

**San José State University**  
**Department of Political Science**  
**POLS 160A, Modern Political Thought, Spring 2020**

**Course and Contact Information**

**Instructor:** Kenneth B. Peter  
**Office Location:** Clark 449  
**Telephone:** (408) 924-5562  
**Email:** kenneth.peter@sjsu.edu  
**Office Hours:** MW 1030-11:30; Tuesday 2-3; and by appointment  
**Class Days/Time:** MW 9:00-10:15  
**Classroom:** HGH 116

**3 units**

**Canvas learning management system**

Course materials can be found on the Canvas learning management system course website. You can learn how to access this site at this web address:

<http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html>

**Course Description**

*Catalog description:* The basis of the modern state and society as interpreted by political thought between (and including) the Renaissance and the French Revolution; this key period includes writers such as Machiavelli, Hobbes, Locke

*Additional description:* This course reawakens the great debates which shaped our political heritage. In particular, the era beginning with Machiavelli and ending with the French Revolution left a deep and lasting impression on how we perceive the political environment around us. This period is

usually considered the key period in the development of Western political theory. We will examine war, empire, civic virtue, liberty, rights, contract theory, democracy, populism, realism, enlightenment, and revolution, among other concepts. In addition, we will ask if political scientists from previous centuries saw our discipline differently than we see it. Kant once observed that those who are ignorant of the past are slaves to it. Political Science 160B is designed to liberate you.

*Political Theory description:* 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.

### **Program Learning Outcomes (PLO)**

- **Breadth** Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- **Application and Disciplinary Methods** Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.
- **Communication Skills** Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- **Citizenship** Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. CLO 1 Explain the development of several themes of Modern Political Thought over time. This is assessed in your essays.
2. CLO 2 Read, understand, summarize and critique several of the most significant texts in the development of Modern Political Thought. This is assessed primarily through the quizzes and the final.
3. CLO 3 Apply an understanding of the development of Modern Political Thought to contemporary political issues. This is assessed through your essays—particularly the strength of their conclusions-- and your final.

### **Required Texts/Readings**

You really need to own these books and bring them to class with you, to help you follow lectures and to complete the open-book quizzes.

1. Machiavelli, *The Portable Machiavelli*, Penguin.
2. Hobbes, *Leviathan*, ed. by MacPherson. Penguin
3. Locke, *Second Treatise on Government*. Hackett.
4. Rousseau, *Basic Political Writings*, ed. by Gay. Hackett.
5. Kramnick, Isaac. *The Portable Enlightenment Reader*. Penguin.

**Assignments: (All dates are in the Course Schedule that follows)**

Final Examination (100 points)

The Final will consist of short answer essays drawn directly from the discussion questions provided in the daily study guide. You will write well-formed paragraphs on each of 10 of 12 questions with which you will be provided. You should bring one or more large Examination Books and blue or black pens to the exam. The exam will be closed-book. The best way to prepare for the exam is to review potential answers to all the provided discussion questions, and the best way to do that is to keep up with reading, attend lectures, to take notes, and to meet in small study groups to compare ideas. Office hours are another good resource to use to understand questions that are not clear to you after lecture.

Essays (100 points each.)

Two critical essays are required. The specific essay topics will be distributed approximately two weeks before they are due. For each essay, you are to write a five-seven page essay, approximately 2000 words. Extensive advice and examples are provided in an essay writing guide that is provided on Canvas. The essays will be turned in via Canvas and will be checked electronically for proper citation of any consulted materials. Please see the section on academic integrity and plagiarism for further details.

Rewrite of the first essay: Anyone wishing to re-write their essay after receiving my evaluation may do so after meeting with me in a writing conference. The final overall essay grade for those doing the rewrite is the average of the original and the rewritten versions. Minor changes to the paper will not be rewarded—take this option only if you are willing to do a substantial rewrite.

