

## Readings and Assignments: Weeks One-Six

If you miss a class, check these *Readings and Assignments* handouts for assignments or handouts.

If you have questions about an assignment after class has adjourned, I prefer that you ask through the *Course Website* Bulletin Board so that all can benefit.

**If I make a special arrangement with you for due dates, etc., explain it in a note or e-mail message and ask me to sign or confirm it; show it to me to remind me of our arrangement.**

📄 indicates a handout in class. 📖 indicates material from *Philosophy 110 Course Pack*.

[Titles with a dotted underline](#) are also available at *Course Website*.

"Rachels" refers to the text for the course.

### **Contents and Major Due Dates**

In deference to our leaf-bearing friends, *Readings and Assignments* is handed out in instalments in case there are revisions as we go along, as there often are.

However, *Readings and Assignments* for the whole course is at the *Course Website*—just treat it as open to revision. Major due dates are listed below.

#### **What is philosophy and how do you do it?**

[1. Wednesday, September 6](#) (page 1)

[2. Wednesday, September 13](#) (page 3)

#### **What makes life worth living, i.e., what gives value to our lives?**

[2. Wednesday, September 13](#) (page 3)

[3. Wednesday, September 20](#) (page 5)

[4. Wednesday, September 27](#) (page 6)

#### **Are judgments about value and ethics objective—i.e., are they true or false—or are they relative to society or to individuals?**

[3. Wednesday, September 20](#) (page 5)

[4. Wednesday, September 27](#) (page 6)

[5. Wednesday, October 4](#) (page 7): DUE: 📄*Essay* issue preferences.

[6. Wednesday, October 11](#) (page 8): DUE: Prep work on 📄*First Exam*

#### **How should we treat others, i.e., what morality, if any, should govern our actions towards each other?**

[5. Wednesday, October 4](#) (page 7): DUE: 📄*Essay* issue preferences.

[6. Wednesday, October 11](#) (page 8): DUE: Prep work on 📄*First Exam*

[7. Wednesday, October 18](#) (page 9): DUE: Identify and explain 📄*Essay* issue.

[8. Wednesday, October 25](#) (page 1): DUE: 📄*First Exam*.

[9. Wednesday, November 1](#) (page 1): DUE: Rough draft of 📄*Essay* steps 3 and 4.

*Contents continued on next page...*

Why do we have politics, e.g., what essential functions, if any, do political institutions such as the state perform?

10. [Wednesday, November 8](#) (page 4)
11. [Wednesday, November 15](#) (page 6)
12. [Wednesday, November 22](#) (page 6)
13. [Wednesday, November 29](#) (page 6)

DUE December 6: 📄 [Ethics and Politics Essay](#)

DUE Final Exams Period: *Second Examination*; See 📖 [Previous Exam Questions](#).

## 1. Wednesday, September 6

- 📄 [Introductory Questions: Survey](#)
- 📄 [Introductory Questions: Personal](#)
- 📄 [Brief Course Description](#)
- 📄 [Readings and Assignments: Weeks One-Six](#) (this handout)
- 📄 📖 [Nature of Philosophy](#)  
*The Trial of Socrates* videotape

### Assignment

DO 📄 [Introductory Questions: Personal](#).

READ 📖 [Introduction: Philosophy 110](#), 📖 [Course Description](#), *Does Philosophy Matter?*, and 📖 [Ethics and Politics Essay](#): Questions?

LOOK AT 📖 [Framework for Moral and Political Decisions](#).

READ 📖 [Methods of Inquiry](#) and 📖 [Writing without Gender Bias](#).

READ 📖 [Plato's Republic](#), excerpt on The Cave, and take notes on the following:

1. Identify at least five different locations-situations-roles in [Socrates'](#) description of the Cave.
2. In our society, what occupations—if any—can be found in these locations-situation-roles?

### DUE NEXT SESSION: The Good Life: Individual Prep Questions

Answer the following four questions in no more than about 100 words for each. The questions focus on model and contrary cases of what has **value** for you. Answer them as if you were answering them **to yourself**. (Of course, you may not want to reveal that much of yourself to me. That's fine. You are also **not required** to confess your answers in class.)

