

NOW ONLINE - Political Theory, Spring 2020

https://docs.google.com/document/d/11XA8ZmTYhElw6Pr8SMSyn_voHX8JfWMvZTGHIRlEKuo/edit?usp=sharing

UPDATED SYLLABUS, IN LIGHT OF CORONAVIRUS

This is a live document that will be updated: please check back!

Instructor Contacts:

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- nathan.nobis@gmail.com (for Google Hangouts or video chat),
- Skype at nathan.nobis,
- 404-480-2717 (Google phone #, which allows for texts also)

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Sample 1

Drugs

In America and abroad, illegal drug use is a controversial issue. Many people make the claim that people shouldn't have access to illegal drugs. Mainly conservative people believe that giving people more access to drugs, regardless of the drug's potency, will lead to a decline in society. While on the other hand, more libertarian and liberal people usually believe in allowing people to choose whether or not they want to do drugs. These two groups have salient points that could be beneficial for citizens, but where do we draw the line?

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What have we done so far?

Please check Blackboard for any missing assignments. You have a “midterm reflection assignment” that will help you identify any missing assignments: you need to complete those assignments and get them uploaded to BB.

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Sample 1

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What will the remaining assignments be?

- **DISCUSSION BOARDS:** Each week, we will have another set of essays from the *Ethics: Left and Right* book ([this is now available for rental for \\$7.50](#)). For each week and set of topics, there will be a discussion board. You should answer the COMPREHENSION QUESTIONS and the DISCUSSION QUESTIONS, and respond both *with depth and detail* and in a manner that someone who has not read the readings would understand your responses. You should include the questions and While these are due Sunday at midnight, please spread your posts over the week: do a few by Tuesday, a few more by Thursday, and the rest by Sunday Guidelines on the quality and quantity of these posts are below.
You should also read others students' responses and respond to some of them: guidelines on how to respond are below.
- **Three more short papers.** These are opportunities to write some short writings (2 1/2 - 4 pages) that present some kind of argument on an issue from our readings (or the book) in clear and organized ways. These will come in stages: e.g., first you'll have to pick a topic (if it's not provided), then develop a structure and then fill in the details. And we will do online workshopping of papers.
Details TBD.
- There will be a few other assignments that don't fit into these category: e.g., a midterm self- assessment assignment.

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The course points here will be roughly equal to the points available in the first half of the course. The numbers will be determined asap.

Weekly discussion board participation guidelines:

- Since we don't have in-person class discussion, students must post each week in the Blackboard discussion boards.

In order to actively participate in these discussions, and to meet the college's attendance requirement for online courses, you will need to log in **at least 5 days each week**. This will help you stay up to date on the discussions and allow you to make more thoughtful postings. Discussions begin on Monday of each week and end on Sunday at 11:59 PM EST. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Wednesday by 11:59 PM EST.

- **Posts should be substantial** (at least a half page, single spaced) and show engagement with the course materials: explaining that material, critiquing that material, raising questions about that material, and so on: these postings are not meant to be done "off the top of your head," since they must show engagement with the material, meaning that you are learning from them. Each response must be substantial and further the discussion in productive ways, such as showing how the initial post relates to other course materials, further elaboration on the issues, objections and responses and so on: "great post!" and the like is welcome, but not sufficient.

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- **Your posts should be easy to read:** they should include the initial prompt(s), so we can readily see what you are responding to; you should have one topic per paragraph (and so not long paragraphs that are hard to read, especially online) and they should be formatted so they “wrap” in the browser: they shouldn’t be super wide, as they sometimes are. You should cut and paste the text into discussion posts; do not upload attachments, since they are not able to immediately be read.
- **Response guidelines:**

One of your tasks is to comment on other students' posts and "extend the conversation"! Here are some guidelines on how to better do that.

Here are some prompts that might help you create more effective replies to your peers (you learn more) and earn you more points. For each reply, please comment on your peer's post, perhaps what you learned or found interesting, and then add new information to the conversation. Here are some prompts that might be helpful in directing your replies.

First, summarize your peer’s post

- "I appreciated how you explained ... because I learned..."
- "What I found really interesting about what you said ..."

Then, transition to what you will add to the conversation

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- "And, I think that we also need to consider...
- "Another important question we need to think about is...
- "What this means is ...
- "That makes me think of ...
- "I am confused about ...,what I know is ... and I would like help with ...
- "While you said..., I disagree because...

I hope this helps you really deepen the discussion, bring in more issues from the material, productively raise questions and concerns, and more.

Recall that this discussion is instead of about 3 hours of class each week, so this discussion really needs to be substantial and engaging!

Thanks!

Should you do your work on a phone or a real computer?

If you can, please do your work on or with a real computer: there is just too much “content” to fit onto a phone screen.

If you do not have a computer, a phone will do, although it is not ideal

If you are having a difficult time accessing Blackboard, please let Dr. Nobis know. If you *need* to email him assignments that he can post to Blackboard for you (maybe, if that

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will work!), he can help with that (please though, if you can do it yourself, please do that!)

Here are some unedited tips:

"my students have taught me about how to thrive with a smartphone as your primary computer.

Google drive and docs apps are really good for writing papers on phones.

Please don't encourage them to type directly into the submission window on the LMS -- at least, not on Moodle. Advise them to type in an email draft or google drive, because that autosaves more reliably on mobile. Then, ask them to copy and paste that directly into the submission window.

If they're working on their phones, ask them to use a blank line between paragraphs, even if you normally use first line indent. Indentations don't usually survive the copy and paste, and so it looks unparagraphed.

And -- and I cannot stress this enough -- ask them what they already do, and encourage them to share tips with one another. A number of my students -- unsure how many -- write entire papers on their phones, and they've taught me a lot about what is possible with a bit of practice and problem-solving. I've taught a research seminar for honors students each year these past few years, and multiple students have done the majority of their papers on their phones. Basically, they get to 90% done, then they borrow a computer or go to the campus computer lab to do the last 10%, including formatting stuff.

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In Chrome on Android, you can force the browser to show a page as if it's on a desktop. There's a similar thing on iPhones, I think. This is very useful, especially if you're dealing with Moodle or dealing with certain library databases/repositories.

Quite a lot is possible with a smartphone as your primary computer, honestly. For me, it's more about shifting my perspective -- what if I think "phone first"? What if I think of smartphones as the normal thing everyone has? What if I think of it as not a problem about the limits of smartphones, but a problem about the limits of tools I might choose to use that don't play well with smartphones?

FWIW, my limited experience indicates that education-targeted products are much more likely to require a "real" computer and fail to play well with mobile...I tend to have much better luck with things aimed at a more general user base."

When are assignments due?

Discussion posts will be due Sunday at midnight. BUT THIS IS A FLEXIBLE DEADLINE. Students are encouraged to spread the work over the week concerning their discussion posts: this is for your benefit, and for the benefit of other students.

