

Political Philosophy Syllabus

1. Course Description

a. Title of a Course

Political Philosophy

b. Pre-requisites

Basics of philosophy, basics of logic and mathematics, basics of the history of political thought.

c. Course Type (compulsory, elective, optional)

Compulsory

d. Abstract

The course focuses on the contemporary analytical (normative) political philosophy. This type of political theory is preeminently practised and flourishes in the world top universities. The course introduces and discusses foundations, frameworks and methods of the normative political philosophy, as well as the common topics and issues, such as moral dilemmas, liberal and republican concepts of freedom, social and political justice, democracy, welfare, human rights and so on.

The course consists of the following sections:

- Introduction *
- Fundamentals
- Frameworks
- Liberty
- Justice
- Global order
- Specific issues *

(* The first and the last sections of the course are supplementary; they may be cut out of the program.

This option leaves space for a flexible time-management.)

The ‘Fundamentals’ and the ‘Frameworks’ are two preparatory sections, where the key ideas, concepts, methods, as well as personalities are introduced. The ‘Fundamentals’ section consists of the four sessions, which deal with the elements of the theory of intentional and thinking

agency, philosophy of mind, individual liberty and responsibility, game theory and rational-choice theory.

The 'Frameworks' section consists of three sessions, two of which are reserved for introducing and discussing the relevant frameworks within the moral and political philosophy, such as deontology, utilitarianism, contractualism. One session of this part is reserved for a sortie into the philosophy of law, where several key ideas and methods are to be discussed, such as the distinction between law and moral, between positive law theory and natural law theory, the idea of the rule of law.

The following two sections, 'Liberty' and 'Justice', make the conceptual core of the entire course. In both cases, two main theoretical lines are introduced, discussed, and compared to one another, i.e. liberalism and republicanism, which are the most influential approaches in the contemporary normative political philosophy.

The section on the 'Global order' is the logical conclusion of the main program. Again, the focus is on the comparison between liberal and republican approaches to the problem of global justice.

2. Learning Objectives

Students will learn the contemporary political philosophy, following the approach adopted in the world top universities. Development of the independent moral and political judgement, as well as engagement with visual and textual sources will be emphasized.

3. Learning Outcomes

At the end of the course, students will master the key ideas, concepts and methods of the contemporary political philosophy. They will also have developed logical skills that will allow them to build arguments to discuss and eventually resolve moral dilemmas and political issues. They will also be able to use the introduced concepts and methods to present a solution in a written essay.

4. Course Plan

1 session = 1 lecture + 1 seminar (4 academic hours total)

SESSION #	TOPICS
1*	Introduction. Philosophy and Politics in 20th c.
2	Fundamentals 1. Consciousness. Intentionality. Mental Causation.
3	Fundamentals 2. Thinking agency. Rule-following
4	Fundamentals 3. Free Will. Freedom and Responsibility. Moral Community
5	Fundamentals 4. Prisoners' Dilemma. Nash Equilibria. Coordination. Convention
6	Frameworks 1. Social Contract. Deontology. Contractualism
7	Frameworks 2. Utilitarianism and Moral Consequentialism. Trolley Problem
8	Frameworks 3. The Rule of Law. Philosophy of Law. Constitutional Theory
9	Liberty 1. Principles of non-frustration (Mill, Hobbes) and of non-interference (Berlin)
10	Liberty 2. Principle of non-domination (Pettit, Skinner)
11	Social Justice (Rawls, Pettit)
12	Political Justice. Legitimacy (Pettit)
13	Political ontology. Global justice (Rawls, Pettit)
14*	Issues 1. Moral Obligation. Blame. Deserts. Human Rights
15*	Issues 2. Democracy. Equality. Welfare. Groups and Corporate Agents.

(* These sessions are supplementary; they may be left out of the program.)

