

PHIL 12A
Cultures and Ideas
Justice: Self, Others, and Community
Santa Clara University
Winter Quarter 2023

M/W/F, 9:15 am – 10:20 am OR 10:30 am – 11:35 am (Casa Italiana 3)

Instructor: Dr. Tristan J. Rogers, Lecturer, Department of Philosophy

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Office Hours: M/W/F, 1:00 – 2:00 pm, or by appointment

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In 1992, soon after the end of the Cold War, political scientist Francis Fukuyama declared “the end of history.” He meant the ultimate ascendancy of Western-style liberal democracy as the only viable just regime. Democracy, individual rights, and market-based economies, he predicted, would permanently ease tensions between the globe’s competing political systems. For complex reasons, Fukuyama’s prediction has not come to pass. Some, in fact, now warn instead of “the end of liberalism.” The threat to liberal democracy comes from within, as extreme elements rise on the left and the right, and from without, as foreign powers like Russia and China assert their might. Given liberalism’s crisis of confidence, what is it that we believe? And what is the nature of this “we”? Should liberalism prevail? Why or why not? It is time to reflect on what we owe ourselves, each other, and the community. It is time to reexamine what we think about justice.

This two-sequence course examines important religious, cultural, and philosophical ideas about justice before and after liberalism. The first course (“before”) begins with ancient traditions, including Jewish, Chinese, Greek, and Christian thought. We will read Moses, Confucius, Plato, Aristotle, and Saint Augustine, among others. We will discuss cross-cultural differences, but also continuities in these diverse traditions. The second course (“after”) picks up the story in the modern period, with the beginnings of the liberal tradition, and proceeds to recent critiques of, as well as alternatives to liberalism. We will read Hobbes, Locke, Rousseau, Mill, and Rawls, among others. Finally, we will reflect on the way forward. Should we reaffirm the liberal tradition, in whole or in part? Or should we look elsewhere? What does justice require in our diverse and complex world?

Required Texts

Patrick Deneen, *Why Liberalism Failed* (Yale)

Daniel A. Bell, *East Meets West: Human Rights and Democracy in East Asia* (Princeton)

All other readings will be posted to Camino in pdf format.

Learning Objectives

From the university catalog:

- Recall details relevant to the course theme and historical context of the texts, ideas, issues, and/or events studied
- Identify significant elements of the cultures examined
- Recognize the complexity of the cultures examined
- Analyze and/or interpret significant texts, ideas, issues and/or events in their historical contexts, using at least one disciplinary method
- Reflect on and examine both shared and diverse human experiences so that they recognize the similarities and differences across cultures as well as historical periods. They will comprehend the relevance of the past to their understanding of the present while coming to understand the perspective of their own cultural assumptions and values.

I also want you to gain a greater appreciation for, and an understanding of the society you inhabit and inherit. In doing so, I hope you find that what is worthy of love is also worthy of criticism, and that criticism should be oriented toward what is good, rather than an end in itself. In difficult political times, we have a responsibility and (fortunately) the opportunity to think about and discuss such matters in the irenic setting of a university campus. Let's not take it for granted, but do it justice.

Assessment

5% - Email and Meeting w/Prof. Rogers
10% - Participation and Attendance
15% - Reading Quizzes
20% - Two Expository Papers
25% - Midterm Exam (take-home)
25% - Final Paper (no final exam)

Late Work and Attendance Policy

I am unwilling to accept late work. But I am willing to consider requests for extensions, provided they are reasonable and made in advance of any due dates. It is very difficult to succeed in a course like this unless you are present and active in class. Therefore, I will take attendance at the beginning of class. This will account for half of the 10% (cited above). Two unexcused absences will be allowed without penalty, after which 1% per absence will be deducted. Reasonable excused absences will be accommodated.

Course Participation

Merely showing up to class, however, is not sufficient for success. I also expect you to participate in class discussion. This means that you will be prepared for class, having done the reading in advance and thought carefully about it. I will occasionally call on students to elicit their participation, and I will encourage you to formulate your ideas out loud. While speaking in class can be understandably uncomfortable, I will do my best to not make it stressful. This is also an opportunity for you to learn from one another.

Course Schedule

PART ONE: The Liberal Tradition

Week 1 – What is Liberalism?

