

FOUNDATIONS OF POLITICAL THOUGHT
Political Science (POLS) 220, Section 3, CRN: 41283
Fall 2012, 3 Units
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Instructor: **Dr. Andrew Dilts**

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Class Meetings:

MWF, 2:00p-2:50p

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Course Website:

<https://mylmuconnect.lmu.edu/>

COURSE INFORMATION

DESCRIPTION: “Foundations” is a reading, writing, and discussion intensive course that will introduce students to the history of political thought. Through an engagement with “classic” texts spanning the ancient, modern, and contemporary periods in the “west,” we will ask hard questions about justice, truth, value, happiness and the good life, individual and common good, the foundations of political societies, the origins and work of inequality, the value of freedom, subjection, subjectivity and citizenship, violence and morality, and many others. Perhaps above all, we will ask what it means to make something “foundational” at all, and what we have “built” upon that foundation.

INSTITUTIONAL MISSION: Loyola Marymount University’s mission is to encourage student learning, to educate the whole person, and to serve faith and promote justice. The Department of Political Science pursues this mission by encouraging and challenging students to be perceptive observers of political life in all its variety and richness; to seek a systematic understanding of the causes and consequences of political institutions, policies, and behavior; to develop a moral and ethical perspective that allows them to critically evaluate actions, institutions, and policies; and to prepare themselves for a life of active citizenship and involvement in creating a more just and humane world. “Foundations of Political Thought” serves these university and departmental missions by introducing students to the discipline of political theory, which draws a variety of moral values and political realities into a relationship of dialogue, challenge, compromise, and conflict. The course will serve to equip students with sharper analytical tools, and hopefully also greater moral sensitivity in perceiving and confronting the political dimensions of the world around them.

STUDENT LEARNING OUTCOMES:

1. Students will develop a grounding in the major concepts, arguments, and key thinkers in political theory;
2. Students will develop an appreciation for how theory informs the discipline of political science;
3. Students will improve their skills of deliberation and logical argumentation;
4. Students will improve their critical, argumentative, and interpretive writing skills, in particular, critically applying normative arguments to texts;
5. Most importantly, students will develop their critical thinking skills and apply them to their political and social lives, allowing them to grow as persons and as critical citizens.

PREREQUISITES/RECOMMENDED BACKGROUND: This is a course for beginners with an interest in politics and philosophy; there are no prerequisites other than college-level reading, writing, and study skills.

COURSE REQUIREMENTS

- (1) **This is a writing intensive class:** You will submit **five writing assignments** during the semester. Each assignment must be formatted and submitted properly in order to receive full credit, as documented in the course paper requirements, available on MYLMU Connect. Specific requirements for each assignment will be given during the semester. The five assignments are as follows:
 - (1) Critical Reading and Writing
 - (2) Argument Explication
 - (3) Interpretive Essay, Equality and Civil Freedom
 - (4) Interpretive Essay, Moral Freedom and Critique
 - (5) Interpretive Essay, The “Problem” of “Difference”
- (2) You will take part in two **peer-reviews** (tied to writing assignments three and four), editing and commenting on two of your colleagues’ papers, and you will submit a **written self-evaluation** of your last paper.
- (3) **Twenty-four (24) hours before** each class meeting, you will post a **reading question** on the course website. Be prepared to present your question at the beginning of class.
- (4) You must **attend class** and be an **active participant** in discussion having **completed each day’s assigned reading**. This is a text-driven course, and as such, you must bring your copy of the day’s reading to class. Failure to bring the text and your notes on the text will be treated as an absence.

GRADE BREAKDOWN:

First Writing Assignment:	5%
Second Writing Assignment:	10%
Third Writing Assignment	15%
Peer Review #1:	5%
Fourth Writing Assignment	20%
Peer Review #2:	5%
Fifth Writing Assignment:	20%
Reading questions/Responses:	10%
Class Participation:	5%
Attendance:	5%

GRADING SCALE:

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	0-59

****Any student who receives a failing grade for attendance and participation will receive a failing grade for the class. Any student who has not turned in all five writing assignments will receive a failing grade for the class.****

PAPER SUBMISSION: Exact deadlines for papers and writing assignments will be announced in class and posted online. All papers will be submitted electronically and prepared for blind review by the instructor. Submission requirements and formatting details will be posted with each assignment.

READING QUESTIONS AND RESPONSES: A good reading question is one that directly and explicitly engages with the text. Your question should cite a specific passage, term, or concept that you are puzzled about, and it should offer your interpretation of the passage at hand. It should be focused on something that genuinely puzzles you in the reading, and which you can probably assume that others find puzzling or confusing as well.