In so few words, you will probably not be able to give definitive answers to each of these questions, but do attempt to express your views as **clearly** as possible and to state a couple of your major **reasons** (including examples) for holding your view.

Your answers will be marked according to their clarity and coherence.

*Assignment continued on next page...*

**1. What is the best thing that could happen in your life?**

Some further questions to **consider** in order to answer this question—you need not explicitly answer each of these questions:

Is there only one best thing?

Is the best thing something in the past, present, or future?

Is the best thing:

accomplishing something such as being Prime Minister or living a long life;

possessing an object such as a house or a million dollars;

having an experience such as making love or living an exciting life;

having a character trait such as being wise or courageous?

Is the best thing something you would strive for if you were to find out you had only a short time to live?

**2. What is the worst thing that could happen in your life?**

Consider the appropriate versions of the subsidiary questions under question 1 above.

Consider whether there are any circumstances in which you would consider committing suicide.

**3. Is there anything that you would be willing to die for? If so, what? If not, why not?**

**4. When you are dead, how would you like to be remembered? For example, what would you like others to say about you?**

**READ** 📖 Vladen Bahknov, *Beware of the Ahs!* What does it say about the good life?  
(Not to turn in.)

**2. Wednesday, September 13**

**DUE:** *Introductory Questions: Personal.*

Questions about Course Description and *Ethics and Politics Essay?*

The Cave: Co-op Work

*Methods of Inquiry:* Co-op Work

*Framework for Moral and Political Decisions*

**DUE:** The Good Life: *Individual Prep Questions*

Explain *Defining Morality: Individual Prep Questions*; assign statements for question 2.

**Assignment**

**LOOK AT** 📖 [Framework for Moral and Political Decisions.](#)

**READ** 📖 Carl Wellman, *The Good.*

(Rachels: section 5.3 paragraph that begins "2." to end of section 5.3.)

*Assignment continued on next page...*

### **DUE NEXT SESSION: Defining Morality: Individual Prep Questions**

**1. To the left of each of the lettered Statements on the next page, indicate if it is a:**

**Model (M)** example of a moral judgment; or

**Contrary (C)** example to a moral judgment; or

**Borderline (B)** example of a moral judgment.

You are assessing **only** whether the statement **expresses a moral judgment**; you are **not assessing** whether it expresses a **correct** moral judgment.

**Try using the following procedures:**

- a. First look for clear **contrary** cases: it is often easier to figure out what something is by first figuring out what it is **not**. It is commonly agreed that moral judgments must have the following two characteristics:
  - i. Moral judgments are **not neutral**, i.e., they are either **pro or con** (for or against) what is being judged. So, if any of the following statements **fails** to express a pro or con attitude towards what is being judged, then that statement does **not** express a moral judgment.
  - ii. Moral judgments are **about persons or their actions**. So, if any of the following statements is not about persons or their actions, then that statement does **not** express a moral judgment.
- b. Second, test the remaining statements (those not eliminated in **step a**) in the following ways:
  - i. If you think statement X (e.g., "Mother Theresa is saintly.") **expresses a pro attitude towards the morality** of what is being judged, see if it makes sense to add to X: '...but it [the subject matter of the judgment] is immoral.' For example:  
 Mother Theresa is saintly; but she is immoral.  
 If it **does not** make sense to say that—as it **does not** in this example—then you are probably correct that X expresses a pro attitude towards the morality of what is being judged and is a **model** example of a moral judgment.
  - ii. If you think statement Y (e.g., "You're a cheat.") **expresses a con attitude towards the morality** of what is being judged, see if it makes sense to add to Y: '...but it [the subject matter of the judgment] is morally alright.' For example:  
 You're a cheat; but you're morally alright.  
 If it **does not** make sense to say that—as it **does not** in this example—then you are probably correct that Y expresses a con attitude towards the morality of what is being judged and is a **model** example of a moral judgment.

*Assignment continued on next page...*

2. For your assigned statement *i, j, or k*, explain briefly (in no more than about 100 words) how you classified it: what characteristic(s) of the statement makes it a model, contrary, or borderline case?

iii. If a statement ("She hit him.") makes sense with **both** of the above additions then it probably does **not** express a moral judgment: it is a **contrary** example to a moral judgment. For example, both these sentences make sense:

She hit him, and that was immoral.