Quizzes. (100 points total)

There will be six unannounced quizzes scattered throughout the semester. Each quiz will ask you to write a thoughtful response to quotations drawn from readings that were recently assigned in the course. Each quiz will count up to 20 points. The top five quizzes will be counted and the lowest of the six discarded. Fifteen minutes will be given for each quiz. Students who arrive to class late while the quiz is being given will not be given the quiz. Quizzes will not be made up unless a student documents excused absences for 2 or more of the quizzes. *The quizzes permit the use of physical texts and notes but not electronic devices.*

## **Extra Credit.**

Students may earn a modest number of extra credit points to replace points missed on other assignments. Students who contribute positively to the class through oral participation may be awarded up to 12 additional points which is equivalent to boosting the final grade for the course by up to 1/3 of a letter grade: for example, from a B+ to an A-. The number of points depends on the quality, quantity, and the civility of the participation. See the guide on participation available on Canvas.

To encourage students to read and to enjoy reading, I also will award up to 10 additional points to a student who reads an approved historical novel or a biography centered on one of the authors we read in this course. The student will bring the book to an oral examination and carry on a conversation about the book during office hours. The number of points awarded depends upon how thoroughly the student read the book and is able to explain significant passages.

## **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 or midterm due to a verifiable emergency or University activity that cannot be changed will be allowed to take an alternate exam during a make-up period. Dr. Peter may request or independently seek verification.
- b. Essays. Essays turned in late will be deducted 3 points if less than one day late, 7 points if less than three days late, and ten points if less than one week late. Essays that are more than one week late will not be accepted without first conferencing with Professor Peter. Papers turned in after the last day of class may not be accepted at all, resulting in a failing grade for the paper and possibly the course.
- c. Quizzes. A single missed quiz is not normally made up since the grade for the lowest quiz is simply discarded anyway. Only if a student has written documentation that an SJSU sanctioned activity or a medical excuse has interfered with two or more quiz dates will a make-up be authorized.

## **Calculation of Final Grade**

The final grade is determined using the cumulative percentage of the assigned 400 points, plus whatever extra credit is earned. The letter grades assigned are the standard conversion as follows:

98-100 A plus  
93-97 A  
90-92 A minus  
88-89 B plus  
83-87 B  
80-82 B minus  
78-79 C plus  
73-77 C  
70-72 C minus  
68-69 D plus

63-67 D  
60-62 D minus  
0-59 F

## **Incompletes**

Sometimes students need alternatives to finishing the course. I will be happy to issue an incomplete if 1) a student has made arrangements for making up the course by coming to me before the last day of class and negotiating an incomplete contract, 2) the student has completed 2/3 of the assignments and does not need to attend the course to complete it, and 3) the student offers evidence of extenuating circumstances. My own experience is that students who do not finish the work for an incomplete within a few weeks never do so, and after one year the incompletes automatically become “Fs” if not finished. So be warned that this option is quite risky.

## **Academic Renewal**

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 accept a failing grade but 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—particularly if the reasons for failing were related to life circumstances that are likely to change in a future semester.

## **Dropping the course and Failing Grades**

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 a short period at the beginning of the semester. I personally disagree with the policy but have no control over it.

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. Since I do not formally take attendance, I determine whether a student has stopped attending by looking at assignments. I give “WU”s to those students who “disappear” without doing any graded assignments in the last half of the course. A WU counts as an “F,” so be sure to officially withdraw from the course (early!) and don’t assume (falsely!) that you will be removed from the roster by me or by the University.

## **Classroom Protocol**

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,
- treating the opinions of other students with respect,
- turning off cell phones and using laptops only for class related activities.

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.

## Attendance.

Regular, on-time attendance is especially important for these reasons:

- Lectures help explain the original-source readings we do. Most students report that they have a difficult time understanding the readings without the help of the lectures.
- Lectures often cover materials completely independent and/or supplementary to the texts.
- Lectures provide an opportunity for questions, participation, and getting motivated to do the rest of the work.
- Often, important announcements are made at the beginning of class--sometimes clarifying or changing assignments.
- Participation credit is awarded to students who consistently and effectively participate. One cannot participate while absent.
- You must attend to do the quizzes, which are not normally made up.
- If you are absent, it is your responsibility to get notes on what you missed. If an assignment or the syllabus was changed during your absence, you are responsible for finding this out..

## Reading.

This is a reading course. Students should read each scheduled assignment prior to coming to class. Most students find they need to reread part or all of the material after the lecture, since the lecture helps them to further understand it, but reading it prior to the lecture helps students to be able to ask questions and even to listen intelligently. You will find that this kind of reading often needs to be done twice—you must refer back to the texts repeatedly while fulfilling the assignments.

