

INTRODUCTION TO POLITICAL THOUGHT

Course Syllabus, Study guide

PS 003, section 1, Fall 2011

(M W 730-845, HGH 116)

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I. Greensheet:

1. Course description.

Content:

Many of the political ideas which we take for granted were once new and controversial. This course seeks to reawaken many of the important debates which shaped our political heritage. By reading, discussing, and criticizing the substance of historical political ideas we gain the perspective necessary to question our own hidden assumptions, and perhaps to reform or change them.

This course will focus on four broad categories of political thought, each of which pursues different ends and utilizes different styles. The course will first look at the relationship between individual citizens and the societies in which they live. Is there a fundamental conflict between being a good person and being a good citizen? Next, the course will examine political ideals. What political arrangements would do the best job of fulfilling human potentials? Third, the course will examine theories of political power. How should we deal with the darker side of politics--the violence and coercion that lies behind the state? Finally, the course will conclude with politics and equality. How have reformers sought to justify greater equality in the human condition, especially for groups that have historically been deprived of equal social and political status?

Approach:

Political theory, while taught within political science departments, shares many similarities with literature, history, philosophy, and the humanities. It cultivates a kind of thinking more than it disseminates a body of knowledge. Students learn to criticize ideas, analyze texts, create theories, and construct arguments, among other things. Memorization skills and objective knowledge play little role in it. For these reasons, the course is well suited for students who wish to cultivate their writing, their analytic skills, their ability to appreciate literature, as well as their understanding of ethical, social, and political problems.

This course will require extensive reading, writing, and discussion--all designed to encourage you to think analytically, critically, and systematically about the ideas at hand. Many weeks, you will read 50 pages or more of moderately difficult material--from primary sources and not from textbooks. Sometimes this material is written in a style that is antiquated and difficult to understand. You will be rewarded for discussing this material in class. You will be required to write essays criticizing the political theories and analyzing the texts from which those theories are drawn. The professor will offer substantial assistance to help students learn how to read this material and how to write about it.

2. What requirements does this course fill? What prerequisites are suggested?

This is a lower division course, and so no prior background is assumed, and there are no prerequisites. If you are not a political science major, don't worry. Substantial numbers of non majors (appx. 75%) take this course, and they seem to do as well, on average, as the majors.

For General Education, this course satisfies the C2 "Letters" requirement of the GE core.

For Political Science majors, this course is a required "core" course for the B.A. in Political Science. For Political Science minors, this course may be counted towards the 6 units of lower division courses required for the minor. Majors may count this course both for their major and for the GE Core.

For all students, basic writing skills such as those taught in high school composition and English 1B are useful. We will spend considerable time improving writing, but the course will be difficult if you are not already accomplished at writing original essays.

3. Student ethics and responsibilities.

1. *Reading.* This is a reading course. Students should read the scheduled assignments prior to coming to class. You will want to be in a position to ask questions about it or understand the explanation in lecture. Students surveyed upon completion of this class report that they spend 2-4 hours a week completing the reading for this course. Be aware of this requirement before committing yourself to the course. You should ALWAYS bring your texts with you to class, so you can follow along during the lectures.
2. *Penalties for missed or later assignments.* It is the student's responsibility to make arrangements for any planned absences which will interfere with assignments, and to contact Prof. Peter at the first available opportunity concerning emergencies which cause a missed assignment.
 - a. *Final exam.* Students who miss the final due to a verifiable emergency will be allowed to take an alternate exam during the standard make-up period. Without a verifiable excuse the exam will not be made up. If you have an unchangeable family or work obligation that interferes with the final or regular class meetings, then don't sign up for the course.
 - b. *Essays turned in late.* A late paper will be penalized according to the following schedule:
 - 1) Missed the date or time due but turned in before the PS department closes for the weekend: -1/3 grade. For example, B to B-.
 - 2) Turned in after one but before two intervening weekends: -2/3 grade. For example, B to C+.
 - 3) Turned in after two intervening weekends: - one full grade. For example, B to C.
 - 4) Later yet--will only be accepted after a meeting with the Professor.
 - 5) Papers turned in after the last class meeting will normally not be accepted, and could result in a failing grade for the course.
3. *Academic integrity.* "Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at <http://www.sjsu.edu/senate/S07-2.pdf>.

