

FOUNDATIONS OF POLITICAL THOUGHT

Political Science (POLS) 220, Section 1
Fall 2011, 3 Units

Instructor: **Dr. Andrew Dilts**

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Class Meetings:

MWF, 10:00a–10:50a

St. Robert's Hall 237

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, medieval, 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 solid 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.
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.
- (2) You will take part in two **peer-review** sessions (writing assignments three and four), editing and commenting on two of your colleagues' papers.
- (3) Each week you must post a prepared reading/discussion 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. You must be prepared your to present weekly discussion/reading question in class.

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 writing assignments will receive a failing grade for the class.****

PAPER SUBMISSION/LATE PAPERS: Exact deadlines for papers and writing assignments will be announced in class and posted online. I accept papers when they are due. Assignments submitted after the deadline will be penalized **one full letter grade per 24 hours** following the deadline. You are granted *ONE* free 24-hour extension once during the semester. If you chose to use this extension, note this in writing on the top of your assignment.

All papers will be submitted electronically. Submissions requirements and details will be posted with each assignment.

READING/DISCUSSION QUESTIONS: 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 week (except during Thanksgiving Break). Questions must be

submitted by the beginning of class on Wednesday of each week. Late questions will not be accepted.

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 discussion and attendance portion of a student's grade, as detailed in the course requirements section.

LATE PENALTIES: 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 the assignment is late. However, each student may, at his or her discretion, take a 24-hour extension for *one* of the papers, 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 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. 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 must be referred to by their entire names, or only their last names, *not by their first names*, orally and in writing.

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.

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 quite simply RUDE and deeply disrespectful to your classmates. If you want 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.

There is simply no reason whatsoever for you to be using your phone/PDA/Kindle/iPad/whatever during class time.

Your phone should be turned off, or at least on silent mode. If your phone rings during class, it will be your responsibility to arrange for coffee service for every member of the class during our next meeting.

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 MYLMU Connect.

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.

- Sophocles, *Antigone* (Hackett, 2001), ISBN: 978-0872205710.
- Plato, *Republic* (Hackett, 1992), ISBN: 978-0872201361.
- Niccolò Machiavelli, *The Prince* (Chicago, 1998), ISBN: 978-0226500447.
- 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.
- W.E.B. Du Bois, *The Souls of Black Folk* (Bedford, 1997 [1903]), ISBN: 978-0312091149.

TENTATIVE COURSE SCHEDULE

Part I: Introduction - Politics, Speech, & Action

Week 1: Introduction

M Aug. 29: Course Introduction

W Aug. 31: Aristotle, Book I, Chapters 1-3 of *Nicomachean Ethics* (E-Reserve).

F Sep. 2: NO CLASS, ****First Writing Assignment Due****

Week 2: Sophocles' Antigone

M Sep. 5: LABOR DAY, NO CLASS

W Sep. 7: Sophocles, *Antigone*, Introduction & pp. 1-14.

F Sep. 9: Sophocles, *Antigone*, pp. 14-58.

Part II: Who should Rule?

Week 3: Plato's Republic

M Sep. 12: Plato, *Republic*, Book I, pp. 1-31 (328c-254a).

W Sep. 14: Plato, *Republic*, Book II, pp. 32-59 (357a-383c), Book III (excerpt), pp. 88-93 (412b-417b).

F Sep. 16: Plato, *Republic*, Book IV, pp. 94-121 (419a-445e).

Week 4:

M Sep. 19: Plato, *Republic*, Book V, pp. 122-156 (449a-480a).

W Sep. 19: Book VI (excerpt) pp. 157-176 (484a-502c); Book VII (excerpts), pp. 186-193 (514a-521) & pp. 221-212 (539e-541b).

[*suggested, but optional reading: pp. 176-185 (502d-511e)*]

F Sep. 21: Plato, *Republic*, Book VIII, p. 213-240 (545a-569c).

Pericles' Funeral Oration, excerpts (E-Reserve).

Tocqueville, *Democracy in America*, excerpts (E-Reserve).

Part III: Force & Power

Week 5, Niccolo Machiavelli's The Prince

M Sep. 26: Machiavelli, *The Prince*, Dedicatory Letter and Chapters I-VIII, p. 3-38.

****Second Writing Assignment Due****

W Sep. 28: Machiavelli, *The Prince*, Chapters IX-XIX, p. 38-82.

