**Advanced Seminar in Social Philosophy: Society, Citizenship, and Race**

 **Syllabus: Spring 2022**

**Instructor:** Prof. Wenjin Liu

**Email:** wenjinl@princeton.edu

**Time/Location:** TBD

**Office Hours:** TH 3-5pm, or by appointment

**Course Description**

Social Philosophy is the systematic study of philosophical questions pertaining to social

phenomena. In this course, we explore three fundamental components of social philosophy: society, citizenship, and race.

We begin with some questions from the classics of social theory such as:

* In what sense, if any, does society precede the individual?
* Is there a difference between community and society?
* What are social structures and how do they come about?

We will then turn to contemporary philosophical inquiry into citizenship and state such as:

* What is it to be a citizen of a country?
* What justify borders?
* What, if anything, can give a person or group ownership of land?
* When and why is “discrimination” wrong?
* Do we have prima face obligations to obey the law?
* Are we right to restrict immigration?

We will end the class by exploring questions about race and racism such as:

* What is ethnicity? What is race? What is the point of these categories?
* Do races exist? And if so, are they biological kinds or socially constructed?
* What is racism?
* Is racial profiling wrong?

**Course Objectives**

In this class, students will develop a systematic understanding of key topics in social philosophy from extensive, careful reading of classic works and active, regular participation in class discussions. They will build upon their existing abilities in philosophical writing through short writing exercises, revisions, outlining, and ultimately the completion of a research paper. In this way, they will become more prepared to conduct independent research projects.

**Required Student Resources**

You are required to purchase or borrow the following books for this course.

Sally Haslanger, *Resisting Reality: Social Construction and Social Critique* (Oxford, 2012).

Joseph Carens, *The Ethics of Immigration* (Oxford, 2013).

John Simmons, *Boundaries of Authority* (Oxford, 2016).

Please be sure to get physical rather than electronic copies of these texts. Note that it is important that we use the same editions/translations (otherwise, we’ll have to spend a lot of time trying to coordinate references). Additional readings will be posted on this course’s Canvas site. You must print these readings out and bring them to class.

**Electronics Policy**

Laptops and tablets (provided the latter can function as a computer) are welcome and even encouraged in class so that we can better work together on activities and readings. Phones, however, are not permitted.  Learning how to resist our phones is a challenge. Everyone should silence and stow their phones for the duration of class. When you surreptitiously use your phone on your lap, flat on the desk, or furtively in your bag, both I and your classmates can see what you’re doing—it distracts all of us and will result in gentle (and, if necessary, repeatedly stern) admonishment. Failure to abide by this policy will lower your participation grade.

**Assignments**

The assignments for this course are designed with three principal objectives in mind. First, they will give you the chance to clarify your understanding of positions of the philosophical text, and to develop your own ideas. Second, they will provide the opportunity to work on key skills for philosophical writing. And third, they will help you hone your oral presentation skills.

The first component of the class assignments consists of weekly summaries of the readings. In this assignment, you are expected to reconstruct one of the main arguments from the readings that we will discuss in the coming weeks and to raise at least two preliminary challenges to the argument. You must post your weekly summary in the blog section of the course Canvas site by Sunday 11:59pm. Throughout the semester, you need to submit at least nine summaries. You are encouraged to read and comment on your classmates’ summaries. In this way, you can not only learn from one another and but also practice articulating your ideas.

The second component of the class assignments consists of one 2000-2500 words short paper. In this paper, you are expected to write a response to one of the prompts that I post on the course website one week before the deadline. These papers are due by 11:59pm on Feb. 27th.

The third component of the class assignments is a 4000-6000 words, final research paper. You must submit an outline of your research, along with bibliography, by 11:59pm on Apr. 3rd and schedule a meeting with me in the week after. The final draft of your paper is due by 5pm on May. 9th

The fourth and final component of the class assignments is a 15-20 minute presentation to the class. These presentations should be accompanied by a handout, a draft of which must be submitted to me the day before the class meets, at 5pm on Sunday.