She hit him, and that was morally alright.

iv. If you **cannot tell** whether a statement expresses a moral judgment, then the statement is a **borderline** example.

### Statements

- a. The law requires motorcyclists to wear helmets.
- b. She is very intelligent.
- c. It really can't be much fun for a person to have sex with a sheep.
- d. During the experiment, the cats writhed in pain.
- e. He beat the animal cruelly.
- f. Please don't slurp your soup.
- g. Good parents use infant car seats for their young children.
- h. She is a liar.
- i. She posed lasciviously.
- j. He takes obscene photographs.
- k. He raped her.

### 3. Wednesday, September 20

Finish *The Cave*, *Methods of Inquiry*, *Framework for Moral and Political Decisions*

📖 *The Good: Summary*

📖 Introduction to Objectivity of Morality

**DUE:** *Defining Morality: Individual Prep Questions*

### Assignment

**READ** Rachels: *Preface, Chapter 1*.

**READ** 📖 Thomas D. Davis, *The Land of Certus*

*Assignment continued on next page...*

**DUE NEXT SESSION: Objectivity of Morality: Individual Prep Questions**

In no more than about 100 words, answer Question 1 or 2, as assigned. The issue is the **methods** used, not what those methods happen to pick out in the story, e.g., Georges torture as good.

1. In "The Land of Certus", the Rechstens look for natural properties—red and green lights—to tell them whether something is good or bad, right or wrong. Explain whether this is a good method for determining whether something is good or bad, right or wrong?  
(Obviously, we have no such lights; and the author might have used other natural properties, e.g., good and right might have been white or male, bad and wrong black or female. The question is, could such a method work well if the correct natural properties were used?)
2. The Linksens follow the commands of their Creator in order to determine what is right and wrong, good and bad. Explain whether this is a good method for determining whether something is good or bad, right or wrong?  
(Again, the particular commands of the Linksens' Creator, e.g., prescribing sexual equality and vegetarianism, are not the issue, but whether any such method could work well.)

**READ** Rachels, **Chapters 4, 3, 2** (The material will be covered in this order beginning at session 5.)

**DUE SESSION 5: list of four issues in order of preference for your *Ethics and Politics Essay*.**

**4. Wednesday, September 27**

Finish 📖 *The Good: Summary*

Finish Defining Morality

**DUE:** Objectivity of Morality: *Individual Prep Questions*.

📖 *First Exam: Objectivity of Morality* (take-home)

**Assignment**

**DUE NEXT SESSION:** List of four issues in order of preference for your 📖 *Ethics and Politics Essay*.

**DUE SESSION 6:** Draft of steps 1, 3, 4 for 📖 **Objectivity of Morality Exam** (4 pts)

**READ FOR SESSION 6:** Rachels, Chapters 5-10, 12.

📖 Solomon, excerpt from *Ethics: A Brief Introduction*;

📖 Alasdair MacIntyre, excerpt from *After Virtue*.

Rachels is not very good on virtue ethics in chapter 13. So, read him only if you have time and want another view of virtue ethics. Solomon is much better than Rachels. The MacIntyre reading is an excerpt from a contemporary classic that has revitalized virtue ethics and changed our approach to ethics in the late twentieth century.

*Assignment continued on next page...*

**DUE NEXT SESSION: Normative Ethics: Individual Prep Questions**

For each of the two following cases, decide if you believe that the action taken is morally justified or not. Explain and justify your judgment in no more than about 100 words for each case. *Criteria for Evaluating Ethics* may be useful.

1. The local hospital puts out an emergency call on the radio for blood donors to replenish its nearly exhausted reserves, announcing that lives will be lost without immediate donations. Richard hears the announcement, is in excellent health, and has no conscientious objections to giving blood. *But he does not go to give blood.*
2. Adrienne writes copy for an advertising agency that has the Nestles' account to promote the use of infant formula in the Caribbean. In the past, Nestles' has hired women to dress as nurses and visit new mothers, explaining to them that their babies will be healthier if they are raised on formula. It has also advertised formula as the modern way to raise babies.