If you have discussion posts that you would especially like Dr. Nobis's feedback on, please email them to him for feedback: there are going to be a lot of discussion posts and so he won't be able to comment on all of them on the discussion boards.

What's the remaining schedule?

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Topic and discussion prompts:	Start	End
Spring Break	March 9	March 15
Week 9: EVERYONE GET ONLINE AND TRANSITION WEEK	March 16	March 22
Week 10 - TOPIC: ch. 19 - GUNS Do the readings on guns: complete the comprehension and discussion questions on guns. I will find some more readings on the topic and some videos, I hope Partial paper assignment from earlier (an introduction and a structure) due by Sunday. See BB for that assignment.	March 23	March 29
Week 11 - TOPIC: CH. 9: HEALTH CARE 1. Readings and discussion questions.	March 30	April 5

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Week 12 - CH. 7. MINIMUM WAGE. • Readings and discussion questions. April 10 Good Friday College Closed	April 6	April 9
Week 13 - CH.8 - ENVIRONMENTAL REGULATIONS • Readings and discussion questions.	April 13	April 19
Week 14 - CH. 21 - VOTING ETHICS Discussion posts: questions TBD	April 20	April 26
Week 15 April 29 Last Day of Class – TOPICS TBD Discussion posts: questions TBD	April 27	April 29
Week 16 Finals Week FINAL PAPER OR PROJECT DUE: DETAILS TBD	May 4	May 8

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Will the instructor provide videos to guide instruction!

Yes, he will! They will be made in Youtube and links will be posted in Blackboard or embedded.

What are good sources for further introductory reading and viewing about philosophical and ethical issues?

Here are some and more will be added later:

- *1000-Word Philosophy: An Introductory Anthology*: <https://1000wordphilosophy.com/>
- *The Internet Encyclopedia of Philosophy*: <https://www.iep.utm.edu/>
- *WiPhi*: <https://www.youtube.com/user/WirelessPhilosophy>

Assignments

PLEASE USE THIS TEMPLATE FOR YOUR PAPERS:

- Use this paper template so your assignments have a good formatting:
<https://www.dropbox.com/s/qp9qdblv8kegvp/Philosophy%20Paper%20Template.docx?dl=0>
- Paper template in Google docs:
- <https://docs.google.com/document/d/1ix7TeTqLhpem1LvFwVUxW9BL4mhBJZf76EZRdAsrBco/edit?usp=sharing>
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MIDTERM SELF-ASSESSMENT

Dear all,

Our world has dramatically changed since our last time in class, but - as best we can - we need to reflect on how we were doing in our classes and see what, if any, changes we must make, despite the changes that have been imposed on us.

Here is a midterm reflection assignment, **due ASAP** or by the Friday after the break (to Blackboard, ideally using the template below, in a word-processed file; *include the questions below so it is obvious to the reader what you are responding to, please*):

1. What is your Tignet/Banner midterm grade?
2. What is your Blackboard midterm grade, your earned points or percentage of total points? (If there are any errors or omissions or misunderstandings in grading, please let the instructor know).
3. How are you doing in this class? (Optional: how are you doing in other classes?)
4. What are you doing well? **Why** are you doing well at these things?
5. What are you not doing well at? **Why** are you not doing well at these things? What do you want to change? **Why** do you want to change?
6. What, if anything, should you change about what you do **before** class? What, if anything, should you change about what you do **during** class? What, if anything, should you change about what you do **after** class?

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7. What can the instructor do to better help you?

8. What other thoughts and/or feelings do you have concerning your performance in this class (and any other classes), or anything else relevant?

- Use this paper template so your assignments have good formatting:
<https://www.dropbox.com/s/qpf9qdblv8kegvp/Philosophy%20Paper%20Template.docx?dl=0>

- Paper template in Google docs:
<https://docs.google.com/document/d/1ix7TeTqLhpem1LvFwVUxW9BL4mhBJZf76EZRdAsrBco/edit?usp=sharing>

Modern Political Theory - Syllabus draft *in progress*

A just and fair course plan

Modern Political Theory - 48401 - HPHI 462 - 1

Associated Term: Spring 2020

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Sample 1

Drugs

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Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Cla ss	1:00 pm - 1:50 pm	M WF	Sale Hall 110	Jan 15, 2020 - May 08, 2020	Lecture	Nathan M. Nobis (P) 

Course Descriptions, from the catalogue and a more just description:	1
Readings / source of potential topics:	2
Types of potential assignment possibilities:	3
Assignments:	3
What format must your work be submitted in?	3
Schedule:	4
Normative Ethics / Ethical Theories / Moral Principles	10

Course Descriptions, from the catalogue and a more just description:

Catalogue description: 462. Modern Political Theory

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Political philosophy in the Reformation period and the modern world. Locke, Hobbes, Montesquieu, Rousseau, Hegel and Marx are the main thinkers considered.

Better, more just description:

Political philosophy in the Reformation period and the modern, contemporary world, as political philosophies impact personal and policy decisions locally, nationally and globally.

Locke, Hobbes, Montesquieu, Rousseau, Hegel and Marx are the main historical thinkers from Western traditions considered. We will learn some about influential theories from non-Western (African, Asian, Native American) conceptions of justice and fairness.

We will read and be influenced by recent and contemporary theorists of justice from a variety of backgrounds, including African-American philosophers on justice.

Readings / source of potential topics:

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1000-Word Philosophy: An Introductory Anthology, sections on social and political philosophy:

<https://1000wordphilosophy.com/85-2/social-and-political-philosophy/>

Ethics, Left and Right - The Moral Issues That Divide Us, edited by Bob Fischer

Here is Bob's introduction to the book (please don't share or repost it).

Here's Bob's webpage: <https://www.bobfischer.net/>

Introduction

Chapter 1. Introduction to the Left and Right

Chapter 2. America First

Chapter 3. Foreign Aid

Chapter 4. Immigration

Chapter 5. Religious Tests

Chapter 6. Taxation

Chapter 7. Minimum Wage

Chapter 8. Environmental Regulation

Chapter 9. Right to Healthcare

Chapter 10. Abortion

Chapter 11. Political Correctness

Chapter 12. Religious Exceptions

Chapter 13. "Bathroom Bills"

Chapter 14. Privilege

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Chapter 15. Feminism
Chapter 16. Removing Historic Monuments
Chapter 17. Affirmative Action
Chapter 18. Racial Profiling
Chapter 19. Guns
Chapter 20. Military Spending
Chapter 21. Voting Ethics

Types of potential assignment possibilities:

Assignments:

- **15 weekly short writing assignments**, *of different types*, that all involve successfully communicating something about the topic of discussion for the week. Always due Monday, by class time. Your audience is always people who know nothing about these topics; your job is to effectively communicate with them. 10 points each. (150 points)
- **5 longer writing assignments**: approximately 3 pages, with assigned topics. Includes pre-planning, outlining, introduction and roadmap workshops, peer review, instructor review and revision activities. Your audience is always people who know nothing about these topics; your job is to effectively communicate with them. 30 points each. (150 points).
- **Final paper or project**. Multiple options; details forthcoming. 60 points.

