

COURSE OUTLINE			
TERM: Fall 2023		COURSE NO: PHIL 410	
INSTRUCTOR:		COURSE TITLE: <i>Justice and Equality</i>	
OFFICE:	LOCAL:	SECTION NO(S):	CREDITS: 3.0
E-MAIL:	@capilanou.ca		
OFFICE HOURS:			
COURSE WEBSITE:			

Capilano University acknowledges with respect the Lílwat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵw̓xwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES

45 credits of 100-level or higher coursework

CALENDAR DESCRIPTION

What is justice, and what is a just society? Is justice based on equality, or does it require something more? How can we bring about a more just and equitable society? This course considers these and related questions. Topics may include the nature and justification of equal rights, Indigenous vs. non-Indigenous conceptions of justice, equality of opportunity and access, economic equality, as well as oppression and civil disobedience, whether justice requires redistribution or reparations, and whether government violence is ever just.

COURSE NOTE

PHIL 410 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Course materials may vary by instructor. Readings will be made available on eLearn or through the Library.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Identify the main theories of justice and equality and their practical requirements.
- Evaluate the arguments and theories of justice and equality presented in the course.
- Distinguish between the concepts of equality of access, equality of outcomes, economic equality, and equal rights.
- Explain the concept of oppression and identify its causes and effects in particular political arenas.
- Critically assess proposals for redressing injustice, inequality, and oppression.
- Critically assess the state’s interest in justice and equality, and articulate the difficulties in balancing these interests with the mechanisms of state power.
- Construct written and oral arguments concerning the justice or injustice of particular courses of government or individual action.

Students who complete this Self and Society course will be able to do the following:

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
3. Apply concepts of sustainable development to address sustainability challenges in a global context.
4. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
5. Analyze the impact of colonialism and racism on Indigenous peoples.
6. Generate strategies for reconciling Indigenous and Canadian relations.

COURSE CONTENT

Course content may vary by instructor. A sample weekly schedule might look as follows:

Week and Sample Topic	Sample Reading
<p>Week 1: Introduction: Justice What is it, and what is it good for?</p>	<ul style="list-style-type: none"> • Amartya Sen – The Idea of Justice • John Rawls – A Theory of Justice, Ch. 1: Justice as Fairness
<p>Week 2: Equality What is it, and what is it good for?</p>	<ul style="list-style-type: none"> • Elizabeth Anderson – What is the Point of Equality? • Iris Marion Young – Equality of Whom? Social Groups and Judgments of Injustice
<p>Week 3: Egalitarianism and Redistribution Does equality require redistribution?</p>	<ul style="list-style-type: none"> • Gerald A. Cohen – If You’re an Egalitarian, How Come You’re So Rich?

	<ul style="list-style-type: none"> Anca Gheaus – How Much of What Matters Can We Redistribute? Love, Justice and Luck
<p>Week 4: Oppression What is oppression, and why is it bad?</p>	<ul style="list-style-type: none"> Iris Marion Young – Five Faces of Oppression Jeff McMahan – Cognitive Disability, Misfortune, and Justice
<p>Week 5: Civil disobedience 1 What is civil disobedience, and is it ever justified?</p>	<ul style="list-style-type: none"> John Rawls – Definition and justification of civil disobedience Kimberley Brownlee – Features of a paradigm case of civil disobedience
<p>Week 6: Civil Disobedience 2 Is civil disobedience useful for achieving justice or equality?</p>	<ul style="list-style-type: none"> Martin Luther King Jr. – Letter from Birmingham city jail John Borrows – Freedom and Indigenous Constitutionalism, Ch. 2: Civil (Dis)Obedience, Freedom and Democracy
<p>Week 7: Whistleblowing Is whistleblowing about avoiding moral complicity, or a form of organizational course-correction?</p>	<ul style="list-style-type: none"> Emanuela Ceva and Michele Bocchiola – Theories of whistleblowing Candice Delmas – The ethics of government whistleblowing
<p>Week 8: Justice and Colonialism What does justice look like for Indigenous people and former colonies?</p>	<ul style="list-style-type: none"> Steve Russell – The Jurisprudence of Colonialism Annette Arkeketa – Repatriation: Religious Freedom, Equal Protection, and Institutional Racism
<p>Week 9: Terrorism Is terrorism ever justified (e.g. by inequality)?</p>	<ul style="list-style-type: none"> Uwe Steinhoff – How can terrorism be justified? Laura Westra – Environmental Racism and the First Nations of Canada: Terrorism at Oka
<p>Week 10: Law and Order Do criminals care about justice? What about prosecutors?</p>	<ul style="list-style-type: none"> Donald Black – Crime as Social Control John H. Langbein – Torture and Plea Bargaining
<p>Week 11: Redressing Harm 1: Affirmative Action</p>	<ul style="list-style-type: none"> Laura Purdy – Why Do We Need Affirmative Action?

How do affirmative action policies address inequality?	<ul style="list-style-type: none"> Judith Jarvis Thomson – Preferential Hiring
<p>Week 12: Redressing Harm 2: Reparations Do we owe reparations to the descendants of victims of historical injustice?</p>	<ul style="list-style-type: none"> Rebecca Tsosie – Acknowledging the Past to Heal the Future: The Role of Reparations for Native Nations Glen Pettigrove – Apology, Reparations, and the Question of Inherited Guilt.
<p>Week 13: Commemorative Monuments What’s wrong with racist monuments?</p>	<ul style="list-style-type: none"> George Tsai – The morality of state symbolic power David Friedell and Shen-yi Liao – How Statues Speak
Weeks 14-15: Final Exam Period	

EVALUATION PROFILE

Attendance – 0 - 10%
 Individual/Group Presentations – 0 - 30%
 Tests – 30 - 50%*
 Essay(s) – 20-50%*

Total=100%

*No individual assessment will exceed 35%.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. Late assignments may be accepted at the instructor's discretion.

Missed Exams/Quizzes/Presentations, etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies, due to severe personal crises, or to honour community needs and traditional practices (arranged ahead of time where possible). Some missed activities may not be able to be accommodated. Please consult with your instructor.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling, and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note taking only.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.