## Time commitment.

Federal law requires that you be informed that success in this course is based on the expectation that students will spend six hours per week in addition to the lectures for reading, writing, and studying. In this case, federal law is right. Students surveyed upon completing this course really do report that it takes them a large investment of time to do the reading and keep up with the work. Do not take this course if you cannot afford to make that significant time commitment.

# Course Schedule and Daily Study Guide

A daily listing of reading assignments and other assignments

Lecture	Date	Topics, Readings, Assignments, Deadlines
1	Monday January 27	<p><b><i>Introduction to Political Theory: Medieval to Modern</i></b></p> <p>Reading: None</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is politics about? What does "politics" really mean?</li> <li>2. How can we think theoretically about politics? Why would we want to?</li> <li>3. What is meant by "a critical perspective towards politics?" What are some common political assumptions that most of us take for granted? Do you think there might be some that are so deep that you can't exactly say what they are?</li> <li>4. What were the underlying themes and trends in political theory just prior to the beginning of the "modern" era?</li> <li>5. What is the "modern" era of Western political theory? What makes it distinctive? How did it evolve from the medieval era?</li> </ol>
2	Wednesday January 29	<p><b><i>Machiavelli and Renaissance Humanism</i></b></p> <p>Reading: Letter to Francesco Vettori in Rome, Dec. 10, 1513. The Prince, Dedication and Chapters 1-8.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. How does Machiavelli describe his life, and the role of ancient literature in it, to his friend Vettori?</li> <li>2. As you read the dedication and contemplate Machiavelli's seeming support for princes, contemplate that he had been tortured by a prince, that he hated tyrants, and that he yearned for a republic. How can you explain the seeming contradiction between these personal views of Machiavelli and the book he writes?</li> <li>3. Does Machiavelli's statement that cruelty can be "used well" bother you?</li> <li>4. What is the role of violence in politics? Is it always bad? Can evil means be used to achieve good ends? Do governments have a right to use violence when citizens do not?</li> <li>5. What does Machiavelli's analysis of Agathocles the Sicilian teach us?</li> </ol>

Lecture	Date	Topics, Readings, Assignments, Deadlines
3	Monday February 3	<p><b><i>Machiavelli's Prince</i></b></p> <p>Reading: The Prince, Chapters 9-26</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Is it better for a prince to be loved or feared? Are there limits to how much of either love or fear is healthy for a principality?</li> <li>2. What is the meaning of Machiavelli's analogy of a ruler with a fox and a lion? With a centaur? Why must a Prince be both a fox and a lion? What is Machiavelli's view of human nature? Can you see any of Machiavelli's personal experiences (he lived in a day of severe political disorder and turmoil) having an impact on his political theory?</li> <li>3. What is the role of fortune and chance in Machiavelli's universe? What is the meaning of the very graphic analogy to a woman who must be beaten?</li> <li>4. Is Ch 26 consistent in tone with the rest of The Prince? Do you think this chapter explains Machiavelli's motive in writing this book? Is The Prince a manual for tyrants, and expose for the masses, an ironical treatise, or something else?</li> </ol>
4	Wednesday February 5	<p><b><i>Machiavelli's Discourses</i></b></p> <p>Reading: Discourses, Selections beginning with Dedication; Book I, Preface through Chapter 13.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. How would you explain the seeming discrepancy between The message of the Prince and that of the Discourses? Would the fact that The Prince is dedicated to a member of the family that imprisoned him and the Discourses is dedicated to two fellow republicans help clear things up?</li> <li>2. How and why does Machiavelli admire the Roman republic? What does this have to say about his views towards republicanism in general?</li> <li>3. Is conflict a good or a bad thing in a republic? Why? Those of you who have studied Madison's famous Federalist No. 10, compare it with Bk I ch 4.</li> <li>4. Is Machiavelli's class analysis realistic?</li> <li>5. Why does Machiavelli spend so much time examining the founding conditions of Rome?</li> <li>6. Do the founding decisions of a republic really shape its future behavior to the extent that he suggests? What is the role of the legislator like Romulus? What key aspect of the state does</li> </ol>

Lecture	Date	Topics, Readings, Assignments, Deadlines
		Romulus symbolize? 7. How does Machiavelli see religion?

