-term military service, the Dean of Students
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

### *Code of Conduct Statement*

All students are expected to adhere to University policy and follow the guidelines of the UNC Code of Conduct. Additional information can be found at <https://studentconduct.unc.edu/>.

### *Artificial Intelligence (AI) Use Policy*

In this course, the use of generative AI is not permitted on any assignment (whether graded or not).

Any use of generative AI tools is an instance of academic dishonesty, and it will be referred to Student Conduct.

### *Syllabus Changes*

The instructor reserves the right to make changes to the syllabus including project due dates and test dates.

These changes will be announced as early as possible.

### *Acceptable Use Policy*

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it is quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property. Additionally, consult the [Safe Computing at UNC](#) website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

### *Data Security & Privacy*

UNC-Chapel Hill is committed to fulfilling its responsibilities of transparency as a state-sponsored institution of higher learning, protecting certain types of information, and using information Carolina collects only for appropriate purposes. Consult the [UNC-Chapel Hill Privacy Statement](#) for additional information.

### *Grade Appeal Process*

If you have any concerns with grading or feel you have been awarded an incorrect grade, please discuss it with me as soon as possible. If we cannot resolve the issue, you may talk to our director of undergraduate studies or department chair.

## Services & Student Support Policies

### *Equal Opportunity and Compliance—Accommodations*

Equal Opportunity and Compliance Accommodations Team ([Accommodations—UNC Equal Opportunity and Compliance](#)) receives requests for accommodations for disability, pregnancy and related conditions, and sincerely held religious beliefs and practices through the University's Policy on Accommodations. EOC Accommodations team determines eligibility and reasonable accommodations consistent with state and federal laws.

### *Counseling & Psychological Services (CAPS)*

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to the [CAPS website](#) or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

### *Title IX Resources*

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made [online to the EOC](#) or by contacting the [University's Title IX Coordinator](#), Elizabeth Hall, or the [Report and Response Managers](#) in the Equal Opportunity and Compliance Office. Please note that I am designated as a Responsible Employee, which means I must report to the EOC any information I receive about the forms of misconduct listed in this paragraph. If you'd like to speak with a confidential resource, those include Counseling and Psychological Services, the University's Ombuds Office, and the [Gender Violence Services Coordinators](#). Additional resources are available at [safe.unc.edu](#).

### *Policy on Non-Discrimination*

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email [reportandresponse@unc.edu](mailto:reportandresponse@unc.edu) or see additional contact info at [safe.unc.edu](#)) or the [Equal Opportunity and Compliance Office](#). Please note that I am designated as a Responsible Employee, which means that I must report to the EOC any information I receive about harassment or discrimination. If you'd like to speak with a confidential resource, those include Counseling and Psychological Services and the University's Ombuds Office.

### *Diversity Statement*

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate any suggestions.

### *Undergraduate Testing Center*

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The Center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit the [testing center website](#).

### *Learning Center*

Want to get the most out of this course or others this semester? Visit [UNC's Learning Center](#) to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

### *Writing Center*

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit [UNC's Writing Center online](#).