

PHCE 6005: Theories of Justice

DRAFT

Classroom DSPT #2
Dominican School of Philosophy and Theology
2301 Vine Street
Berkeley, CA 94708

Spring 2019 Mondays: 6:10-9:30

Office Hours: Thursdays 10:00-12:00
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Course Description

What is the RIGHT thing to do? What would you do when faced with a moral dilemma? The goal of this seminar is to reflect critically on moral and political assumptions that form theories of justice. Included in these analyses will be varying theological and cultural approaches to discourses about justice. The seminar is intended primarily, but not exclusively, for PhD and STD students. Pre-requisites for the course are 6 credits in graduate studies of either moral theology or philosophy.

Course Outcomes

After successfully completing the course, students will have:

1. Acquired a foundational understanding of theories of justice of the western philosophical canon in dialogue with various religious traditions.
2. Developed skills of critical appropriation in assessing the demands of justice in light of contextual treatment of specific issues, questions, and themes in moral philosophy and theology
3. Enhanced their ability to offer concise oral and written analyses, assessment, and criticism of the course readings and case studies.

Implementation:

In the seminar students will develop their research, writing, and leadership skills by completing the following:

1. Provide weekly written analyses of theories under discussion (30% of the Grade)
 - ❖ Students will post responses to question(s) based on the weekly reading by Saturday 10 PM
 - ❖ Students will respond to one of their classmates posts by 12 Noon each Monday

2. Submit a research paper comparing two different justice theories that also argues for a preferred theory of justice; one that will be developed in a student's MA, PhD or STD research and writing. (40% of the Grade—Details TBA)
3. Lead at least the first hour of one of the seminar sessions (20% of the Grade)
 - ❖ An analytical assessment of the principal arguments of the text
 - ❖ A critical assessment of the arguments in light of
 - Previous class discussions
 - Student's own cultural-religious background or experience
 - Potential for further research and/or application
4. Offer a group presentation focused on case studies that illustrate various aspects of particular justice theories (10% of the Grade-Details TBA)

These course goals and implementations align with the Goals and Objectives of the GTU and the Dominican School of Philosophy and Theology. See Appendix A for details.

Grading

All assignments and participation receive a point/percentage grade, which will be averaged together and submitted as a letter grade at the end of the class. The following are grade / percentage equivalencies: A: 100-93; A-: 92-90 B+: 89-87; B: 86-83; B-: 82-80 C+: 79-77; C: 76-73; C-: 72-70 F: 69-0

Attendance and Participation

THIS COURSE IS A SEMINAR thus in this format each student will be required to do readings and come prepared for class discussion. This course will rely heavily on class discussion, participation, and presentations; consequently, it is vital that students be present and prepared to participate in each class session.

Completion of Assignments

Students must complete each of the assignments stated above to receive a final grade

Course Texts

Benhabib, Seyla, *Dignity in Adversity*. Cambridge: Polity Press 2011. ISBN-13: 978-0745654430 or ISBN-10: 0745654436 \$24.95

Sandel, Michael J. *Justice: What's the Right Thing to Do?* New York: Farrar, Straus, and Giroux, 2009. ISBN: 978-0-374-18065-2 or ISBN-10: 9780374532505. \$13.95

_____. *Justice: A Reader*. Oxford: Oxford University Press, 2007. ISBN-10: 9780195335125 or ISBN: 978-0-19-533512-5. \$33.95

Weekly Course Assignments

Week #1 February 4

What is the Right Thing to Do?

Sandel Text: Chapter 1, Doing the Right Thing

Sandel Reader: Chapter 1, Introduction

Articles on Moodle: Sacred Traditions and Justice

Week #2 February 11

Utilitarianism

Sandel Text: Chapter 2, The Greatest Happiness Principle

Sandel Reader: Chapter II, Utilitarianism (Bentham and Mill)

February 18 (President's Day-No Classes)

Catch up on course readings and prepare for Libertarianism Discussion

Week #3 February 25

Sandel Text: Chapter 3, Do We Own Ourselves?

Sandel Reader: Chapter III (Nozick and Others) and Chapter IV (Locke)

Week #4 March 4

Sandel Text: Chapter 4, Hired Help

Sandel Reader: Chapter IV (Continued) and *Chapter V (Case Study)*

Week #5 March 11

Sandel Text: Chapter 5 What Matters is the Motive

Sandel Reader: Chapter VI (Kant)

Week #6 March 18

Sandel Text: Chapters 6 and 7, Case for Equality and Arguing Affirmative Action

Sandel Reader: Chapters VII, VIII and *IX (Case Study)*

March 25 (Spring Break-No Classes)

Mid-Term work with Case Studies in Chapters V and IX of Reader

Week #7 April 1

Sandel Text: Chapter 8: Who Deserves What?

