

Dr. Tamar Malloy  
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Office Hours: T 3-5

**Survey of Western Political Thought**

PSCI 2004, Fall 2020

Tuesday/Thursday, 11:10-12:00

<https://cuboulder.zoom.us/my/psci2004>; log in with CU IdentiKey

**Quick Reference:**

**\* You are responsible for everything in this syllabus. Read it carefully! \***

**Teaching Assistants:**

Owen Fite <a href="mailto:owen.fite@colorado.edu">owen.fite@colorado.edu</a> Office hours: T/TH 9-10	Zoe Moss <a href="mailto:zoe.moss@colorado.edu">zoe.moss@colorado.edu</a> Office hours: M 10:15-11:15; Th 12:15-1:15
Isaac Sours <a href="mailto:isaac.sours@colorado.edu">isaac.sours@colorado.edu</a> Office hours: Th 2-4	Allan Tellis <a href="mailto:allan.tellis@colorado.edu">allan.tellis@colorado.edu</a> Office hours: W/F 10:30-11:30

**Grading:**

Essay 1: 20%, October 6<sup>th</sup>; upload to Canvas by 10am MT

Midterm: 10%, October 20<sup>th</sup>; via Canvas during regular class period

Essay 2: 25%, November 24<sup>th</sup>; upload to Canvas by 10am MT

Final Exam: 15%, Friday December 11<sup>th</sup>, 4:30pm

Recitation attendance and participation: 30%

**Course Description:**

This course surveys the foundation of modern Western political thought. Through close readings of key texts in the Western canon, we will focus on the following questions:

- What does it mean to be part of a state as a ruler, subject, or citizen?
- Who counts as a person, in society and for the state?
- What do we mean when we talk about liberty, justice, and equality?
- Are democratic ideals like liberty, justice, and equality important? Why or why not?
- What are rights? Where do they come from?
- Why do we have governments? What form should they take?
- What are the states' responsibilities with regard to caring for subjects or citizens?
- When and why should governments act to expand or restrict economic liberties?
- How should religious and political institutions interact?
- How do contemporary political practices embody or differ from thinkers' ideals?

Engaging with readings, assignments, and class discussions will help students learn how to think and write about political principles and to develop critical perspectives on political practices.

## Classroom Expectations

- **Be on time.** Lateness can disrupt your classmates' focus, thereby undermining their learning. Come to class on time.
- **Have the reading on hand.** You are expected to refer to texts to support your arguments and to be able to follow along when lectures, your TAs, and your colleagues reference page or chapter numbers. Your note-taking may also be more expedient if you can make notes directly in the text.
- **Keep microphones muted unless you are called on.** Background noise from hundreds of different spaces is distracting and hard to tune out. Your microphones will be muted by default; please keep them that way unless you are called on.
- **Keep video on if possible.** It is disconcerting and difficult to teach without being able to see your reactions – without being able to see what is confusing, easy, boring, interesting, and so on. Our Zoom lecture is set to default to having video on; please keep it on if possible, and please remember to turn it back on if you turn it off during the course of our lecture. That said, I understand that there may be instances where it is impossible or difficult to keep your video on due to, for instance, bandwidth restrictions or privacy concerns about your setting and the people around you. If you need to turn off your video during lecture for these reasons and others like them, you may do so without needing to provide an explanation. You are on your honor to keep your video on whenever possible, and to turn it off only when truly needed. However, (a) if many or all students end up turning off their video, we will need to revisit this policy; (b) if you are joining a recitation remotely, default to having your camera on. You must abide by whatever additional policies your TA sets for recitation.
- **Do not engage in on-camera behavior that would distract your peers.** This includes but is not limited to: “zoombombing,” displaying lewd or obscene material, displaying offensive material, playing loud or distracting audio, unmuting your microphone when you have not been called on, and appearing nude on camera.
- **Lectures, discussions, breakout rooms, office hours meetings, and any other course-related video or audio communication may not be recorded, screen capped, posted online, or otherwise shared without explicit permission from the professor or, for recitation, permission from your TA.** These are all spaces where we are discussing complex and sometimes difficult ideas. In order to grow, we need to be able to ask questions and discuss issues without worrying about how these nascent ideas might be taken out of context and/or how a recording might be immortalized online. Therefore, recording anything that occurs during class is not permitted. Additionally, you may not copy or take pictures of course material or post course material online beyond our Canvas site.
- **Be respectful of your fellow students.** Differences in opinion and background provide an opportunity for intellectual growth. We all stand to benefit from being aware of and welcoming these differences. Furthermore, we can only have a successful learning community if the classroom is a comfortable space for all. If you are uncomfortable with something that happens in class, please let me know. Confrontational behavior and offensive language will not be tolerated and may result in your being asked to leave class and/or referral to relevant on-campus resources.