You will submit one question per class meeting. Questions must be submitted twenty-four (24) hours before class meets. Late questions will be accepted for partial credit. Questions posted after class meets will receive no credit. Questions will be graded on a three point scale: Excellent = 2, Satisfactory (or late) = 1, Unacceptable (or not submitted) = 0.

In the unlikely event that students are not keeping up with the reading, the instructor reserves the right to add short reading quizzes without notice.

COURSE POLICIES

ATTENDANCE: Timely, prepared, and engaged attendance is required. Absences will only be excused in the case of illness or emergency. If there is a conflict between course participation and religious observance, please contact me in advance. It is not necessary to obtain prior approval from the instructor when missing a meeting is unavoidable, but note that students bear the *entire responsibility* for the decision to miss class and for whatever effect that may have on their course grade and their learning experience. Repeated absences and lateness will directly affect the participation and attendance portion of a student's grade, as detailed in the course requirements section.

RESPECT FOR OTHERS: Given the sensitive nature of the topics explored, a spirit of toleration and civility is crucial for classroom discourse. Students should respectfully listen to others' critiques and articulate responses in a thoughtful manner.

LATE PENALTIES: I accept assignments when they are due. Assignments must be turned in at the designated time and place. Failure to turn in an assignment on time is unacceptable except with the prior agreement of the instructor (which will be given only in exceptional circumstances). Except in documented cases of illness or emergency, a penalty of up to a **full letter grade** may be assessed for each day (24hrs) the assignment is late. However, each student may, at his or her discretion, take a 24-hour extension for *one* of the writing assignments, no questions asked (if you are using your extension please indicate this on the first page of your paper).

PLAGIARISM & ACADEMIC HONESTY: Academic dishonesty will be treated as an extremely serious matter. Proven plagiarism of any kind may result in automatic failure of the course, and will be referred to the University for further disciplinary action. I reserve the right to submit your electronic document to plagiarism detection websites if necessary. It is **never** permissible to turn in any work that has been copied from another student or copied from a source (including anything found on the Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the "LMU Honor Code and Process" which appears in the LMU Bulletin 2011-2012. You should also refer to my own writing requirements posted on the course website.

GENDER NEUTRAL & GENDER SPECIFIC LANGUAGE, NAMES & ACCENTS: Academics no longer use the pronoun "he" to apply universally to all persons, nor do we use the term "man," when we are referring to humanity or people in general. In our writing, when we are making generalizations we should use gender neutral pronouns, that is, *she* and *he*, *s/he*, *him* or *her*, *they/their*, etc, or alternate between pronoun genders (first "she" then "he"). When referring to a specific person or group of people, we should use the language and pronouns that they prefer if we know them. Further, we should be attentive to the spelling and accents of author's names. Finally, all authors should be referred to by their entire names, or only their last names, *not by their first names*, orally and in writing.

When it is not possible to use gender-neutral language (e.g. because the claim you are making is gendered; because you are relying on a text that uses gender-exclusive pronouns; for the sake of historical accuracy), you must explain your usage. Typically, this requires no more than a footnote (e.g. Hobbes uses "he" or "mankind" as universals. Add a footnote at your first usage of his language, directly quoted or not, and say that you are following Hobbes' usage here, and do not mean to endorse his usage). You aren't required to solve these problems, but you should signal your awareness of them.

EMAIL COMMUNICATION: At times I will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address. I encourage you to contact me via email with questions about the course, the material we cover in class, and assignments.

You are expected to be professional in all communication with the instructor. All email communication should be in complete sentences with a proper salutation and conclusion. Treat the email more as a letter and

less like a text message. Include a comprehensible subject heading (e.g. “POLS 220 paper question”), address and sign the email, making sure to identify what class you are in (usually instructors are teaching more than one class) and explain clearly what it is that you are inquiring about. Failure to do these will guarantee that you will not get a response. Unless I’ve explicitly stated otherwise, I will generally check my faculty email only during normal business hours (more or less until 5pm).

Finally, here is a short list of things **to which I will probably not respond:**

- Questions that can be answered by checking the course syllabus or looking online.
- A request to know **if** you missed anything. (The answer is yes.)
- A request to know **what** you missed. (Instead of asking this through email, take the appropriate next steps to catch up: ask a classmate for notes, meet with me in my office hours, etc.)

TECHNOLOGY USE DURING CLASS: You are welcome to bring a computer to class provided that it enables you to engage more in the class discussion. You may also use a computer to help you take notes. Email, Twitter, Facebook, or anything at all that is not directly related to the *conversation* we are having will not be tolerated. Using a computer in this way during a seminar is rude and disrespectful to your classmates. If you need to use a computer in class, you will be expected to post copies of your class notes on the class website *immediately* following the class session to share with others. If you are not willing to do this, do not bring a computer with you. The same applies to e-readers/iPad/tablets/smart phones, etc. Use of technology in class that does not directly contribute to our discussions will not be tolerated.