Plagiarism is a topic that is often confusing to students. Make sure you know what it is. Among other things you should do, remember to **credit every source you consult by listing it in your bibliography, whether you quote the source or not.** Any source you quote or summarize must be directly credited with a footnote or endnote of some sort that includes the page number from which the quote came-- to prove that you are not attempting to take credit for someone else's work. In this course some footnoting shortcuts will be offered to make your job easier, but the basic principle of always giving credit to the sources you consult never changes.

"Recycling" papers from other courses is not acceptable, however, the professor is quite willing to consult with students to find ways to adjust course requirements to incorporate, expand, and build on the good work you may have done in other courses. If you are in doubt, consult.

Modern technology and the internet provide countless opportunities for cheating. Students who cheat prove that they really do not understand the meaning or the purpose of education. They prove that to themselves if they are not caught. They prove it to the world if they are. Don't do it. Socrates would not approve!

Collaboration. Students may collaborate in their studies and are encouraged to do so. However, no collaboration during in-class exams will be allowed. In their studies, collaborating students should not go so far that they memorized answers "cloned" from a single model. A good way to study together without exceeding the boundaries of appropriate collaboration is to discuss possible answers orally but not sharing written sample answers.
4. *Courtesy.* Proper classroom etiquette includes arriving on time and staying for the full lecture, refraining from distracting other students during the lecture, listening attentively until the professor dismisses the class, turning off cell phones during lecture, using laptops for note taking only, and treating the opinions of other students with respect. The professor reserves the right to

deduct from the overall grade for particularly egregious examples of poor classroom etiquette, and to reward students for outstanding displays of collegiality.

5. *Attendance.* This professor will not nag you about attendance; instead, regular, on-time attendance is simply assumed. Attendance is especially important for these reasons:
 - a) Lectures help explain the original-source readings we do.
 - b) Lectures often cover materials completely independent and/or supplementary to the texts.
 - c) Lectures provide an opportunity for questions, participation, and getting motivated to do the rest of the work.
 - d) Often, important announcements are made at the beginning of class--sometimes clarifying or changing assignments.
 - e) Participation can improve your grade.If you are absent, it is your responsibility to get notes on what you missed.
6. *Copies of essays.* Students are required to keep hard (paper) copies of any assignment done outside of class that is turned in for evaluation, (this is a good idea for all classes throughout your college career.) Students also are expected to keep all papers that have been returned to them until grades have been posted. Occasionally, though not often, the Professor may lose an assignment and request a copy from a student. Experience shows that keeping copies on hard drives is insufficient protection. In addition, students are required to keep all copies of drafts and the professor's comments for the duration of the semester, in case they need to be referenced.
7. *Accommodations for students with a disability.* If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.
8. Incompletes, academic renewal, course drops, "WU"s vs "F"s.
 - a) I offer an incomplete according to university and department rules under the following conditions: 1) a student has completed 2/3 of the course successfully but 2) a student is forced to miss an important assignment due to a verifiable illness or family emergency and 3) the assignment cannot be made up before the time of the final. Be aware, however, that you will have just one year to make up the assignments or the incomplete automatically turns into an 'F'.
 - b) An alternative for students who do not qualify for the incomplete (for example, if you have done less than 2/3 of the assignments or you need to attend a lot of lectures) is to retake the course under academic renewal. You are limited to a certain number of courses over your college career, but this can be an excellent option in certain situations.
 - c) I will cooperate with any student wishing to drop the course for any reason. However, the University has adopted strict rules against dropping a course after the first few weeks unless you have very compelling evidence (death certificate, etc.) I disagree with the policy but cannot change it.
 - d) I am required to issue "WU"s (Withdrawal Unauthorized) to students who do not drop the course but who stop coming to class and doing the assignments. I give "WU"s to those students who "disappear" after doing no graded assignments, and "F"s to those students who "disappear" after doing at least one graded assignment. But both grades are equally bad, so avoid them both!
 - e) Check the Catalog for the latest academic rules that might affect you.