5	Monday February 10	<p><b><i>Machiavelli's Discourses</i></b></p> <p>Reading: Discourses selections beginning Book I chapter 16 through Chapter 58.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. In Bk I, ch 17, what does Machiavelli mean when he says "where the material is not corrupt disturbances and other scandals can do no harm; where it is corrupt, well-organized laws do not good..." What does Machiavelli mean by "civic virtue?" What does he mean by its opposite--"corruption?" Do you believe that contemporary problems can be described with this terminology--the virtue/corruption contrast?</li> <li>2. What is Machiavelli's advice about doing good or evil in Chapter 26? What does this advice reveal about Machivelli?</li> <li>3. What does Machiavelli say about dictatorships in chapter 34? Is this surprising to read, coming from the author of The Prince?</li> <li>4. What is the meaning of Machiavelli's quote from Caesar in Chapter 46? Analyze.</li> <li>5. What does Machiavelli have to say about taxes and public duty in chapter 55? Why does he devote so much attention to "public spiritedness" if he really has such a negative view of human nature?</li> <li>6. Compare the title of chapter 58 with the common wisdom about The Prince. How do you explain the seeming contradiction?</li> </ol>
6	Wednesday February 12	<p><b><i>Machiavelli's Discourses</i></b></p> <p>Reading: Discourses beginning Book II, Preface through Book III Chapter 9.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is the role of history in improving politics, according to the preface of Book II?</li> <li>2. How and why did Rome expand, according to Machiavelli? Are there alternatives to constant expansion, or must a republic either expand or die?</li> <li>3. How was Rome internally arranged so as to make it very good at external expansion? How were its internal arrangements modified by the need to expand? Did expansion lead to corruption? Must all successful republics be expansionary in some way?</li> </ol>

		<p>4. What does Machiavelli mean in Bk III ch 1 when he speaks of returning political "...bodies back to their beginnings." Can you think of any modern examples?</p> <p>7. Why are republics more adaptable to the political environment than other forms of government, according to Book III?</p>
7	Monday February 17	<p><b><i>Thomas Hobbes: Reformation England, Science Revolution, and Civil War</i></b></p> <p>Reading: Leviathan, Introduction, Part I, Chapters 1-6.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Why would a political theorist begin his work by talking about things like sensation, imagination, and language?</li> <li>2. What does Hobbes mean by "reason"? What types of modern political science correspond to Hobbes's definition?</li> <li>3. What do you think of Hobbes's discussion of human passions? Do humans differ from animals? Can all human behavior be explained by appetite and aversion?</li> </ol>
8	Wednesday February 19	<p><b><i>Hobbes's Leviathan</i></b></p> <p>ESSAY: Machiavelli essay due by 1:00 am on Canvas. Assignment to be distributed. Use the essay writing guide found on Canvas. . This means the essay is due 8 hours before the start of class today.</p> <p>Reading: Leviathan, Introduction, Part I, Chapters 10, 13-16.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is Hobbes's definition of power? Be prepared to elaborate.</li> <li>2. What is the state of "warre", and why is life "solitary, poore, nasty, brutish, and short" in that state? Did this state ever really exist? If not, what is the benefit of Hobbes discussing it?</li> <li>3. Are people equal in the state of war? What are the reasons for conflict in this state?</li> <li>4. Some argue that international relations between states is analogous to Hobbes's state of war between individuals. Do you agree? What would be the strengths and weaknesses of this position?</li> <li>5. What natural rights are there, for Hobbes? What about natural laws? Are you persuaded that his first and second laws are fundamental?</li> <li>6. What is all the discussion of covenants and contracts about?</li> </ol>

