

**I. M. Young's**  
**Justice and the Politics of *Difference***

Spring Term 2017 – University of Oregon

Instructor: Nicolae Morar

**Syllabus**

1. Course Description

This course proposes a close reading of Iris Marion Young's seminal book *Justice and the Politics of Difference*. We will focus primarily on the question of justice and the extent to which accounts of social justice exceed the traditional frameworks of distributive justice. We will also explore the question whether an account of social justice requires a stable notion of human nature that informs both our sense of moral and political flourishing and also our conception of political oppression.

2. Class Meetings

Class will meet **Tuesday** and **Thursday** from **10:00 - 11:50 am** in **250C SCH**.

3. Office Hours and Contact Information

Office: 250B Susan Campbell Hall

Email: nmorar@uoregon.edu

Office Hours: TU & TH 3:00-4:00 pm.

4. Course Requirements and Grading

Grades on papers and exams will be given on the standard 0-100 point grading scale:

100-93:	A
92-90:	A-
89-87:	B+
86-83:	B
82-80:	B-
79-77:	C+
76-73:	C
72-70:	C-
69-60:	D
59-0:	F

Final grades will be weighted as follows:

	<i>Undergraduate</i>	<i>Graduate Students</i>
1. Participation and Attendance	20%	20%
2. In-Class Presentation (1)	N/A	20%
3. Short Reading Responses	10% (5)	10% (6)
4. Midterm paper	30 %	N/A
5. Prospectus & Final Project Presentation	N/A	10%
6. Final Term Paper	40%	40%

**1. Participation/attendance:** You are expected to participate actively in this course, which includes attending every class, reading all assigned material prior to class, and participating productively and professionally in class discussions. Missing three classes for any reason will result in a full grade reduction. An additional full grade reduction will be made for each additional missed class after the third. Three late arrivals for class will count as one absence. The quality and quantity of your participation in the class discussion will be evaluated in assigning 20% of your final grade.

**2. In-class Presentation:** Each graduate student will sign up to take responsibility for a one-hour presentation during one week of the course. During that week, you will be especially well prepared to answer questions about the readings and introduce topics for class discussion. Your teaching and leadership in discussion for your week will be the basis for 20% of your final course grade.

**3. Short Reading Responses:** Each week, either on Monday or Wednesday, you will have the opportunity to submit via email (before midnight) a summary of the next day's assigned readings. Summaries should be limited to one single-spaced page (~600 words) for each assigned article and you should aim to be as clear, concise, and comprehensive as possible within that space. It is **very important** that in the last paragraph of the summary (last 1/3), you raise a critical concern/question with respect to the argument you've just summarized. You may submit a summary of the readings for either Tuesday or Thursday during a particular week, but not on both days. Your summaries will be graded as either DUCK+ (especially insightful summary and sharp question) or DUCK- (completeness of summary and quality of question needs improvement).

Extra or late summaries cannot be accepted in order to make up for delinquency in completing these assignments at the proper time.

**5. Midterm paper:** For undergraduate students (only), a comprehensive (take home) midterm exam will be scheduled at the end of week 4. On Thursday, April 27<sup>th</sup> 2016, *three* questions will be posted on Canvas. You are required to respond to 2 (of the 3) questions. Length: 2 double-spaced pages *per* question (~ 550 words/ question). Exams are due on **Tuesday, May 2<sup>nd</sup> 2016** by email.

**3. Term paper prospectus:** You (only graduate students) will submit in the **8<sup>th</sup> week (by May 25<sup>th</sup> at 5:00pm)** a prospectus of your final paper with two components: (1) a 2-3 page detailed description of the topic and outline of your proposed argument or project; and (2) an annotated bibliography of at least five primary or peer-reviewed secondary texts that you intend to consult (in addition to texts assigned for the course). Each annotation should be around one double-spaced page and include a summary of the book or article as well as an indication of its relevance for your project. Your prospectus must receive my approval in order for your final term paper or final project to be accepted.