Monday, January 9

Topic: Introduction to the Course

Reading: N/A

Wednesday, January 11

What is Liberty? Negative and Positive Freedom

Reading: Isaiah Berlin, "Two Concepts of Liberty", pp. 666-675 (pdf)

Friday, January 13

Freedom and Community

Reading: Isaiah Berlin, "Two Concepts of Liberty", pp. 675-684 (pdf)

Email Professor Rogers

Due: Sunday, January 15 at 11:59 pm

Week 2 – Thomas Hobbes

Monday, January 16

Martin Luther King Jr. Day

NO CLASS

Wednesday, January 18

Hobbes's State of Nature

Reading: Thomas Hobbes, *Leviathan*, Ch. 13-15, pp. 202-213 (pdf)

Friday, January 20

Sovereignty and Liberty

Reading: Thomas Hobbes, *Leviathan*, Ch. 17-19, 21, pp. 213-226 (pdf)

Week 3 – John Locke

Monday, January 23

Locke's State of Nature

Reading: John Locke, *Second Treatise of Government*, Ch. I-IV, pp. 251-257 (pdf)

Wednesday, January 25

The Origin of Political Society

Reading: John Locke, *Second Treatise of Government*, Ch. VII-IX, pp. 263-268 (pdf)

Friday, January 27

Tyranny and Revolution

Reading: John Locke, *Second Treatise of Government*, Ch. XVIII & XIX, pp. 274-279 (pdf)

First Expository Paper Due

Sunday, January 29 at 11:59 pm

Week 4 – Jean-Jacques Rousseau

Monday, January 30

Rousseau's State of Nature

Reading: Rousseau, *A Discourse on the Origin of Inequality*, Part II, pp. 314-323 (pdf)

Wednesday, February 1

The Social Contract

Reading: Rousseau, *Of the Social Contract*, Book I, pp. 323-330 (pdf)

Friday, February 3

Sovereignty and Liberty

Reading: Rousseau, *Of the Social Contract*, Book II, pp. 330-336 (pdf)

Week 5 – John Stuart Mill

Monday, February 6

The Harm Principle

Reading: Mill, *On Liberty*, Ch. I (pdf)

Wednesday, February 8

Liberty of Thought and Discussion

Reading: Mill, *On Liberty*, Ch. II (pdf)

Friday, February 10

The Limits of State Authority

Reading: Mill, *On Liberty*, Ch. IV (pdf)

Last Day for Meeting w/Professor Rogers

Week 6 – John Rawls

Monday, February 13

Justice as Fairness

Reading: Rawls, *A Theory of Justice*, pp. 708-713 (pdf)

Wednesday, February 15
Two Principles of Justice
Reading: Rawls, *A Theory of Justice*, pp. 713-722 (pdf)

Friday, February 17
Political Liberalism
Reading: Rawls, *Political Liberalism*, pp. 724-731 (pdf)

Midterm Exam Due
Sunday, February 19 at 11:59 pm

PART TWO: Alternatives to Liberalism

Week 7 – Human Rights in China

Monday, February 20
Presidents' Day
NO CLASS

Wednesday, February 22
Human Rights: A Western Invention?
Reading: Daniel Bell, *East Meets West*, Ch. 1, pp. 23-35, 49-55

Friday, February 24
Different Moral Standpoints
Reading: Daniel Bell, *East Meets West*, Ch. 1, pp. 82-105

Week 8 – Democracy in China

Monday, February 27
Justifying Democratic Rights
Reading: Bell, *East Meets West*, Ch. 2, pp. 106-110, 130-137

Wednesday, March 1
Constraining Democratic Rights
Reading: Bell, *East Meets West*, Ch. 2, pp. 158-172

Friday, March 3
Neo-Confucianism for Post-Communist China
Reading: Bell, *East Meets West*, Ch. 5, pp. 279-292

Second Expository Paper Due
Sunday, March 5 at 11:59 pm

Week 9 – *Why Liberalism Failed*

Monday, March 6

The End of Liberalism?

Reading: Deneen, *Why Liberalism Failed*, Introduction & Ch. 1, pp. 1-5, 21-42

Wednesday, March 8

Uniting Individualism and Statism

Reading: Deneen, *Why Liberalism Failed*, Ch. 2, pp. 43-63

Friday, March 10

Liberalism as Anti-Culture

Reading: Deneen, *Why Liberalism Failed*, Ch. 3, pp. 64-90

Week 10 – *Why Liberalism Failed*

Monday, March 13

The New Aristocracy

Reading: Deneen, *Why Liberalism Failed*, Ch. 6, pp. 131-153

Wednesday, March 15

The Degradation of Citizenship

Reading: Deneen, *Why Liberalism Failed*, Ch. 7, pp. 154-178

Friday, March 17

Liberty after Liberalism?

Reading: Deneen, *Why Liberalism Failed*, Conclusion, pp. 179-198

Final Paper Due

Wednesday, March 22 at 11:59 pm

Required University Policy Statements

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity as needed for assignments and exams. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, including the appropriate use of course sharing sites such as Chegg, see this site created by the SCU Library at <https://libguides.scu.edu/academic-integrity> or visit www.scu.edu/academic-integrity.

Discrimination, Harassment and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- Bree Van Ness, [Assistant Director for Student Survivor Advocacy and Campus Support](#), SCU Wellness Center, 852 Market St, (408) 551-3307, bvanness@scu.edu

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oae@scu.edu, <http://www.scu.edu/oae>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. I expect everyone to adhere to current university mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. It is expected that everyone will follow university guidelines about health and public safety measures outlined on the [Prepared SCU website](#).

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.