		7. Where does "justice" come from? Property?
9	Monday February 24	<p><b>W Feb 20    <i>Hobbes's Leviathan</i></b></p> <p>Reading: Leviathan, Part II, Chapters 17-18.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is the reason why people would leave the state of war and attempt to form a common-wealth?</li> <li>2. Is Hobbes confusing when he says, on the one hand, that the "golden rule" is a law of nature, but that this law is contrary to out natural passions? What could he mean?</li> <li>3. How do humans differ from other social creatures, like ants and bees? Is our society natural, like an ant-hive, or is it artificial?</li> <li>4. What does Hobbes mean when he says we need to reduce our "plurality of voices, unto one Will"? What does sovereignty mean under this system? Is there room for participation in a democracy?</li> <li>5. Do citizens have the right to rebel against tyrants? What can citizens do if they disagree with their sovereign? Are there limits to what the sovereign can order subjects to do? In short, what is the role of liberty in the common-wealth?</li> <li>6. Once an individual consents to enter into the common-wealth, must he surrender all his rights to the rule of the majority? What happens to someone who does not want to enter the covenant?</li> </ol>
10	Wednesday February 26	<p><b><i>Hobbes's Leviathan</i></b></p> <p>Reading: Leviathan, Part II, Chapters 19-21, 27, 28 30 [sec. 181 only].</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What does Hobbes think of capital punishment?</li> <li>2. Must the common-wealth be a monarchy? What are the advantages and disadvantages of monarchical rule? Where are the public and private realms situated for a king?</li> <li>3. Is Hobbes's definition of liberty in ch xxi a bit strange? How would you compare this negative definition with modern definitions of liberty? How would Hobbes deal with a deserter?</li> <li>4. What is Hobbes's view of women?</li> <li>5. How do you explain Hobbes's seemingly conservative, even brutal philosophy, with his apparent advocacy of a welfare state (ch 30)?</li> </ol>

11	Monday March 2	<p><b><i>John Locke: Whigs and Contract Theory</i></b></p> <p>Reading: Second Treatise of Government, Chapters 1-4.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What does Locke think about human reason? In what stage of human development does this faculty appear?</li> <li>2. Does Locke believe that the "state of nature" ever actually existed? What is the state of nature?</li> <li>3. What is natural law, for Locke, and where does it come from? What is the role of human reason?</li> <li>4. What does Locke have to say about slavery?</li> </ol>
12	Wednesday March 4	<p><b><i>Locke's Second Treatise on Government</i></b></p> <p>Reading: Second Treatise of Government, Chapters 5, 7, 8, 9</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What do you think of Locke's justification of property? Does he endorse a laissez-faire economic system?</li> <li>2. Are there any qualifications to his support of private property rights?</li> <li>3. If property is a "natural right," what is money? Can money exist in a true state of nature? What are the implications for Chapter 5?</li> <li>4. What do you think of Locke's version of a social contract? Why would people consent to live in a civil society? What is the role of consent?</li> <li>5. Why must the consent to the social contract be unanimous? How does Locke get from unanimous consent to majority rule?</li> </ol>
13	Monday March 9	<p><b><i>Locke's Second Treatise on Government</i></b></p> <p>Reading:                      Second Treatise of Government, Chapters 10, 11, 12, 14, 16.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Why does Locke believe the legislative power is supreme? What are the limits to this power?</li> <li>2. How does Locke's discussion of the various branches and power of government differ from your own understanding of modern systems?</li> <li>3. Does Locke seem more interested in spelling out the powers of government or its limits? What does he say about executive prerogative? Are there parallels between Locke's view of prerogative and contemporary American views of Presidential</li> </ol>

		<p>power?</p> <p>4. Do you agree with Locke's theory of conquest? Try applying it to some modern cases.</p>
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14	Wednesday March 11	<p><b><i>Locke's Second Treatise on Government</i></b></p> <p>Reading: Locke, Second Treatise of Government, Chapter 19.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Under what circumstances, and on what basis, is revolution justified for Locke?</li> <li>2. Look of the Declaration of Independence. Do you see any similarities between Locke's Chapter 19 and that important American document?</li> </ol>
15	Monday March 16	<p><b><i>Introduction to the Enlightenment</i></b></p> <p>Reading: Enlightenment Reader: Kant, "What is Enlightenment" pages 1-7; Diderot "Encyclopedie" pages 17-21; Turgot "On Progress" pages 361-363; Paine "Age of Reason" pages 174-180.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What does Kant mean when he says "Enlightenment is man's release from his self-incurred tutelage"? (Hint, tutelage means immaturity.)</li> <li>2. What, according to Kant, are the obstacles to enlightenment? What is the difference between living in an enlightened age and living in an age of enlightenment? Which are we doing?</li> <li>3. What does Kant say is the motto of the Enlightenment?</li> <li>4. What does Diderot mean when he says we are in a "philosophical age?" In what way is an encyclopedia an expression of intellectual optimism?</li> <li>5. What is the meaning of "progress" to Turgot? Can we see civilization as "one vast whole" which is developing for the better?</li> <li>6. What is Paine's take on religion? Can you see why this hero of the American revolution became reviled in America? What is Deism?</li> </ol>
16	Wednesday March 18	<p><b><i>Condorcet; Voltaire</i></b></p> <p>Reading: Enlightenment Reader: Condorcet, "The Future Progress of the Human Mind" pages 26-38; Voltaire "Political Essays" pages 416-424.</p>

