

Justice and Responsibility: Cultural and Philosophical Considerations

September 9-October 11, 2013

Washington, DC







































































































HAT

HILFIGER
VARSITY
CREW LETTER
1985
DIVISION

WASHINGTON DC

Market

Market











11.001 - 11.15

Dr. Robert B. Smith, Jr.
The University of Georgia
Athens, Georgia









Justice

Justice

Niti

Nyaya

11:00



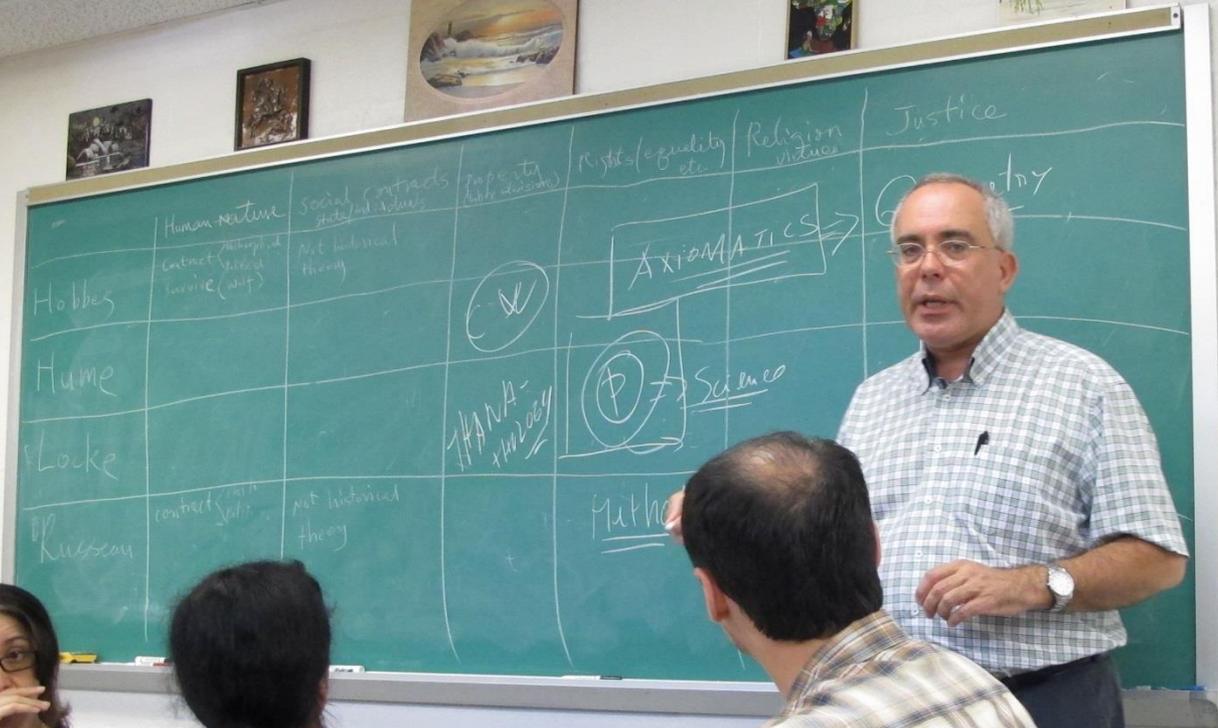


عدل
القانون
Justice
Nyaya

11:00 - 11:15

For public - most strong networks
Dress - one does not change from state of nature to the rule of law with Hobbes
Agree - no right of individual. State - all sovereignty in government
Empire John Locke
Liber - there is property based upon - agree with it
Modern democratic theory of property - agrees to Hobbes for backtracking in formalization
Each one - "higher order of abstraction of social contract" - Hobbes is not mentioned by





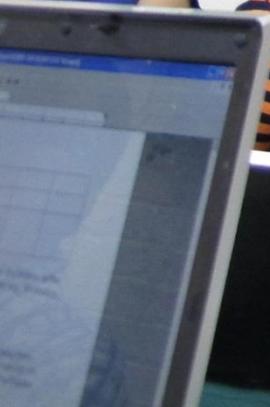
A man with glasses and a checkered shirt stands in front of the chalkboard, gesturing towards the central diagram.

