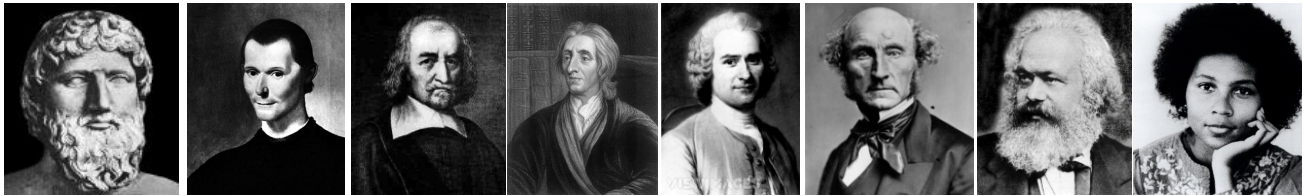


Syllabus Linfield College
Political Science 220 Great Political Thinkers (LC: UQ) Spring 2017

“The essence of philosophy is the abandonment of all authority in favor of individual human reason.”
Allan Bloom

*“The most obvious task of political theory is the re-examination of inherited ideas,
their adaptation, and even their utter rejection.”*
Judith Shklar



Course Information

Instructor: Nick Buccola - **Meeting Time/Place:** Monday / Wednesday, 1:15-2:45pm TJ Day 219
Office: Walker 125 --- **Phone:** 503-883-2246 --- **E-Mail:** nbuccol@linfield.edu
Office Hours: Thursday, Noon to 3pm and By Appointment

Course Description

We will explore several ultimate questions in politics through an examination of the works of Plato, Machiavelli, Hobbes, Locke, Rousseau, Mill, Marx, and hooks. Most fundamentally, we will be concerned with the two questions that I consider to be at the core of political philosophy. First, when is it legitimate for one individual to exercise political power over another individual? Second, what rights and responsibilities do each of us have as members of political communities? Throughout the semester, we will read a number of great political thinkers who attempted to grapple with these and other questions of fundamental importance. We will begin with Plato's *Republic* and we will spend more time with this text than we do with any other. *The Republic* invites us to consider many of the questions that will be central to our work throughout the semester. What is Justice? Can Justice be realized in this world? Is democracy the best form of government? Can a just person survive and flourish in an unjust society? You get the idea; it's a rich book. After thinking and writing about Plato, we will spend some time thinking about the "realist" political ideas of Machiavelli and Hobbes. Machiavelli and Hobbes are often identified as the first thoroughly "modern" thinkers who attempted to pull our political heads out of the clouds to confront the harsh realities of political life. We will then consider the ideas of John Locke, who is the patron saint of liberalism, and Jean Jacques Rousseau, who is the patron saint of democracy. Each of these thinkers will ask us to imagine what sort of a political community we would agree to create if we found ourselves in a situation without government. In the last part of the class, we will turn our attention to two of the greatest thinkers of the 19th century: John Stuart Mill and Karl Marx and one contemporary thinker: bell hooks. In Mill's *On Liberty*, Marx's writings, and hooks' *Feminist Theory*, we will consider the meaning of freedom and its relationship to the idea of equality. We will conclude the class with a *Lost* simulation, in which you will play the roles of Great Political Thinkers who find themselves stranded on an island and have it within their power to design a just

society “from scratch.” In sum, we will embark on a journey through some of the best that has been thought and said in the history of the Western political tradition. On this journey, you will do a lot of reading, a lot of thinking, a lot of writing, and a lot of arguing. At the end of the journey, we may not be all that much closer to offering ultimate answers to the ultimate political questions, but we may still emerge a bit wiser than when we started.

Course Objectives (LC Designation: UQ)

In this course, students will:

- be introduced to the ultimate questions posed by great political thinkers.
- ask questions about the fundamental beliefs and competing truth claims in the works of great political thinkers.
- write and speak with clarity and coherence about ultimate questions in politics.
- learn to engage in meaningful dialogue about ultimate questions in politics.

NOTE: In order to earn a UQ for this course, you must submit relevant exemplars of your work to Taskstream by the last day of finals week, as discussed in the Linfield College Course Catalog.

Required Texts (Be sure to purchase the editions listed below. If you purchase different editions, it is your responsibility to be sure you are reading the appropriate pages prior to class.)

