

SFII-UF-9102 L03

Social Foundations II

(Global Works and Society in a Changing World)

NYU London: Spring 2020

Instructor Information

- Name: Dr. Marie Milofsky
- Office hours at the London School of Economics by appointment

Course Information

- Tuesdays and Thursdays 9:00am -10:15am
- Room G 01

Course Overview and Goals

This course introduces students to some of the classic works from Aquinas to Locke via Las Casas, Luther or Machiavelli. We will discuss the scientific revolution, the issues of faith and science or the social contract tradition and through these debates we will consider some of the great ideas that have helped people organize their ethical, social and political lives in various parts of the world.

Upon Completion of this Course, students will be able to:

Obviously the number one purpose of the course is for the students to enjoy engaging with these texts and learn from them how to think about the world around them. From a more technical point of view, the purpose is three folds. Firstly, by the end of the semester, the students should have learnt how to read these texts. Secondly, they should be able to identify forms of arguments and to understand their appeal and difficulties. Last but not least, they should know how to write an essay, develop an argument, review and discuss objections to their views.

Course Requirements

Grading of Assignments

The grade for this course will be determined according to these assessment components:

Assignments/ Activities	Description of Assignment	% of Final Grade	Due
Essay 1	1,200 words	20%	Session 10: 05/03/2020

Assignments/ Activities	Description of Assignment	% of Final Grade	Due
Essay 2	1,200 words	20%	Session 24: 30/04/2020
Debate	Prepare and present a 700 to 1000 words article. Participate into debate.	20%	Sessions 13,14 &15 17-19-24/ 03/2020
Participation	For the entire term excluding the debate	20%	
Exam		20%	TBC

Failure to submit or fulfill any required course component results in failure of the class

Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent	Description
A	Example: 93.5% and higher	Excellent work. The essay is focused on the question asked, well structured and well written. The argument unfolds with clarity using the appropriate literature and reviewing objections to the view defended. The student must display a clear and thorough understanding of the course material, an ability to think independently and some sophistication in the argument
B	Example: 82.5% - 87.49%	Good to very good work. The essay is clear, well written, well organised and well-argued but lacks the sophistication and independence of an 'A' essay. A 'B' can also be given to an original essay defending a well thought argument if it lacks clarity or structure. A disguised repeat of the lecture is strongly discouraged.
C	Example: 72.5% - 77.49%	Adequate work. The essay displays either poor writing skills, an unclear structure or some misunderstandings about the texts. A 'C' can also be given to a student who gives an opinion more than develop an argument or who misuses the course material. A 'C' can sometimes penalize a student who developed a well-written argument but misunderstood the question and provided an answer out of focus.
D	Example: 62.5% - 67.49	Poor work. The course material is poorly understood, explained or used. The essay is badly written or organised. The student still displays some effort or a willingness to try but encounters genuine difficulties. A student having a 'D' should seek help with essay writing skills and possibly re-write the essay.

Letter Grade	Percent	Description
F	Example: 59.99% and lower	No redeeming features

Course Materials

Required Textbooks & Materials

- Najjar Ibrahim, (2002) *Faith and Reason in Islam: Averroes' Exposition of Religious Arguments* (Great Islamic Writings), Oneworld publications, ISBN-10: 1851682635, ISBN-13: 978-1851682638
- Thomas Aquinas, (2008), *Selected Philosophical Writings* (Oxford World's Classics), Oxford University Press, translated by T. McDermott, ISBN-10: 0199540276, ISBN-13: 978-0199540273
- Machiavelli (2008), *The Prince*, Oxford World Classics, Oxford: Oxford University Press, ISBN-10: 0199535698, ISBN-13: 978-0199535699. Also available on line <https://www.gutenberg.org/files/1232/1232-h/1232-h.htm>
- Luther M., (1988), *Selections from His Writings*, Anchor Press, ISBN-10: 0385098766, ISBN-13: 978-0385098762
- Kuhn T(1957), *The Copernican Revolution*, Harvard University Press, Cambridge Massachusetts, ISBN: 0-674-17103-9
- Bertolt Brecht (2001), *Life of Galileo*, Methuen Modern Plays, edited by Willet J and translated by Manheim R., ISBN-10: 0413763803, ISBN-13: 978-0413763808. Also available on line <http://www.socialiststories.com/liberate/Life%20of%20Galileo%20-%20Bertolt%20Brecht.pdf>
- Bartolome de Las Casas (1999), *Short Account of the Destruction of the Indies*, London: Penguin, ISBN 978-0140445626, trans. Nigel Griffin.
- Locke J., (1988) *Two Treatises of Government*, Cambridge Texts in the History of Political Thought, ISBN-10: 0521357306, ISBN-13: 978-0521357302 or any on line version <https://oll.libertyfund.org/pages/john-locke-two-treatises-1689>