Adrienne thinks the promotion is immoral since many families use the formula as a complete replacement for breast-feeding yet cannot afford the amount needed by their babies. Consequently, the families over-dilute the formula, and their babies' health suffers dramatically.

Adrienne is assigned to the Nestles' account. *She does not refuse the assignment,* reasoning that she would be fired if she did, and the agency would simply hire someone else to write the ad copy.

**5. Wednesday, October 4**

📖 *Objectivity of Morality: Summary*

*Criteria for Evaluating Ethics* (Cf. Rachels section 11.3 & Chapter 14.)

**DUE:** *Normative Ethics: Individual Prep Questions*

**DUE:** list of four issues in order of preference for your *Ethics and Politics Essay*.

**Assignment**

**DUE NEXT SESSION:** Draft of steps 1, 3, 4 for 📖 *First Exam* (4 pts)

**READ:** Rachels, Chapters 5-10, 12.

📖 Solomon, excerpt from *Ethics: A Brief Introduction* on virtue ethics;

📖 Alasdair MacIntyre, excerpt from *After Virtue*.

**PREPARE FOR NEXT SESSION (not to hand in): Justice: Individual Prep Questions**

You sit on a hospital committee empowered to select those who can use the hospital's kidney dialysis machine. A vacancy for use of the machine occurs every few months, and there is now a vacancy. Each person applying to use the machine is asked to submit a short statement about why he or she should be selected. The statements are written by the person or by his or her doctor. All factual information in the statements is carefully checked before the statements reach the committee.

**List the following persons in the order you rank them for priority to use the machine.**

Beside each person's name, explain your ranking of that person in no more than one brief paragraph.

**Assignment continued on next page...**

*Jojo:* I cannot say that I like Jojo. She has no family or friends. Her mother was a hooker and her father taught Jojo to hook and steal in order to pay for his booze. She works local clubs as a live sex act and does a variety of drugs (although her drug taking has not caused or worsened her kidney ailment, which is genetic). However, she has never been convicted of any crime. I think she has as much right to live as anyone else and should be given equal consideration for use of your kidney dialysis machine.

*Mary:* In most cases, after detection of a kidney ailment a person can survive for several months without dialysis. But, in Mary's case, she will die within a month if she doesn't get dialysis.

*Jim:* Jim is an admired man in his community, a brilliant engineer, a tireless community worker, and a loving husband and father. It would be a travesty to cut this man down in the midst of a life that serves as a model of achievement to all who know him.

*Robert:* It is tragic that choices have to be made about who uses your hospital's kidney dialysis machine. Since I am a very rich man, I am in a position to reduce this tragedy in the future. If your committee sees fit to choose me to receive kidney dialysis now, I shall over the next ten years endow your hospital with sufficient funds to buy six more machines.

*Carol:* Five years ago, my husband bought a kidney dialysis machine and loaned it to your hospital in perpetuity with an endowment for its maintenance. The only condition attached to the loan was that should he or I ever need to use the machine, we would have first priority. Well, now I need to use it. My lawyers tell me that the hospital might successfully contest the condition attached to the loan. But regardless of the legal technicalities, my husband's wish should be respected that I receive first priority to use *his* machine.

*Bill:* Bill is quadriplegic. Despite his enormous handicap, he has completed high school and enrolled in college. Surely the enormous efforts he has made should not now be denied.

*Marie:* I'm not sure what to say. I have a good husband and two nice kids. My husband is a carpenter and I work at Safeway during the day when the kids are in school. We like to go camping in our camper. We have a good life. Now my doctor says I have a kidney problem and need to use your machine.

**6. Wednesday, October 11**

**DUE:** Draft of steps 1, 3, 4 for *First Exam*

Work on *First Exam*

📖 *Ethics: Summary*

*Justice: Individual Prep Questions.*

Essay topics assigned and groups announced.

**Assignment**

**DUE NEXT SESSION:** Identify and explain your issue for the 📖 *Ethics and Politics Essay*.

**REVIEW** step 1 of 📖 Framework for Moral and Political Decisions to prepare for *Essay* group work. .

**DUE SESSION 8:** 📖 *First Exam*.

**READ:** 📖Olsen, "Distributive Justice" (*cf.* Rachels: 180-193, Chapter 13.);  
📖[Canadian Charter of Rights](#);  
📖Beauchamp, "Morality from Community Standards," excerpt from *Philosophical Ethics*.