		<p>Questions:</p> <ol style="list-style-type: none"> <li>1. What are the three forms of inequality that Condorcet says we will and must abolish in the future?</li> <li>2. How will the establishment of universal education speed human progress? How is this connected to equality?</li> <li>3. Is Condorcet's optimism that there will come a time when "we will have no other master but reason" justified? What will happen to superstition?</li> <li>4. Does Voltaire believe that the excesses of Kings are as bad as the excesses of democracies? Does he resolve whether a republic or a monarchy are superior?</li> <li>5. How does Voltaire analyze equality?</li> <li>6. How does Voltaire defend freedom of the press?</li> </ol>
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17	Monday March 23	<p><b>Montesquieu</b></p> <p>Reading: Enlightenment Reader: Montesquieu, "The Spirit of the Laws" pages 405-415; "The Severity of Criminal Laws: pages 515-525.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Why might Montesquieu be called a "comparativist" in political science? What tools does he use to analyze politics?</li> <li>2. What are his three forms of government, and what are the essential political cultures that must lie behind each of them?</li> <li>3. Why is virtue essential for a republic? What does he mean by that? What is the role of education?</li> <li>4. How does Montesquieu discuss what we Americans might call "checks and balances"? Does he mean the same thing as is implied in the U.S. Constitution?</li> <li>5. What does Montesquieu have to say about the severity of punishments? How harsh do we need to be to enforce the law?</li> <li>6. What do you think of Montesquieu's discussion of persecution on the grounds of religion?</li> </ol>
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18	Wednesday March 25	<p><b>The American Enlightenment</b></p> <p>Reading: Enlightenment Reader: Thomas Paine "Common Sense" pages 442-448; Thomas Jefferson, Declaration of Independence pages 448-452; Benjamin Franklin "Letter to Joseph Priestley," pages 73-74.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What American values does the English transplant Thomas Paine espouse?</li> <li>2. Compare Jefferson's Declaration to John Locke. Do you think</li> </ol>
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		<p>there is a direct line of continuity between the two?</p> <p>3. To what extent was Franklin's optimism in science justified, and to what extent not?</p>
Spring Break		March 30-April 3
19	Monday April 6	<p><b><i>Jean Jacques Rousseau: Community and Popular Sovereignty</i></b></p> <p>Reading: Rousseau, Discourse on the Origins of Inequality: Preface and Part I</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. How is human nature like the statue of Glaucus?</li> <li>2. Why do you think that Voltaire called the Second Discourse "a book against the human race?" Is it an attack on humanity?</li> <li>3. What is the point of the discussion of "the state of nature?" Are people naturally wicked or is it that society makes them so? How does Rousseau's state of nature differ from Locke's?</li> <li>4. What is the origin of social inequality? Where does Rousseau say that private property rights come from? What is the difference between wants and needs? Where do wants come from? How does this change society?</li> <li>5. What does Rousseau think are the major instincts which control humanity?</li> </ol>
20	Wednesday April 8	<p><b><i>Rousseau's Second Discourse on the Origins of Inequality</i></b></p> <p>Readings: Rousseau's <i>Discourse on the Origin of Inequality</i>: Part II.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Where does private property come from, according to Rousseau? Is private property a fair institution?</li> <li>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?</li> <li>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?</li> <li>4. What does Rousseau mean when he says that "Being something and appearing to be something became two completely different things"?</li> <li>5. What does Rousseau have to say about John Locke's labor theory of property?</li> <li>6. How does politics serve to increase inequality?</li> <li>7. Where does war come from? Is warfare a natural condition or an</li> </ol>