A man in a plaid shirt sits at a desk in the foreground, looking towards the instructor.

A man in a purple checkered shirt sits at a desk on the right, listening attentively.

A woman with glasses and a blue shirt sits at a desk on the left, resting her chin on her hand.

A woman with long dark hair and a black and orange striped shirt sits at a desk, facing away from the camera.











INTERESTS & JUSTICE & FIDELITY
JUSTICE as regulation
Benevolence + Love // CH...
EDUC...
RESPONS...
IMM...
G...
GOVERNANCE
HESED
POOR



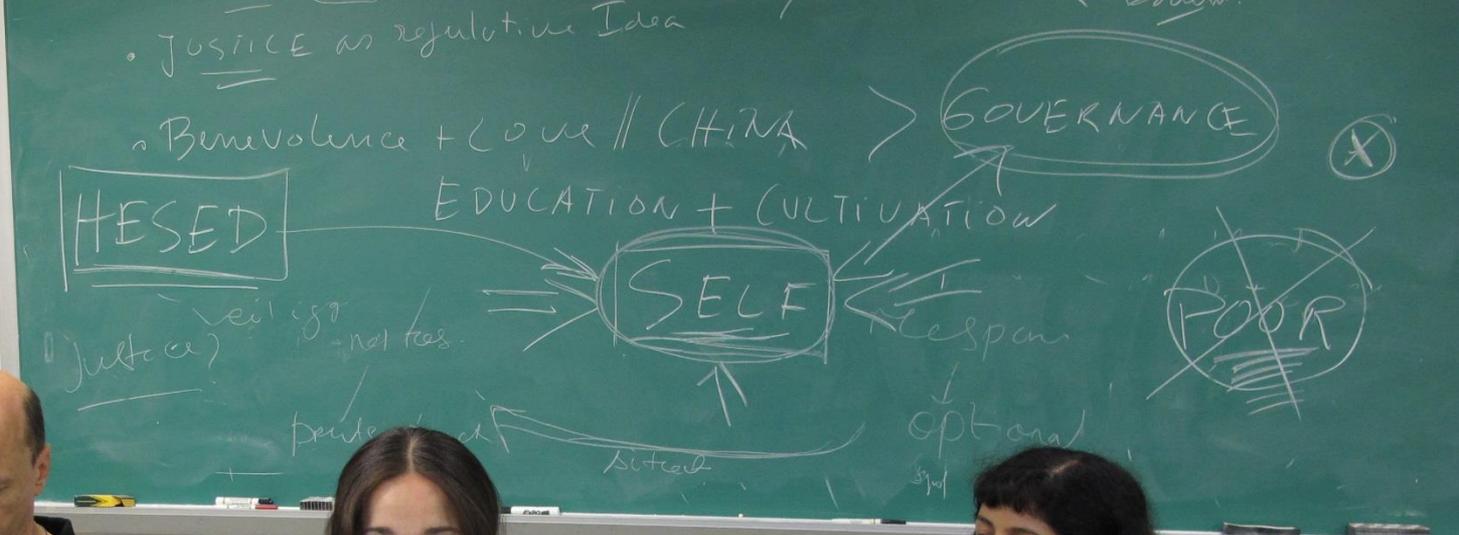












Man in black shirt looking at laptop

Woman in denim jacket looking at laptop

Woman in blue shirt looking at laptop



Meeting table with papers, coffee cups, and pens









Justice
In-Justice
America
Trust +
The Role
Looking

Whitney Hall

MATT FERGUSON: THE GREAT DEPRESSION



Justice & Global Governance

- In-Justice → from local to Global
- America back to the Indians?
- Trust + Credibility + Power of Enforcement (Resilience)
- The Role of EDUCATION + Rule of Law
- Leading Role of Rich Countries

• Double Standards (Bull.)

