

Dr. Tamar Malloy
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Office Hours: T 3-5pm

Survey of Western Political Thought

PSCI 2004, Fall 2019

Tuesday/Thursday, 11:00-11:50, HUMN 1B50

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.

Quick Reference:

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

Your Teaching Assistants:

Sarah Brown sarah.e.brown@colorado.edu Ketchum 411 T/TH 12:15-1:15	Matt Harvey matthew.t.harvey@colorado.edu Ketchum 123 T/Th 12-1
SeongJun Kim sjunkim@colorado.edu Ketchum125 T 12-2	Zoe Moss zoe.moss@colorado.edu Ketchum 411 M 10:15-11:15, Th 12-1

Grading:

Essay 1: 20%, due October 3rd
Midterm: 10%, in-class October 22nd
Essay 2: 25%, due December 5th
Final Exam: 15%, December 17th
Recitation attendance: 10%
Recitation participation: 20%

- Essays must be submitted via Canvas by 10:50am on the day that they are due.
- Late work is not accepted without documented evidence of an exceptional circumstance; see "assignments and grading" for details.

Classroom Expectations

- **Be on time.** Lateness can disrupt your classmates' focus and undermine their learning. Come to class on time.
- **Bring texts to class.** You are expected to refer to texts to support your arguments and to be able to follow along when your colleagues reference page or chapter numbers, and your note-taking may be more expedient if you can make notes directly in the text.
- **If you want to use electronics, sit in the back of the lecture hall.** Cell phones, laptops, tablets, and other personal electronics can easily become a distraction to those around you. It's one thing if you choose to spend lecture time checking email, sports scores, or the latest sales; it's another when your choice makes it harder for your classmates to concentrate on the material. If you want to use these devices, please sit in the rear half of the lecture hall in order to minimize distractions for your peers who choose not to use them. Additionally, electronic devices may not be used to record lectures without my written permission.
- **No food or uncovered drinks.** The noise and smells associated with eating can be distracting, and your peers may have serious allergic reactions to some foods. If you need to eat during class for medical reasons, please choose snacks that are quiet (including their packaging) and free of common allergens like tree nuts. Please also limit drinks to covered containers, lest we have to stop lecture to address a spill.
- **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; 303-492-5550). Students who are 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 on the Honor Code website.

Attendance and participation

Your TAs will share their attendance and participation policies for recitation with you in your first section meeting. Across sections, students can miss two (2) recitation sections without penalty regardless of the reason for the absence; after that no absences will be excused for any reason save a documented true emergency or accommodation from disability services (in which case your TA or I will work with you to come up with a substitution for your attendance). Recitation participation grades assesses your attendance and your engagement in the classroom learning community over the course of the semester. Your TA will share more details of their policy during your first meeting.

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, with the opportunity to ask questions. It is in your best interest to make use of all of that instructional time.

Classroom behavior

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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. 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. For more information, see the policies on classroom behavior and the Student Code of Conduct.

Disability Services and accessibility

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 for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab 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.

Your TAs and I are aware that formally registering a disability may be difficult or cost-prohibitive. While I strongly encourage you to reach out to Disability Services, which can protect medical confidentiality and guarantee accommodations across all of your classes, and which may have resources for low- or no-cost diagnostic testing, I will also accept documentation that may not be sufficient for the purposes of the Americans with Disabilities Act (e.g. "outdated" high school IEPs, 504s, or diagnostic testing).

More generally, we are happy to work with you to make the course accessible. Please contact me *and* your TA if you need accommodations to succeed in the course.

Email

You are welcome to e-mail me with quick questions *after you have checked to see if the answer is in the syllabus*. You are also welcome to email me to set up a meeting if you are unable to come to office hours. Longer conversations and all discussions about grades must take place in person.

I will respond to emails within 48 hours during the week. I do not check email during the weekends, during university breaks and holidays, or when I am at conferences (this semester, from August 29 to September 2 and October 24 to 27). I will check my email more frequently 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, and most questions related to assignments are best addressed to your TAs.

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

Late work is not accepted without evidence of a true emergency. See the “assignments and grading” section of the syllabus for more on this policy.

Office hours

You do not need to make an appointment to attend office hours. You are encouraged to drop in if you have questions about course material, class participation, assignments, or other related topics.

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 in-person meetings are much more thorough and efficient than e-mail correspondence. If you would like to meet in person but are unable to come to office hours please e-mail me or your TA to set up a meeting.

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 three weeks before deadline or exam date.

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

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

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, 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. 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, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

As “responsible employees,” 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.

Students 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, in before- or after-class conversations, or through in-class comments – we are required to contact 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, the 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 the 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://coloradocrisisservices.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, readings, 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 by email. You are responsible for checking emails and 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: The grading scale for this course is as follows:

Letter	Number	GPA
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3

Letter	Number	GPA
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	<60	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 in lecture on October 3rd)

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% (In lecture on October 22nd)

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

Essay 2 – 25% (Due in lecture on December 5th)

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 17th, 1:30pm)

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.

Recitation attendance – 10%

Recitation participation – 20%

The criteria for your recitation grade will be outlined by your teaching assistant in the syllabus for your section. Across sections, students can miss two (2) recitation sections without penalty regardless of the reason for the absence; after that no absences will be excused for any reason save a documented true emergency or accommodation from disability services (in which case your TA or I will work with you to come up with a substitution for your attendance). Recitation participation grades assesses your attendance and your engagement in the classroom learning community over the course of the semester. Your TA will share more details of their policy during your first meeting.