**Course Grade Breakdown**

Weekly summaries --- 20% Final Paper --- 40% (outline 15%; final draft 25%)

Short papers --- 20 % Presentation --- 10 %

Participation --- 10%

**Late Policy**

Late days are intended to help you through an especially busy week, a cold, and other issues that may crop up during the semester. Each late day allows you to submit an assignment up to twenty-four hours later than the official deadline without penalty. During the semester, you have three free late days. You can use a late day, or multiple late days, *whenever you like*. You do not need to provide a reason, but you mustlet me know that this is what you intend to do. Once you have used up your late days, though, no lateness will be excused unless you are confronted with unusual physical, mental, or personal challenges and are able to submit a note that testifies to your situation from your doctor, counselor, or college advisor before the deadline. Unexcused late submission will be penalized 1/3 of a grade per day, including weekends.

**Collaboration and Academic Integrity**

Collaboration is an important component of philosophy. I encourage you to discuss your ideas with your classmates, your friends, your roommates, your professors, your family members, etc. That being said, you should cite all your sources carefully and make sure that the written works that you submit are your own. When one uses someone else’s words and ideas—whether it’s the work of a famous writer or a fellow student—without crediting the source or authorship of those words and ideas, one is plagiarizing. This course has a zero-tolerance policy for plagiarism—all violations will result in substantial grade penalties. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

**Accessibility Statement**

It is my goal to create an inclusive, accessible learning environment that meets the needs of all students. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you may also want to contact the Office of Disability Services ( <https://ods.princeton.edu> or 609-258-8840) for more information or an official accommodation.

**Code of Academic Conduct**

The honor code, or the Code of Academic Conduct, applies to all undergraduate students, full-time and part-time, in Princeton University. Princeton University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

**What you can expect from me**

I will be available at least 2 hours per week for office hours, and I will return all substantive written assignments within a week after I receive them from you. While I will not read the whole drafts of your papers before you turn them in officially, I will be happy to read outlines and discuss philosophical ideas with you during my office hours.

 **Schedule of Readings and Assignments**

**Part I: Social Philosophy and Society**

**24/1/2022 Why Social Philosophy?**

 G. A. Cohen, *Why not Socialism?* (Princeton, 2009).

 Phillip Pettit, ‘Rawls’s Peoples’ in R. Martin and D. Reidy (eds.), *Rawls’ Law of
 Peoples: A Realistic Utopia?* (Blackwell, 2006).

**26/1/2022 Individual and Society**

 F. H. Bradley, ‘My Station and Its Duties’, in *Ethical Studies* (Oxford, 1876).

 Charles Taylor, ‘Atomism’, in Alkis Kontos (ed.), Powers, Possessions and
 Freedom: Essays in Honour of C.B. Macpherson (Toronto, 1979).

**31/1/2022 Community and Society**

 Ferdinand Tönnies, *Community and Civil Society* (Cambridge, 2001), Book 1.

**2/2/2022 The Structure of Society**

 John Levi Matin, *Social Structures* (Princeton, 2009). Preface & Ch. 1.

 Goerg Simmel ‘How is Society Possible’, *American Journal of Sociology*, 16
 (1919), 372-391.

**Part II. Citizenship and State**

**7/2/2022 The Nature of Citizenship**

 Joseph Carens, *The Ethics of Immigration* (Oxford, 2013), Ch. 2&3.

**9/2/2022 Justification of Borders**

 Joseph Carens, *The Ethics of Immigration* (Oxford, 2013), Ch. 11.

 Arash Abizadeh, ‘Democratic Theory and Border Coercion: No Right to
 Unilaterally Control Your Own Borders’, *Political Theory*, 36 (2008), 37-65.

**14/2/2022 Land and Citizenship (1)**

 Robert Nozick, *Anarchy, State, and Utopia*, (Basic Books, 1974), 149-182,

 213-231.

**16/2/2022 Land and Citizenship (2)**

 John Simmons, *Boundaries of Authority*, (Oxford, 2016), Ch. 4, 5 & 9.

**21/2/2022 Discrimination**

 Deborah Hellman, *When is Discrimination Wrong?* (Harvard, 2011),

 Introduction, Ch. 1.

**23/2/2022 Affirmative Action**

 T. M. Scanlon, *Why Does Inequality Matter?* (Oxford, 2018), Ch. 4 & 5.

 27/2/2022 Short Essay Due by 11:59 pm

**28/2/2022 Responsibility and Civic Obligations (1)**

 Christian List and Philip Pettit, *Group Agency*, (Oxford, 2011), Ch. 7 &8.