5. Reading List

a. Required

- Amartya Sen, Bernard Williams, and Bernard Arthur Owen Williams, *Utilitarianism and beyond* (Cambridge University Press, 1982).
- Charles R Beitz, *The Idea of Human Rights* (Oxford University Press, 2011).
- Christian List, Philip Pettit, and others, *Group Agency: The Possibility, Design, and Status of Corporate Agents* (Oxford University Press Oxford, 2011).
- Hannah Arendt, "Philosophy and Politics," *Social Research* 57, no. 1 (1990): 73–103.
- Herbert Lionel Adolphus Hart, *The Concept of Law* (OUP Oxford, 2012).
- Ian Shapiro, *The State of Democratic Theory* (Princeton University Press, 2009).
- Isaiah Berlin and Ian Harris, *Liberty: Incorporating Four Essays on Liberty* (Oxford: Oxford University Press, 1969).
- John R Searle, *Intentionality: An Essay in the Philosophy of Mind* (Cambridge University Press, 1983).
- John Rawls, *A Theory of Justice* (Cambridge, Massachusetts: Belknap Press of Harvard University Press, 1971).
- John Rawls, *The Law of Peoples: With, the Idea of Public Reason Revisited* (Harvard University Press, 2001).
- Lewis David, "Convention: A Philosophical Study" (Cambridge, Harvard university press, 1969).
- Noam Chomsky and Michel Foucault, *The Chomsky-Foucault Debate: On Human Nature* (The New Press, 2006).
- Peter F Strawson, "Freedom and Resentment" (London, 1974).
- Peter Ludlow, Yujin Nagasawa, and Daniel Stoljar, *There's Something about Mary: Essays on Phenomenal Consciousness and Frank Jackson's Knowledge Argument* (MIT Press, 2004).
- Philip Pettit, *A Theory of Freedom: From the Psychology to the Politics of Agency* (Oxford University Press, 2001).
- Philip Pettit, *On the People's Terms: A Republican Theory and Model of Democracy* (Cambridge University Press, 2012).
- Philip Pettit, *Just Freedom: A Moral Compass for a Complex World* (W. W. Norton, 2014).
- Philip Pettit, Why and How Philosophy Matters, *The Oxford Handbook of Contextual Political Analysis* (Oxford University Press, 2009), doi:10.1093/oxfordhb/9780199270439.003.0002.
- Quentin Skinner, *Liberty before Liberalism*, vol. 11 (Cambridge Univ Press, 1998).
- Saul A Kripke, *Wittgenstein on Rules and Private Language: An Elementary Exposition* (Harvard University Press, 1982).
- Thomas Scanlon, *Moral Dimensions* (Harvard University Press, 2009).
- Thomas Scanlon, *What We Owe to Each Other* (Harvard University Press, 1998).

b. Optional

- Amartya Sen, "Elements of a Theory of Human Rights," *Philosophy & Public Affairs* 32, no. 4 (2004): 315–56.
- Beitz, Charles R.. Human Rights in Goodin, Pettit, and Pogge, *A Companion to Contemporary Political Philosophy*.
- Donald Davidson, *Essays on Actions and Events: Philosophical Essays*, vol. 1 (Oxford University Press, 2001).