Sandel Reader: Chapter X (Aristotle) and *Chapter XI (Case Study)*

Week #8 April 8

Virtue Theory and Justice (Continued)

Articles on Moodle: Martha Nussbaum "Capabilities Approach and Justice"

Sandel Reader: Chapter XII

Week # 9 April 15

Justice and Rights

Sandel Text: Chapter 10, Justice and the Common Good

Benhabib: *Dignity in Adversity: Human Rights in Troubled Times*

Week #10 April 22

Articles on Moodle: Human Rights and the World's Religions

Week #11 April 29

Articles and Videos on Moodle: Liberation Theology and Restorative Justice

Week #12 May 6

Environmental Justice

Articles and Documents on Moodle: *Laudato Si* and Interreligious Statements

Videos on Moodle: Wangarii Mathai and Vandana Shiva

Week #13 May 13

Continued Reading on Environmental Justice and the critique posed in the Sandel Reader: Chapter XIII, Moral Argument and Liberal Toleration

APPENDIX A

DSPT Institutional Goals and Course Goals

Institutional Goals:

1. ^{IG1} Pedagogical Goal: Deep Learning

OUTCOMES

¹⁰¹ **Integrative Thinking:** the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments.

¹⁰² **Intellectual Humility:** an orientation of mind and heart that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth.

¹⁰³ **Self-Direction:** the disposition to take primary responsibility for one's own education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through a habit of skilled and responsible research and resilient exploration.

2. ^{IG2} Vocational Goal: Collaborative Leadership

OUTCOMES

¹⁰⁴ **Ability to Collaborate:** expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized

As a philosophical and theological school we believe that at the end of this course students will have applied integrative thinking, cultivated intellectual humility, and maintained good self direction during the course of study. They will also acquire a solid foundation of the topics explored by this specific course and discover ways for the application of this knowledge through further research, teaching or pastoral care.

MA Philosophy Program Goals

PhG 1 Comprehensive knowledge of the history of the Western philosophical tradition;

PhG 2 Detailed understanding of systematic philosophy;

PhG 3 Skills for academic research;

PhG 4 Focused knowledge in one specific topic of philosophical inquiry;

PhG 5 Skills for advanced academic writing and publication.

MA Theology Program Goals

ThG 1 Foundational knowledge of the fundamental areas of theological inquiry in the Roman Catholic tradition (Biblical Studies, historical theology, dogmatic theology, and moral theology);

ThG 2 Specialized knowledge of one area of theological inquiry (area of concentration) chosen by the student;

ThG 3 Ability to communicate this knowledge effectively through scholarly writing;

ThG 4 Ability to communicate this knowledge effectively through oral presentations and discussions;

ThG 5 Ability to integrate contemporary theological issues with the tradition of the Catholic Church, and where possible with the theological tradition of St. Thomas Aquinas.

GTU PH.D Program Goals

GTU PhD 1 Formulate a research project in terms of the standards of a discipline, but sufficiently clear and well expressed to be comprehensible to scholars of other fields

GTU PhD 2 Produce scholarship that is innovative, intellectually and methodologically rigorous, requiring broad and deep grasp of a field, linguistic skills, sound research methods and analytical capabilities

GTU PhD 3 Incorporate into one's work the critical challenges of one or more religious and scholarly traditions beyond one's own.

GTU PhD 4 Engage critically with at least one discipline of the research university outside theological and religious studies

GTU PhD5 Communicate and interpret the subject matter of their discipline both orally and in written form, with appropriate sensitivity to academic, religious, and cultural contexts.

GOALS of MA Program

GTU MA 1 Obtain a basic understanding of theological or religious studies as preparation for doctoral work or as an academic foundation or secondary school teaching, educational or social justice ministries, or religious leadership in non-profit sector

GTU MA 2 Engage in ecumenical and interreligious learning opportunities through respectful dialogue

GTU MA 3 Demonstrate their focused learning of a particular theological or religious concentration by producing a research project of high academic standards

This course seeks to meet these goals in the following way:

PHCE 6005 Course Outcomes

After successfully completing the course, students will have:

1. Acquired a *foundational understanding of theories of justice* of the western philosophical canon in *dialogue with various religious traditions*.
2. Developed *skills of critical appropriation* in assessing the demands of justice in light of *contextual treatment of specific issues, questions, and themes* in moral philosophy and theology
3. Enhanced their ability to *offer concise oral and written analyses, assessment, and criticism of the course readings and case studies*.

Implementation:

In the seminar students will develop their research, writing, and leadership skills by

1. Provide weekly *written analyses of theories* under discussion
2. *Submit a research paper* comparing two different justice theories that also argues for their own preferred theory of justice; one that they will develop in their MA, Ph.D or STD studies
3. *Lead at least one of the seminar sessions*
4. Offer a *group presentation* focused on case studies that illustrate various aspects of particular justice theories