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Sample 1

Drugs

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No late work will be accepted except in the three late work slots in Blackboard, which can be (wisely) used for any purpose.

What format must your work be submitted in?

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Sample 1

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All work must have students' name, email address, class, class time and a very clear indication of what the assignment is. Points will be deducted if any of these are missing: students will be told to "use the template."

Work must always be uploaded to Blackboard (unless otherwise noted) and in a word-processed format. You cannot merely cut and paste text into the "box" or paste in a link. "Pages" is not an acceptable file format: do not submit any work in PAGES, since it cannot be read by Blackboard or most computers. You can get MS Office free through your email account; use that or Google Docs.

Please use this template for your work so it has proper formatting; download the file and state from there:

<https://www.dropbox.com/s/qpf9qdblv8kegvp/Philosophy%20Paper%20Template.docx?dl=o>

Paper template in Google docs:

<https://docs.google.com/document/d/1ix7TeTqLhpem1LvFwVUxW9BL4mhBJZf76EZRdAsrBco/edit?usp=sharing>

Discussing readings and assignments is highly encouraged, but **each student must always do his or her own written work, unless specifically told otherwise. Any plagiarism or shared work or unauthorized group work will result in at least a zero for the assignment. Other possible consequences include failing the class and/or being reported to the academic authorities.**

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Sample 1

Drugs

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Schedule:

TBD:

First assignment, for next week: start reading Bob's introduction to Ethics, Left and Right.

How to Spot an Injustice: A Brief Introduction to Theories of Justice

Notes and items of interest:

Conference: **Putting the "social" in social justice: equality, equity, and feasibility** - <https://philevents.org/event/show/79814?ref=email> - this is interesting to, at least, see the topics.

Notes from class:

WHY?

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Sample 1

Drugs

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LEGAL RIGHTS -- "PERSON MADE"

MORAL RIGHTS / NATURAL RIGHTS - NOT PERSON MADE

Humans have rights, human rights. Fetuses are human so they have human rights so abortion is wrong.

"Human beings have rights, such as the right to life, and the right to your body?"

WHY?

Answer 1 - Having rights is to our own advantage!

OK: but who has rights? And why do they have them?

Answer 2 - We are rational beings. (What do you mean?)

PROBLEM; MENTALLY CHALLENGED PEOPLE; BABIES;

COMOTOSE PEOPLE; SLEEPING PEOPLE?

Answer 3- Tom Regan, "subjects of lives" - conscious feeling being whose life can get worse and it can get better from their own point of view.

We have DNA.

"Human beings have rights because they are human."

"Human beings have rights because some of them wear funny socks on Tuesday"

P. Human beings live on Earth.

All things on earth have rights. F

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Sample 1

Drugs

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C. Humans beings have rights.

Quiz, open-note, open handout:

1. What's an argument?
2. What's a logically valid argument? How is that defined?
3. How can you tell that an argument is valid or not?
4. What is a sound argument? How is that defined?
5. What are three common logically valid argument patterns?

6. What are two common invalid argument patterns?

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Sample 1

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Denying the antecedent:

- a. If P, then Q.
- b. Not P.
- c. So not Q.

Affirming the consequent:

- d. If P, then Q.
- e. Q,
- f. P.

Chapter 1. Introduction to the Left and Right - DEFINITELY!

Dustin Crummett, "Introduction"

Chad McIntosh, "For All the Right Reasons"

Dustin Crummett, Reply to McIntosh

Chad McIntosh, Reply to Crummett

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Sample 1

Drugs

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Chapter 2. America First - MAYBE NOT SO INTERESTING

Dan Bonevac, "America First"

Gillian Brock, "Defending the Cosmopolitan Outlook"

Dan Bonevac, Reply to Brock

Gillian Brock, Reply to Bonevac

Chapter 3. Foreign Aid - INTERESTING

Nicole Hassoun, "The Case for Foreign Aid"

Jason Brennan, "International Aid"

Nicole Hassoun, Reply to Brennan

Jason Brennan, Reply to Hassoun

Chapter 4. Immigration - INTERESTING

Peter Jaworski, "Markets Without Labour Limits"

Hrishikesh Joshi, "For (Some) Immigration Restrictions"

Peter Jaworski, Reply to Joshi

Hrishikesh Joshi, Reply to Jaworski

Chapter 5. Religious Tests --- ??

I.G., "Muslim Immigration and the West"

Saba Fatima, "On the Road to Losing Ourselves"

I.G., Reply to Fatima

Saba Fatima, Reply to I.G.

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Sample 1

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Chapter 6. Taxation --- NOT SO INTERESTING MAYBE.

Bruno Verbeek, "Two Arguments for Progressive Taxation"

Michael Huemer, "Tax Breaks for the Rich"

Bruno Verbeek, Reply to Huemer

Michael Huemer, Reply to Verbeek

Chapter 7. Minimum Wage - YES.

Mark R. Reiff, "For a Living Wage"

John F. Gaski, "The Cynical Minimum Wage Hoax"

Mark R. Reiff, Reply to Gaski

John F. Gaski, Reply to Reiff

Chapter 8. Environmental Regulation - MAYBE

Seth Mayer, "Climate Change and Environmental Regulation"

Dan C. Shahr, "Sustaining Growth"

Seth Mayer, Reply to Shahr

Dan C. Shahr, Reply to Mayer

Chapter 9. Right to Healthcare - YES!!!

Sam Fleishacker and Sherry Glied, "In Defense of a Right to Health Care"

Chris Freiman, "Distribute Money, Not Medicine"

Sam Fleishacker and Sherry Glied, Reply to Freiman

Chris Freiman, Reply to Fleishacker and Glied

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Chapter 10. Abortion - INTERESTING / MAYBE..

Chris Tollefsen, "Abortion"

Nathan Nobis, "Early and Later Abortions"

Chris Tollefsen, Reply to Nobis

Nathan Nobis, Reply to Tollefsen

Chapter 11. Political Correctness - NOT SO INTERESTING...

Tully Borland, "Against Politically Correct Speech"

Megan Hyska, "In defense of political correctness and against 'political correctness'"

Tully Borland, Reply to Hyska

Megan Hyska, Reply to Borland

Chapter 12. Religious Exceptions - YES..

John Corvino, "Religious Belief, Discrimination, and the Law"

Ryan T. Anderson and Sherif Girgis, "Pluralism, Fairness, and Debates about Discrimination"

John Corvino, Reply to Anderson and Girgis

Ryan Anderson and Sherif Girgis, Reply to Corvino

Chapter 13. "Bathroom Bills". . . INTERESTING

Loren Cannon, "Trans Directed Injustice"

Vaughn Baltzly, "A Conservative Position on the 'Bathroom Battles'"

Loren Cannon, Reply to Baltzly

Vaughn Baltzly, Reply to Cannon

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Sample 1

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Chapter 14. Privilege . . . YES

Dan Lowe, "Privilege"

Spencer Case, "White Privilege"

Dan Lowe, Reply to Case

Spencer Case, Reply to Lowe

Chapter 15. Feminism . . YES..