**6. Final Term Paper:** Final papers should explore in detail a specific (assigned for undergraduate students and independently-chosen for graduate students) topic or theme related to the course **or** to your (graduate) research projects. It must include (a) examination of at least five scholarly sources in addition to course texts, and (b) – especially for graduate students - the development of your own original position or critical response. Term papers should be around – for undergraduate students **6-7** & for graduate students **10-12** double-spaced pages. Final papers must be stapled, proofread, and use a standard system of citation (e.g., APA or Chicago). Papers are due **Tuesday, June 13<sup>th</sup> 2016, 5:00 pm** via email, and extensions will be granted only in the case of genuine, documented emergencies.

Late papers will lose one letter grade for each calendar day that they are late.

***Failure to complete the final exam will result in an automatic failure in the course (grade F).***

Grading rubric for exam essays (final):

A = Excellent. No mistakes, well-written, and distinctive in some way or other.

B = Good. No significant mistakes, well-written, but not distinctive in any way.

C = Okay. Some errors, but a basic grasp of the material.

D = Poor. Several errors. A tenuous grasp of the material.

F = Failing. Problematic on all fronts indicating either no real grasp of the material or a complete lack of effort.

## 6. Course Policies

**Incompletes and extensions** will be given *only* in the event of documented emergencies.

**Emergencies:** In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances.

**Sexual Violence:** The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees are *required reporters*. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24h hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu)

**Accessibility:** If you have a documented disability, please contact me in advance. If you need

accommodations in this class, I will work with the Accessible Education Center to find a solution for you.

**Academic Misconduct:** With the advent of the Internet, plagiarism has become an increasingly serious problem at universities around the country, particularly in classes like this one, where papers determine a substantial part of the grade.

In order to avoid plagiarizing from a source, both direct quotations and paraphrases or summaries of material found in traditional print media or on the internet must be acknowledged. If you have any questions about how this definition will be interpreted, please do not hesitate to discuss the matter with me.

Plagiarism and cheating on exams undermines the integrity of the academic community. When undetected, it gives the perpetrator an unfair advantage over students who are graded on the basis of their own work. In this class we will do our best to detect plagiarism and cheating. Students who are aware of violations by others should bring this to my attention. This is the right thing to do. It is also in your own self-interest.

**There will be zero tolerance for plagiarism in this course.** Plagiarized papers will receive a 0, the student will automatically fail the course, and their name will be given to the university authorities. For more on the University of Oregon policy on plagiarism, see the following website:

<http://libweb.uoregon.edu/guides/plagiarism/students/>

**External Sources:** Using sources not listed on the syllabus in researching and writing your papers is fine, as long as they are both to the point, and are properly cited. And at all times, when in doubt, cite your sources! It is the best way to avoid being accused of plagiarism. This is probably the best place to make this point, too: Wikipedia can be valuable for getting a very broad grasp of positions and debates, but when it gets into details, especially on philosophic topics, it is very often horrible – sketchy, convoluted, misinformed, and often simply wrong. If you wish to consult online resources, I suggest you use some of the other, much better sites. Most prominent is the Stanford Encyclopedia of Philosophy, but others are useful as well:

Stanford Encyclopedia of Philosophy - <http://plato.stanford.edu/>  
The Internet Encyclopedia of Philosophy - <http://www.iep.utm.edu/>

## 7. Website

All the information about this course and other comments or events related to the class will be posted on Canvas.

## 8. Textbook:

- Iris Marion Young, *Justice & the Politics of Difference* (Princeton UP, 2011) with a new foreword by Danielle Allen (ISBN: 978-0-691-15262-2)

All additional readings (required and/ or recommended) will be posted on Canvas as Pdf files in section *Modules* of this class.

9. Topics and Readings

Here is a tentative schedule of topics and readings. This list of readings is only indicative for a possible trajectory for the class. Amendments and alterations - based on students' interest also - will be considered and announced in class as we go.