4. **Assessment of student learning**

Criteria: To see the specific criteria I use for assessing your progress, as well as for helpful suggestions on the assignments, see the relevant sections of the online supplementary materials. It is always a good idea to read these materials before starting on an assignment.

List of Assignments:

Midterms.

There will be two midterms, one for each of the first two units of the course. The midterms will use the same format and will emphasize short interpretations of passages of primary text. A study guide appears in the online supplementary materials with a list of quotations drawn from the readings. 7 of those quotations will be randomly selected and will appear on the midterm. Students will be asked to interpret and analyze 5 of the 7 in one paragraph each. Each paragraph should be a small essay structured in the following way: 1) give the context of the quotation, such as who wrote it and what part it played in the longer text from which it was drawn, 2) interpret the likely meaning of the quotation, given your understanding of the author and his or her theory that lies behind it, and 3) offer a critique, in which you agree or disagree with the substance of the quote, or else you offer a reason for why this quote is significant or meaningful to us today. (See examples in the online supplementary materials.)

Course Essays.

There will be two course essays, one for each of the last two units of the course. Each essay must answer the following multi part question:

1. Take the theme of this unit (“Political Power” for unit 3, “Equality” for unit 4) and take an argumentative stand for or against some aspect of this theme. This will mean that you will need to narrow the theme down to a manageable argument. Write an opening paragraph that captures attention, outlines the paper, and concludes in a thesis statement stating the argumentative stand that you will seek to support
2. Write a series of body paragraphs supporting the stand you took in your opening paragraph. Base each body paragraph around ONE quotation drawn from the readings. Write at least 8 body paragraphs—this means a minimum of 8 quotations. In the 3rd unit paper you must use quotations and analysis from Machiavelli and Madison. In the 4th unit paper you must use quotations and analysis from Rousseau and 3 of these five authors: Marx, Douglass, de Beauvoir, Jefferson, and Vonnegut.
3. Conclude your essay by suggesting how the argument you made or the insight you generated has significance for us. How should our behavior or attitudes change if we accept your argument?
4. IMPORTANT: Construct the entire essay around the advice given in online the online supplementary materials.
5. Format your essays in this way:
 - The essay should be 5-7 pages (1250-1750 words) in length and typed/word-processed.
 - Use 1" margins on all sides.
 - NUMBER your pages.
 - Double space the lines.
 - Use 12 pt. font.
 - I read papers anonymously. Do not place your name on pages bearing text (no headers or footers.) Instead, use a title page for personal information that can be folded back while I am reading the essay. This also means that you should not bind the spine—staple the paper in the upper left corner only.
 - Proofread and edit your paper. Points WILL be deducted for grammatical errors, spelling errors, problems with sentence structure or style, paragraph structure, etc.

Oral Participation:

Oral participation will not be directly graded. Students who regularly attend and do not participate

will be treated neutrally when it comes to the oral participation bonus. Students who regularly and constructively participate in class will receive a bonus to their final course GPA of up to .33 (1/3 of a grade.) This is often crucial, for example, in moving from a B+ to an A-, or an A- to an A in the course. Students who exhibit poor collegiality may have a deduction to their grade of up to one full letter grade or more, in extreme cases and after warnings from the Professor.

Grading Matrix

1st Midterm 100 pts.
2nd Midterm 100 pts
1st Course Essay 100 pts.
2nd Course Essay 120 pts.

TOTAL POINTS FOR COURSE: 420

Oral participation + or - 1/3 of a grade on the final calculation.

Total points in the course: 420. The percentage each student earns of the 420 points will be calculated and a letter grade determined on the basis of this percentage. The minimum letter grade (prior to oral participation) earned will be determined on the standard 90-100 = various As, 80-89 = various Bs, 70-79 various Cs, 60-69 various Ds, <60 = F.