Philippe Lemoine, "The Trouble with Feminism"

Rebecca Tuvel, "The Case for Feminism"

Philippe Lemoine, Reply to Tuvel

Rebecca Tuvel, Reply to Lemoine

Chapter 16. Removing Historic Monuments . . YES

Travis Timmerman, "A Case for Removing Confederate Monuments"

Dan Demetriou, "Ashes of Our Fathers"

Travis Timmerman, Reply to Demetriou

Dan Demetriou, Reply to Timmerman

Chapter 17. Affirmative Action . . YES ...

Stephen Kershnar, "Affirmative Action is Unjust, Wrong, and Bad"

Kristina Meshelski, "Affirmative Action"

Stephen Kershnar, Reply to Meshelski

Kristina Meshelski, Reply to Kershnar

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Sample 1

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Chapter 18. Racial Profiling .. YES

Annabelle Lever, "Against Racial Profiling"

Allan Hillman, "In Defense of Criminal Profiling and Its Racial Component"

Annabelle Lever, Reply to Hillman

Allan Hillman, Reply to Lever

Chapter 19. Guns . . YES

Luke Maring, "Police Violence"

Tim Hsiao, "The Moral Case for Gun Ownership"

Luke Maring, Reply to Hsiao

Tim Hsiao, Reply to Maring

...

Chapter 20. Military Spending . . .? NOT AS INTERESTING..

Mark Zelcer, "We Have the Best Military Budget"

Jen Kling, "The U.S. Military Needs to Budget"

Mark Zelcer, Reply to Kling

Jen Kling, Reply to Zelcer

Chapter 21. Voting Ethics . . ?

Michael LaBossiere, "Voting for the Lesser Evil"

Patrick Taylor Smith, "The Ethics of Voting Badly"

Michael LaBossiere, Reply to Smith

Patrick Taylor Smith, Reply to LaBossiere

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Sample 1

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Make a list of actions that you think are pretty obviously wrong.

Uncontroversial examples. Specific, vivid; present, historical, made up.

- **KIDNAPPING.**
- **KILLING PEOPLE. (Not always wrong? self-defense?)**
- **Segregation (we know what you mean);**
- **Rape;**
- **Kicking a baby .. for fun;**
- **Infidelity;**
- **Terrorist attacks ..**
- **Killing somebody for their shoes.**
- **Laughing at a homeless person in a snowstorm..**
- **Marrying someone just for their \$.**
-

Make a list of actions that you think are pretty obviously NOT wrong.

Uncontroversial examples. Specific, vivid; present, historical, made up.

Normative Ethics / Ethical Theories / Moral Principles

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Sample 1

Drugs

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Deontology: Kantian Ethics by Andrew Chapman

Consequentialism by Shane Gronholz

The African Ethic of Ubuntu by Thaddeus Metz

John Rawls' 'A Theory of Justice' by Ben Davies

Bob has a review of many of these in his introduction, starting on page 19, Kantianism,

The African Ethic of Ubuntu by Thaddeus Metz

Writing assignment. 300 tightly edited words, due Monday, Feb. 3 by class time.

Assignment: write a letter to the editor of a newspaper or magazine that explains at least two of the moral theories you have read about. Your letter should begin like this:

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Sample 1

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“Dear Editor,

Many controversial and debated ethical or moral issues are discussed in this paper, such as _[you give examples]__.

But how do we tell that an action is wrong or not? Many people are not familiar with some of the most important and influential theories that try to answer this question. Here I want to explain the basics two of these theories.

[then you explain the theories, perhaps with examples . . remember: one and only one topic per paragraph!]

In conclusion, when thinking about ethical issues, it is useful to keep these theories in mind. They are helpful because _____ and so the more people know about them, the better. And now you do.”

Use the template for proper formatting:

Please use this template for your work so it has proper formatting; download the file and state from there:

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Sample 1

Drugs

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<https://www.dropbox.com/s/qpf9qdblv8kegvp/Philosophy%20Paper%20Template.docx?dl=o>

Paper template in Google docs:

<https://docs.google.com/document/d/1ix7TeTqLhpem1LvFwVUxW9BL4mhBJZf76EZRdAsrBco/edit?usp=sharing>

First read these short writings on writing by Dr. Nobis

“Why writing better will make you a better person”

<https://chroniclevitae.com/news/2207-why-writing-better-will-make-you-a-better-person>

“Writing tips”: <https://www.nathannobis.com/2016/08/writing-tips.html>

A video on organization: <https://www.nathannobis.com/p/writing-coaching.html>

Dan Lowe on Privilege

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Sample 1

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What is it?

- A. “A person’s advantage due to their social group, in contexts where that membership shouldn’t normally matter.”

True or false?

Take any privilege, *the people with that privilege always have that same privilege everywhere in the world they go.*

Privilege:

- Invisible
 - So, attempts to address privilege are apt to be very noticed!
- Contextual
- Intersectional..

Who has it?

What should be done about it?

Spencer’s paper, his reply ...

Dan’s reply to Spencer..

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Sample 1

Drugs

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Are you on the “left,” or the “right”?

“Right” - maximal liberty; minimize government in various ways.

- Respecting rights..

“The left” - social egalitarianism - equality

“Equal social relationships”

- If there is not equality, that is there is hierarchy, then we need an explanation why.

Equal? Equality?

Types of oppression:

- Domination
- Disregard
- Disrespect
- Exploitation
-

“The right” -

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Political Theory

Two assignments, both due Monday by class time, to Blackboard.

Assignment one: on writing.

Earlier you have been asked to read some things on philosophical or argumentative writing. Here they are again:

<https://www.nathannobis.com/p/writing-coaching.html>

These links include links to other philosophers' advice on writing.

You should read this, all of it.

Your task is to then write something that respond to these questions:

- So how do you write an argumentative essay in philosophy?
- How do you develop a clear and organized argumentative presentation on a philosophical issue?
- What should a good presentation (such as an essay, or a talk) in philosophy be like?

In short, your task is to read things on how to write philosophy and then write something that explains how to write philosophy. Your writing itself should demonstrate

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your understanding. This will likely take 2-3 pages. *Your essay itself must demonstrate the skills you are writing about.*

Assignment two:

Pick one:

Privilege options:

- Suppose someone who hadn't read the essay asked, "What's this **Dan Lowe** guy have to say about 'privilege'? Give me about a two page or so review of what he had to say. Make it clear, organized and educational, please."
- Suppose someone who hadn't read the essay asked, "What's this **Spencer Case** guy have to say about 'privilege'? Give me about a two page or so review of what he had to say. Make it clear, organized and educational, please."
- Suppose someone who hadn't read the essay asked, "What's the debate on what **Dan Lowe and Spencer Case** about 'privilege'? Give me about a three page or so review of what they had to say. Make it clear, organized and educational, please."