• CORRUPTION (Int. crim.)

• Goals of Int. (AID)

• Role of CIVIL SOCIETY

• Role of RELIGION
(Values needed + Just.)

• POWER (soft + hard)

- Justice & Global Governance
 - In-Justice → from local to Global
 - America back to the Indians?
 - Trust + Credibility + Power of Enforcement (Penalties)
 - The Role of Education + Rule of Law
 - Lending Role of Rich Countries

• Double Standards (Bible)
 • CORRUPTION (Int. dim.)
 • Goals of Int. (AID)
 • Role of CIVIL SOCIETY
 • Role of RELIGION
 (Values needed for Justice)
 • POWER (soft + hard)

























EXIT

Sociology



































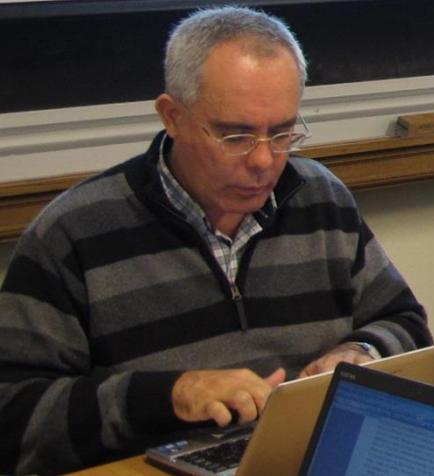


Visual AI- Figh
t Milian
Wazn
Louta → Shana/Shari
people of Justice
Muzab



Contents

- ◆ Proto-type Confucianism and its notion of literati's responsibility
- ◆ Canonized Confucianism and its notion of literati's responsibility
- ◆ Neo-Confucianism and the Neo-Confucians' notions of literati's responsibility
- ◆ Summary
- ◆ The Potential Impact of these notions upon Chinese intellectuals and Chinese educational practice











SEARUS@MIUSA.OPS

dike

Memis

polis ← oikos

↑

Memis





Themis
oike
polis → oikos







SPAINUS@DMUSA.ORG
dike
Polis ← oikos
Themis
↑
Homer
Socrates
Aristotle
Plato
Aristo







Teacher (Vishayans) karma - world process
 Slavery (Vishayans) priority class for Brahmins
 Vedic system
 Purohit class (Kshatriyas)
 Karma class
 Dharmas
 Prescriptive - ought to be
 Descriptive - they are

1. Comprehensive outcome
 2. Culminating outcome

artha
 Duty or huwe
 ally by look at it as pa
 consequence





Handwritten notes on the chalkboard:

- ① Comprehensive outcome
- ② Cultural background and consequences
- ③ Duty as a human and as a professional
- ④ Consequences

Other notes include: "Duty as a human and as a professional", "Consequences", "Duty as a human", "Duty as a professional", "Consequences", "Duty as a human", "Duty as a professional", "Consequences".





① Comprehensive
outcomes

② Cultural
outcomes

WEMA

Duty on lines
individual as parties
all by looking at the consequences



Stages	Stages
Pre-concrete	Instrumental-Action
Concrete	Normed-Action
Post-concrete	Principled-Action

Stages	Stages
Pre-concrete	Individual survival
Concrete	From self-interest to responsibility to others
Post-concrete	Self-interest as goodness



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GILLIGAN'S STAGES OF THE ETHIC OF CARE

Stages	GOALS
Pre-conventional	Individual survival
Transition	From selfness to responsibility to others
Conventional	Self sacrifice as goalness
Transitional	From goalness to the realization that self is a person to
Post-conventional	of responsibility: do not hurt or self



GILLIGAN'S STAGES OF THE ETHICS OF CARE	
Stages	GOALS
Pre-conventional	Individual survival
Transition	From selfishness to responsibility to others
Conventional	Self-sacrifice as goodness
Transition	from goodness to the realization that the self is a person too
	Principle of nonviolence: do not hurt others or self

A man in a green polo shirt is seated at the table, looking down at a tablet device. He has a white cup in front of him.