E-Reserve texts should be *printed* and brought to class. Electronic/digital editions of the texts are not acceptable for this course.

Your phone (of any kind) must be turned off and put away (unless you have received prior permission from the instructor, which will only be given in truly *exceptional* circumstances).

OFFICE HOURS: I look forward to meeting with you all during regularly scheduled office hours, or by appointment when meeting during office hours is not possible. Students who would like to discuss issues raised in the course further than class discussions will permit, or students who encounter difficulties with the course or the assigned material, are especially encouraged to attend office hours.

ACCOMMODATION: Loyola Marymount University is committed to equality in education. Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall Room 224, 310-338-4535) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information.

TENTATIVE NATURE OF THE SYLLABUS: If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on MYLMUConnect.

REQUIRED TEXTS

These texts will all be available for purchase from the bookstore. You are welcome to purchase them wherever you please or borrow them from the library, but *please use these editions of the texts* so that we are all literally on the same page during class. You will be expected to come to class with the text in hand. Some readings will be made available via electronic reserve in PDF format. You must **print** hard copies of these readings, i.e. do not bring your computer or e-reader in order to refer to the texts. Electronic/digital editions of the texts are not acceptable for this course.

Required:

- Plato, *Republic* (Hackett, 1992), ISBN: 978-0872201361.
- Aristotle, *Politics* (Hackett, 1998), ISBN: 978-0872203884.
- Thomas Hobbes, *Leviathan* (Hackett, 1994 [1688]), ISBN: 978-0872201774.
- John Locke, *Second Treatise of Government* (Hackett, 1980 [1690]), ISBN: 978-0915144860.
- Jean-Jacques Rousseau, *Discourse on the Origin of Inequality* (Hackett, 1992 [1755]), ISBN: 978-0872201507.
- Jean-Jacques Rousseau, *The Social Contract* (Hackett, 1988 [1762]), ISBN: 978-0872200685.
- Friedrich Nietzsche, *On the Genealogy of Morality* (Hackett, 1998 [1887]), ISBN: 978-0872202832.
- W.E.B. Du Bois, *The Souls of Black Folk* (Bedford, 1997 [1903]), ISBN: 978-0312091149.

Strongly Recommended:

- Anthony Weston, *A Rulebook for Arguments*, 4th ed. (Hackett, 2008), ISBN: 978-0872209541.
- Michael Harvey, *The Nuts and Bolts of College Writing* (Hackett, 2003), ISBN: 0872205738.

If you purchase the required texts USED from the LMU bookstore, the total price should be around \$81. You can likely find these texts cheaper online or from other students at LMU (as most of these editions have been used in recent years).

TENTATIVE COURSE SCHEDULE

UPDATED SEP. 3, 2012

APPROX. NUMBER OF PAGES FOR EACH SESSION ARE LISTED IN BRACKETS,
PLAN YOUR TIME ACCORDINGLY

Part I: Who should Rule?

Week 1: Introduction and Plato's *Republic* [62]

M Aug. 27: Course Introduction and Overview

W Aug. 29: Plato, *Republic*, Book I, 328c-254a (pp. 1-31). [30]

F Aug. 31: Book II, 357a-383c (pp. 32-59), Book III, 412b-417b (pp. 88-93). [32]
****FIRST Writing Assignment Due in Class****

Week 2: Plato's *Republic* [47]

M Sep. 3: LABOR DAY, NO CLASS

W Sep. 5: Book IV, 419a-423e, 427d-445e (pp. 94-99, 102-121). [26]

F Sep. 7: Book V, 449a-457c, 471c-480a (pp. 122-131, 146-156). [21]

Week 3: Plato's *Republic* [67]

M Sep. 10: Book VI, 484a-497c, 504d-511e (pp. 157-171, 178-185);
Book VII, 514a-521, 539e-541b (pp. 186-193, 211-212). [33]

W Sep. 12: Plato Review (Books VI/VII)

F Sep. 14: Book VIII, 545a-569c (pp. 213-240);
Book IX, 571a-576b (pp. 241-246). [34]

Week 4: Aristotle's *Politics* [100]

M Sep. 17: Aristotle's *Politics*, Book I, chs. 1-7, 12-13 (pp. 1-12, 21-25). [18]

W Sep. 19: Book III (pp. 65-100) [36].

