PSCI 2004 Survey of Western Political Thought Fall 2011

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Office Hours: MW 5:30-6:15 Smith
MWF 12-12:30 Ketchum 102

Welcome to Survey of Western Political Thought!

This course explores political ideas that have formed the basis of government in the Western world from antiquity to the present. In particular, we will investigate how competing conceptions of the purposes of government and their bases in ideals of human nature influenced the foundations of American government as well as later political development and arguments for social change. We will also discuss various conceptions of the qualities a good citizen should possess, reasons given for including (or not including) classes of people as citizens, and the sort of education needed to produce good citizens. By the end of the semester, students should possess a greater understanding of these competing ideals of government and be able to assess them in theory and practice.

Texts

Aristotle, Politics (ed. Jowett). Dover. **ISBN-13:** 978-0486414249

Locke, Second Treatise of Government (ed. Macpherson). Hackett. **ISBN-13:** 978-0915144860

Wollstonecraft, Vindication of the Rights of Woman. Penguin. **ISBN-13:** 978-0141441252

The Communist Manifesto and Other Revolutionary Writings. Dover. **ISBN:** 0486424650

Douglass, Narrative of the Life of Frederick Douglass, an American Slave. Penguin. **ISBN-13:** 978-0140390124

King, I Have a Dream. HarperOne. **ISBN-10:** 0062505521 **ISBN-13:** 978-006250552

Lincoln, Selected Speeches and Writings. Library of America. **ISBN-13:** 978-1598530537

Additional readings on internet and course website (D2L: learn.colorado.edu)

Assignments

Exams: The main assignments for this course will be two class exams during the semester and a comprehensive final exam held at the time scheduled by the university.

Exams will include short answers and essays. I reserve the right to substitute a paper for any of the exams.

Class discussion and participation

Weekly discussion posting: I expect each student to write a 2 to 3 paragraph response to the readings for one of our two sessions each week (Monday or Wednesday). Responses should assess how the day's reading responds to the larger questions that are the focus of this course. Post your response on the course website (D2L: learn.colorado.edu) under the appropriate week and reading **BEFORE NOON** on the day of class.

Strong comments will be written clearly with excellent grammar and spelling and cite specific passages from the class readings to support the interpretation.

We will use these discussion responses and questions to guide class discussion. I will ask students to elaborate on comments and questions to the larger class.

You are welcome to post more than one discussion response or question each week. If there is a lack of preparation before class or a lack of discussion during class, I may assign individual students to post for Monday or Wednesday readings.

Class discussion: Attendance and discussion postings will not give you full points for participation. I assume all students have completed the assigned reading before class and are prepared to discuss the issues raised.

Participation: I expect you to come to class prepared to discuss the assigned readings and to debate issues raised by these cases. Consider each class a business meeting—come to class on time, turn off all cell phones at the beginning of each session, and display respect for your fellow students. Disruptive students will be asked to leave.

Do not hesitate to ask questions or to offer comments based on readings or class discussion. I value quality of participation over quantity: informed comments are especially appreciated.

I reserve the following rights: (1) to call on students even when they do not volunteer (2) to give in-class surprise quizzes that test your knowledge of the readings. I hope never to have to do either. So keep up with the readings and be prepared to participate in class.

Grading

Exam 1	20%
Exam 2	25%
Final exam	35%
Discussion posts/class participation	20%

Class schedule

Aug. 22 Introduction

Aug. 24 Declaration of Independence (first draft)
http://teachingamericanhistory.org/library/index.asp?document=407
Final draft: Revolutionary Writings, pp. 63-66

Jefferson letter to Henry Lee
http://teachingamericanhistory.org/library/index.asp?document=3
Jefferson letter to Weightman
http://teachingamericanhistory.org/library/index.asp?document=5

Abigail Adams letter to John Adams:
http://teachingamericanhistory.org/library/index.asp?document=278
John Adams response:
http://www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760414ja

Douglass, What to the Slave Is the Fourth of July?
http://www.teachingamericanhistory.org/library/index.asp?documentprint=162

(focus on section after passage marked THE PRESENT)

Martin Luther King, March on Washington speech (1963)
King, pp. 101-106
Text: http://www.hpol.org/transcript.php?id=72
Video: http://youtube.com/watch?v=PbUtL_0vAJk

Aug. 29 The above continued
Aristotle, Politics, Book 1

Aug. 31 APSA conference--NO CLASS

Sept. 5 LABOR DAY--NO CLASS

Sept. 7 Aristotle, Politics Book 2 (only to p. 73 and criticism of Plato) and Book 3

Sept. 12 Aristotle, Politics Book 4

Sept. 14 Aristotle, Politics Books 5-6

Sept. 19 Aristotle, Politics Books 7-8

Sept. 21 *Aquinas, On Law
*Austin, Legal Positivism

Sept. 26	Locke, Second Treatise Chapters 1-10
Sept. 28	Locke, Second Treatise Chapters 10-19 Declaration of Independence (reprise) U.S. Constitution and Amendments 1-10
Oct. 3	Catch-up day
Oct. 5	**EXAM 1**
Oct. 10	Abigail Adams letter: http://teachingamericanhistory.org/library/index.asp?document=278 John Adams response: http://www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760414ja Wollstonecraft, Author's Intro, Dedication and Chapters 1-2
Oct. 12	Wollstonecraft, Chapters 3, 4, 6
Oct. 17	Wollstonecraft, Chapters 7-10
Oct. 19	Wollstonecraft, Chapters 11-13 Seneca Falls Declaration (1848) http://www.fordham.edu/halsall/mod/Senecafalls.html Sojourner Truth, Ain't I a Woman? (1851) http://www.fordham.edu/halsall/mod/sojtruth-woman.html
Oct. 24	Douglass, Narrative, pp. 1- 88
Oct. 26	Douglass, Narrative, pp. 89-conclusion *Douglass, What to the Slave Is the Fourth of July? http://www.teachingamericanhistory.org/library/index.asp?documentprint=162 (focus on section after passage marked THE PRESENT)
Oct. 31	Marx, Communist Manifesto (Revolutionary Writings, pp. 123-150)
Nov. 2	*Dred Scott v. Sandford (1857) Douglass, Response to Dred Scott decision http://teachingamericanhistory.org/library/index.asp?document=772 Lincoln, pp. 91-92; 131-140; 149-159, 164-176; 177-197, 282-283
Nov. 7	Lincoln, pp. 284-293, 335-345; 345-349, 368-371, 386, 405
Nov. 9	Lincoln, pp. 422-424, 431, 438-439, 445-446, 449-451 U.S. Constitution, Amendments 13-15, 19

Nov. 14	The above continued
Nov. 16	**EXAM 2**
Nov. 21-25	**FALL BREAK**
Nov. 28	Gandhi (in Revolutionary Writings, pp. 239-242, 249-258) King, pp. 29-36, 39-72
Nov. 30	King, pp. 73-100, 101-111, 121-134
Dec. 5	King, pp. 170-203
Dec. 7	Catch-up day

FINAL EXAM

Policy statements

Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, C4C building, and http://www.Colorado.EDU/disabilityservices . If you have a temporary medical condition or injury, see guidelines at www.colorado.edu/disabilityservices/go.cgi?select=3Dtemporary.html .

Religious accommodations: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at http://www.colorado.edu/policies/fac_relig.html .

Learning environment: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code .

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550.

Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh .

Honor code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution.
Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/ .