A woman with long dark hair and glasses, wearing a black top, is seated next to him, looking at a document on the table.

A woman wearing a yellow and black striped sweater and a grey scarf is seated further down the table, looking towards the right.

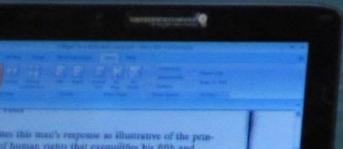
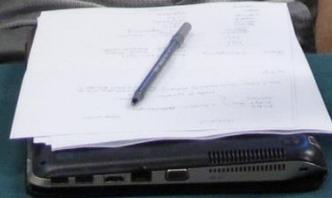
Two men are seated at the far end of the table. One is wearing a checkered shirt and has his hand to his face, while the other is partially visible behind him.

In the foreground, a laptop is open on the table, displaying a blue screen with text. A white cup is also visible near the laptop.













The image shows a group of people in a meeting room. In the foreground, a man in a blue striped shirt is looking at a document. To his left, a man in a red shirt is using a laptop. Further back, a man in a light blue shirt is gesturing with his hands. On the table, there are several white cups, a red cup, and various papers. The room features a world map, a framed picture, and a wall-mounted air conditioner.



Justice
Separation
competition
identity
rights

Care
Attachment
connection
intimacy
responsibility
(responsibility)

STAGES OF THE ETHICS OF CARE
GOALS

individual survival

fidelity to responsibility to others

sacrifice as goodness

access to the realization that
if is a person too

of nonviolence
on self

Man standing and presenting, wearing a light blue short-sleeved button-down shirt and grey trousers.

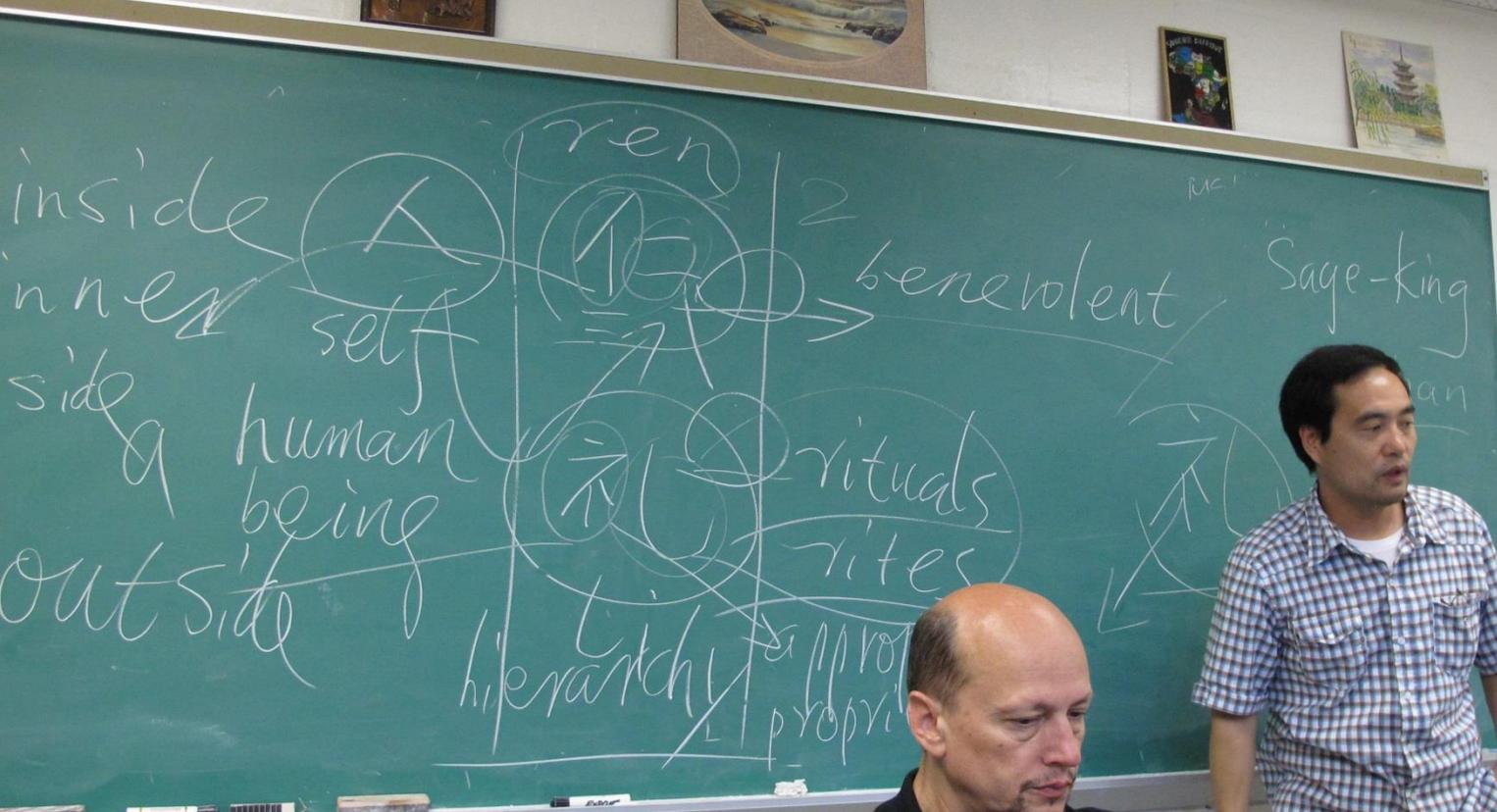
Woman with long dark hair, wearing glasses and a dark top, sitting at the front of the class.