## **Course Policies**

### **Academic integrity and the Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

### **Accommodation for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Additionally, students should know – and are not always aware – that physical disabilities, learning disabilities, chronic physical illness, chronic mental health issues (such as depression, anxiety, PTSD, eating disorders, substance abuse, etc.), and many temporary conditions (such as pregnancy, broken bones, concussions, etc.) are legally protected disabilities and entitle you to accommodations, which are designed to ensure that you can perform as well in the course as you would have under ideal circumstances.

More generally, we are happy to work with you to make the course accessible. Please contact me *and* your TA within the first two weeks of the semester if you have accommodations through Disability Services.

### **Attendance**

Lecture: There is no grade for attending, or penalty for not attending, lectures. That's because your attendance at lectures will be reflected in your essay and exam grades. We will be reading some very complex, nuanced texts; three times a week, your instructional team will explain those texts to you in plain English and give you the opportunity to ask questions. It is in your best interest to make use of all of that instructional time.

Recitation: There are 15 recitation meetings over the course of the semester. Students can receive up to 7 points for attendance and participation in each recitation, for a total of up to 105 points. See "Assignments and Grading" for details. Note that students who miss more than 7 recitations for any reason cannot pass this class even with the completion of exams and written assignments.

## Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. 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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

## Email

You are welcome to e-mail me with quick questions *after you have checked to see if the answer is in the syllabus*. Longer conversations and all discussions about grades must take place via Zoom, preferably during office hours and by appointment if that is not possible.

I will generally respond to emails within 48 hours. I cannot guarantee a faster response because of the volume of email I receive, because I may need to coordinate with your TA before responding, and because of other commitments throughout the week. However, if you don't receive a response after 48 hours, please feel free to follow up.

Note that I do not check email on Sundays, Mondays, or during university breaks and holidays.

I will check my email as frequently as possible in the day or two before assignment due dates or exams, but there is no guarantee that I will receive and be able to respond to last minute request or questions. Plan ahead accordingly.

Some students find email to be anxiety-provoking or feel lost as to how to send emails in a professional context. If this is the case for you, I recommend [this tutorial](#). Please also note that I would much rather that you ask for help informally or "imperfectly" than hesitate because you're concerned about how your email is written.

## Late work

Essays must be uploaded to Canvas by 10am on the day that they are due.

Essays will still be accepted via Canvas for 24 hours after the deadline, with an automatic 5 point deduction from the essay grade. Late essays must still be uploaded to Canvas in order to receive a grade; they will not receive any credit if they are emailed directly to the professor or TA. Essays not submitted within 24 hours of the deadline will receive a zero.

If a student encounters extraordinary circumstances that necessitate more than 24 hours of additional time to complete an essay or renders them unable to take an exam, they must have the relevant CU office contact the professor and TA (e.g. Student Support and Case Management, the Office of Victim Assistance, Disability Services, Counseling and Psychiatric Services). These offices will not share your personal information; they will simply verify that there is some extraordinary circumstance that requires additional flexibility. The student should also contact their TA and professor; we will maintain an open line of communication in these instances and will work with you one-on-one to find a solution. Extensions longer than 24 hours and makeup exams are not otherwise available.

## **Office hours**

Office hours serve several purposes. You can use them to ask questions about the material, explore different applications of course ideas, talk through your essays, prepare for exams, ask questions about political theory and political science more broadly, strategize about how to succeed in college, and discuss your academic and professional questions and aspirations. They are a time when your professors and TAs – all of whom are experts in our subject areas and in navigating college – can get to know you and help you work through the academic challenges you are facing.

Sometimes students don't feel like office hours are for them. This is especially common among first generation students and students from marginalized groups. Please know that office hours are for *all* students, and that you are all welcome to come and talk.