- Gutmann, Amy. Democracy in Goodin, Pettit, and Pogge, *A Companion to Contemporary Political Philosophy*.
- Hamlin, Alan. Welfare in Ibid.
- Hampton, Jean. Contract and Consent in Goodin, Pettit, and Pogge, *A Companion to Contemporary Political Philosophy*.
- Herbert Lionel Adolphus Hart, "Positivism and the Separation of Law and Morals," *Harvard Law Review*, 1958, 593–629.
- Immanuel Kant, Mary J Gregor, and Roger J Sullivan, "The Metaphysics of Morals," 1996.
- James W Nickel, *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights* (Univ of California Press, 1987).
- John R Searle, *Freedom and Neurobiology: Reflections on Free Will, Language, and Political Power* (Columbia University Press, 2013).
- John Rawls, "Justice as Fairness: Political Not Metaphysical," *Philosophy & Public Affairs*, 1985, 223–51.
- Lon L. Fuller, "Positivism and Fidelity to Law: A Reply to Professor Hart," *Harvard Law Review* 71, no. 4 (1958): 630–72, doi:10.2307/1338226.
- Ludwig Wittgenstein, Gertrude Elizabeth Margaret Anscombe, and Gertrude Elizabeth Margaret Anscombe, *Philosophical Investigations*, vol. 255 (Blackwell Oxford, 1958).
- Martha C Nussbaum, *Creating Capabilities* (Harvard University Press, 2011).
- McLeod, Owen, "Desert", *The Stanford Encyclopedia of Philosophy* (Winter 2013 Edition), Edward N. Zalta (ed.), <http://plato.stanford.edu/archives/win2013/entries/desert/>
- Michael J Sandel, *Liberalism and the Limits of Justice* (Cambridge University Press, 1998).
- Pelczynski and Gray, "Conceptions of Liberty in Political Philosophy."
- Pettit, Philip. 'The Basic Liberties' in Matthew Kramer, ed., *The Legacy of H.L.A. Hart: Legal, Political and Moral Philosophy*, 2008.
- Pettit, Philip. 'The Inescapability of Consequentialism' in Ulrike Heuer and Gerald Lang, *Luck, Value, and Commitment: Themes From the Ethics of Bernard Williams* (Oxford University Press, 2012).
- Philip Pettit, "A Republican Law of Peoples," *European Journal of Political Theory* 9, no. 1 (January 20, 2010): 70–94, doi:10.1177/1474885109349406.
- Philip Pettit, "The Instability of Freedom as Noninterference: The Case of Isaiah Berlin," *Ethics* 121, no. 4 (July 2011): 693–716, doi:10.1086/660694.
- Philip Pettit, "The Reality of Rule-Following," *Mind* XCIX, no. 393 (1990): 433–39, doi:10.1093/mind/XCIX.395.433.
- R Jay Wallace, "Scanlon's Contractualism," *Ethics* 112, no. 3 (2002): 429–70.
- Rescorla, Michael, "Convention", *The Stanford Encyclopedia of Philosophy* (Summer 2015 Edition), Edward N. Zalta (ed.) <http://plato.stanford.edu/archives/sum2015/entries/convention/>
- Richard J. Arneson. Equality in Ibid.
- Robert E Goodin, Philip Pettit, and Thomas W Pogge, *A Companion to Contemporary Political Philosophy*, vol. 105 (John Wiley & Sons, 2012).
- Robert Kane, "A Contemporary Introduction to Free Will," 2005, chap. 1.
- Ronald Dworkin, "The Original Position," *The University of Chicago Law Review* 40, no. 3 (1973): 500–533.
- Ronald Dworkin, *Taking Rights Seriously*, vol. 136 (Harvard University Press, 1978).
- Steven Tadelis, *Game Theory: An Introduction* (Princeton University Press, 2013).
- Ten, C. L. Constitutionalism and the Rule of Law in Goodin, Pettit, and Pogge, *A Companion to Contemporary Political Philosophy*.

- Wellman, Christopher. Responsibility: Personal, Collective, Corporate in Ibid.

c. Reading Schedule

1. Introduction. Philosophy and Politics in 20th c.

- Arendt, "Philosophy and Politics."
- Chomsky and Foucault, *The Chomsky-Foucault Debate: On Human Nature*.
- Pettit, *Why and How Philosophy Matters*.

2. Fundamentals 1. Consciousness. Intentionality. Mental Causation.

- Searle, *Intentionality: An Essay in the Philosophy of Mind*.
- Ludlow, Nagasawa, and Stoljar, *There's Something about Mary: Essays on Phenomenal Consciousness and Frank Jackson's Knowledge Argument*.
- Philip Pettit, *The Common Mind: An Essay on Psychology, Society, and Politics* (Oxford University Press, 1996), chap. 1.

3. Fundamentals 2. Thinking agency. Rule-following

- Ibid., chap. 2.
- Kripke, *Wittgenstein on Rules and Private Language: An Elementary Exposition*.