Optional Textbooks & Materials

- Majid Fakhry (2001) *Averroes: His Life, Works, and Influence* (Great Islamic Writings), Oneworld Publications, ISBN-10: 1851682635, ISBN-13: 978-1851682638
- Skinner Q. (1978), *The Foundations of Modern Political Thought: Volume 1, The Renaissance*, Cambridge University Press; ISBN-10: 0521293375, ISBN-13: 978-0521293372
- Skinner Quentin, (1978), *The Foundations of Modern Political Thought, Volume 2: The Age of Reformation*, Cambridge University Press, ISBN-10: 0521294355, ISBN-13: 978-0521294355

Resources

- Access your course materials: [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)

- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **NYUL Library Collection:** [Senate House Library](http://catalogue.libraries.london.ac.uk) (catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Schedule

Session/Date	Topic	Reading	Assignment Due
Session 1: 04/02/2020	General introduction. Faith and reason (1) Introduction	None	None
Session 2: 06/02/2020	Faith and reason (2) Averroes - Philosophy	Najjar Ibrahim, (2002) <i>Faith and Reason in Islam: Averroes' Exposition of Religious Arguments</i> (Great Islamic Writings), One world publications. Chapters 1, 2, 3	Preparation questions on NYU classes.
Session 3: 11/02/2020	Faith and reason (3) Averroes- Free will vs determinism	Najjar Ibrahim, (2002) <i>Faith and Reason in Islam: Averroes' Exposition of Religious Arguments</i> (Great Islamic Writings), One world publications. Chapter 5 I, 5III and 5IV	Preparation questions on NYU classes.
Session 4: 13/02/2020	Faith and Reason (4) Aquinas - Introduction	Thomas Aquinas, (2008), <i>Selected Philosophical Writings</i> (Oxford World's Classics), Oxford University Press, translated by T. McDermott. Part VI G-d as the End of Things - Section 35 pp 342-390	Preparation questions on NYU classes.
Session 5: 18/02/2020	Faith and Reason (5) Aquinas- On laws	Thomas Aquinas, (2008), <i>Selected Philosophical Writings</i> (Oxford World's Classics), Oxford University Press, translated by T. McDermott. Part VI G-d as the End of Things - Sections 36-37 pp 390-421	Preparation questions on NYU classes.
Session 6: 20/02/2020	Renaissance and Reformation (1): Machiavelli	Machiavelli (2008), <i>The Prince</i> , Oxford World Classics, Oxford: Oxford University Press. To read entirely.	Preparation questions on NYU classes. Topics for essay 1 posted on NYU classes
Session 7: 25/02/2020	Renaissance and Reformation (2): Machiavelli	Same	
Session 8: 27/02/2020	Renaissance and Reformation (3): Luther	Luther M., (1988), <i>Selections from His Writings</i> , Anchor Press. Appendix: The Ninety Five Theses, p 489-500; The Freedom of a	Preparation questions on NYU classes.