Left and Right options:

Privilege options:

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- Suppose someone who hadn't read the essay asked, "What's this **Crummett** guy have to say about 'the Left'? Give me about a two page or so review of what he had to say. Make it clear, organized and educational, please."
- Suppose someone who hadn't read the essay asked, "What's this **McIntosh** guy have to say about 'the Right'? Give me about a two page or so review of what he had to say. Make it clear, organized and educational, please."
- Suppose someone who hadn't read the essay asked, "What's the debate on what **Crummett** and **McIntosh** about 'the Left and the Right'? Give me about a three page or so review of what they had to say. Make it clear, organized and educational, please."

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Gun notes:

Your assignment for Monday is to **write an introduction and an outline of a paper on guns**:

Your assignment is to write something clear and well organized on the topic of guns, who should (and shouldn't) have them, what - if any - regulations should apply to them, and so on.

Your discussion must reference the assigned readings. You must have done the assigned readings, of course.

Your discussion can be as complex or as simple as you'd like: meaning, you can address a few aspects of the topic, or more than a few.

At this point, an introduction and an outline of your paper will be due by Wednesday after the break.

We have discussed what introductions should be like. We have discussed the need for structured organization.

<https://www.youtube.com/watch?v=mnwL2TZbmUc>

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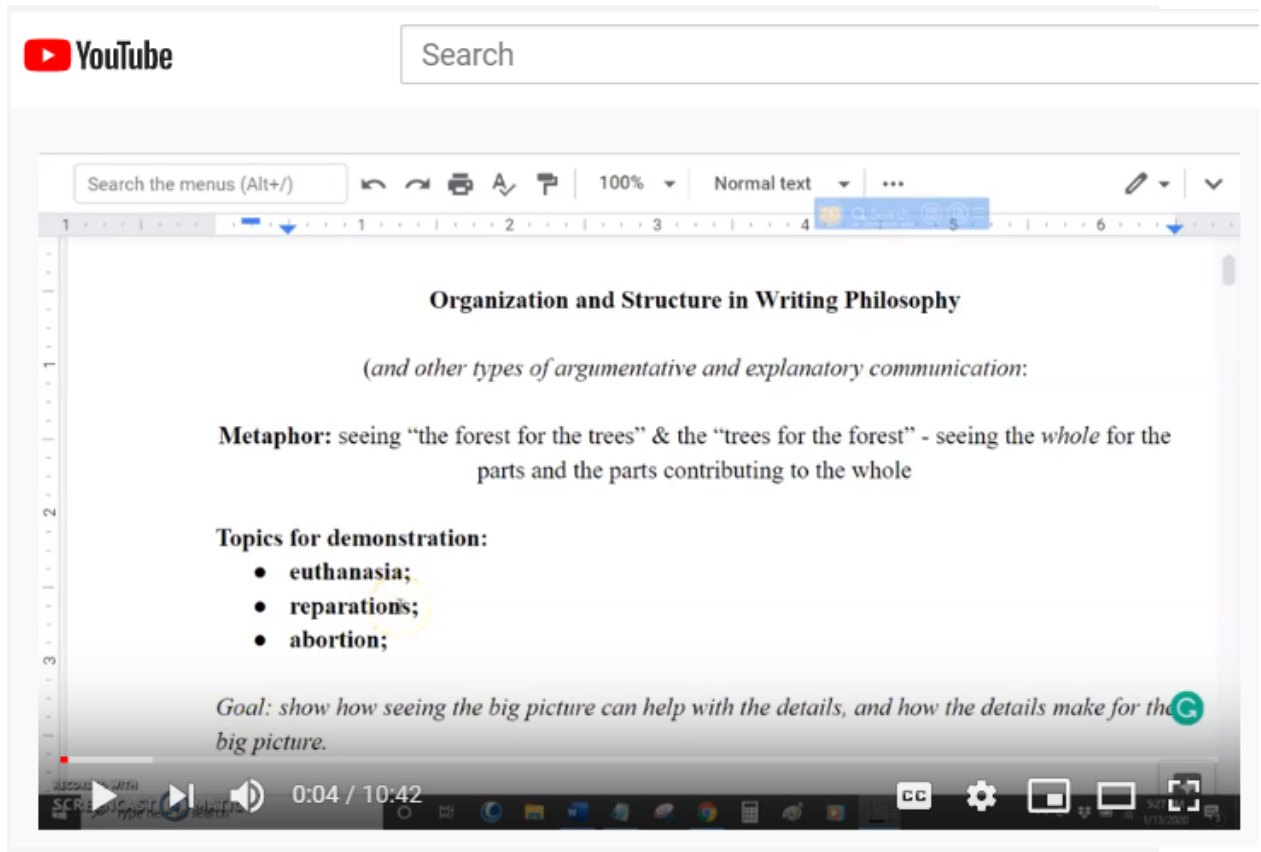
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Some potential questions:

1. *Who, if anyone, should have guns?* Everyone? Nobody? Some people? *Who?*
2. *Who, if anyone, has a (moral) right to have guns?* Everyone? Nobody? Some people? *Who?*

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Sample 1

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3. What should our legal or social policy be on guns?

So, if you were going to argue for a conclusion on this issue, what would you be arguing for?

- a. E.g., “people who need guns for self-defense should have guns.”
 - i. Question: how could this happen? How could this type of rule be imposed?
- b. Mentally sane people should have guns, if they want guns.
- c. Responsible people should have guns. Irresponsible people should not.
- d. “Everyone who wants a gun, except __? __, should be able to have a gun, provided __? __”
- e. The police.

Giving reasons for your conclusions:

- A. Questions about the *overall* good and/or bad consequences of guns. There are a lot of reports on studies here: what should we think about this? **facts?**
- B. Questions about anyone’s rights, e.g.,:
 - a. A right to self-defense.
 - b. A right to not be wrongfully killed.
 - c. A right to “do what I want, as long as I don’t harm others.”

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- C. There's a lot of concern about **chances** here: e.g., there's an X% chance that if you have Y, this bad thing will happen..

Responding to questions, concerns and contrary points of view...

- Nathan Nobis #2
- 1:47 PM
- **A PAPER TOPIC: HOW TO BETTER THINK ABOUT THIS ISSUE.**
- Hatim Mansori
- 1:49 PM
- **i find that hard to do**
-
- Nathan Nobis #2
- 1:51 PM
- **one common bad way to think about the issue.**

<https://www.jstor.org/stable/23562447?seq=1>

Topic: The right to healthcare

1. What is this right, or what would this right be?

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Sample 1

Drugs

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**(If healthcare is something we don't have a right to, then what would healthcare be?
[one answer: a commodity . privilege .. LUXURY ..]**

2. What are rights?

Legal rights / Moral rights

Positive rights (rights to assistance; right to benefits) / Negative rights (right to not interference; right to not harm)

“Patient: I need X import medical treatment!” If they have a positive right to healthcare, then SOMEONE has an obligation to provide treatment. So if the insurance doesn't provide it, they have violated that person's positive right to that treatment.