Optional:

- Ludwig Wittgenstein, Gertrude Elizabeth Margaret Anscombe, and Gertrude Elizabeth Margaret Anscombe, *Philosophical Investigations*, vol. 255 (Blackwell Oxford, 1958).
- Philip Pettit, "The Reality of Rule-Following," *Mind* XCIX, no. 393 (1990): 433–39, doi:10.1093/mind/XCIX.395.433.

4. Fundamentals 3. Free Will. Freedom and Responsibility. Moral Community

- Strawson, "Freedom and Resentment."
- Pettit, *A Theory of Freedom: From the Psychology to the Politics of Agency*, chap. 1–4.

Optional:

- Donald Davidson, *Essays on Actions and Events: Philosophical Essays*, vol. 1 (Oxford University Press, 2001).
- John R Searle, *Freedom and Neurobiology: Reflections on Free Will, Language, and Political Power* (Columbia University Press, 2013).
- Robert Kane, "A Contemporary Introduction to Free Will," 2005, chap. 1.

5. Fundamentals 4. Prisoners' Dilemma. Nash Equilibria. Coordination. Convention

- David, "Convention: A Philosophical Study."

Optional:

- Rescorla, Michael, "Convention", *The Stanford Encyclopedia of Philosophy* (Summer 2015 Edition), Edward N. Zalta (ed.)
<http://plato.stanford.edu/archives/sum2015/entries/convention/>
- Steven Tadelis, *Game Theory: An Introduction* (Princeton University Press, 2013).

6. Frameworks 1. Social Contract. Deontology. Contractualism

- Scanlon, *What We Owe to Each Other*.

Optional:

- Hampton, Jean. Contract and Consent in Goodin, Pettit, and Pogge, *A Companion to Contemporary Political Philosophy*.
- Immanuel Kant, Mary J Gregor, and Roger J Sullivan, “The Metaphysics of Morals,” 1996.
- R Jay Wallace, “Scanlon’s Contractualism,” *Ethics* 112, no. 3 (2002): 429–70.
- Ronald Dworkin, “The Original Position,” *The University of Chicago Law Review* 40, no. 3 (1973): 500–533.

7. *Frameworks 2. Utilitarianism and Moral Consequentialism. Trolley Problem*

- Sen, Williams, and Williams, *Utilitarianism and beyond*.

Optional:

- Pettit, Philip. ‘The Inescapability of Consequentialism’ in Ulrike Heuer and Gerald Lang, *Luck, Value, and Commitment: Themes From the Ethics of Bernard Williams* (Oxford University Press, 2012).

8. *Frameworks 3. The Rule of Law. Philosophy of Law. Constitutional Theory*

- Hart, *The Concept of Law*.

Optional:

- Herbert Lionel Adolphus Hart, “Positivism and the Separation of Law and Morals,” *Harvard Law Review*, 1958, 593–629.
- Lon L. Fuller, “Positivism and Fidelity to Law: A Reply to Professor Hart,” *Harvard Law Review* 71, no. 4 (1958): 630–72, doi:10.2307/1338226.
- Ronald Dworkin, *Taking Rights Seriously*, vol. 136 (Harvard University Press, 1978).
- Ten, C. L. Constitutionalism and the Rule of Law in Goodin, Pettit, and Pogge, *A Companion to Contemporary Political Philosophy*.

9. *Liberty 1. Principles of non-frustration (Mill, Hobbes) and of non-interference (Berlin)*

- Isaiah Berlin and Ian Harris, *Liberty: Incorporating Four Essays on Liberty* (Oxford: Oxford University Press, 2002).

Optional:

- Pelczynski and Gray, “Conceptions of Liberty in Political Philosophy.”

10. *Liberty 2. Principle of non-domination (Pettit, Skinner)*

- Pettit, *A Theory of Freedom: From the Psychology to the Politics of Agency*.
- Pettit, *On the People’s Terms: A Republican Theory and Model of Democracy*.
- Skinner, *Liberty before Liberalism*.

Optional:

- Philip Pettit, “The Instability of Freedom as Noninterference: The Case of Isaiah Berlin,” *Ethics* 121, no. 4 (July 2011): 693–716, doi:10.1086/660694.