Many students (including those who excel in other subjects) find it challenging to adjust to the relatively dense and abstract material we will cover in this course. You are much more likely to succeed if you address questions or difficulties as soon as they arise, and meetings are much more thorough and efficient than e-mail correspondence. Please know that we are here to help you succeed in the course, and that struggling with this material does not mean that you are dumb or destined to fail. It just means we need to work together to develop strategies for your success.

In the fall of 2020, all office hours meetings must be held remotely. My office hours will be held at the same zoom link we use for course meetings (<https://cuboulder.zoom.us/my/psci2004>) from 3-5pm Mountain Time on Tuesdays. That period of time will be broken in to 10-minute meeting slots. You can reserve one meeting slot for a quick question, or up to three consecutive meeting slots for a longer meeting. Please do not log in before the start of your meeting, so the student before you has the full time period they've reserved. If you're not able to meet between 3-5 on Tuesdays, please email me so that we can find a different time.

## **Preferred Student Names and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Additionally, please note that I will treat your name and pronouns as fact rather than preference. Even if you have not updated your name in the CU Boulder system, I am happy to use whatever name you give. If your name and/or pronouns change during the course of the semester, and you feel comfortable doing so, please email me or come to office hours and let me know so that I can update my records accordingly and address you properly.

## **Religious holidays**

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. If your religious observation conflicts with lecture and/or recitation attendance, please get in touch with me and/or your TA at least a week in advance if you would like to talk about ways to go over the reading. If your religious observation will require accommodation around assignment

deadlines or exam dates, you must notify me and/or your TA at least two weeks before the deadline or exam date.

See the [campus policy regarding religious observances](#) for full details.

## Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](#). Before coming on to campus each day, all students are required to complete a [Daily Health Form](#).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](#) remotely.

In this class, if you are sick and/or quarantining, the procedures are as follows:

For students who are quarantining: Because lectures meet remotely, students who are quarantining but not experiencing symptoms of illness can and should continue to attend lecture as usual. Students who are quarantining and enrolled in remote recitation sections can and should continue to attend those sections as usual. Students who are quarantining and enrolled in in-person sections must submit the reading questions for the relevant week's readings to their TA within one week of their absence; these will be graded as outlined under “Assignments and Grading.”

For students who are ill and isolating: Students who are experiencing symptoms and are unable to participate in either remote or in-person recitations must complete the relevant weeks' reading questions and submit them to their TA; these will be graded as outlined under “Assignments and Grading.” Students who become ill must contact their TA and professor as soon as possible to establish an appropriate timeline based on their ability to complete work.



For all students who are quarantining or isolating: Contact the professor and TA as soon as possible; if a student contacts us only after they have missed several weeks of course work and recitation meetings we may not be able to arrange a suitable accommodation and may need to recommend a medical withdrawal.

Please also note that once we become aware that you are ill or quarantining we are required to notify the Medical Services Public Health Office with your name and student ID number to initiate the contact tracing process.

### **Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

In other words: your professors and TAs are legally required to notify CU Boulder's Office of Institutional Equity and Compliance if we become aware of any incidents of discrimination or harassment on the basis of race, color, national origin, pregnancy, sex, age, disability, creed, religion, sexual orientation, gender expression, veteran status, political affiliation, or political philosophy; romantic or sexual relationships that don't adhere to Boulder's policy on Conflict of Interest in Cases of Amorous Relationships; and sexual misconduct including but not limited to rape, sexual assault, sexual exploitation, sexual coercion, sexual harassment, relationship violence or abuse, and stalking. CU interprets these laws to include required reporting of incidents that occur both on- and off-campus and that occurred while a student is enrolled at CU Boulder, before a student enrolled at CU Boulder, and/or during leaves of absence or semesters off. We are required to flag all incidents that we become aware of, including those that are relayed during office hours, via email, through written coursework, during in-class conversation, and in any other form of communication between students and teachers.

Students who are in these situations sometimes reach out to professors or TAs for support. Please understand that if you do so – including via email, in office hours or other meetings, or through in-class comments – we are required to flag this to the Office of Institutional Equity and Compliance. This almost never means that you have to discuss the incident, initiate an investigation, or pursue disciplinary or criminal action. Rather, OIEC will reach out to discuss your options, including types of support that might be helpful (e.g. a change in housing or schedule; help in accessing counselling, medical, or legal services, including visa and immigration services; help in establishing no-contact orders; and other services that can help you continue to succeed personally and academically). You can also reach out to OIEC directly (<https://www.colorado.edu/oiec/>).