If a positive right, who would be obligated to provide this?

Rights are often not exceptionless, *prima facie* .. . NO!

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“Right to eat whatever you want ...”

“Right to not be eaten...” The right to life .. negative right .. makes killing us wrong, prima facie wrong.

3. Ok, do we (or who?) have the right to healthcare? What is this right?

If we have this (positive, moral) right, what is it and *why* do we have it?

If we do, what’s the best for our rights to be met?

If we don’t have this (positive, moral) right, what is it and *why* don’t we have it?

If we don’t, then how should health care be distributed?

Here are the PointPoints:

https://docs.google.com/presentation/d/1DM-n_f-L55LOEyRiatNSZny55Ana7TeWipk1C8ZygyY/edit#slide=id.p1

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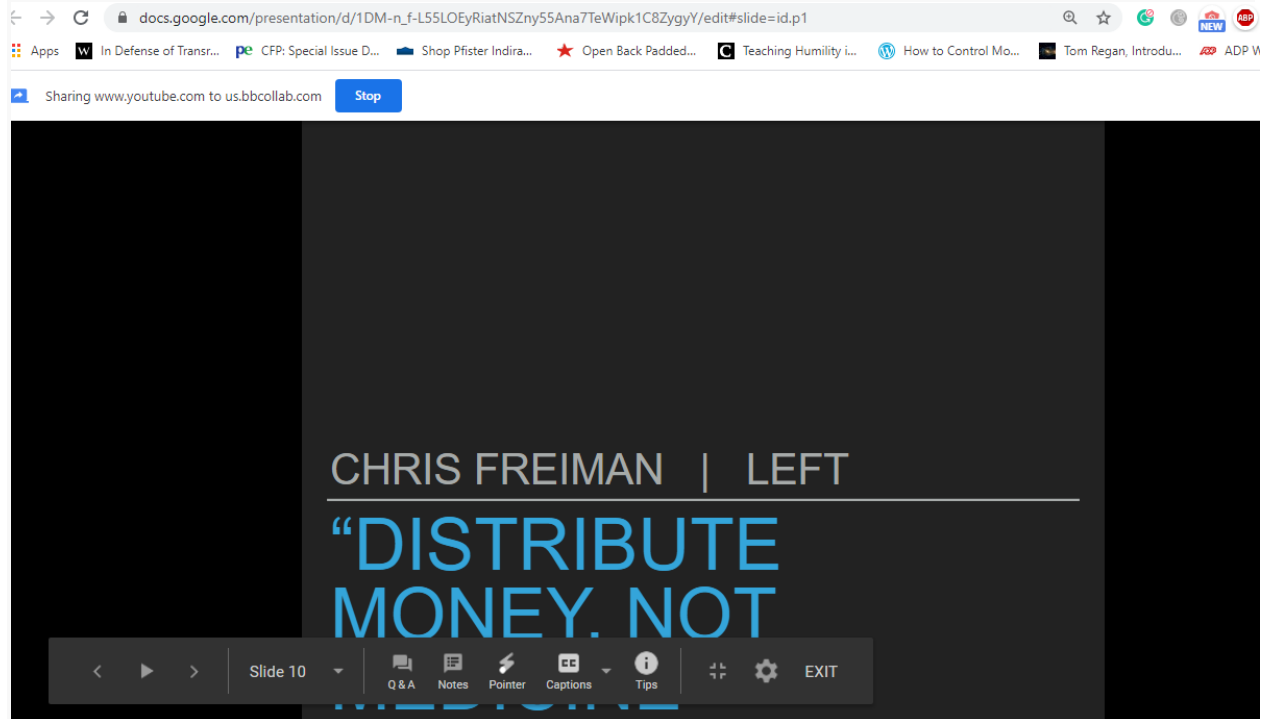
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New assignment, due Monday, and let's talk about your writings on Monday, so get them in on time:

New assignment write something organized, clear and compelling on these questions:

1. What is the right to health care, or what would that be? Explain what this right is (legal right, moral right; negative right, positive right; what this right would be a right to or from, etc.?).

2. Do we have this right or not?

3. Why or why not do we have this right?

This can be short: 2/3 of a page to 1.5 pages. BUT it must be something that someone who knows nothing about this could read it, learn from it, and enjoy reading it.

1. What is the right to health care, or what would that be? Explain what this right is (legal right, moral right; negative right, positive right; what this right would be a right to or from, etc.?).

2. Do we have this right or not?

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3. Why or why not do we have this right?

PAPER 1:

Given the state of today's healthcare system and its importance to the safety and wellbeing of the American people, now is a better time than ever to discuss the importance of healthcare and how people can get access to it. In this essay, I will explain what a right is, why healthcare is a right, and how we can make it more accessible to everyone in America.

An individual's right is an obligation of another person or group of people to perform a service for that individual. Rights can be broken into two main categories, being positive rights and negative rights. Although the term "negative" has an unsavory connotation, negative rights can be just as important in some contexts as positive rights. A positive right is one in which a person should be provided something, such as the right to vote or right to a fair trial. A negative right is a right to not be denied something, such as a right to free speech, or a right to move to another city if you wish. Both of these forms of rights are important and relevant to the conversation of healthcare.

A right to healthcare is a positive moral right that every American should have. While any person can walk into a hospital and be treated if their condition is serious enough, many people are denied the treatment they because they cannot afford the astronomical prices and the condition may not be life threatening. This right stands on the moral argument that every person should have access to life and liberty. While people are free to do what they please in many regards, a lack of access to healthcare can deny people from even being able to leave their house. A debilitating disease or crushing condition can become much more manageable and allow someone to live their life in the way that they deem fit. America is one of the few World Super Powers of the world that does not offer universal health care, but there are ways for this country to catch up. I propose a universal coverage program called the Informed Consumer Choice (ICC). To assure quality coverage, the ICC would set standards on benefits and financial protection and ensure qualified coverage will be made so affordable that very few will refuse it, even the young and healthy. It will be made affordable by income-related subsidies allowing the healthy to share the cost of the sick, and

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Sample 1

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those who can afford it share the cost of those who can't. This idea is not new, but it is essential to make adequate coverage affordable to all.

Healthcare should be something to which every single American should have access. Not only is it a moral right, but it would be a life-saving change in infrastructure that has many benefits that outweigh the cost of creating it.

WRITING 2:

In the United States alone, there are over 500,000 cases of covid19 and over 20,000 confirmed deaths. These glaring statistics exist in a country where many citizens can't even afford basic access to healthcare. The right to health care is one of the most significant, but also controversial rights. Within this paper I will discuss whether it is a moral or legal right and what both of those mean, as well as whether we as humans should have this right or not.