11. *Social Justice (Rawls, Pettit)*

- Rawls, *A Theory of Justice*.

Optional:

- John Rawls, “Justice as Fairness: Political Not Metaphysical,” *Philosophy & Public Affairs*, 1985, 223–51.
- Michael J Sandel, *Liberalism and the Limits of Justice* (Cambridge University Press, 1998).

12. Political Justice. Legitimacy (Pettit)

- Pettit, *On the People’s Terms: A Republican Theory and Model of Democracy*.
- Pettit, *Just Freedom: A Moral Compass for a Complex World*.

13. Political ontology. Global justice (Rawls, Pettit)

- Rawls, *The Law of Peoples: With, the Idea of Public Reason Revisited*.
- Pettit, *Just Freedom: A Moral Compass for a Complex World*.

Optional:

- Philip Pettit, “A Republican Law of Peoples,” *European Journal of Political Theory* 9, no. 1 (January 20, 2010): 70–94, doi:10.1177/1474885109349406.

14. Issues 1. Moral Obligation. Blame. Deserts. Human Rights.

- Scanlon, *Moral Dimensions*.
- Beitz, *The Idea of Human Rights*.

Optional:

- McLeod, Owen, "Desert", The Stanford Encyclopedia of Philosophy (Winter 2013 Edition), Edward N. Zalta (ed.), <http://plato.stanford.edu/archives/win2013/entries/desert/>
- Beitz, Charles R.. Human Rights in Goodin, Pettit, and Pogge, *A Companion to Contemporary Political Philosophy*.
- James W Nickel, *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights* (Univ of California Press, 1987).
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- Amartya Sen, “Elements of a Theory of Human Rights,” *Philosophy & Public Affairs* 32, no. 4 (2004): 315–56.
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15. Issues 2. Democracy. Equality. Welfare. Groups and Corporate Agents.

- Shapiro, *The State of Democratic Theory*.
- List, Pettit, and others, *Group Agency: The Possibility, Design, and Status of Corporate Agents*.

Optional:

- Gutmann, Amy. Democracy in Goodin, Pettit, and Pogge, *A Companion to Contemporary Political Philosophy*.
- Hamlin, Alan. Welfare in Ibid.
- Richard J. Arneson. Equality in Ibid.
- Wellman, Christopher. Responsibility: Personal, Collective, Corporate in Ibid.

6. Grading System

- a. Essay (10%)
- b. Midterm test (10%)
- c. Final Test (40%)
- d. Participation (40%, incl. attendance, seminar activity, home assignments)

7. Guidelines for Knowledge Assessment

a. Essay

The essay must be written in English and presented in doc, docx or pdf format; it must include a separate cover page, the text of the problem and the abstract of the solution (no more than 100 words); it must contain no more than 5 pages (including the cover page).

The proposed solution must be relevant to the course. The student can score up to 8 points, if she is able to demonstrate your expert knowledge of the concepts and ideas discussed in the course. The student can score up to 9-10 points, if in addition to that, she is able to present and prove her own position. Clarity, short sentences, logic, is a strong advantage. Long confusing sentences, lack of logic, lack of structure are disadvantages.

The list of problems and moral dilemmas to solve.

Problem 1. Useful murder

Consider an act of murder that results in slightly more good than any other act would have produced. Should we punish/blame the murderer?

Problem 2. The Divided World

- (1) Half of the population is at 100; half of the population is at 200;
- (2) Everyone is at 145.

Would it be better if the situation changed from (1) to (2)?

Problem 3. City or suburb?

In his article 'Equality', Thomas Nagel imagines that he has two children, one healthy and happy, the other suffering from some painful handicap. Nagel's family could either move to a city where the second child could receive special treatment, or move to a suburb where the first child would flourish. Nagel writes: "This is a difficult choice on any view. To make it a test for the value of equality, I want to suppose that the case has the following feature: the gain to the first child of moving to the suburb is substantially greater than the gain to the second child of moving to the city". He then comments: "If one chose to move to the city, it would be an egalitarian decision. It is more urgent to benefit the second child, even though the benefit we can give him is less than the benefit we can give to the first child".