F Sep. 21: Book IV chs. 1-2, 4-12 (pp. 101-104, 106-123);
Book V chs. 1, 8-9 (pp. 134-136, 152-158);
Book VII chs. 1-3, 9, 14 (pp. 191-197, 205-206, 214-218); [46]

Part II: Equality and Civil Freedom

Week 5: Hobbes' *Leviathan* [94]

M Sep. 24: Frontispiece, Dedicatory Letter, Introduction, and Chs. 1-7 (pp. 1-37). [37]
****SECOND Writing Assignment Due****

W Sep. 26: Chs. 10-12 (pp. 50-74), especially, ch. 10. [25]

F Sep. 28: Chs. 13-16 (pp. 74-105), especially ch. 13. [32]

Week 6: Thomas Hobbes' *Leviathan* [127]

M Oct. 1: Chs. 17-20 (pp. 106-135), especially ch. 17. [29].

W Oct. 3: Chs. 21, 26-28 (pp. 136-145, 172-210), especially chs. 21 and 26. [49]

F Oct. 5: Chs. 29-31, 43 (pp. 210-244, 397-410), especially chs. 29 and 43. [49]

Week 7: Locke's *Second Treatise* [23]

M Oct. 8: Chs. 1-4 (pp. 7-18). [11]

W Oct. 10: Ch. 5 (pp. 18-30). [12]

F Oct. 12: *AUTUMN DAY, NO CLASS*

Week 8: Locke's *Second Treatise* [94]

M Oct. 15: Chapters 6-10 (pp. 30-69). [39]

W Oct. 17: Chapters 11-19 (pp. 69-124). [55]

F Oct. 19: Review and Writing Workshop

Part III: Moral Freedom and Critique

Week 9: Rousseau's *Discourse on Inequality and Social Contract* [89]

M Oct. 22: *Discourse on Inequality*, Preface, Part I (pp. 10-44). [35]

W Oct. 24: *Discourse on Inequality*, Part II (pp. 44-71). [27]

F Oct. 26: *On the Social Contract*, Book 1 & Book 2 (chs. 1-8) (pp. 16-42). [27]
****DRAFT OF THIRD Assignment Due****

Week 10: Rousseau's *Social Contract* [40]

M Oct. 29: *On the Social Contract*, Book 3 chs. 1-3, 9-18 & Book 4 chs. 1-2, 8-9 (pp. 49-55, 66-83, 96-103) [40]

T Oct. 30: ****PEER REVIEWS OF THIRD Assignment Due****

W Oct. 31: Independent Writing Workshop

F Nov. 2: *Instructor Absence, NO CLASS*
****FINAL DRAFT OF THIRD Writing Assignment Due****

Week 11: Marx [82]

M Nov. 5: Marx, "On the Jewish Question" *E-Reserve. [27]

W Nov. 7: Marx, "Economic and Philosophic Manuscripts" (pp. 70-93) *E-Reserve. [23]

F Nov. 9: Marx and Engels, "Manifesto of the Communist Party" *E-Reserve. [32]

Week 12: Nietzsche's *On the Genealogy of Morality*

M Nov. 12: Preface (pp. 1-8). [8]

W Nov. 14: First Essay (pp. 9-33). [25]

F Nov. 16: Second Essay (pp. 35-66). [32]

Week 13: Nietzsche's *On the Genealogy of Morality*

M Nov. 19: Third Essay (pp. 67–118). [32]

T Nov. 20: ** DRAFT OF FOURTH Assignment Due **

W Nov. 21: *Thanksgiving Break, NO CLASS*

F Nov. 23: *Thanksgiving Break, NO CLASS*

NB: over the Thanksgiving holiday, it is strongly advised that you read Du Bois' Souls in its entirety.

Part IV: The "Problem" of Difference

Week 14: Truth, Grimke, Douglass, & W.E.B. Du Bois' *Souls of Black Folk* [96]

M Nov. 26: (1) Sojourner Truth, "Ain't I a Woman?" & (2) "Keeping the Thing Going While Things Are Stirring"; (3) Sarah M. Grimke, "Letter VIII: On the Condition of Women in the United States"; (4) Frederick Douglass, "What to the Slave is the Fourth of July?" *E-Reserve.

**** PEER REVIEWS OF FOURTH Assignment Due****

W Nov. 28: Du Bois' *Souls*, Forethought, Ch. 1 (pp. 34–44). [11]

F Nov. 30: Du Bois' *Souls*, Chs. 3-6 (pp. 62-102). [41]

**** FINAL DRAFT OF FOURTH Writing Assignment Due ****

Week 15: Du Bois, Beauvoir, & Smith

M Dec. 3: Du Bois' *Souls*, Chs. 9, 11, 13-14 (pp. 133-147, 159-163, 172-195). [44]

W Dec. 5: Simone de Beauvoir, Introduction to the *Second Sex* *E-Reserve.

F Dec. 7: Zadie Smith, *Speaking in Tongues* *E-Reserve.

Week 16: Finals Week

R Dec. 13: **** FIFTH Writing Assignment Due****