Plato, *The Republic*, (Oxford University Press / ISBN-13: 978-0195003642)

Niccolo Machiavelli, *The Prince* (University of Chicago Press / ISBN-13: 978-0226500508)

Thomas Hobbes, *The Leviathan*, (Prometheus Books / ISBN-13: 978-0879754457)

John Locke, *Second Treatise of Government* (Hackett Publishing Co. / ISBN-13: 9780915144860)

Jean-Jacques Rousseau, *Major Political Writings*, (Univ. of Chicago / ISBN-13: 978-0393956511)

John Stuart Mill, *On Liberty*, (Hackett Pub Co. / ISBN-13: 978-0915144433)

Karl Marx, *Economic & Philosophic Manuscripts*, (Prometheus Books / ISBN-13: 978-1934941867)

bell hooks, *Feminist Theory: From the Margin...* (South End / ISBN-13: 978-0896086135)

Additional Readings will be made available on our Blackboard website.

Additional Required Reading: This syllabus & ALL emails from the instructor

Course Evaluation

PARTICIPATION: 10%

Attendance & In-Class Participation: Most class sessions will be have the following format:

- Most class sessions will begin with a Quick Write that will provide you with an opportunity to reflect on the reading for that day. This exercise will serve multiple functions. First, it will get us “warmed up” by inviting us to return our focus to the reading material. Second, it will serve as a sort of “quiz” to make sure everyone is doing the reading. I will not return the quick writes, but will add them to your “participation file” for the class, which I will examine throughout the semester and I will consult when I assign your final participation grade. So be sure to hand your quick write in at the end of class. Third, these quick writes will serve as one piece of the foundation of our discussion for the day. You might be asked to chat a bit

about what you wrote with your neighbor and to share your quick writes with the entire class.

- Introductory comments by me (about the author we are reading and/or historical context, if necessary)
- Small Group Discussion of Small Group Activity (3 to 4 students per group)
- Large Group Discussion of General Themes of the Reading and/or Active Learning Exercise related to reading.
- If there is time, we will sometimes conclude with a quick write as well.

Debates: each of you will participate in one formal debate during the semester. Details about this assignment will be distributed soon.

PARTICIPATION GRADE: Your participation grade will be calculated based on your performance in all of the above. It is, therefore, vital that you read the assigned materials before class, think about the reading before class, show up at class, and participate in our discussions. Many of our readings are long and difficult. Make sure you give yourself plenty of time to do the reading and to think about it before arriving at class. You must come to every class having read and thought about the material and I would strongly encourage you to take notes as you read with thoughts and questions that you would like to share with the rest of us.

Outside of Class Activities: in addition to the participation components listed above, there are a few outside events during the semester that you are required to attend (see details below). Failure to attend these required events will adversely impact your participation grade. In addition, there will be several other opportunities to attend events outside of class (Pizza & Politics events, lectures by visiting scholars, etc.) that can boost your participation grade in the class. If you attend these “extra credit events,” please post a 1-page response to the event on the Blackboard “Discussions” thread labeled “Extra Credit” events.

EXAMS: Two @ 30% Each = 60% - you will take exams at the conclusion of Part I and Part III of the class.

TWO ESSAYS: Two @ 15% Each = 30% - you will write essays at the conclusion of Part II and Part IV of the class.

Notes Regarding Evaluation

Paging Emily Post A Few Words on Manners: I wouldn't say it, but past experience tells me I must. Please behave. Arrive to class on time, pay attention, and be respectful of one another.

“Facebooking,” “texting” and other such things are best done in the comfort of one's dorm room.

Leave your laptops, iPads, etc. at home. Research indicates that the presence of electronics in the classroom detracts from your learning and the focus of those around you. I will try to give you a short break half way through class so we can minimize the disruptions of people getting up, leaving

and coming back in the middle of class. Inappropriate behavior in class will result in a low participation grade.

Linfield Policy on Student Behavior: Every faculty member and student has the right to conditions favorable to teaching and learning both in and out of the classroom. To foster and maintain such conditions, students have the responsibility to conduct themselves individually and in groups in a manner that promotes an atmosphere conducive to teaching, studying, and learning. Students are expected to uphold academic and personal integrity, to respect the rights of others, to refrain from disruptive, threatening, intimidating, or harassing behavior, or behavior that is harmful to themselves, other persons, or property. Every faculty member has the right and responsibility to foster an environment conducive to teaching and learning.

A Culture of Mutual Respect: in this class, we will strive to live up to Linfield College's mission of honoring human rights and academic freedom, celebrating diverse cultures, fostering a climate of mutual respect, and promoting an inclusive environment that affirms the value of all persons. Over the course of the semester, you may read ideas that you find to be objectionable and you may find yourself to be in disagreement with others in our classroom. As we navigate these readings and engage with one another, let us always keep this mission in mind.