Problem 4.

Consider someone who gives to her child, or keeps for herself, some resource of her own instead of contributing it to help some stranger who would have gained slightly more from that resource. Is this person to blame?

Problem 5. The „Trolley Problem“

The driver of a runaway tram can only steer from one narrow track on to another. Five men are working on one track and one man on the other. Anyone on the track he enters is bound to be killed. It is either one man's life or the lives of five. Which option is right?

Problem 6. "Fat man"

A trolley is hurtling down a track towards five people. You are on a bridge under which it will pass, and you can stop it by putting something very heavy in front of it. As it happens, there is a very fat man next to you –your only way to stop the trolley is to push him over the bridge and onto the track, killing him to save five. Should you proceed?

Problem 7. “The loop”

A trolley is hurtling down a track towards five people. You can divert it onto a separate track. However, this diversion loops back around to rejoin the main track, so diverting the trolley still leaves it on a path to run over the five people. But, on this track is a single fat person who, when he is killed by the trolley, will stop it from continuing on to the five people. Should you flip the switch?

Problem 8. “Transplant”

A brilliant transplant surgeon has five patients, each in need of a different organ, each of whom will die without that organ. Unfortunately, there are no organs available to perform any of these five transplant operations. A healthy young traveler, just passing through the city the doctor works in, comes in for a routine checkup. In the course of doing the checkup, the doctor discovers that his organs are compatible with all five of his dying patients. Suppose further that if the young man were to disappear, no one would suspect the doctor. Do you support the morality of the doctor to kill that tourist and provide his healthy organs to those five dying persons and save their lives?

Problem 9. “The Rocks”

Six innocent swimmers have become trapped on two rocks by the incoming tide. Five of the swimmers are on one rock, while the last swimmer is on the second rock. Each swimmer will drown unless they are rescued. You are the sole lifeguard on duty. You have time to get to one rock in your patrol boat and save everyone on it. Because of the distance between the rocks, and the speed of the tide, you cannot get to both rocks in time. What should you do?

Problem 10. “The Summer or Winter Child”

Mary is deciding when to have a child. She could have one in summer or in winter. Mary suffers from a rare condition which means that, if she has her child in winter, it will suffer serious ailments which will reduce the quality of its life. However, a child born in winter would still have a life worth living, and, if Mary decides to have a child in summer, then an altogether different child will be born. It is mildly inconvenient for Mary to have a child in summer. (Perhaps she doesn't fancy being heavily pregnant during hot weather.) Therefore, she opts for a winter birth.

Problem 11. The “happy slave”

According to the Stoics, a wise man can be happy and free even if he is a slave. Do you agree with the Stoics?

Problem 12. Free will and tennis

1 step. You decide to play tennis next day.

2 step. Meanwhile somebody locks the door to the tennis court, so nobody can play tennis anymore.

3 step. Unaware of that, you change your mind and decide not to go.

Is your choice free?

Problem 13. Undemocratic freedom

Isaiah Berlin claims that who governs does not matter for protection of individual freedoms. Even a monarchy can be liberal.

Do you agree with Berlin?

Problem 14. The “clueless freeman”

Isaiah Berlin claims that when we form a judgment about somebody’s freedom, we must not ask this person’s opinion on this matter.

In other words, your opinion about your freedom does not matter: you can be free even if you think that you are not free; you can be unfree even if you think that you are free.

Do you agree with Berlin?

Problem 15. ‘A Doll’s House’

Do you agree with Philip Pettit, who claims that Nora from the Henrik Ibsen’s play “A Doll’s House” was not free in her marriage?

Problem 16. The eyeball test

Do you agree with Philip Pettit that a failure to pass the eyeball test can be a reliable indicator of unfreedom?

Problem 17. Odysseus and the Sirens

Odysseus was curious as to what the Sirens sang to him. He had all of his sailors plug their ears with beeswax and tie him to the mast.

Was Odysseus free when he was tied to the mast?