F Sep. 30: Machiavelli, *The Prince*, Chapters XX-XXVI, p. 83-105.

Week 6, Thomas Hobbes' Leviathan

M Oct. 3: Hobbes, *Leviathan*, Introduction and Chapters IV-VII and X-XI, pp. 3-5, 15-37, 50-63.

W Oct. 5: Hobbes, *Leviathan*, Chapters XIII-XVI, pp. 74-105.

F Oct. 7: Hobbes, *Leviathan*, Chapters XVII-XX, pp. 106-135.

Week 7, Hobbes' Leviathan

M Oct. 10: Hobbes, *Leviathan*, Chapters XXI, XXVI-XXVIII, 136-145, 172-210.

W Oct. 12: Hobbes, *Leviathan*, Chapters XXIX-XXXI and XLIII, pp. 210-244, 397-410.

F Oct. 14: NO CLASS, AUTUMN DAY

Week 8:

M Oct. 17: (1) Malcolm X, “The Ballot or the Bullet”; (2) Martin Luther King Jr., “Letter from a Birmingham Jail”; (3) Max Weber, excerpt from “Politics as a Vocation”; (4) Authorization of the Use of Force against Iraq (E-Reserve).

W Oct. 19: *NO CLASS, Instructor absence.*

****PEER REVIEW Assignment Due****

F Oct. 21: *NO CLASS, Instructor absence.*

****Third Writing Assignment Due****

Part IV: Equality and Freedom

Week 9, Locke’s *Second Treatise*

M Oct. 24: Locke, *Second Treatise*, Chapters 1-6, pp. 7-42.

W Oct. 26: Locke, *Second Treatise*, Chapters, 7-10, pp. 43-69.

F Oct. 28: Locke, *Second Treatise*, Chapters, 11-19. pp. 69-124.

Week 10, Declarations & Jean-Jacques Rousseau’s *Second Discourse*

M Oct. 31: (1) US Declaration of Independence (1776); (2) Declaration of the Rights of Man and Citizen (1789); (3) Olympe de Gouge, “Declaration of the Rights of Woman and the Female Citizen” (1791); (4) “The Declaration of Sentiments” from the Seneca Falls Conference (1848); (5) Universal Declaration of Human Rights (1948); (6) Ten-Point Program of the Black Panther Party (1966) (All on E-Reserve).

W Nov. 2: Rousseau, *Discourse on Inequality*, Dedicatory Letter, Preface, Part I, pp. 1-44.

F Nov. 4: Rousseau, *Discourse on Inequality*, Part II, pp. 44-71.

Week 11, Karl Marx:

M Nov. 7: Marx, “On the Jewish Question” (E-Reserve).

W Nov. 9: Marx, “Economic and Philosophic Manuscripts,” pp. 70-81 (E-Reserve).

F Nov. 11: Marx, “Economic and Philosophic Manuscripts,” pp. 81-93 (E-Reserve).

Week 12:

M Nov. 14: Writing Workshop

****Fourth Writing Assignment Due****

Part V: The “Problem” of Difference

W Nov. 16: Tocqueville, Selections from *Democracy in America* (E-Reserve)

F Nov. 18: (1) Sojourner Truth, “Ain’t I a Woman?” & “Keeping the Thing Going While Things Are Stirring”; (2) Sarah M. Grimke, “Letter VIII: On the Condition of Women in the United States”; (3) Frederick Douglass, “What to the Slave is the Fourth of July?” (E-Reserve).

Week 13: W.E.B. Du Bois’ *Souls of Black Folk*

M Nov. 21: Du Bois, *Souls of Black Folk*, Fore., ch. 1, 3-6; pp. 34-44, 62-102.

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

F Nov. 25: *NO CLASS, Thanksgiving Break*

Week 14:

M Nov. 28: Du Bois, *Souls of Black Folk*, ch. 9-14; pp. 133-195. [63]

W Nov. 30: Moustafa Bayoumi, *How Does it Feel to be a Problem?*, excerpts (E-Reserve).
F Dec. 2: Simone de Beauvoir, Introduction to the *Second Sex* (E-Reserve).

Week 15:

M Dec. 5: Iris Young, *Justice and the Politics of Difference*, excerpts (E-Reserve).

W Dec. 7: Zadie Smith, *Speaking in Tongues* (E-Reserve).

F Dec. 9: Writing Workshop

**** Fifth Writing Assignment Due****