If you wish to speak to someone confidentially, you can do so by reaching out to the Office of Victim Assistance (<http://www.colorado.edu/ova>), Counselling and Psychiatric Services

(CAPS) (<http://www.colorado.edu/health/counseling>), or the Ombuds Office (<http://www.colorado.edu/ombuds>). You can also access off-campus resources like MESA (<http://www.movingtoendsexualassault.org> and a 24-hour sexual assault hotline at 303-443-7300) and Colorado Crisis Services (<https://coloradocrisiservices.org>, a 24-hour crisis hotline at 844-493-8255, and via chat through their website or by texting “TALK” to 38255).

**Syllabus and course resources:** Assignments, resources, and grading criteria will all be made available online through Canvas. While I do not expect to make changes to the syllabus, I reserve the right to do so. The most recent versions of all assignments will be available online and announced on Canvas. You are responsible for checking the course website to stay up to date.

## **Assignments and Grading**

All course assignments are designed to give you an opportunity to demonstrate your familiarity with course material, your analytical skills, and the strength of your writing. More details about each assignment will be posted online and discussed in class at least two weeks before the relevant due date.

**Grading:** This course is graded in accordance with the University of Colorado’s official transcript grading key, which is as follows:

Letter	Number	GPA
A	93-99	4.0
A-	90-92	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	76-79	2.3
C	73-75	2.0
C-	70-72	1.7
D+	66-69	1.3
D	63-65	1.0
D-	60-62	0.7
F	50-59	0.0



The components of your course grade are:

Midterm Exam: 10%

Essay 1: 20%

Essay 2: 25%

Final Exam: 10%

Recitation attendance: 10%

Recitation participation: 20%

## **Assignments**

Essay 1 - 20% (Due October 6<sup>th</sup>; upload to Canvas by 10am)

This five-page essay will ask you to explore one thinker's ideas or compare two thinkers on a key theme. This essay will require in-depth engagement with texts, which you will use to critique or champion thinkers' views.

Midterm exam – 10% (October 20<sup>th</sup>; via Canvas during regular class period)

An in-class exam consisting of a series of short-answer questions about course readings.

Essay 2 – 25% (November 24; upload to Canvas by 10am MT)

The five- to eight-page essay will ask you to imagine the solutions canonical thinkers might have proposed to contemporary political dilemmas. Research on particular policies is not required. Instead, you will use assigned readings to explore how thinkers would have prioritized policy tradeoffs and what contemporary policy makers should take away from canonical texts.

Final Exam – 15% (December 11<sup>th</sup> at 4:30pm MT, via Canvas)

Given during the assigned final exam slot for this class, this exam will consist in part of short answer questions about single thinkers and in part of essays asking you to compare two thinkers. This exam is cumulative, though will more heavily weigh work we have studied in the second half of the semester.

Recitation attendance and participation – 30%

There are 15 recitation meetings over the course of the semester. Students can receive up to 7 points for each recitation, for a total of up to 105 points. Recitation attendance and participation is graded as follows:

0 points: absent

1 point: present but disruptive (whispering/unmuting microphone without being called on, leaving class frequently, interrupting)

4 points: present but inattentive (napping, doing other work, unavailable for breakout

- rooms and other online activities)
- 5 points: present and attentive (in class, awake, listening actively, taking notes)
- 7 points: present and engaged (asking and answering questions, participating in activities, engaged in discussion, etc.)

Students can be absent from 1 recitation without any explanation or make up work and still receive an A+ (98) for recitation attendance and participation.

Students who are unable to attend recitation due to illness or COVID-19 exposure may complete the reading questions for the relevant week's readings on up to 7 additional occasions. These must be submitted within one week of the absence unless the student has contacted the TA and professor to arrange an alternate timeline. Reading questions will be graded as follows:

- 0 points: not submitted within one week of absence (or by the alternate deadline arranged with TA and professor if applicable)
- 1 point: submitted but seriously incorrect (on the wrong reading, does not discuss the reading, gives general opinions instead of summarizing the reading)
- 4 points: submitted but incorrect (answers do not show basic understanding of the material)
- 5 points: submitted and correct (answers show a basic understanding of the material)
- 7 points: submitted and thorough (answers show a thorough understanding of the material)

Students can meet with their TA and/or the professor during office hours if they are struggling to complete the reading questions on their own.