In addition, Professor Peter will note if students improve substantially over the length of the course.

5. Texts.

1. Plato, *The Trial and Death of Socrates* (Hackett.)
2. More, *Utopia* (Penguin.)
3. Machiavelli, *The Prince* (Hackett–Wootton Translation)
4. Rousseau, *Discourse on the Origins of Inequality*, (Hackett.)
5. Course reader, selected readings compiled by the professor.

6. GE Criteria: Student Learning

This course satisfies the “Letters” Category of the GE Core. So that you know exactly what this course must accomplish, and judge for yourself if we succeed, following are the requirements for all courses in this category. I omit those sections that do not pertain to this course:

Letters courses will enable students to:

--recognize how significant works illuminate enduring human concerns;

An example of an assignment that addresses this learning objective are the midterms, which ask you to contextualize, interpret, and critically analyze the significance of quotations drawn from a wide range of the most famous pieces of literature focused on politics—Plato, Thomas More, M.L.King, to name just a few. You will be asked to comment on the significance these works hold for understanding enduring political problems that continue to exist today.

--respond to such works by writing both research-based critical analyses and personal responses;

Examples of both of these forms of writing can be found within the midterms as well as the out-of-class essays required for this course. You will be asked both to offer a research-based critical analysis—incorporating information from lecture and elsewhere that serves to illuminate the context, intellectual history, and philosophical/literary form and content of the piece in question. In each midterm answer as well as in your critical essay, you will be asked to speak in your own voice and offer your own personal reaction to the text(s) you have just analyzed. You must answer the “so what” question: “What difference should it make to me or others if my analysis of this text

turns out to be correct?"

--and write clearly and effectively.

Your writing in this course will be assessed for both form and content. It is expected to be clear, concise, and correct. 25% of the course essays are graded for mechanics, 25% for organization, 25% for effective use of course materials, and 25% for insight. In practice, form and content in a student essay cannot be separated any more than can form and content in a famous piece of literature. The best ideas fall flat when they are not presented effectively. Please see the online supplementary materials or the professor for additional advice. Be aware that you will be doing far in excess of the minimum of 1500 words required by the GE criteria.

II. Weekly Study Guide and Calendar:

A weekly listing of reading assignments and other assignments.

Unit 1: Liberty of Conscience

1. M Aug 24 Organization of the class; Introduction to Political Thought

Discussion Questions:

1. What is the origin of “politics?”
2. What does “theory” mean?
3. How should a student go about reading a work of political theory?

2. W Aug 26 Introduction to the Greeks; Introduction to Socrates

Readings: Read Plato’s *Apology* (The 2nd Dialogue in the “The Trial and Death of Socrates”: pp. 21-37–up until the sentencing of Socrates..)

Discussion Questions:

1. With what is Socrates charged, and what do you think is the real reason he is on trial?
2. Why did Socrates defend himself the way he did? Would you have mounted a different defense? What techniques did he use as a speaker to get his points across?

3. M Aug 29 Socrates’ “Apology”

Readings: Finish reading Plato’s *Apology* (pp. 38-42.)

Discussion Questions:

1. What is your analysis of the outcome of the trial?
2. Explain what happened in the “penalty phase” of the trial. What did you think of the first penalty that Socrates proposed for himself?

4. W Aug 31 Socrates’ “Crito” and “Phaedo.”

Readings: Read all of Plato’s *Crito*, read the short selection from the *Phaedo* (pp. 43-58.)

Discussion Questions:

1. Why didn't Socrates escape from prison when he had the chance?
2. Should we always obey the state even when we feel it is making a terribly wrong decision?
3. How does Socrates comfort his friends at the time of his death? If you have experienced the death of a loved one, how do you feel about the death of Socrates?

5. M Sep 7 Introduction to John Stuart Mill

Readings: J.S. Mill's *On Liberty*, Chapter II "Of the Liberty of Thought and Discussion" in reader. Ready roughly the first half for today.
(Hint: Read the last few pages of the Chapter first. He summarizes his argument there. Then read the whole chapter to look for his (lengthy) examples.)