		<p>artificial one?</p> <p>8. When Rousseau reverts to “savages” is he being derogatory or ironic? Who are the greatest “savages”?</p> <p>9. What sort of statement does Rousseau intend by the last sentence of the book? Is it a shot at the French system?</p>
21	Monday April 13	<p><b><i>Rousseau's Social Contract</i></b></p> <p>Reading: Rousseau's Social Contract, Book I.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. How do you interpret Rousseau's statement: "Man is born free, and everywhere he is in chains?" Why does Rousseau want to render those chains "legitimate"?</li> <li>2. What does Rousseau think of slavery, and how does he dispute Locke's rationale?</li> <li>3. How important is the social compact in the Social Contract?</li> <li>4. Does it seem inconsistent to you that Rousseau would appear to blame society for all human ills in the Discourse on Inequality, and then he would write a book about an ideal state? How many explanations for this seeming inconsistency can you develop?</li> <li>5. What shot does Rousseau take at Hobbes in Chapter II?</li> <li>6. In Chapter VI Rousseau first discusses the “general will.” What does he mean? What does he believe is the central problem for politics, as described in this chapter?</li> <li>7. What does Rousseau mean in Chapter VIII when he says that man is transformed? In what way? What does he mean by “justice”?</li> <li>8. In Chapter IX what is the point of the Balboa example? How is this a shot at Locke's theory of property?</li> </ol>
22	Wednesday April 15	<p><b><i>Rousseau's Social Contract</i></b></p> <p>Reading: Social Contract, Book II, all; Book III, Chapters 1, 4, 11-15; Book IV, Chapters 1-2, 8.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What is the relationship of the individual to the community in the Social Contract? What is the "general will"? What is "the will of all"? Which corresponds with recent views of pluralism? What criticisms of society are implied by Rousseau's analysis?</li> <li>2. Do you read Rousseau as a totalitarian, a democrat, or something else? How does the role of the legislator fit with your answer?</li> <li>3. What are the similarities and the differences between Rousseau's contract theory and Locke's contract theory?</li> </ol>

		<ol style="list-style-type: none"> <li>4. What is "popular sovereignty?" Describe a Rousseauian democracy. What would Rousseau think of representation, of "checks and balances", of federalism, and of republicanism? Why is it that the larger a state is, the less liberty it has?</li> <li>5. What does JJR mean when he says that a true democracy has never existed and never will? What is the role of wealth in democracy?</li> <li>6. What do you make of JJR's comparison of the body politic to a human body? What is the point of the comparison?</li> <li>7. Why is the "general will" indestructible? What does this mean?</li> <li>8. What do you think of JJR's extended discussion (IV-8) of the relationship of religion to politics? Does he treat Christianity fairly? Do you agree with his analysis?</li> </ol>
23	Monday April 20	<p><b>Adam Smith: "Fellow Feeling" or Selfish Interest?</b></p> <p>ESSAY: Hobbes/Locke/Rousseau essay due by 1:00 am on Canvas. Assignment to be distributed. Use the essay writing guide found on Canvas. This means the essay is due 8 hours before the start of class today.</p> <p>Reading: Enlightenment Reader: Smith, "The Impartial Spectator" pages 280-287.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. Are you surprised that Adam Smith, who has the (unfair) reputation of being the advocate of "greed is good," should have authored a sophisticated essay on social ethics?</li> <li>2. Why does society tend to make us into moral beings who are concerned with the well being of others? How does reason support this?</li> <li>3. Can you see Smith's theory of moral sentiments as a refutation of Rousseau?</li> </ol>
24	Wednesday April 22	<p><b>Adam Smith</b></p> <p>Reading: Enlightenment Reader: Smith, "The Wealth of Nations" pages 505-515.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. How does Smith describe the division of labor as being at the heart of economic power?</li> <li>2. To what degree does economic success depend upon benevolence, and to what extent on self-love? How would you square this—as revealed in the butcher/brewer/baker quote—with the theory of moral sentiments?</li> <li>3. What does Smith mean with his "invisible hand" metaphor?</li> </ol>

