

Deliberative Justice: the theory and practice of good citizenship

Fall Semester 2022

- Draft Syllabus, check back for updates -

Instructor

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Teaching Assistant

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Course Description

The course is an introduction to the theory, methods, and practice of deliberative moral reasoning. Students will learn how to effectively identify and analyze ethical dilemmas relevant to their communities, how to constructively engage in civic debates, and how to present persuasive moral arguments in public settings. Class meetings feature presentations that address the students' topics of interest, discussions on methods of moral deliberation, and assignments that bolster written and oral communication. Emphasis will be placed on the development of the written and rhetorical skills needed to advance moral arguments of a political nature. Examples include issues of social, political, and economic inequalities, environment, healthcare and bio-medical issues, migration, civic membership, and issues of privacy, technology, and dignity of work.

Class meeting time and Location

Thursdays 3-5 PM, 1 Story St 306

Section times

TBA

Technical Assistance

DCE Academic Technology Support

Time Sensitive: (617) 998-8571

Non-Time Sensitive: academictechnology@dce.harvard.edu

Web-Conference Info:

<https://www.extension.harvard.edu/academics/courses/types-courses/web-conference-course-guidelines>.

Course requirements

IMPORTANT LINKS

[Final Paper Prompts](#)

[Final Paper Guidelines, Structure, Grading Rubric and Annotated Samples](#)

[Class Participation Expectations](#)

All assignments are due on the course dropbox.

(Please note: all times are in Eastern Standard Time)

10% - Discussion Forum Participation

30% - Section Participation

30% - 3 Short Moral Arguments

30% - Final Oral Exam

Assignment	Description	Deadline	Percentage of course grade
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Discussion Forum Participation	<p>The discussion forum is a venue to practice writing moral arguments in preparation for the essays. Students may reply to a discussion prompt directly or respond to an argument that another student has made in the discussion thread. Discussion prompts are graded upon completion.</p> <p>The discussion prompts minimum word count is 200/250 words.</p>	Every other Sunday starting on the first Sunday of the month.	10%
Section Participation	Regular attendance and engaged participation in section.		30%
3 Short Moral Arguments	Three 400-words arguments on moral dilemmas assigned by the instructor.	<p>Moral Argument 1 - September 18</p> <p>Moral Argument 2 - October 27</p> <p>Moral Argument 3 - November 17</p>	30%
Final Oral Exam	A final oral discussion with the teaching staff on a syllabus topic of your choice.	December 9	30%

Grading policies

Students are expected to submit all assignments on time. Extensions can only be granted for the most compelling reasons (e.g. a family emergency, religious exemptions, or a documented major illness). A heavy workload is not sufficient. Late submissions are penalized with the subtraction

of a quarter of a grade for each day a paper is late (from A to A-; from A- to B+ etc.) and a point for each day a discussion prompt is late.

Please note that the grades assigned by the teaching staff are final. The teaching staff is not allowed to implement grade changes or to entertain discussions or negotiations on grades with students. The teaching staff is available to provide feedback on students' assignments; however, students must be careful not to harass the teaching staff about their grades.

As per the student expectations set by the Extension School, "repeatedly calling or e-mailing about a grade, haggling over a few points on an exam, or telling an instructor that a certain grade is needed can be considered harassment, which may result in a case being brought before the Administrative Board for possible disciplinary action."

(<https://www.extension.harvard.edu/resources-policies/student-conduct/expectations>Links to an external site.)

Please, make sure to review the grading policies set by Harvard Extension School, available here: <https://www.extension.harvard.edu/resources-policies/exams-grades-transcripts/grades>Links to an external site..

And the student expectations policies available

here: <https://www.extension.harvard.edu/resources-policies/student-conduct/expectations>Links to an external site.Links to an external site.

Grading Scheme

The class adopts the following grading scheme:

POINTS GRADE HARVARD EXTENSION SCHOOL RUBRIC

93-100	A	"Earned by work whose superior quality indicates a full mastery of the subject, and in the case of A, work of extraordinary distinction."
90-92	A-	
87-89	B+	"Earned by work that indicates a strong comprehension of the course material, a good command of the skills needed to work with the course materials, and the student's full engagement with the course requirements and activities."
83-86	B	
80-82	B-	
77-79	C+	

73-76	C	“Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course materials, and that indicates that the student has met the basic requirements for completing assigned work and participating in class activities.”
70-72	C-	
67-69	D+	“Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit.”
63-66	D	
60-62	D-	
0-59	E	“Earned by work that is unsatisfactory and unworthy of course credit. This grade may also be assigned to students who do not submit required work in courses from which they have not officially withdrawn by the withdrawal deadline. Zero or E grades are assigned to students for missing work. These grades are included in the calculation of the final grade.”