Course Policy on Cell Phones: due to an outbreak of in-class texting, I am instilling a draconian policy on cell phones in class. If I see you using your cell phone in class (please note I see everything & you won't get away with texting under the desk why in the world would you spend so much time staring at your shoes?) you will receive an e-mail from me with the subject "Your Penance for Violating Universal Standards of Taste & Decency." In the body of the e-mail, you will receive an assignment to write a 5-page essay on why using your cell phone in class is an affront to universal standards of taste & decency. Your failure to turn in this essay by the next class meeting will result in an automatic deduction of 5% from your participation grade. A second offense will result in an automatic deduction of 5% from your participation grade. If you have a special reason for staring at your cell phone during class time (e.g., you are waiting to hear news about the success of an operation on a close relative), please alert me before the start of class so we can discuss the merits of your case.

A Word on Grading: grades in the "A range" are earned for work that demonstrates a mastery of course material, grades in the "B range" are earned for work that demonstrates a good understanding of course material, grades in the "C range" are earned for work that demonstrates a basic understanding of course material, and grades in the "D & F range" for work that demonstrates you have an inadequate understanding of course material. My hope is that each of you will achieve excellence in this class. Also, please be patient when waiting for assignments to be returned. I put a lot of time and energy into grading in order to be sure everyone is treated fairly.

Late Papers will be marked down 1/3 of a grade per day late (One day = B to B -). Extensions will only be granted in extraordinary circumstances.

No Cheating: You are expected to live up to the standards of **ACADEMIC INTEGRITY** that govern Linfield College. Plagiarism will not be tolerated. Cheaters will be reported to the Dean.

Help Me Help You: Please feel free to seek **assistance** and feedback on the course materials from me, your classmates, and other college resources (the Writing Center).

Note Regarding Disabilities: Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall 020 ([503-883-2562](tel:503-883-2562)). We also encourage students to communicate with faculty about their accommodations

Semester Schedule

How to Read the Semester Schedule: the reading listed should be completed *prior to* your arrival in class. You should read page 2 to 40 of Plato's Republic, for example, prior to arrival in class on Wednesday, February 8. Please note the occasional required special events.

Part I. Plato's Republic as an Introduction to Political Philosophy

Week 1: Introduction / Plato's Republic

Monday, Feb. 6: Introduction to the class, a Socratic invitation, & the Context of the Republic
In-class activity: "The Lottery"

Wednesday, Feb. 8: Plato's Republic: What is Justice?

Plato, *Republic*, Page 2-40

Week 2: Plato's Republic (Continued)

Monday, February 13: The Right Sort of Intelligence and Ability Radical Proposals

Plato, *Republic*, Page 41-66 & Page 102-118 (Skim 67-101)

Wednesday, February 15: Justice in the State & the Soul Radical Proposals

Plato, *Republic*, Page 119-168

Week 3: Plato's Republic (Continued)

Monday, February 20: The Ship of State & the Allegory of the Cave

Plato, *Republic*, Page 175-211, 227-235

February 21st: REQUIRED SPECIAL EVENT: you are required to attend a lecture by Leonard Pitts in Ice Auditorium at 7:00pm on Tuesday, February 21st. Please submit a 1-page response to the lecture within one week of the Pitts lecture.

Wednesday, February 22: The Cycle of Regimes

Plato, *Republic*, Page 264-320

Week 4: Plato Debate & Plato Exam

Monday, February 27: Plato Debate / In-Class Review Session

Re-Read: Plato, *Republic*, Page 264-320

Andrew Sullivan, "Never has America Been Ripe for Tyranny," on blackboard
Debate #1 on Plato's Republic

Wednesday, March 1: Plato Exam

In-Class Plato Exam (just bring 2 pens. No books or notes allowed I'll bring the blue books)

Part II. The Realism of Machiavelli & Hobbes

Week 5: Machiavelli's Prince

Monday, March 6: Machiavelli's Prince

Niccolo Machiavelli, *The Prince*, page 1-62

***** OFFICE HOURS THIS WEEK ARE ON TUESDAY, 12-3 INSTEAD OF THURSDAY *****

Wednesday, March 8: Machiavelli's Prince

Niccolo Machiavelli, *The Prince*, page 63-111

Week 6: Hobbes' Leviathan

Monday, March 13: Hobbes' Leviathan

Thomas Hobbes, *Leviathan*, Page 1-2, Page 63-74, 87-90 (Introduction, Ch.13, 14, 17)