Students who are absent from recitation and do not complete the reading questions will receive a 0 for that recitation.

Students who miss 7 or more recitations for any reason cannot pass the course. In cases where a student's illness has prevented them from attending class for 7 or more weeks (i.e. half the semester), we will recommend a medical withdrawal. CU's grade replacement policy will allow students who withdraw to take the course again for a letter grade when they are well enough to attend classes, and that letter grade will replace the "W" in GPA calculations.

## **Assignment and Grading Policies**

- Essay assignments will be available online at least two weeks before the essay is due.
- Rubrics for each essay will be available online at least two weeks before the essay is due.
- Essays must be uploaded to Canvas by 10am on the day that they are due.
- Essays will be accepted via Canvas for 24 hours after the deadline, with an automatic 5 point deduction from the essay grade. These late essays must still be uploaded to Canvas in order to receive a grade; they will not receive any credit if they are emailed directly to the professor or TA.
- If a student encounters extraordinary circumstances that necessitate more than 24 hours of additional time to complete an essay or make it impossible for them to take an exam, they must have the relevant CU office contact the professor and TA (e.g. Student Support and Case Management, the Office of Victim Assistance, Disability Services,

Counseling and Psychiatric Services). These offices will not share your personal information; they will simply verify that there is some extraordinary circumstance that requires additional flexibility. The student should then contact their TA and professor; we will maintain an open line of communication in these instances and will work with you one-on-one to find a solution. Extensions longer than 24 hours and makeup exams are not otherwise available.

- There is a 24-hour “cooling off” period before you can approach me or your TAs with any appeals or questions about grades. I will, and they are authorized to, delete any emails about grades during this 24-hour period without responding.

### **Readings:**

The following texts must be acquired for the course:

- Machiavelli, Niccolò. *Selected Political Writings*, trans. and ed. David Wootton. Indianapolis: Hackett Publishing Company, 1994. (Orig 1513-1517) (ISBN: 9780872202474)
- Hobbes, Thomas. *Leviathan*, ed. Edwin Curley. Indianapolis: Hackett Publishing Company, 1994. (Orig. 1651) (ISBN: 9780872201774)
- Locke, John. *Second Treatise of Government*, ed. C.B. Macpherson. Indianapolis: Hackett Publishing Company, 1980. (Orig. 1689) (ISBN: 9780915144860)
- Locke, John. *A Letter Concerning Toleration*, ed. James H. Tully. Indianapolis: Hackett Publishing Company, 1983. (Orig. 1689) (ISBN: 9780915145607)
- Rousseau, Jean Jacques. *The Basic Political Writings*, trans. and ed. Donald A. Cress. Indianapolis: Hackett Publishing Company 1987. (Orig. 1750-1762) (ISBN: 9780872200470)
- Mill, John Stuart. *On Liberty, Utilitarianism, and Other Essays*, ed. Mark Philip and Frederik Rosen. New York: Oxford University Press, 2015. (Orig. 1859-1869) (ISBN: 9780199670802)
- Marx, Karl and Frederick Engels. *The Marx-Engels Reader*, ed. Robert C. Tucker. New York: W.W. Norton and Company, Inc., 1978. (Orig. 1844-1848) (ISBN: 9780393090406)

The texts we read in this course were written in different languages and/or antiquated dialects, which means that many students have a very difficult time reading and understanding anything other than clear, updated translations. These versions of the texts have been selected after extensive searching because they are the clearest, most accessible, and best-resourced versions available for the purposes of this course. Having different versions of the texts will make it harder for you to understand the reading and will make it impossible to follow along with the page numbers referenced during lecture. I therefore strongly recommend getting these specific versions of the texts; they will make your experience of the course better and will make it easier for you to succeed.