Assignment Extension policy

Students are expected to submit all assignments on time. Extensions will be granted only for the most compelling reasons (e.g. a family emergency, religious exemptions, or a documented major illness). A heavy workload is not sufficient.

Collaboration policy

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers or teaching staff, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. Feedback on your writing (such as feedback on drafts from peers or instructors) is not permitted before a submission is due. If you have any doubts about the collaboration policy, please inquire with the teaching staff.

Academic integrity

You are responsible for understanding Harvard Extension School policies on academic integrity (www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity[Links to an external site.](#)) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity. To support your learning about academic citation rules, please visit the Harvard Extension School Tips to Avoid Plagiarism (www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism[Links to an external site.](#)), where you will find links to the Harvard Guide to Using Sources and two free online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.

Accessible Education Policies

The Extension School is committed to providing an accessible academic community. The Accessibility Office offers a variety of accommodations and services to students with documented disabilities. Please visit <https://www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility>[Links to an external site.](#) for more information.

Publishing or Distributing Course Materials

Students may not post, publish, sell, or otherwise publicly distribute course materials without the written permission of the course instructor. Such materials include, but are not limited to, the following: lecture notes, lecture slides, video, or audio recordings, assignments, problem sets, examinations, other students' work, and answer keys. Students who sell, post, publish, or distribute course materials without written permission, whether for the purposes of soliciting answers or otherwise, may be subject to disciplinary action, up to and including requirement to withdraw. Further, students may not make video or audio recordings of class sessions for their own use without written permission of the instructor.

Course Schedule

The course schedule will also be available in the modules section.

There you can find the links to all the course readings and assignments.

1. Introduction to the course – Ethics, Democracy, and the Polis
(September 1)

Readings:

- Plato, *The Republic*, book 1
- Plato, *The Apology*
- Plato, *The Republic*, book 7 (excerpts)
- Amy Gutmann and Dennis Thompson, *Moral Disagreement in a Democracy*, *Social Philosophy and Policy*, 12:1, 1995: pp. 87-110.
- Donald Searing et. Al, *Public Discussion in the Deliberative System: Does It Make Better Citizens?*, *British Journal of Political Science*, 37:4, 2007: pp. 587-618
[Optional]

2. Love and Justice in the Time of Tinder
(September 8)

Readings:

- Plato, *The Symposium*
- Sonu Bedi, *Sexual Racism: Intimacy as a Matter of Justice*, *The Journal of Politics*, 77:4, 2015: pp. 998-1011.
- Tom O’Shea, *Sexual Desire and Structural Injustice*, *The Journal of Social Philosophy*, 52:4, 2021: pp. 587-600.
- Karim Nader, *Dating Through the Filters*, *Social Philosophy and Policy*, 37:2, pp. 237-248.
- Michal Klincewicz, Lily Frank, and Emma Jane, *The Ethics of Matching: Mobile and Web-Based Dating and Hook Up Platforms*, in Brian D. Earp et al., *Routledge Handbook of Philosophy of Sex and Sexuality*. Routledge: 2022.

3. Sex work and the Ethics of OnlyFans
(September 15)

Readings:

4. A brief intro to Kantian Ethics: what is liberty?

(September 22)

Readings:

- Immanuel Kant, *Groundwork for the Metaphysics of Morals*, Preface
- Immanuel Kant, *Groundwork for the Metaphysics of Morals*, Sections 1 and 2

5. A brief intro to Kantian Ethics: what is dignity?

(September 29)

Readings:

- Immanuel Kant, *Groundwork for the Metaphysics of Morals*, Section 3
- Immanuel Kant, *On a Supposed Right to Lie from Philanthropy*
- Immanuel Kant, *Duties Towards the Body in Respect of Sexual Impulse*, in *Lectures on Ethics*, Hackett, 1930: pp. 162-168

6. Pandemic Ethics I: The Ethics of Self-Medication

(October 6)

Readings: TBA

7. Pandemic Ethics II: Contact tracing and surveillance

(October 13)

- Mike Giglio, *Would you sacrifice your privacy to get out of quarantine?* The Atlantic, April 22, 2020.
- Rebecca Heilweil, *Clear usually helps people speed past the TSA line. Now it's offering a Covid-19 screening service.* Vox, July 23, 2020.
- Michelle Mello and Jason Wang, *Ethics and governance for digital disease surveillance*, Science, May 11, 2020.