Woman with dark hair in a ponytail, wearing a yellow and grey striped hoodie, sitting at the front of the class.

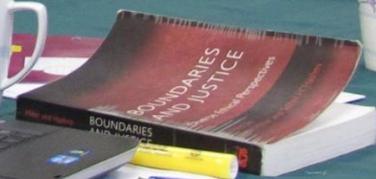
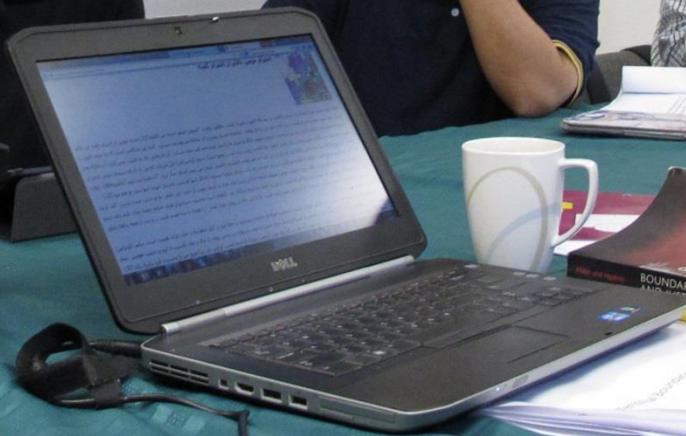
Man with a beard and glasses, wearing a blue and white checkered shirt, sitting at a desk with a laptop.

Man with glasses, wearing a yellow shirt, sitting at a desk with a laptop.