Session/Date	Topic	Reading	Assignment Due
		Christian, pp42-86; Secular Authority, pp 363- 403	
Session 9: 03/03/2020	Renaissance and Reformation (4): Luther	Luther M., (1988), <i>Selections from His Writings</i> , Anchor Press. Secular Authority, pp 363- 403	Preparation questions on NYU classes.
Session 10: 05/03/2020	South America (1): Historical background	Bartolome de Las Casas (1999), <i>Short Account of the Destruction of the Indies</i> , London: Penguin, ISBN 978-0140445626, trans. Nigel Griffin. The entire book	Essay 1 handed in class
Session 11: 10/03/2020	South America (2) Theoretical background	Booklets on NYU classes – Junta De Valladolid	Debate - team allocation
Session 12: 12/03/2020	South America (3): Debate-Preparation	Same as above Mid-term one to one meeting about participation	Debate- team organisation
Session 13: 17/03/2020	South America (4): Junta De Valladolid - Debate	Same as above	700 to 1000 words article acc. to team
Session 14: 19/03/2020	South America (5): Junta De Valladolid - Debate	Same as above	700 to 1000 words article acc. to team
Session 15: 24/03/2020	South America (6): Junta De Valladolid - Conclusion	Same as above	700 to 1000 words article acc. to team
Session 16: 26/03/2020	South America (7) Aftermath-Discussion	None	Topics for essay 2 posted on NYU classes.
Session 17: 31/03/2020	Scientific revolution (1) - Introduction	Kuhn T (1957), <i>The Copernican Revolution</i> , Harvard University Press. Chapters 1, 2, 3.	Preparation questions on NYU classes.
Session 18: 02/04/2020	Scientific revolution (2) - Preparation	Kuhn T (1957), <i>The Copernican Revolution</i> , Harvard University Press. Chapters 4, 5 and 6.	Preparation questions on NYU classes.
07/04/2020	No Class Meeting		
09/04/2020	No Class Meeting		
Session 19: 21/04/2020	Scientific revolution (4) – Life of Galileo	Bertolt Brecht, (2001), <i>Life of Galileo</i> , Methuen Modern Plays. To read the entire play.	Preparation questions on NYU classes.
Session 20: 23/04/2020	Scientific revolution (5) – Life of Galileo	Same	
Sessions 21&22: 24/04/2020	Outing at the Science Museum to see an IMAX		

Session/Date	Topic	Reading	Assignment Due
	movie.		
Session 23: 28/04/2020	Modern Era (1): Descartes- Meditations	Descartes R. (1997), <i>Key Philosophical Writings</i> , Wordsworth Classics of World Literature, first and second meditations.	Preparation questions on NYU classes.
Session 24: 30/04/2020	Modern Era (2): Descartes- Meditations	Same	Preparation questions on NYU classes. Essay 2 to be handed in class
Session 25: 05/05/2020	Modern Era (3): Locke -Introduction	Locke J., (1988) <i>Two Treatises of Government</i> , Cambridge Texts in the History of Political Thought. Book II, chapters I to VIII, (pp 267 to 350 in the Cambridge edition). <i>I strongly recommend to read the introduction and in particular chapter V of the introduction.</i>	Preparation questions on NYU classes.
Session 26: 07/05/2020	Modern Era (4): Locke -Social Contract	Same	Preparation questions on NYU classes.
Session 27: 12/05/2020	Revision 1	One to one meeting. Participation grade	Essay 2 returned
Session 28: 14/05/2020	Revision 2		
Final Assessment: Date TBC	Exam		

Co-Curricular Activities

- See sessions 21 & 22 above
- Cost: Tube ticket

Classroom Etiquette

- Toilet breaks should be taken before or after class or during class breaks.
- Food & drink, including gum, are not to be consumed in class.
- Mobile phones should be set on silent and should not be used in class except for emergencies.
- Laptops should be used exclusively for class related purposes.
- Please kindly dispose of rubbish in the bins provided.

NYUL Academic Policies

Attendance and Tardiness

- Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL [website](https://www.nyu.edu/london/academics/academic-policies.html) (<https://www.nyu.edu/london/academics/academic-policies.html>) and on [the Policies and Procedures section of the NYU website](https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html) for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the [NYU Disruptive Student Behavior Policy](#) for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

I was initially interested in economics and finance. I had first a master degree in economics from La Sorbonne and a finance degree from the IEP in Paris. After six years as a risk analyst for a future and commodities broker at the city in London, I decided to change my career. I wanted to teach and I had a real love for philosophy. I did my PhD in philosophy at the London School of Economics and I have been teaching there ever since I graduated. My fields of research are primarily moral and political philosophy as well as philosophy of economics.