25	Monday April 27	<p><b><i>Enlightening the Enlightenment: Race</i></b></p> <p>Reading: Enlightenment Reader: Kant “The Difference between the Races” pages 637-639; Encyclopaedia Britannica “Negro” p. 669; Hume “Negroes...naturally inferior to the whites...” p. 629; Paine “African Slavery in America” pages 645-649.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. How could Kant, Human, and the Enclopaedia Britannica betray so many overwhelming prejudices and bigotries? Are these in spite of or because of enlightenment values?</li> <li>2. Given how hopeless someone like Kant seems on the subject of race, how was Paine able to overcome common stereotypes? What is it that forms the difference between a great philosopher like Kant—who goes horribly astray—and a political activist like Paine—who seems to us to “get it right”?</li> </ol>
26	Wednesday April 29	<p><b><i>Enlightening the Enlightenment: Gender</i></b></p> <p>Reading: Enlightenment Reader: Kant’s “The Fair Sex” pages 580-586; de Gouges “The Rights of Women” pages 609-617; Wollstonecraft “Vindication of the Rights of Woman” pages 618-628.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. How does Kant use Enlightenment principles to enshrine stereotypes of women?</li> <li>2. How does Olympe de Gouges point out the hypocrisy of the French Revolution as it concerns women? Why does she find the “Declaration of the Rights of Man” in need of a rewrite?</li> <li>3. What is the theoretical justification that Wollstonecraft makes for the equality of women? Would we consider her a modern feminist?</li> </ol>
27	Monday May 4	<p><b><i>Kant’s Ethics</i></b></p> <p>Reading: Enlightenment Reader: Kant “Fundamental Principles of the Metaphysics of Morals” pages 297-306.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What does Kant mean when he says “I am never to act otherwise than so that I could also will that my maxim should become a universal law”? Why is this rule called “catagorical”?</li> <li>2. What other ethical principles does Kant’s famous “categorical imperative’ resemble?</li> </ol>

		3. Can you apply this rule to political situations? How would it square with Machiavelli?
28	Wednesday May 6	<b>Kant: Perpetual Peace</b>  Reading: Enlightenment Reader: Kant "Perpetual Peace" pages 552-559.  Questions: 1. To what extent does Kant recognize that freedom depends upon the international sphere? What does he mean "cosmopolitical right"? 2. What is the only difference between "the savages of America and those of Europe"? 3. What ultimately is Kant's vision for a peaceful international order? How will it happen?
29	Monday May 11	<b>"Course Conclusion"</b>  Reading: none.  Grand summary of the course; course evaluation; study guide for final.
Final Exam	Monday May 18	715-930 AM!

## University Policies

Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.** You may find all syllabus related University Policies and resources information listed on the [Syllabus Information web page](#) at

<http://www.sjsu.edu/gup/syllabusinfo/>

## Academic integrity

In particular, here are a few issues that have come up in courses like this one before:

*Plagiarism* is a topic that can be confusing to uninformed students. For papers that you write outside of class, you should credit every source you consult by listing it in a bibliography, **whether you quote the source or not**. Any source you paraphrase, précis, quote or summarize must be directly credited with a footnote of some sort to prove that you are not attempting to take credit for someone else's work—**note that this is not only direct quotes**. 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. Note in particular that use of online sources qualifies in the same way as consultation with any other source—internet materials must be fully cited if you have consulted them. I suggest you take the excellent tutorial on plagiarism available at our Library’s website:

<http://libguides.sjsu.edu/plagiarism>

**“Recycling” papers from other courses, even if they are your own original work, is not acceptable.** The library tutorial calls this “self-plagiarism.” If you have written a paper on a similar topic I am willing to consult with you to find ways to adjust course requirements to incorporate, expand, and build on your previous work. Papers submitted to this class are expected not only to be original to you the author, but original to this particular class.

*Collaboration.* Students may collaborate in their studies and are encouraged to do so. However, no collaboration during in-class exams or quizzes will be allowed. In their studies, collaborating students should not go so far that they memorized answers cloned from a single model.

*Cellphone* usage during quizzes and the final is strictly prohibited.