A legal right is simply a right that a government has the capacity to provide for its citizens, whereas a moral right is a right that people naturally have. Though there are policies that assist in prohibiting or inhibiting citizens access to healthcare, the right to healthcare is a moral right. The government has an obligation to provide citizens with establishments that could provide adequate healthcare to all citizens. This is because we live in a liberal democracy that prioritizes the freedom of its citizens. Following this logic, the right to healthcare is a part of the greater right to freedom. Without access to healthcare people would not be able to make free choices, as many of their decisions would be influenced and restrained due. Because this right requires that healthcare establishments exist, the right to healthcare is a positive right- or a right where certain goods or services are provided.

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Though healthcare establishments exist, they lack the capacity to provide adequate healthcare to many citizens, specifically low-income citizens. With the growing rate of Covid19, the right to healthcare is becoming more and more of a definite necessity.

WRITING #3:

In this short paper, I will be answering questions about Health care. I will be assessing and illustrating the right to health and whether or not we have this right. The right will be presented as a legal and moral right, additionally assessing why or why not this right should be universal.

The 25th article of the United Nations' 1948 Universal Declaration of Human Rights declares that "Everyone has the right to the standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services." In a nutshell, we do have this right of health care; however, in the United States, its not merely about the access, its about ability. We have the right, but millions of Americans can not afford to adopt this right.

Amidst this global pandemic we are experiencing with COVID-19, it makes you wonder, wish and realize that Universal Health Care ought to be a basic human right. Citizens should not just have access, but they should have it, for free. Plainly put, there is no reason why we live in one of the World's riches country, yet have citizens dying and struggling because they aren't able to buy medicine or get treated for terminal diseases.

We have this right because it is at least acknowledged that any and all people will get sick, and it is important for them to be able to and have the option to seek medical attention. Moreover, I'd say it's posed as a right or liberty to take advantage of the availability. Healthcare is a legal and moral issue. Its given legally as right; however, it isn't offered morally as a basic liberty.

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Sample 1

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In this short paper, I answered questions about Health care. I assessed and illustrated the right to health care and whether or not we have this right. The right was presented as a legal and more right, and additionally assessed why or why not this right should be universal.

1. Feminism Assignment

Feminism is the advocacy of women's right in pursuit of equality among sexes. In this short essay, I will be discussing, describing, and answering questions about the topic of feminism. I will be observing what feminism is, the forms it comes in, and how it is represented.

For quite some time now, feminism has been amongst the most popular and most talked about issues. As many women have dedicated their lives to fighting to be viewed as an equal among sexes. Women have spent over a century battling against society to dismiss the social norms surrounding the identity of a woman. Women have been trying to get out of this identity and label that tells them that they are only going to cook, clean, and take care of the kids. This position that was placed on them took everything away from them before they got it.

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Sample 1

Drugs

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Since the 19th century, women have fought and voiced their right to be treated parallel to men. Centuries ago, women began the fight for the right to even hold a job, not too much longer after this, they began the leg work for equal pay, then the right to vote. They were kept from so many rights because according to men, it was only right for them to make the home. Women were restricted from activities because they were not believed to need them.

Feminism is the objective of women to thrive in a society that was not built for them. Oftentimes, the advocacy is misinterpreted. Men in history have been known to be offended by the passion of the movement. However, feminism is not a militant group, it is a group of women who take pride in being just that. Women of passion, ambition, and goals to continue to defy the odds, cancel the norms, and challenge the outdated views of many.

In this short essay, I discussed, described, and answered questions surrounding the bold issue of feminism. In my observance of the issue, I was able to find and provide the forms feminism comes in, way it is misinterpreted, and the ways that it is represented.

Example 2:

What is feminism? The definition can vary depending on who you ask, but most would agree that this activism for women is based on achieving equality between the sexes in an obviously uneven world. Since the early 20th century, pro woman groups began emerging in particular women's suffrage groups. Although not being totally inclusive of all women, feminism has begun to shape how many go about achieving their goals within a male dominated society.

During the 1910s and 1920s, increased opposition towards male run governments and societies began to emerge. Figures like Susan B. Anthony were responsible for rallying mostly white and Christian women against the evils of sexism in the United States. These groups were responsible

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for getting legislation passed through husbands and men who were sympathetic to their cause. As a result of those accomplishments, more women were able to do things that only men were permitted to do. While these benefited many women, there were still women of other groups that lagged behind in terms of access and equality.

Resulting from these inequalities later came movements such as intersectional feminists and womanists. These groups that came about from not having their other identities (racial, social, gender, economic) taken into account began to try to make feminism more inclusive. Black women particularly in America have a unique struggle and many have called out prominent feminists for their beliefs. Many did not know until recently that Susan B. Anthony did not advocate for the freedom and expression of Black Americans at the time. These counter cultures have been instrumental in creating pathways for other women who felt underrepresented by both men and women in power.

Although needing work and revision, the feminist movement has greatly changed not only culture in America, but internationally as well. Many women in other countries are still fighting for basic rights and they look to American feminism as a ground to stand on. While still being flawed in some aspects, as most movements tend to be, feminists have done a lot to change society for the better. We all could learn a great deal from women, and we would be wiser to listen to them more.

Example 3:

Feminism

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1. Introduction

Feminism refers to a broad range of ideas, approaches, and ideologies directed towards advocating for gender and sex equality for women. Feminism is a movement that seeks to achieve equality and social rights for women in all key areas. Those being education, personal, economic, employment, and cultural sphere of human endeavours. Activists of the feminist movements have used social and political theories to campaign for women's rights and freedom where sexuality and gender-based political thinking have created imbalances for women in are society.

2. Feminism in relation to black women

Feminism in Relation to black women is an often misguided concept. Beginning with the Seneca Falls Convention in 1848, the womens' suffrage movement began with the goal to increase the social status, legal rights, and right to vote for women. What's not explicitly stated is this right would not be extended to all women. With the emancipation of the slaves and black men "gaining" a right to vote, white women found their social status disturbing because they now knew they now had less rights than a black man of color. In their journey to seek a better status in the United States, the leaders of the suffrage movement excluded black women in order to gain more support from their peers and husbands.

Following the lead of the original suffrage movement, the feminist movement excluded black women as well. Although not explicit, the feminist movement fought for various womens' rights issues including the right to work, equal pay, etc, leaving black women out because they face more complex issue. Black women then were already overworked, and had further social restrictions that go beyond their gender, and into their race, family makeup, etc. For black women, the movement simply was not enough to achieve its goal- equality between men and women.

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Paper 1: Understanding Why Abortion is Not Wrong

Introduction

History has shown that people have been conflicted about the topic of abortion. Abortion is the intentional killing of a fetus to end a pregnancy. In this paper, I will be discussing why early fetuses are not conscious human beings, why fetuses do not have a right to a woman's body, and why fetuses are potential people. The reason why in this order is because I want to give two reasons for abortion and one reason against it to help explain why abortion is not wrong.