Quran + Sunnah/hadith
for perso
ty of St
responsibilit
community
onship with
ims







18-102





Kuzen
1900
1755
1787

Prokiantiane influence of Russian Philosophy

1. Stage 1755-1804
2. Stage 1804-1917
3. Stage 1917/23 - till modern time

Shuralov
Skovtcha

aim place for academical research
XVI
y of law





Chernin
Neobaptist influence of Russian
Philosophy

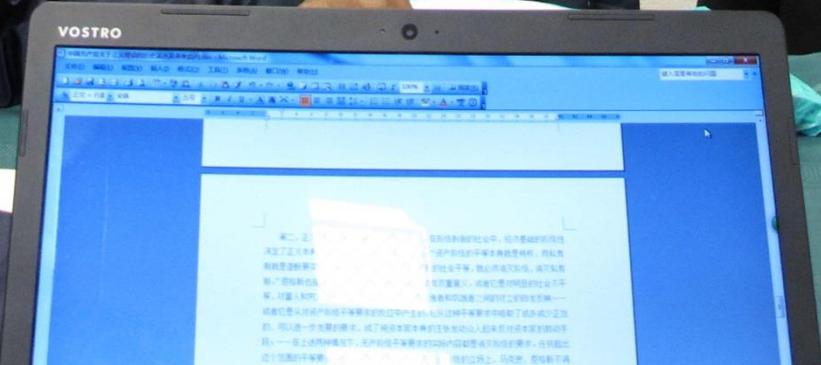
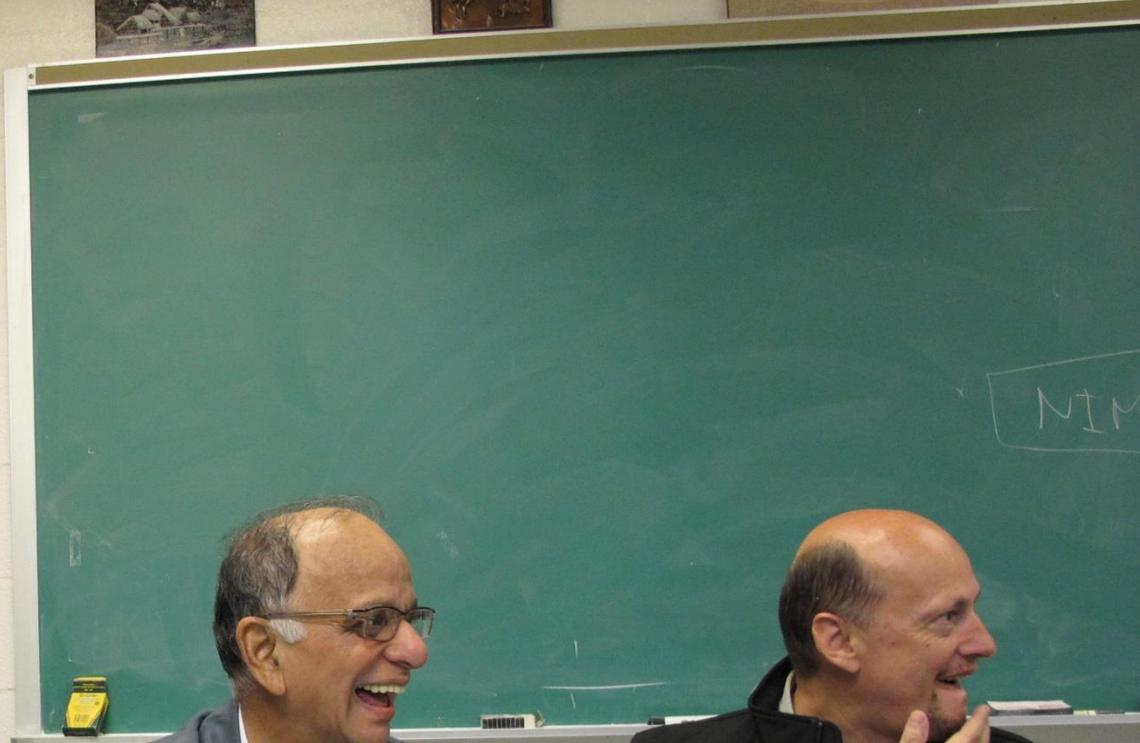
1 Stage 1755-1804
2 Stage 1804-1917
3 Stage 1917/25 - till modern time

1900

Shuralov
Skovoroda
1755
1787

































Man in dark jacket and glasses, holding a small object.

Woman with long dark hair and red scarf, holding a white cup.

Man in light blue shirt, looking towards the camera.

Man in light blue shirt, standing behind the man in the foreground.

HP 03A 27x CR1010 HP

Amazon A3

XEROX

Multiple shelves of cardboard boxes with handwritten labels.

Shelves on the right side of the room containing various boxes and supplies.