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.
- Late work is not accepted without evidence of a true emergency.
 - For the purposes of this course, a true emergency is something like “I was hospitalized,” “I was in a car accident,” “my child became ill,” or “a family member died.” All of these can be supported with documentation.
 - For the purposes of this course, “I had another paper due,” “I had a big exam in another class,” “I’m in charge of rush events,” “I had a practice/presentation/job interview/etc.” *are not emergencies*. We all have many commitments. You can prioritize them however you see fit, and you may decide that focusing on another course or an extracurricular is more important than completing your work for this course. That’s okay, but does not mean that you can have extra time to complete the assignments for this class.
 - Late work *will* be accepted from students who have accommodations through disability services, whose accommodations include extended time on written work, and who have contacted me and/or their TA to notify us of accommodations.

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

These versions have been selected for clarity of translation, editing, and format. Other versions may be harder to read and differences in translation, even when slight, may confuse the meaning of key terms. Having different page numbers will make it harder for you to follow along in class. I therefore *strongly* recommend getting these specific versions of the texts, whether from the CU bookstore, an online retailer, or a library. Sharing copies with classmates is fine as long as you can have the text in front of you during lecture and recitation.

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.
- Burke, Edmund. *Reflections on a Revolution in France*. Indianapolis: The Online Library of Liberty.
- Erasmus, *The Education of a Christian Prince*, ed. Lisa Jardine, trans. Neil M. Cheshire and Michael J. Heath. New York: Cambridge University Press, 1997.
- Nussbaum, Martha. *Creating Capabilities: The Human Development Approach*. Cambridge: Belknap Press of Harvard University, 2011.

Schedule of Readings and Assignments

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| August 27 | Course introduction |
| August 29 | Erasmus, <i>Education of a Christian Prince</i> , excerpt (online) |
| September 3 | Machiavelli, “The Prince” in <i>Selected Political Writings</i> , pp. 5-47 |

- September 5 Machiavelli, "The Prince" in *Selected Political Writings*, pp. 47-80
- September 10 Machiavelli, "The Discourses on Livy," in *Selected Political Writings*, pp. 81-97, 102-107, 113-124, 150-158, 161-171, 194-200
- September 12 Hobbes, *Leviathan*, Hobbes' Introduction, Chs. 1, VI (skim), XI (skim), XII, XIII, IV (aka pp. 3-7, 27-35 (skim), 57-63 (skim), 64-88)
- September 17 Hobbes, *Leviathan*, Chs. XV, XVI, XVII, XVIII, XIX, XX (pp. 89-135)
- September 19 Hobbes, *Leviathan*, Chs. XXI, XXII, XXVI, XXIX, XXX (pp. 136-155, 172-189, 210-233)
- September 24 Locke, *Second Treatise on Government*, Chs. 1-VII (pp. 7-51)
- September 26 Locke, *Second Treatise on Government*, Chs. VII-XV (pp. 52-91)
- October 1 Locke, *Second Treatise on Government*, Chs. XVI-XIX (pp. 91-124)
- October 3 Locke, *Letter Concerning Toleration*, pp. 23-56
- October 8 Rousseau, "Discourse on the Sciences and Arts" in *Basic Political Writings*, pp. 1-21
 Recommended: Montesquieu, *The Persian Letters*, Letters 22, 26-28, 50, 71-72, 75, 96-97 (online)
**** Essay 1 due in lecture**
- October 10 Rousseau, "Discourse on the Origins of Inequality" in *Basic Political Writings*, pp. 25-81
- October 15 Rousseau, "On the Social Contract" in *Basic Political Writings*, pp. 141-204
- October 17 Rousseau, "On the Social Contract" in *Basic Political Writings*, pp. 205-227
 Recommended: Rousseau, *Emile*, pp. 77-94 (online)
- October 22 **** Midterm Exam in Class**
- October 24 **No Class** – Association for Political Theory Conference
- October 29 Burke, selections from *Reflections on a Revolution in France*, pp. 82-88, 99, 107-111, 114-119, 210-211
- October 31 Bentham, *An Introduction to the Principles of Morals and Legislation*, Chs. 1-V, X, XII, XIV, XV (pp. 12-32, 62-81, 105-126) (online)
- November 5 Mill, *Utilitarianism*, (pp. 136-168, 176-199)
- November 7 Mill, *On Liberty*, Chs. I-III (pp. 5-82)
- November 12 Mill, *On Liberty*, Chs. IV-V (pp. 83-128)

- November 14 Mill, *On the Subjection of Women*, pp. 471-523, 557-569
- November 19 Mill, *Considerations on Representative Government*, pp. 217-225, 269-284, 302-319
- November 21 Marx, "The Critique of Capitalism," pp. 367-376
- November 26 **No Class** – Fall break
- November 28 **No Class** – Thanksgiving
- December 3 Marx, "Manifesto of the Communist Party," pp. 473-500
- December 5 Marx, "Economic and Philosophic Manuscripts of 1844," 70-105
**** Essay 2 Due in Class**
- December 10 Marx, "The German Ideology," 147-175, 186-188
- December 12 Nussbaum, *Creating Capabilities*, pp. 20-45

**** December 17, 1:30pm – Final Exam**