Wednesday, March 15: Hobbes' Leviathan Continued

Thomas Hobbes, *Leviathan*, Ch. 18-19, 21, 30 (Page 90-104, 110-117, 178-189)

**Part III. Liberalism, Democracy, Liberal Democracy,
Undemocratic Liberalism, & Illiberal Democracy**

Week 7: John Locke's Liberalism

Monday, March 20: Locke's Liberalism Foundations

John Locke, *Second Treatise of Government*, Page 3-33, Page 46-51

*****OFFICE HOURS THIS WEEK ARE ON TUESDAY, 12-3 INSTEAD OF THURSDAY*****

Wednesday, March 22: Locke's Liberalism Institutions

John Locke, *Second Treatise of Government*, Page 52-75, 88-107

John Locke, "Letter Concerning Toleration," on Blackboard

***** ESSAY #1 DUE Thursday, March 23rd by 11:59pm*****

Week 8 - SPRING BREAK: March 27-31, 2017

Week 9: The Political Thought of Jean Jacques Rousseau

Monday, April 3: Rousseau's "Origin of Species"

Jean Jacques Rousseau, "Discourse on the Origin, and Foundations of Inequality," in *The Major Political Writings of Jean Jacques Rousseau*, (take a look at the "Notes" associated with these pages too)

Wednesday, April 5: Rousseau's Social Contract

Jean Jacques Rousseau, "The Social Contract, Books 1 and 2," in *The Major Political Writings of Jean Jacques Rousseau*

Week 10: Rousseau's Social Contract

Monday, April 10: Rousseau's Social Contract

Jean Jacques Rousseau, "The Social Contract, Books 3 and 4," in *The Major Political Writings of Jean Jacques Rousseau*, Book 3, Ch. 12-15; Ch. 1, 2, & 8 of Book 4

Week 11: Social Contract Debate & Exam

Wednesday, April 12: Liberal Democracy Debate & Review Session

Fareed Zakaria, "America's Democracy has become Illiberal," on blackboard

Debate #2: Liberal Democracy Debate

Monday, April 17: Social Contract Exam

In-Class Exam focused on Locke & Rousseau (just bring 2 pens. No books or notes allowed I'll bring the blue books)

Week 12: The Political Thought of John Stuart Mill

Wednesday, April 19: The Political Thought of John Stuart Mill

John Stuart Mill, *On Liberty*, Chapters 1 and 2

Monday, April 24: The Political Thought of John Stuart Mill

John Stuart Mill, *On Liberty*, Chapters 3 and 4

Week 13: Mill Continued & The Political Thought of Karl Marx

Wednesday, April 26: Free Speech Debate / The Political Thought of Karl Marx

Debate #3: Free Speech Debate

Readings on Alt-Right & Free Speech, on Blackboard

Karl Marx, *Economic & Philosophic Manuscripts*, Page 19-27; 69-84; 135-140

Week 14: The Political Thought of Karl Marx

Monday, May 1: The Political Thought of Karl Marx

Marx & Engels, "Communist Manifesto," in *Econ. & Phil Manuscripts*, Page 203-231

Wednesday, May 3: The Political Thought of Karl Marx

Marx & Engels, "Communist Manifesto," in *Econ. & Phil Manuscripts*, Page 203-231

Week 15: The Political Thought of bell hooks

Monday, May 8: The Political Thought of bell hooks

bell hooks, *Feminist Theory: From the Margin to the Center*, Chapters 1, 2, 3, 4

Wednesday, May 10: The Political Thought of bell hooks

bell hooks, *Feminist Theory: From the Margin to the Center*, Chapters 6, 7, 8, 9, 12

Week 16: hooks continued / Peer Review Workshop / Lost Simulation

Monday, May 15: Debate #4 / Peer Review Workshop

Mark Lilla, “The End of Identity Politics,” on Blackboard

Debate #4: Feminism Debate

Please bring 4 copies of an outline for your final paper. The format of your outline is up to you, but it must include: a thesis statement, your major supporting arguments, the counter-arguments you plan to consider in the paper, and some description / explanation of how the paper will be structured. After the peer review workshop, you will meet in our “Lost” groups to plan a bit for the upcoming scenario.

Wednesday, May 17: Lost Scenario

Details to be distributed.

FINAL ESSAY is Due via email to nbuccol@linfield.edu by 11:59pm on Saturday, May 20th. Please send it as a Word attachment AND with the text pasted within the body of the email.