Discussion Questions:

1. Do you agree with the several reasons Mill gives for allowing others to speak and think freely, even when we are sure they are wrong?
2. What do you make of Mill's references to Socrates and Jesus? What are all the points he wishes to make by raising these examples?
3. What are the specific reasons Mill thinks we should always know both sides of an argument?

6. W Sep 9 The Practical use of Liberty

Readings: J.S. Mill's *On Liberty*, Chapter II "Of the Liberty of Thought and Discussion" in reader. Finish the second half for today.

Discussion Questions:

1. What does Mill mean when he says that in practical fields like politics, the "truth" always emerges from between the two extremes? Do you agree?
2. Examine the structure of Mill's essay. Granted, the paragraphs and examples are long, but can you outline the sequence of arguments he makes and see how they fit together?

7. M Sep 12 Martin Luther King, modern "gadfly."

Readings: Martin Luther King's "Letter from Birmingham Jail" in course reader, or online in numerous locations.

Discussion Questions:

1. What literary techniques does King use to give his letter emotional impact in the reader?
2. How can we distinguish between just and unjust laws?
3. How does King tailor his rhetoric to walk the line between the two alternatives he finds on his right and his left?

8. W Sep 14 Unit 1 Midterm

Midterm for Unit 1 today in class.

Unit 2: Political Ideals

9. M Sep 19 Pericles and Democratic Ideals

Readings: Pericles' "Funeral Oration" in reader.

Discussion Questions:

1. What sort of a speaker is Pericles? What techniques does he use to hold the attention of his audience?
2. What are Pericles's ideals of Athenian society?
3. How do the ideals of Athenian society espoused by Pericles compare with modern ideals?

10. W Sep 21 Introduction to Thomas More

Readings: More's *Utopia* Book I two short sections:
p. 22-27 Begins: "I once happened to be dining with the Cardinal".
p. 41-47 Begins "That's exactly what I was saying-there's no room at court for philosophy."

Discussion Questions:

1. How does More link economics and crime in Book I?
2. What is the proper role of a King's advisor, according to More in Book I?

11. M Sep 26 Utopian economics and ethics

Readings: More's *Utopia*, Bk II, first half (roughly p. 49-80)

Discussion Questions:

1. Why does More talk about such things as the street grids in towns? Is this a symbol for something else?
2. What do the Utopians do with gold? Why?
3. Is Utopia "communist" and if so, in what way?
4. What is the Utopian attitude toward pleasure? What sort of ethical system do they have?

12. W Sep 28 Utopian society

Readings: More's *Utopia*, Bk II, second half (roughly p.80-113.)

Discussion Questions:

1. What do you think of the roles of men, of women, of slaves, of prisoners, of outsiders, in More's Utopia?
2. What do the Utopians think of war? What do they do about it?
3. What do you think of the way More concludes Book II? Does it have a different tone than other parts of the book? Does it have a different speaker?
4. What is the purpose of a utopia that, by definition, can never be achieved? How does More utilize the literary device: *irony*.

13. M Oct 3 Ursula LeGuin and Disutopian science fiction

Readings: Ursula LeGuin, "The Ones Who Walk away from Omelas" in reader.

Discussion Questions:

1. Would you walk away from Omelas? How does a disutopia serve some of the same purposes as a utopia?
2. What does LeGuin mean with the phrase "the banality of evil" ?
3. How does LeGuin's use of the short story impact the message she seeks to communicate? How is the form of this story related to its content?

14. W Oct 5 Unit 2 Midterm

Midterm for Unit 2 today in class.

Unit 3: Political Power

15. M Oct 10 Introduction to Machiavelli

Readings: Machiavelli, "Letter to Francesco Vettori"; *The Prince*, Dedication, Chs. 1, 7, 8.