## **7. Wednesday, October 18**

Work on *First Exam: Conclusion* in class.



📖*Ethics: Summary* continued.

**DUE:** Identify and explain your issue for the *Ethics and Politics Essay*.

Essay group completes step 1 of *Framework for Moral and Political Decisions* for your issue.



## Readings and Assignments: Weeks Seven-Nine

 indicates a handout in class.  indicates material from *Philosophy 110 Course Pack*. [Titles with a dotted underline](#) are also available at *Course Website*. "Rachels" refers to the text for the course.


### Contents


Are judgments about value and ethics objective—i.e., are they true or false—or are they relative to society or to individuals?

[7. Wednesday, October 18](#) (page 9): **DUE: Identify and explain**  *Essay* issue.

How should we treat others, i.e., what morality, if any, should govern our actions towards each other?


[7. Wednesday, October 18](#) (page 9): **DUE: Identify and explain**  *Essay* issue.

[8. Wednesday, October 25](#) (page 1): **DUE:**  *First Exam*.

[9. Wednesday, November 1](#) (page 1): **DUE: Rough draft of**  *Essay* steps 3 and 4.

### 7. Wednesday, October 18

Work on *First Exam: Conclusion* in class.

 *Ethics: Summary*

**DUE:** Identify and explain your issue for the *Ethics and Politics Essay*.

Essay group completes step 1 of *Framework for Moral and Political Decisions* for your issue.

### **Assignment**

**DUE NEXT SESSION:** *First Exam*, both *Individual Position Paper* and *Group Conclusion*.

**READ** Rachels, chapter 14.

**DUE SESSION 9:** Rough draft of steps 3 and 4 using your assigned approach to *Essay* issue.

### 8. Wednesday, October 25

**DUE:** *First Exam: Individual Position Paper* and *Group Conclusion*.

Finish  *Ethics: Summary*.

### **Assignment**

**READ** additional normative ethics readings for steps 3 and 4 of *Essay*.

**DUE SESSION 9:** Rough draft of steps 3 and 4 using your assigned approach to *Essay* issue.

### 9. Wednesday, November 1

**DUE:** Rough draft of steps 3 and 4 using your assigned approach to *Essay* issue.  
 Work with others using the same approach as you, explain how the approach applies to steps 3 and 4 for your issue.  
 Work on steps 3 and 4 with *Essay* group.

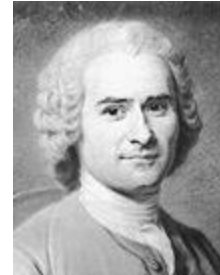
## Assignment

**READ** 📖 John Kekes: "Pluralism and Conflict in Morality"  
**PREPARE FOR** *Essay* work: consider the effect of *Pluralism* for your issue.

Consider who will write sections 1, 2, 3, 5, 6 of group's *Essay*.

**READ** 📖 [Half Way](#); 📖 Excerpt from Plato, *Republic*, Book II; Rachels, Chapter 11

**READ:** [Rousseau](#), *Discourse on the Origin of Inequality*, "Preface" through "Part One."



### **DUE SESSION 11: Double-Entry Journal for Rousseau, *Discourse on the Origin of Inequality*, "Preface" through "Part One" (8 pts)**

**MAKE SURE YOU ARE READING** *Discourse on the Origin of Inequality*, p. 137ff!  
 As you read, keep a **Double-Entry Journal** that provides a brief **summary** of how the reading answers the two questions below, and that records your active **reflection** on the reading.

**There should be as much reflection as summary.** (No more than about **750 words**.)

Prepare your journal on **facing pages** (or use a table with two columns if you are using a word processor with that ability).

On the **left** page of your Journal, create a **summary** of the reading's answers to the **Questions to answer** below.

**Write in complete sentences.** In most cases, you should use your own words, but you may quote the text where you find it particularly striking.