That said, I know the cost of course materials is often burdensome and can be prohibitive. You are very welcome to buy used editions of these books online or at used booksellers, to buy them online at a reduced price, to inherit them from students who have previously taken the course, and/or to share them with classmates (as long as you are able to do so safely). Many of these books are updated infrequently and used copies can be obtained for under \$5. All of these materials are also on reserve at Norlin, and most will be available as electronic reserves.

The following required readings, as well as all recommended readings, will be available on our course website:

- Bentham, Jeremy. *An Introduction to the Principles of Morals and Legislation*. Indianapolis: The Online Library of Liberty, 1999. (Orig 1823)
- Burke, Edmund. *Reflections on a Revolution in France*. Indianapolis: The Online Library of Liberty, 1999. (Orig. 1790)
- Erasmus, *The Education of a Christian Prince*, ed. Lisa Jardine, trans. Neil M. Cheshire and Michael J. Heath. New York: Cambridge University Press, 1997. (Orig. 1516)

### **Schedule of Readings and Assignments**

August 25	Course introduction
August 27	Erasmus, <i>Education of a Christian Prince</i> , excerpt (online)
September 1	Machiavelli, "The Prince" in <i>Selected Political Writings</i> , pp. 5-47
September 3	Machiavelli, "The Prince" in <i>Selected Political Writings</i> , pp. 47-80
September 8	Machiavelli, "The Discourses on Livy," in <i>Selected Political Writings</i> , pp. 81-97, 102-107, 113-124, 150-158, 161-171, 194-200
September 10	Hobbes, <i>Leviathan</i> , Hobbes' Introduction, Chs. 1, VI (skim), XI (skim), XII, XIII, IV (aka pp. 3-7, 27-35 (skim), 57-63 (skim), 64-88)
September 15	Hobbes, <i>Leviathan</i> , Chs. XV, XVI, XVII, XVIII, XIX, XX (pp. 89-135)
September 17	Hobbes, <i>Leviathan</i> , Chs. XXI, XXII, XXVI, XXIX, XXX (pp. 136-155, 172-189, 210-233)
September 22	Locke, <i>Second Treatise on Government</i> , Chs. 1-VII (pp. 7-51)
September 24	Locke, <i>Second Treatise on Government</i> , Chs. VII-XV (pp. 52-91)
September 29	Locke, <i>Second Treatise on Government</i> , Chs. XVI-XIX (pp. 91-124)
October 1	Locke, <i>Letter Concerning Toleration</i> , pp. 23-56
October 6	Rousseau, "Discourse on the Sciences and Arts" in <i>Basic Political Writings</i> , pp. 1-21 <b>** Essay 1 due; upload to Canvas by 10am MT</b>
October 8	Rousseau, "Discourse on the Origins of Inequality" in <i>Basic Political Writings</i> , pp. 25-81
October 13	Rousseau, "On the Social Contract" in <i>Basic Political Writings</i> , pp. 141-204

October 15	Rousseau, "On the Social Contract" in <i>Basic Political Writings</i> , pp. 205-227 Recommended: Rousseau, <i>Emile</i> , pp. 77-94 (online)
October 20	<b>** Midterm Exam</b>
October 22	Burke, selections from <i>Reflections on a Revolution in France</i> , pp. 82-88, 99, 107-11, 114-119, 210-211
October 27	Bentham, <i>An Introduction to the Principles of Morals and Legislation</i> , Chs. 1-V, X, XII, XIV, XV (pp. 12-32, 62-81, 105-126) (online)
October 29	Mill, <i>On Liberty</i> , Chs. I-III (pp. 5-82)
November 3	Mill, <i>On Liberty</i> , Chs. IV-V (pp. 83-128)
November 5	Mill, <i>On the Subjection of Women</i> , pp. 471-523, 557-569
November 10	Mill, <i>Considerations on Representative Government</i> , pp. 217-225, 269-284, 302-319
November 12	Marx, "Manifesto of the Communist Party," pp. 473-500
November 17	Marx, "Economic and Philosophic Manuscripts of 1844," 70-105
November 19	Marx, "The German Ideology," 147-175, 186-188
November 24	<b>No Class</b> to facilitate safety and distancing during move-out and travel <b>** Essay 1 due; upload to Canvas by 10am MT</b>
November 26	<b>No Class</b> – Thanksgiving
December 1	Review session
December 3	End-of-term discussion

**Final Exam: Friday December 11<sup>th</sup>, 4:30pm**