Problem 18. Self-censorship

Is the act of self-censorship free or not? Explain your answer.

Problem 19. Justice or Legitimacy

Assuming that the living standards of the plebs were lower in the Roman Republic, than in the Roman Empire, which one of the two regimes was more just?

Problem 20. Guilty pleasures

Judging from the republican perspective, should citizens recognize and entrench the basic freedom to use recreational (not addictive) drugs or gambling?

Problem 21. Philanthropy

Should we rely more on the public support of the needy and poor, than on private philanthropy?

Problem 22. Bad luck

Should the state somehow help even those people who are responsible for their own misery (e.g. due to gambling issues)?

Problem 23. All you need is love

Should the state protect personal freedoms in the marital relationships? If the answer is yes, please, explain why and how it can be done.

b. Midterm Test

Target time to completion is 10 minutes; the upper time limit is 20 min.

A Sample Variant:

1) *Is this state ... intentional/ conscious? (Yes or No)*

	Intentional	Conscious
Fear		
Belief		

2) *Which is the direction of fit for this intentional state? (Yes or No)*

	Mind-to-world	World-to-mind
Desire		

3) *Is this subject ... an agent/ intentional agent / thinking agent? (Yes or No)*

	Agent	Intentional agent	Thinking agent
Termites			

4) *Is this statement of compatibilism/incompatibilism? (Yes or No)*

	Compatibilism	Incompatibilism
We have free will and everything is determined		

5) *Find all dominant strategies / Nash equilibria / coordination equilibria in this game:*

	Player 2		
Player 1		Strategy 1	Strategy 2
	Strategy 1	(5, 5)	(-200, 10)
	Strategy 2	(10, - 200)	(-50, -50)

Dominant strategy for the Player 1	
Dominant strategy for the Player 1	
Nash equilibria	
Coordination equilibria	

c. Final Test

Maximum score is 25, which is the equivalent of 10 on the standard HSE scale.
Target time to completion is 30-45 minutes; the upper time limit is 80 min.

A Sample Variant:

Part I. You are to solve four following problems. (You get maximum 4 points for each)

1. Find dominant strategies, Nash and/or coordination equilibria in the game: (4 pts.)

	Player 2		
Player 1		Strategy 1	Strategy 2
	Strategy 1	(-5, -5)	(0, -20)
	Strategy 2	(-20, 0)	(-10, -10)

Your answer is (tick off all correct option(s) in each row):

Dominant strategy for the Player 1	Strategy 1	Strategy 2	No
Dominant strategy for the Player 2	Strategy 1	Strategy 2	No
Nash equilibria	(-5, -5)	(0, -20)	No
	(-20, 0)	(-10, -10)	
Coordination equilibria	(-5, -5)	(0, -20)	No
	(-20, 0)	(-10, -10)	

2. Determine if the person is free, according to 3 different principles of freedom. (3 pts.)

The picture is being displayed to you on the screen. Do not mix up your variant. Your answer is (tick off one correct option in each column):

Non-frustration	Non-interference	Non-domination
Free	Free	Free
Not free	Not free	Not free
Not enough information	Not enough information	Not enough information

3. Determine which policy is the best, according to different principles of justice. (3 pts.)

Economy	Least-Advantaged Group (60% population)	Middle Group (30% population)	Most-Advantaged Group (10% population)
A	30	50	200
B	40	80	150
C	30	35	40

Your answer is (tick off one correct option in each row):

Principle of justice	Which Economy is the best according to it?		
Egalitarianism	A	B	C
Rawls's difference principle	A	B	C
Harsanyi's utilitarian principle	A	B	C

4. Determine if the following choice meets the republican criteria and may eventually be adopted as basic freedom: (4 pts.)