**Number the major points and note their page numbers.**

On the **right** page of your Journal (facing the summary), **reflect** on these numbered points. You need not reflect on each point. Your reflections should respond to the following questions (although each reflection need not answer each of these questions):

- How does the point relate to your experience and expectations, to other readings?
- What further questions does the point provoke?
- Do you agree or disagree with the point? Why?
- Has the point changed or confirmed your previous ideas? Does it have any practical implications?

**This is a journal**, so do not worry nearly as much about it looking pretty as about its content.

### Questions to answer

In the excerpt from Plato's *Republic*, Book II, Glaucon and Adeimantus ask Socrates some difficult questions about living justly. For the purposes of the following questions, assume that "living justly" means "living morally".

Glaucon says (page 1) that most people practice justice unwillingly, and he tells the story of Gyges to illustrate how we would act if we could get away with it. Glaucon appears to imply that we are not **by nature** just. (This means that human nature is such that we do not naturally treat each other justly.)

Your journal should answer at least the following questions that respond to Glaucon's and Adeimantus's challenge (which you should bear in mind as you read Rousseau).

**NOTE:** This is **not** an anthropology research project, nor is it relevant at this point whether there ever was a time when people lived without laws.

**1. What characteristics does Rousseau give for human nature?**

In your **reflections** on what Rousseau says, consider what **you** believe about whether **you** and about whether humans are **by nature** moral, immoral, or amoral; equal; egoistic, etc.

("By nature" means according to our innate constitution prior to being shaped by society. "Amoral" means acting without moral concepts, or at least without believing that they apply to one's self.)

**2. According to Rousseau, why is it that neither human belligerence, egoism, sexuality, nor family relations provoke general conflict in the state of nature?**


In your **reflections**, consider what human life would be like for people **before** there were **enforced** laws **given the way you** characterize human nature: how do you think humans would have to live in the state of nature given your description of human nature?


LOOK AT  [Why Be Moral?](#),  [Prisoners' Dilemma](#),  [Social Contract Framework: Hobbes & Rousseau](#).

**10. Wednesday, November 8**

Rest of the course

Rousseau Biography

 [Why be moral?](#)

 [Hobbes](#) reading to those who want it.

Essay group work: Consider the effect of *Pluralism* for your issue.

Assign group members to write sections 1, 2, 3, 5, 6 of group's *Essay*.

## Readings and Assignments: The Rest

### Contents

Why do we have politics, e.g., what essential functions, if any, do political institutions such as the state perform?

10. [Wednesday, November 8](#) (page 4)
11. [Wednesday, November 15](#) (page 6)
12. [Wednesday, November 22](#) (page 6)
13. [Wednesday, November 29](#) (page 6)

Final Exams Period: **Second Examination**; See  [Previous Exam Questions](#).

**First**, we will look at Plato's story of Gyges's ring and ask:

- What is human nature? Is it **moral**, **immoral**, **amoral**?
- What would life be like if we were to live **naturally**, i.e., without a government and laws restricting our behaviour?
- Why should **we** be moral? Why should **I** be moral?

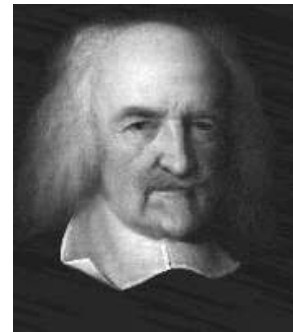
**Second**, we will look at Hobbes's and Rousseau's answers to these questions:

As a background to your reading Rousseau, I will explain the basics of Hobbes's theory in *Leviathan*.

Then we will read Rousseau's *Discourse on the Origins of Inequality* for its answer to these questions, which you can compare with yours and Plato's notions of human nature and of life in the state of nature.

Then we will look briefly at **anarchism** for some answers to the above questions that certainly oppose Hobbes and possibly oppose Rousseau.

**Finally**, we will look at Rousseau's *Social Contract* as a paradigm of modern political thinking and ponder its fate.




Thomas Hobbes


### 10. Wednesday, November 8


Rest of the course

Rousseau Biography

 *Why be moral?*

 *Prisoners' Dilemma*

 *Social Contract Framework: Hobbes & Rousseau*

 [Hobbes](#) reading to those who want it.