Discussion Questions:

1. What examples of irony can you find in Machiavelli's writing?
2. Does Machiavelli's statement that cruelty can be "used well" bother you?
3. Does Machiavelli admire Agocles? Compare this man from Chapter 8 to Cesare Borgia from Chapter 7.

16. W Oct 12 Love, Fear, and the art of rulership

Readings: *The Prince*, Chs. 9, 11, 15-17.

Discussion Questions:

1. What does Machiavelli think of "ecclesiastical" (religious) states? What does he really think of Pope Leo?
2. What does Machiavelli say about imaginary republics? Why must a Prince know how to be bad?
3. Is it better to be loved or feared? What about being hated?

17. M Oct 17 The psychology of rule

Readings: Machiavelli, *The Prince*, Chs. 18, 20-23.

Discussion Questions:

1. Why must a Prince be both a fox and a lion?
2. What is Machiavelli's understanding of the psychology of rulers and ruled? What is the difference between having good qualities and seeming to have them?
3. What deeper point about war is Machiavelli attempting to make when he discusses fortresses?

18. W Oct 19 Assessing Machiavelli

Readings: Machiavelli, *The Prince*, Chs. 25, 26.

Discussion Questions:

1. Why is "fortune" the key to understanding Machiavelli's theory in the "Prince?" What does he mean by it? How should a Prince deal with fortune?
2. How does Machiavelli's depiction that "Fortune is a woman" strike you? Could feminist theory help us to understand potential weaknesses in Machiavelli's theory here?
3. What is your interpretation of the book in light of the final chapter? Do you detect a different tone or purpose in this chapter than in the rest of the book?

19. M Oct 24 Introduction to the Federalist Papers

Readings: Madison, Federalist No. 10 (in reader)
(Hint: don't be thrown off by the somewhat archaic language. Make sure you understand Madison's definition of faction, and the rest of No. 10 will be easier to understand. No. 51 is much easier to read and understand, incidentally. If you get discouraged with 10, go on to 51 and come back to 10 after lecture.)

Discussion Questions:

1. What does Madison mean by "faction" in Federalist No. 10?
2. What is Madison's attitude towards democracy and towards the people in Federalist No. 10? What does he mean by "refine and enlarge the public views"?

20. W Oct 26 What is being checked and balanced?

Readings: Madison Federalist No. 51 (in reader)

Discussion Questions:

1. What is the view of human nature in Madison's No. 51? How are "checks and balances" a part of that view of human nature?
2. Without meaning it in a pejorative sense, could these papers be called "propaganda?" What is the purpose of these writings?

21. M Oct 31 Final Review of writing guide for upcoming essay.

Readings: Reread the Essay writing guide.

Discussion Questions:

1. How do you write an essay for this class?

Unit 4: Equality

22. W Nov 1 Introduction to Rousseau

1st Course Essay (for Unit 3) due 7:30am Wednesday November 1

Readings: **Rousseau's Discourse on the Origin of Inequality: Preface.**

Discussion Questions:

1. How is human nature like the statue of Glaucus?

23. M Nov 7 Rousseau's view of human nature.

Readings: Rousseau's *Discourse on the Origin of Inequality*: author's introduction (From the title to "Part I" and all of Part I.

Discussion Questions:

1. Does Rousseau claim that the 2nd Discourse is an accurate history of human development? Then what is its purpose?
2. What kind of a moral being is the original human being?
3. Where does language come from?
4. What does Rousseau think about "instincts" such as selfishness and compassion? What about rationality? How does his attitude square with the world-view of the "Enlightenment?"

24. W Nov 9 Rousseau's political anthropology

Readings: Rousseau's *Discourse on the Origin of Inequality*: Part II, approx the first 10 pages until "Such was, or should have been, the origin of society and laws..."

(Hint: Rousseau begins Part II with a paragraph on property, but that is not the "origin" but closer to the "conclusion" of the development of inequality. In the next paragraph he backtracks and explains, step by step, how inequality among human beings developed and worsened. From the second paragraph of Part II onwards is called his "political anthropology" since it attempts to trace the development of civilization from the beginning to the present.)