**2/3/2022 Responsibility and Civic Obligation (2)**

 Margaret Gilbert, *Political Obligations*, (Oxford, 2006), Ch. 11.

 Alasdair MacIntyre, *Is Patriotism a Virtue?* (Kansas, 1984).

Spring Break (No Class on 7/3/2022 and 9/3/2022)

**14/3/2022 Disobedience**

 John Simmons, Boundaries of Authority, (Oxford, 2016), Ch. 2.

 Hendry David Thoreau, *Civil Disobedience*, (1849).

**16/3/2022 Voting**

 Niko Kolodny, ‘Rule Over None: What Justifies Democracy?’ *Philosophy and
 Public Affairs*, 42 (2014), 195-229.

**21/3/2022 Immigration**

 Joseph Carens, The Ethics of Immigration (Oxford, 2013), Ch. 11 & 12.

**23/3/2022 Ideology**

 Sally Haslanger, ‘But Mom, Crop-Tops Are Cute!’, *Philosophical Issues*,

 17 (2007), 70-91.

 Sally Haslanger, ‘Race and Gender: (What) Are They? (What) Do We Want Them
 To Be?’, *Nous*, 34 (2000), 31-55.

**Part III. Race and Racism**

**28/3/2022 The Ontology of Race (1**)

 Charles Mills, *Blackness Visible: Essays on Philosophy and Race*, (Cornell, 1998),
 Ch. 3.

 Sally Haslanger, *Resisting Reality: Social Construction and Social Critique*,
 (Oxford, 2012), Ch. 10.

**30/3/2022 The Ontology of Race (2)**

 Quayshawn Spencer, ‘What “Biological Racial Realism” Should Mean’,
 *Philosophical Studies*, 159 (2012), 181-204.

 --- ‘A Radical Solution to the Racial Problem’, *Philosophy of Science*,

 81 (2014), 1025-1038.

 3/4/2022 Outline of Final Research Paper Due by 11:59 pm.

**4/4/2022 Race and Ethnicity**

 Phillip Kitcher, ‘Race, Ethnicity, Biology, and Culture’, in L. Harris (ed.) *Racism:
 Key Concepts in Critical Theory*, (Humanity Books, 1999).

 Joshua Glasgow, ‘On The New Biology of Race’, *Journal of Philosophy*, 100
 (2003), 456-74.

**6/4/2022 Racial Identities**

 Ian Hacking, ‘Making Up People’, in T. Heller (ed.), *Reconstructing Individualism:
 Autonomy, Individuality, and the Self in Western Thought*, (Stanford, 1986).

 Sally Haslanger, *Resisting Reality: Social Construction and Social Critique*,
 (Oxford, 2012), Ch. 9.

**11/4/2022 Latina/o Identity and Race**

 Linda Martin Alcoff, ‘Is Latina/o Identity a Racial Identity?’ in J. J. E. Garcia and
 P. D. Greiff (eds.), Hispanics / Latinos in the United States: Ethnicity, Race,
 and Rights, (Routledge, 2000).

**13/4/2022 Panethnicity**

 Yen Le Espirtu, Asian-American Panethnicity: Bridging Institutions and Identities,
 (Temple, 1993). Ch. 1 & 7.

**17/4/2022 Racism: Extrinsic, Intrinsic, and Cultural**

 Kwame Anthony Appiah, ‘Racism’, in D. T. Goldberg (ed.), Anatomy of Racism,
 (Minnesota, 1990).

 Tommie Shelby, ‘Is Racism in the “Heart”?’ Journal of Social Philosophy, 33
 (2002), 411-20.

**20/4/2022 Oppression and Institutional Racism**

 Gertrude Ezorsky, Racism & Justice: The Case for Affirmative Action,
 (Cornell, 1991). Ch. 1.

 Iris Marion Young, *J*ustice and the Politics of Difference, (Princeton, 2011), Ch. 2.

**22/4/2022 Racial Profiling**

 Annabelle Lever, ‘Why Racial Profiling is Hard to Justify. A Response to Risse
 and Zeckhauser’, *Philosophy and Public Affairs*, 33 (2005), 94-110.

 9/5/2022 Final Research Paper Due by 5pm