

- **Lecture videos.** To access the lecture videos, click on the Media Gallery tab on the Canvas course website. Canvas may not display the videos in the order in which you are to watch them, so consult the syllabus to determine which videos you need to watch before the Zoom session.
- **Reading questions.** You can find reading questions by clicking on the Files tab on the Canvas website. You should try to answer the reading questions as you read the text, prior to coming to the Zoom session, and use the Zoom sessions to ask for clarification or discuss your answers to the reading questions. You do not need to write up and submit your answers, but you should be ready to volunteer your answers in the Zoom discussion.

You may also find the following optional resources helpful:

- **Canvas discussion board.** There will be a discussion board on the Canvas website where you can post questions, comments, and arguments about the texts. This is optional.
- **Virtual office hours.** I will hold virtual office hours for one hour after each class session (10:30-11:30am, Tu, Th). You can use this link to join:

<https://ucsd.zoom.us/j/5246056423>

I may enable the “waiting room” feature, so if I am currently talking with another student you may have to wait a few minutes.

- **Tips for succeeding in online courses.** I recommend watching at least the first half of this video by a UCSD psychology professor for some tips on how to learn effectively in online classes:

<https://www.youtube.com/watch?v=1IIUVU-d1DM\&feature=youtu.be>

Expectations and grading

You are expected to do the assigned reading before the Zoom discussion session, answer the reading questions, watch the assigned lecture videos, and participate in the Zoom discussion or the Canvas discussion forum. If you find yourself in circumstances that make it impossible or unreasonably burdensome to fulfill these expectations, please reach out to me right away and let me know so we can figure out what accommodations to make. You can expect me to be compassionate and reasonable in administering the requirements of the course, and I will assume you have a sense of integrity and will not abuse my trust and willingness to make special accommodations.

You should bring such information to me *before* completing a graded assignment whose quality might be affected. Do not wait until after completing an assignment to explain that your performance was compromised by circumstances outside your control; I will not make post hoc changes to assigned grades in such a case.

In addition to these general, standing expectations for each week, there are four kinds of graded assignment:

- **Participation.** 25 points. At the beginning of the course, students will be randomly assigned to small groups of four or five, and each group will be given responsibility for preparing discussion questions for two discussion sessions.

A good discussion question is one that is hard to answer even for someone who has read the assigned text carefully, and one that reasonable people might disagree about how best to answer. If the members of the group themselves disagree about how to answer the question even after discussing it amongst themselves, that is a good sign that it may stimulate a good discussion among the rest of the class.

Students should try to form opinions about the ideas presented in the texts and should try to think of ways of defending their opinions against skeptics. Having formed opinions, one might then put to the class a question asking whether one's stated reasons for holding these opinions are good reasons, or what other reasons someone could give for holding or rejecting these opinions.

A group should post 2-3 discussion questions to the Canvas discussion forum by 2pm the day before its assigned Zoom session so that people have time to think about the questions in advance. Before posting their questions, the members of a group should meet virtually over Zoom to discuss the material and identify the questions that they find most interesting and worthy of further discussion.

While it will not be graded in any formulaic way, all students are also expected to contribute to all Canvas/Zoom discussions in the ways described above.

- **Midterm and final exams.** 100 points. There will be a midterm exam and a (non-cumulative) final exam. Each is worth 50 points. The exam questions will be similar to the reading questions. The date of the midterm exam is below and the date of the final exam can be found on the Registrar's website.
- **Papers.** 125 points. There are two papers. The first, due May 4, is worth 50 points and the second, due June 1, is worth 75 points. Details of the assignments will be released later in the quarter.
- **Extra credit.** 2 points. You can earn two additional extra credit points if you volunteer to be on a list of "ready interlocutors," who are ready to answer questions and engage with prompts from me at any moment during any Zoom session. I will call on people from the list during Zoom sessions, and if you are on the list and almost always present and ready to respond, you will earn the two extra credit points.

A student's fraction of the 250 points will be converted to a final letter grade according to the following (provisional) rule:

90–100% = A or A-,
80–89% = B-, B, B+,
70–79% = C-, C, C+,
60–69% = D,
≤ 59% = F.

This rule is provisional. The goal of the grading policy is that students will receive grades in the A-range if their work is *excellent*, grades in the B-range if their work is *good* but not excellent, grades in the C-range if it is *satisfactory* but not good, and grades of D or F if the work is unsatisfactory.

The university has adopted special grading policies concerning adding/dropping courses and the P/NP option for the Spring 2021 quarter. Please familiarize yourself with them:

<https://senate.ucsd.edu/COVID-19-Academic-Senate-Updates>

If you are considering switching from a letter grade option to the P/NP option, I would recommend that you talk with me and your undergraduate adviser first. Before you choose to switch to P/NP, you want to make sure sure that this option is better than just withdrawing and also better than sticking with a letter grade.

Academic honesty

Please familiarize yourself with the university's policies regarding academic integrity. Academic dishonesty will be punished to the maximal extent permitted by university policy. For more information about what constitutes academic dishonesty and the potential repercussions, see the information at the following link:

<https://academicintegrity.ucsd.edu/>

Schedule

The schedule of readings can be found below. It specifies what should be read and which video lectures should be watched before each Zoom discussion session. All assigned texts and videos can be found on the Canvas website.