*Essay* group work: Consider the effect of *Pluralism* for your issue.

Assign group members to write sections 1, 2, 3, 5, 6 of group's *Essay*.

### Assignment

**DUE NEXT SESSION:** *Discourse on the Origin of Inequality*, Part I: **Double Entry Journal**.

**READ** *Discourse*, Part II.

**DUE SESSION 12: Rousseau, *Social Contract*, Individual Prep Questions (8 pts)**

Begin reading Rousseau's *Social Contract*. Listed below is a suggested order for reading. It would be nice if you read it all, but if you are unable to do so, please follow these guidelines.

Book I, all

Book II, chapters 6-7, 1-5, 11-12

Book IV, chapters 1-3

Book III, chapters 1, 9-18

**Read at least this much.**

Book IV, chapters 6-9

Book II, chapters 8-10

**Do try to read this much.**

Book III, chapters 2-8

Book IV, chapters 4-5

You may also find helpful *Social Contract Framework: Hobbes & Rousseau* and *Rousseau: Social Contract* in the CoursePack.

**In no more than about 750 words, answer the following questions.**

**Cite page numbers** from Rousseau to substantiate your answers.

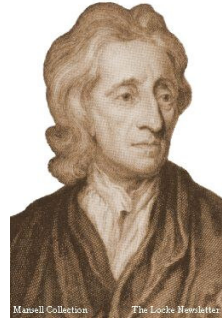
**Do not just quote passages from Rousseau or from CoursePack sources:** while it is often necessary to use Rousseau's vocabulary, **write your own sentences.**

1. On page 16 (Book I, chapter 6, paragraph 1), Rousseau says that the way of life in the state of nature threatens the existence **of the human race**. Explain how the Prisoners' Dilemma faced by humanity in the state of nature poses this threat.

**Hint:** Rousseau says that the way of life in the state of nature threatens the existence **of the human race**: the problem is not merely **individuals** surviving but the survival of **humanity**. **What about us** must survive in order for us to survive **as humans**, *i.e.*, how does Rousseau characterise **human nature**?

2. Using an example from contemporary Canada, explain the difference between a **social** contract and a **political** contract and Rousseau's reasons for saying that the **social** contract must precede the **political** contract in order for the latter to be legitimate (16, 82-83).
3. In the social contract that Rousseau describes (pp. 16-19), who are the parties to the contract, *i.e.*, who makes the agreement with whom?
4. Using one specific example, explain the difference between the General Will and the will of all (pp. 27, 86).
5. Using an example of a twentieth or twenty-first century political leader, explain the role of the Lawgiver (pp. 35-38).

It might help to consider what communitarians (including Virtue Ethics) would say about the social contract approach to explaining why we should be moral.

**11. Wednesday, November 15****DUE:** *Discourse on the Origin of Inequality*; Part I **Double Entry Journal**📖 *Why be moral?*📖 *Prisoners' Dilemma*📖 *Social Contract Framework: Hobbes & Rousseau*📖 *Rousseau: Discourse on the Origin of Inequality*📖 [Locke](#) reading to those who want it.📖 *Anarchism: Summary*.📖 *Anarchism* reading to those who want it.**Assignment****DUE NEXT SESSION: Rousseau, Social Contract, Individual Prep Questions****12. Wednesday, November 22****DUE: Rousseau's Social Contract IPQs**📖 Rousseau: *Social Contract***Assignment****READ** 📖 Virginia Held, "*Non-contractual Society: A Feminist View*"Questions about *Second Examination*?**WORK ON** *Essay* for session 13: Consider the effects of political theory for your issue.Arrange to complete *Essay*.**13. Wednesday, November 29**📖 *End of the Modern Tradition?*Questions about *Second Examination*?*Essay* group work: effects of political theory for your issue.Arrange to complete *Essay*.**Assignment****DUE December 6:** *Ethics and Politics Essay*, individual step (4) and group steps (1,2,3,5,6).**PREPARE FOR** *Second Examination*. See [Previous Exam Questions](#).**Final Exams Period:** *Second Examination*; See 📖 [Previous Exam Questions](#).

You may write the exam at any of these times, regardless of which section you are enrolled in.