Freedom to drink coffee

Your answer is (tick off one correct option in each column):

Co-exercibility	Co-satisfaction		Should be adopted as a basic freedom?
	Individual satisfaction	Collective satisfaction	
Yes	Yes	Yes	Yes
No	No	No	No

Provide here a brief explanation of your answer (only if it is necessary):

Part II. You are to answer the following 10 questions. (You get maximum 1 point for each)

1) Tick off one correct option in the row:

Which concept of individual freedom has priority in the republican political theory?	Alternate Possibilities	Ownership	Responsibility
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2) Tick off one correct option in the row:

Which criterion is used for equilibrium selection, according to Lewis?	Salience	Coin toss	Magic
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3) Tick off one correct option in the row:

Whose social contract theory is the basis for contemporary contractualism?	Hobbes's	Rousseau's
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4) Tick off one correct option in each column:

Is human dignity important to determine the moral rightness of an act?	Contractualism	Deontology	Utilitarianism
	Yes	Yes	Yes
	No	No	No

5) Tick off one correct option in each column:

Which tradition of political thought praises "the empire of laws, not men"?	Imperialism	Republicanism	Liberalism
	Yes	Yes	Yes
	No	No	No

6) Tick off one correct option in each column:

What is the principle of freedom according to Quentin Skinner?	non-interference	non-domination	non-frustration
	Yes	Yes	Yes
	No	No	No

7) Tick off one correct option in each column:

Is that right that according to Isaiah Berlin positive concept of freedom has priority over negative concept?	... the principle of non-domination has priority over the principle of non-frustration?
	Yes	Yes
	No	No

8) Tick off one correct option in each column:

Which statement is true about republicanism?	The set of basic liberties should be based on morality.	There is no universal set of basic freedoms.	Basic freedoms are formal (legal).
	Yes	Yes	Yes
	No	No	No

9) Tick off one correct option in the row:

What is the republican solution to the democratic trilemma?	Rationality > Majority rule > Participation	Majority rule > Rationality > Participation	Participation > Rationality > Majority rule
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10) Tick off one correct option in each column:

Which statement is true about the analytic (republican) political theory?	Hannah Arendt represents this tradition	There is the paradox of the constituent power.	There is the democratic founding moment.
	Yes	Yes	Yes
	No	No	No

11) Tick off one correct option in each column:

Which statement is true about the republican theory of global justice?	It was proposed by John Rawls.	Its ideal theory is based on such concepts as discursive control and soft power.	There is not moral obligation to help the unlucky states.
	Yes	Yes	Yes
	No	No	No

d. Home assignments

A Sample home assignment:

Session 10

1. Compare three different principles of social justice.

Which Economy (A, B, or C) is the best according to:

- Egalitarianism (everyone has the same)
- Rawls's difference principle
- Harsanyi's equiprobability average utilitarianism?

Economy	Least-Advantaged Group (60% population)	Middle Group (30% population)	Most-Advantaged Group (10% population)
A	240	240	240
B	200	300	800
C	250	300	400

2. Consider the following candidates (see the list below) for the new basic freedoms and check whether they meet the criteria of co-exercibility and individual/collective co-satisfaction, required in the republican society:

Freedom to play the piano, freedom to breath, freedom to swim in the sea, freedom to drink coffee, freedom to smoke, freedom to address a group at will, freedom to make friends with strangers, freedom to own guns, freedom to be incredibly rich, freedom to watch tv shows, freedom from taxation, freedom from education.

- A) Do these choices meet the criterion of co-exercibility (according to which, all citizens can exercise the basic freedoms more or less at the same time)?
- B) Do these choices meet the criterion of individual co-satisfaction (according to which, the basic freedoms should promote enjoyment and welfare of those who exercise them; they should not be harmful)?
- C) Do these choices meet the criterion of collective co-satisfaction (according to which, the exercise of the basic freedoms by some individuals should not prevent others from enjoying them; they should not be harmful, counter-productive or over-empowering)?
- D) Which of these choices should be establish as basic freedoms?

3. Make your own suggestion and argue in favor of some new basic freedoms, which should be protected by the republican society.

Further reading: Philip Pettit. On people's terms. CH. 2. Social Justice (see the attachment)

7. Methods of Instruction

Each weekly session consists of a lecture and then a discussion of course materials.

8. Special Equipment and Software Support (if required)

Projector needed for PowerPoint presentations.