Discussion Questions:

1. Where does private property come from, according to Rousseau? Is private property a fair institution?
2. Why were "natural inequalities" minimal in the state-of-nature? What changes in language are necessary to give meaning and significance to these differences among human beings?
3. How does the transition from caves to villages increase inequality? How does the agricultural revolution increase it? How does the division of labor and metallurgy increase it? How does the division of land into private property increase it?
4. What does Rousseau mean when he says that "Being something and appearing to be something became two completely different things"?

25. M Nov 14 Assessing Rousseau

Readings: Rousseau's *Discourse on the Origin of Inequality*: Finish Part II.

Discussion Questions:

1. John Locke developed a famous theory of private property about 75 years before Rousseau, theorizing that individuals develop a right to private property once they have mixed their labor into an object. What does Rousseau have to say about this theory?
2. How does politics serve to increase inequality?
3. Where does war come from? Is warfare a natural condition or an artificial one?
4. When Rousseau refers to "savages" is he being derogatory or ironic? Who are the greatest "savages"?
5. What sort of statement does Rousseau intend by the last sentence of the book? Is it a shot at the French system?

26. W Nov 15 Introduction to Marx

Readings: Marx, selections from *The Communist Manifesto*, up to "Proletarians and Communists."

Discussion Questions:

1. How is Marx's Manifesto written? To what audience do you think it is meant to appeal?
2. What is class and how is it related to Marx's sense of history? Why does he spend so much time explaining the transformation from feudalism to capitalism, and so little time on communism? What does he say is wrong with capitalism?

27. M Nov 21 Marx vs. Marxism

Readings: Marx, selections from *The Communist Manifesto*, finish.

Discussion Questions:

1. Does the list of reforms at the end of the Manifesto seem radical to you? Think about the 10 planks and analogous reforms in non-Communist countries.
2. Speculate: given what you know of Marx's theory, would Marx have approved or disapproved of the various 20th century totalitarian Marxist states had he lived to see them?

**28. W Nov 23 America, Jefferson, and the Social Contract
(Yes, the University schedules classes the Wednesday before Thanksgiving)**

Readings: "Declaration of Independence" in reader.

Discussion Questions:

1. What is the kind of equality discussed by the Declaration of Independence? What did Jefferson mean by "all men are created equal"?
2. What is a social contract, and how did Jefferson employ this idea to justify the break with England?

29. M Nov 28 America, Slavery, and Frederick Douglass

Readings: Frederick Douglass's "Fourth of July Oration" in reader.

Discussion Questions:

1. What did the Fourth of July symbolize for Douglass?
2. Did Douglass want liberty, equality, or both? What is the relationship of liberty to equality in American political thought, and how is the relationship between the two sometimes become a problem?

30. W Nov 30 "Second wave "Feminism"

Readings: Simone de Beauvoir's "Conclusion" to *The Second Sex* in reader.

Discussion Questions:

1. What is the difference between being female and being a woman, for de Beauvoir?
2. What is the nature of equality for de Beauvoir? Are there ways in which her message would appeal to men?

31. M Dec 5 Critique of absolute equality

Readings: Vonnegut's "Harrison Bergeron" (in reader)

Discussion Questions:

1. What is Vonnegut trying to say in his depiction of Vonnegut's parents? Are they sympathetic people? How has modern civilization corrupted them?
2. What is Vonnegut trying to say about equality in this (very) short story? Can equality be taken too far? What kind of equality is he talking about?

32. W Dec 7 Conclusion.

Discussion Questions:

1. How will an understanding of political theory help you lead your *public* life?

FINAL F Dec 16 Final Course Essay Due
2nd Course Essay (for Unit 4) due 9:30am Friday, December 16.

The final exam = the 4th unit essay. The exam period is 7:15-9:30 on Friday December 16. If you want to turn in your essay before the end of the examination period you may do so in my office. I will come to the exam room and collect essays from 9:15-9:30 at the end of the examination period.