<b>Week 1:</b>	
4/4	<i>Introduction to the course</i> Jaggar, "Political Philosophy & Human Nature" (Ch.2) <i>Feminist Politics &amp; Human Nature</i> Pinker, "Politics" (Ch. 16) <i>The Blank Slate: The Modern Denial of Human Nature</i>
4/6	<i>Justice &amp; the Politics of Difference</i> – Introduction (p. ix-15) Antony, "Human Nature and Its Role in Feminist Theory" Young, "When I think about myself as politically engaged, I think of myself as a citizen", <i>Dancing with Iris</i> (recommended)
<b>Week 2:</b>	
<b>No class on 4/11 and 4/13 due to conference travel</b> One catch-up (3h) session on <i>Saturday 4/15</i> (11:00-2:00pm) – Room 250C SCH	
<i>Justice &amp; the Politics of Difference</i> – Ch.1: Displacing the Distributive Paradigm (p. 15- 38) Jaggar, " <i>L'imagination au pouvoir: Comparing J. Rawls' Method of Ideal Theory with I.M. Young's Method of Critical Theory</i> ", <i>Dancing with Iris</i>	
<b>Week 3:</b>	
4/18	<i>Justice &amp; the Politics of Difference</i> – Ch.2: Five Faces of Oppression (p. 39-66) Card, "Injustice, Evil, Oppression", <i>Dancing with Iris</i>
4/20	Guest Lecturer: Chris Penfield, PhD (Sweet Briar College) Michel Foucault, "The Repressive Hypothesis", <i>La Volonté de Savoir</i> Allen, "Power and the Politics of Difference: Oppression, Empowerment, and Transnational Justice" Sawicki, "Foucault and Feminism: Toward a Politics of Difference"
<b>Week 4:</b>	
4/25	Guest Lecturer: Chris Penfield, PhD (Sweet Briar College) Michel Foucault and Noam Chomsky, <i>Human Nature: Justice vs. Power</i> Michel Foucault, "Is it useless to revolt?"
4/27	<i>Justice &amp; the Politics of Difference</i> – Ch.3: Insurgency and the Welfare Capitalist Society (p. 66-96)
<b>Week 5:</b>	
5/2	<i>Justice &amp; the Politics of Difference</i>
5/4	– Ch.4: The Ideal of Impartiality and the Civic Public (p. 96-122)
Midterm Papers are due on TU, May 2 <sup>nd</sup> by 5pm via email.	
<b>Week 6:</b>	
5/9	<i>Justice &amp; the Politics of Difference</i>
5/11	– Ch.5: The Scaling of Bodies and the Politics of Identity (p. 122-156)

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**Week 7:**

- 5/16            *Justice & the Politics of Difference*  
                  – Ch.6: Social Movements and the Politics of Difference (p. 156-183)
- 5/18            Young, “Social Difference as a Political Resource” (ch.3), *Inclusion and Democracy*  
                  West, “The New Cultural Politics of Difference”
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**Week 8:**

- 5/23            *Justice & the Politics of Difference*  
                  – Ch.7: Affirmative Action and the Myth of Merit (p. 192-226)
- 5/25            Lawson, “Sterba on Affirmative Action, or, it Never was the bus, it was Us”  
                  Allen, “Was I Entitled or Should I Apologize? Affirmative Action going forward”  
                  Appiah, “Group Rights” and Racial Affirmative Action  
                  Sterba, “Responses to Allen, Appiah, and Lawson”
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**Week 9:**

- 5/30            *Justice & the Politics of Difference*  
                  – Ch.8: Life and Difference (p. 226-257)  
                  Tebble, “What is the Politics of Difference?”  
                  I. M. Young, “Reply to Tebble”
- 6/1             *Justice & the Politics of Difference*  
                  – Continuing discussion over p.226-257 & the Tebble-Young debate  
                  – Epilogue: International Justice (p. 257-261)
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**Week 10:**

- 6/6             **Class cancelled**
- 6/8             Mini Conference - Final Projects Presentations (Graduate students) & Discussion
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**Finals Week**      Final papers are due on Tuesday, June 13<sup>th</sup> at 5pm (via email)

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