- Allison E. Aiello, Audrey Renson and Paul Zivich, *Social Media – and Internet-based disease surveillance for public health*, Annual Review of Public Health (41:101), January 2020.
- Jakob Thrane Mainz and Rasmus Uhrenfeldt, *Too much info: data surveillance and reasons to favor the control account of the right to privacy*, Res Publica, 2020. [optional]

8. Midterm Review Session

(October 20)

9. Civil Rights and Social Justice I: What Should We Do with Confederate Monuments?

(October 27)

Readings:

- Phillip Morris, “*As Monuments Fall, How Does the World Reckon with a Racist Past?*”, National Geographic, June 29, 2020.
- “*Shall the Rebel Barbarities be Remembered or Forgotten*”, The New York Times, August 16, 1865.
- Sarah Mervosh, Simon Romero and Lucy Tompkins, “*Reconsidering the Past, One Statue at a Time*”, The New York Times, June 17, 2020.
- [Tyler Zimmer, “Tear Down the Confederates’ Symbols”, Jacobin, August 16, 2017](#)[Links to an external site.](#)
- Kevin D. Williamson, “*Let it Be*”, The National Review, August 17, 2017.
- Gracy Olmstead, “*There Are Good Reasons to Consider Removing Confederate Memorials from Our Public Squares*”, The Federalist, August 17, 2017.
- Yasmeen Serhan, “*The Case for a Statue of Limitations*”, The Atlantic, June 25, 2020.

10. Civil Rights and Social Justice II: The Case for Reparations

(November 3)

Readings:

1. Boxill, Bernard R., "The morality of reparation." *Social Theory and Practice* 2, no. 1 (1972): 113-123.
2. Ta-Nehisi Coates, "The case for reparations." *The Atlantic* (2014).
3. Posner, Eric and Adrian Vermeule. "Reparations for Slavery and Other Historical Injustices." *Columbia Law Review* 103.3 (2003): 689–748.
4. Yamamoto, Eric K., "Racial Reparations: Japanese American Redress and African American Claims." *Boston College Journal of Law & Social Justice* 19 no. 1 (1998): 477-523.

11. AI, Social Media, and the Future of Democracy

(November 10)

Readings:

- Thomas Friedman "Social media: destroyer or creator?" *New York Times*, Feb. 3, 2016.
- Simina Mistreanu, "[Life Inside China's Social Credit Laboratory](#)," ([Links to an external site.](#)) *Foreign Policy*, April 3, 2018.
- Adam Greenfield, "[China's Distopian Tech Could Be Contagious](#)," ([Links to an external site.](#)) *The Atlantic*, Feb. 14, 2018.
- Christina Larson, "Who needs democracy when you have data?," *MIT Technology Review*, Sept/Oct. 2018.
- Yuval Noah Harari, "Why Technology Favors Tyranny," *The Atlantic*, October 2018.

12. Aristotle, on Civic Virtue and Good Citizenship

(November 17)

Readings:

- [Aristotle, *The Politics*, Book III \(ch. 1-13\)](#)
- [Aristotle, *Nicomachean Ethics*, Book II \(ch. 1-3\), X \(ch. 1-3\)](#)

-- No class on November 24, in observance of Thanksgiving recess --

13. Sandel, Democracy's Discontent and the Limits of Liberalism

(December 1)

Readings:

- Michael Sandel, *Democracy's Discontent*, Harvard University Press, 1998 (excerpts).
- Michael Sandel, "Morality and the Liberal Ideal", in M. Sandel eds. *Public Philosophy: essays on Morality and Politics*, Harvard University Press, 2005.
- Michael Sandel, "The Procedural Republic and the Unencumbered Self", in M. Sandel eds. *Public Philosophy: essays on Morality and Politics*, Harvard University Press, 2005.

14. Final Oral Exams

(December 8)