I. Early Fetuses are Not Conscious Human Beings

1. Early fetuses are not conscious human beings
2. If an early fetus is not conscious human beings, then it is not wrong to kill.
3. Therefore, abortion is not wrong.

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Thus, the reason why early fetuses are not conscious human beings is because of the scientific fact that to be human you need to be able to be conscious, aware, think, and be able to feel anything. So, that would make the conclusion that abortion is not wrong because if a woman decides to abort the baby in the early stages, then it is not wrong due to the beginning stages of a fetus not being to be conscious, think, or feel anything like everyday humans.

II. Fetuses Do Not Have a Right to a Woman's Body

1. Fetuses do not have a right to a woman's body
2. Women have the choice to do whatever she wants with her body.
3. If fetuses do not have a right to woman's body, then it is not wrong to kill.
4. Therefore, abortion is not wrong.

Moreover, the reason why fetuses do have a right to a woman's body is because it only a woman's right if they want to be pregnant or not. Autonomy is the meaning of making your own decisions about matters that affect your life. For some people, having a baby is a huge decision because it is a lot of sacrifices that the person is going to have to make for their own lives. So, for some women they may choose not to want to have a baby and that would mean that the fetus would not have a right to the woman's body because the woman choice was to not have the baby.

III. Fetuses Are Potential People

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1. Fetuses are potential people.
2. If a fetus is a potential person, then it is wrong to kill.
3. Therefore, abortion is wrong.

However, this argument for why abortion is wrong is inadequate because if do fetuses can be potential people, that still does not make them people. For example, let say someone is studying to be a lawyer, they have the potential to become a lawyer because they are studying to be one, but that does not make them an actual lawyer. That is the difference between potential and actuality. A fetus has the potential to be a human being but is not an actual human being. So, abortion is not wrong.

Conclusion

In this paper, I discussed why early fetuses are not conscious human beings, why fetuses do not have a right to a woman's body, and I explained why fetuses could be potential human beings, but ultimately are not. Overall, I explained why abortion is not wrong.

Paper 2:

Abortion

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Around the issue of abortion there is a lot of debate. The major division on the topic of abortion is the argument that abortion is immoral because it “is the murder of a person”. While the institutional murder of people is immoral that is not what is occurring during abortions. This paper will work to clarify the definition of a person and the moral status of murder, then will work to explain how these definitions do not apply to abortion.

When asked to think of a person a myriad of images may flutter to your head. These “people” often act on or possess characteristics of personhood such as expression, rationality, and choice. We also imagine these people to be able to communicate perhaps not through language, but through a way that shows a mental process that takes internal thoughts and shares them with the outside world purposefully. These qualifications can not be applied when we reference the subject of an abortion. To begin the subject of abortions are embryos developing into a fetus. Following the fetus phase, beyond the point of abortion, they have the potential to become a human baby upon birth. While it can be said that these embryos may become a person, to say that they currently are a person is not complicit with the qualities we assign to personhood. If you have a collection of dismantled wood, metal, and tools enough of which to potentially build a chair. You can not call that heap of materials a chair, because it does not meet the requirements to be defined as a chair. If something does not meet the definition of a term it is not fair to classify it as that term. In reference to abortions it would be better to not assign “personhood” and to understand the subject of abortions as a potential mass of cells.

The next definition that must be clarified is what it means to “murder”. Murder within its definition implies an immoral act. This is because murder is restricted to the killing of persons. The nature of what it means to be a person comes with some moral right to not be harmed, thus

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making the act of murder immoral. However as shared earlier the subject of abortions are not people, instead a collection of cells. Although they have the potential to become people, the act of abortion does not amount to murder. Instead the collection of cells that serves as the subject of abortion is instead being “killed”. To kill something would require the subject of the killing to be a composition of biological organisms that would stop functioning as a result of the action. The nature of killing has no moral position. To kill germs with soap is not immoral, so the definition for “to kill” is morally neutral. The verb “killing” can be applied to the definition of abortions ,but murder can not.

The topic of abortion largely stems around the perceived immorality of murdering a person. However this is incorrect as fetuses do not meet the requirements of personhood. From this inability to be consider persons currently, the term murder can not be applied to their termination. The killing of a nonperson is not immoral especialy if it is to the benefit of a person, as is the case in abortions. Abortions clinics are not immoral slaughterhouses for people ,but instead a service that works to remove collections of cells that could pose health risks to people.

Paper 3:

Abortion Assignment

In this paper I will be exploring the controversial topic of abortion. I will be answering questions relating to the key points that make abortion morally acceptable. Furthermore, in this discussion I will give an argument within the issue of abortion. In addition, I will consider some

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objections to my argument. Overall, I will argue that abortion isn't morally wrong, and it can play a concrete and beneficial role for both.

For some time, abortion has been the issue that has completely split political parties and groups. The argument of pro-life and pro-choice has been one where one is forced to pick a side; no in between. People supporting pro-life are, of course, in disagreement with abortion; while, those identifying as pro-choice would take a stance that women should have the right to choose whether they want to keep or terminate their pregnancy.

While the overall act and wording of "killing a baby" is quite wrong and beyond disturbing, the true function of abortion requires context. With that being said, what about the pregnancies where babies are conceived by rape? I would argue that in these cases, abortion is more than permissible. It is important to consider the fact that an experience such as rape is traumatizing, unwarranted, and unwanted no matter what. Hence, this pregnancy stems from pain. This a pain that one will be reminded of every day.

Consequently, others may continue to argue the fact that this is a life. And, this argument is true; however, its validity comes into question when considering the health of the individual enduring this pregnancy having been through such an experience. Validity is questioned when it has the possibility to cause more pain than anything else. Furthermore, not only is the mental state of this possible mother at stake, but the future well-fair of the baby is not necessarily secured. What can be expected of this mother with a baby that comes from pain? Yes, the option of adoption exists, but it would not benefit the victim to allow it to even go this far.

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In this paper, I explored the controversial topic of abortion. I took a stance and answered questions surrounding the morality of the matter. In addition, I gave an argument of abortion and the counterargument to that specific argument.

TOP FIVE COMMUNICATION / WRITING TIPS

- (1) **Organization**: what are the parts of your discussion? Make an outline of those parts. (Youtube)
- (2) **Introduction** : - TOPIC - PRESENTS THOSE PARTS (“ROADMAP”); THESIS - YOUR POINT; START WITH A “HOOK”?
- (3) **Clarity**: - BE UNDERSTANDABLE - GIVE EXAMPLES - NO BIG WORDS - EXPLAIN ALL YOUR WORDS - CUT OUT ANY NEEDLESS WORDS OR PHRASES: EDIT / RE-READ / HAVE PEOPLE READ OR LISTEN TO YOU AND REVISE ACCORDINGLY.
- (4) **Conclude**: sum up what you did. Is what you discuss suggestive of anything new? “Call to action” .. where to go now?
- (5) **Make good arguments!!!** Give your conclusion(s), give your reasons; explain why the reasons support the conclusion. Raise and respond to objections. Consider different points of view.

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