- [1] **Tuesday, March 30.** Read the syllabus. We will discuss the syllabus, the goals for the course, and the logistics of teaching and learning during a pandemic.

Part 1. Utilitarianism and individual rights

- [2] **Thursday, April 1.** Bentham's utilitarianism

- Assigned reading: Jeremy Bentham, *An Introduction to the Principles of Morals and Legislation*, ch. I.
- Assigned lecture videos: "The principle of utility"

- [3] **Tuesday, April 6.** Utilitarianism and helping the less fortunate

- Assigned reading: Bentham, *An Introduction to the Principles of Morals and Legislation*, ch. IV; Peter Singer, "Famine, Affluence and Morality"
- Assigned lecture videos: "Interpersonal comparisons of utility" and "Utilitarian arguments for equality"

- [4] **Thursday, April 8.** Utilitarianism and punishment

- Assigned reading: Bentham, *An Introduction to the Principles of Morals and Legislation*, ch. XIII.
- Assigned lecture video: “Utilitarianism and punishment”

[5] **Tuesday, April 13.** Kant’s ethics

- Assigned reading: Kant, *Groundwork for a Metaphysics of Morals*, Preface and Chapter 1 .
- Assigned lecture videos: “Kant on the moral worth of actions”, “The Categorical Imperative: Universal Law Formulation”

[6] **Thursday, April 15.** Kant’s ethics, continued

- Assigned reading: *Groundwork for a Metaphysics of Morals*, chapter 2.
- Assigned lecture videos: “Second formulation of the categorical imperative”

[7] **Tuesday, April 20.** Kantian ethics and libertarianism

- Assigned reading: Robert Nozick, “The Rationality of Side-Constraints”; Onora O’Neill, “Kantian Approaches to Some Famine Problems”
- Assigned lecture videos: “Side constraints”

[8] **Thursday, April 22.** Midterm exam.

Part 2. Property, markets, and communism

[9] **Tuesday, April 27.** Marx and Engels on the self-destruction of capitalism

- Assigned reading: Karl Marx and Friedrich Engels, *The Communist Manifesto*, introduction, §§I.
- Assigned lecture videos: “Marx and Engels on capitalism”

[10] **Thursday, April 29.** Historical materialism and communism

- Assigned reading: Marx and Engels, *The Communist Manifesto*, §§II, IV; Marx, Preface to *A Critique of Political Economy; Critique of the Gotha Programme*.
- Assigned lecture videos: “Historical materialism”

[11] **Tuesday, May 4.** Socializing land ownership (**First paper due**)

- Assigned reading: Henry George, *Progress and Poverty*, “The True Remedy,” “The Injustice of Private Property in Land,” “Compensation for Landowners?”, and “Application of the Remedy.”
- Assigned lecture videos: “Property in land”

[12] **Thursday, May 6.** Private property as inefficient monopoly

- Assigned reading: Eric A. Posner and E. Glen Weyl, *Radical Markets*, ch. 1, through p. 54.
- Assigned lecture videos: “The Monopoly Problem”

[13] **Tuesday, May 11.** Combining market efficiency with socialized property

- Assigned reading: Eric A. Posner and E. Glen Weyl, *Radical Markets*, ch. 1, pp. 55–79.
- Assigned lecture videos: “Common Ownership Self-Assessed Tax”

Part 3. Freedom and power

[14] **Thursday, May 13.** When may society interfere with individual liberty?

- Assigned reading: J.S. Mill, *On Liberty*, excerpts from chs. 1 and 2.
- Assigned lecture videos: “On Liberty, ch1”

[15] **Tuesday, May 18.** Mill on individual liberty, continued

- Assigned reading: Mill, *On Liberty*, excerpts from chs. 4 and 5.
- Optional supplementary reading: Robert M. Simpson, “Dignity, Harm, and Hate Speech”, *Law & Philosophy* 32(6) (2013): 701–28.
- Assigned lecture videos: “Mill on freedom of speech”

[16] **Thursday, May 20.** Mill on unequal power relations

- Assigned reading: Mill, *On the Subjection of Women*, chs. 1, 2.
- Assigned lecture videos: “Mill on the subjection of women”

[17] **Tuesday, May 25.** Freedom as non-domination

- Assigned reading: Frederick Douglass, *My Bondage and My Freedom*, ch. 17 (“The Last Flogging”), and “Inhumanity of Slavery” (available at <https://www.gutenberg.org>); additional readings tbd.
- Assigned lecture videos: “Freedom, interference, and domination”

[18] **Thursday, May 27.** Nietzsche’s moral psychology

- Assigned reading: Nietzsche, *Genealogy*, Preface, §§1–6; First Essay, §§1, 2, 4, 7–17.
- Assigned lecture videos: “*Ressentiment* and moral judgments”

[19] **Tuesday, June 1.** Nietzsche on power, domination, and nihilism (**Second paper due**)

- Assigned reading: Nietzsche, *Genealogy*, Second Essay, §§4–14, 16–24.
- Assigned lecture videos: “Nihilism and the will to power”

[20] **Thursday, June 3.** Racism in the history of political thought.

- Assigned reading: Robert Bernasconi, “Nietzsche as a Philosopher of Racialized Breeding” in *The Oxford Handbook of Philosophy and Race*, ed. Naomi Zack (Oxford University Press, 2017).