

PSC 270 Introduction to Political Theory (Writing Intensive)
3:30-4:45 TR, Spring 2009
Graham 204

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Office Hours: TR 2-3, M 1-2, and by appointment
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Course Description:

Political philosophy is the study of the fundamental questions of public life. It covers topics such as human nature, the proper relationship between the state and individuals, the proper relationship between the state and social groups, and the rights and duties that accrue to citizens. In this course, we will examine some of the key concepts of political theory and the ways in which they have been framed and have developed from Plato's time to the present. The course is not meant to be comprehensive. Rather, you should leave this class with a basic understanding of some of the key writings of a handful of political thinkers from the Western tradition.

With the work of each theorist we read this semester, we will use the following four questions as the framework to guide our discussion and analysis: What is the scope of the state?; What is the justification for the authority of the state?; What are the ends or purposes of the state?; and What are the means (techniques) the state is to use in achieving its goals? With this framework in mind, you should have a strong grasp by the end of this term of the essential questions asked and various answers posed by eminent political thinkers regarding authority, justice, power, equality, the state and liberty.

Note Well:

1. **This course is writing intensive.** This means that you will be doing a lot of writing this term, produced in response to many different kinds of writing assignments, both formal and informal.
2. **This course is reading intensive.** This means that many of the reading assignments are dense and/or lengthy. You will need to set aside at least 3 hours of reading time for every hour of class time. You are expected to do the assigned readings *before* the class in which they will be discussed.
 - b. You may need to review key passages in the assigned readings after we have discussed them as well.
 - c. You should also get into the habit of taking reading notes to keep track of the main ideas and important quotes from the assignments.
3. If you are not prepared to commit to a significant amount of reading, writing, and classroom discussion for this course, then you should not enroll in the course this term.
4. You do not have to agree or disagree with any of the theorists we will examine. You **DO** have to *understand* them.

Goals of the Course (Student Learning Objectives):

There are two primary goals for this course: to introduce you to the historical development of key political ideas in Western thought and to develop your critical thinking skills foster a spirit of inquiry so that you will be challenged to raise and discuss provocative questions with regards to political theories and realities..

To achieve the first goal, we will read and discuss certain representative thinkers of classical and modern political thought. To develop your critical thinking skills, you will be asked to analyze the key concepts we will discuss (liberty, freedom, equality, power, justice, etc.) during class discussions and in your written work. (The specific requirements for each of these activities are discussed after the schedule of readings.)

With these two primary goals in mind, we will work to help you meet the following student learning objectives for this course. By the end of the course you should be able to:

- Analyze the significance of time and place for the emergence of particular political ideals.
- Define key political concepts such as power, authority, justice, equality, and liberty, for yourself and for each of the theorists we read.
- Analyze the relationship between particular definitions of these concepts and the types of states that embody those ideals, considering specifically the relationship between the ends or purposes of the state and the techniques used to achieve those ends.
- Apply the theories we read to understand the nature of, and potential solutions to, current political problems.

Required Books:

Plato. Republic.
John Locke. Second Treatise on Government.
John Stuart Mill. Utilitarianism, On Liberty, Considerations on Representative Government. (1993). Geraint Williams, ed. Rutland, VT: The Everyman Library.
Marx, Karl & Friedrich Engels. The Marx/Engels Reader. (1978) Robert Tucker, ed. New York: W. W. Norton.
hooks, bell. Feminist Theory from Margin to Center. (2000) Boston: South End Press.
Foucault, Michel. The Foucault Reader. (1984) Paul Rabinow, ed. New York: Pantheon.

Course Requirements & Their Weight In Your Final Grade:

- Response Pieces: 10%
- Exam 1: 10%
- Exam 2: 10%
- Draft of Apology 1: 15%
- Draft of Apology 2: 15%
- Final Paper (Final Draft): 25%
- Class Participation: 15%

Use this handy list to keep track of your grades. Or not:

RP 1 _____ RP 6 _____ Exam 1 _____
 RP 2 _____ RP 7 _____ Exam 2 _____
 RP 3 _____ RP 8 _____ Apology 1 _____
 RP 4 _____ RP 9 _____ Apology 2 _____
 RP 5 _____ RP 10 _____

Schedule of Class Meetings and Readings:

Tuesday, 1/20 – Course Introduction.

Thursday, 1/22 – Plato: Republic, Books 1 & 2.

Tuesday, 1/27 – Plato: Republic, Books 3 & 4.

Thursday, 1/29 – Plato: Republic, Book 5.

Tuesday, 2/3 – Plato: Republic, Books 7-10.

Thursday, 2/5 – John Locke: Second Treatise of Government, Chapters 1-7.

Tuesday, 2/10 – John Locke: Second Treatise of Government, Chapters 8-15.

Thursday, 2/12 – John Locke: Second Treatise of Government, Chapters 16-19

Tuesday, 2/17 – Final Paper Instruction & Library Research Day

ATTENDANCE IS MANDATORY

Meet in the CITI lab (Jackson Library, First Floor)

Thursday, 2/19 – John Stuart Mill: Utilitarianism

Tuesday, 2/24 – John Stuart Mill: On Liberty, Chapters 1-3

Thursday, 2/26 – John Stuart Mill: On Liberty, Chapters 4-5.

Tuesday, 3/3 – John Stuart Mill: On the Subjection of Women

Thursday, 3/5 – FIRST EXAM

Tuesday, 3/10 – Spring Break

Thursday, 3/12 – Spring Break

Tuesday, 3/17 – Karl Marx: Marx on History of his Thinking, Critique of Hegel's PoR (54-55), Theses on Feuerbach.

Thursday, 3/19 – German Ideology (164-5), 1844 Manuscripts (Preface & Estranged Labor, 66-81).

FIRST APOLOGY DUE

Tuesday, 3/24 – Manifesto (Parts I & II), Alienation and Social Classes,

Thursday, 3/26 – Karl Marx: Wage Labour and Capital, Class Struggle & Mode of Production, Capital (Part VIII, Chapters XXVI, XXVII & XXXI).

Tuesday, 3/31 – bell hooks: Prefaces, Chapters 1-3.

Thursday, 4/2 – bell hooks, Chapters 4-5.

Tuesday, 4/7 – bell hooks, Chapters 6-8.

Thursday, 4/9 – bell hooks, Chapters 9-12.

Tuesday, 4/14 – Foucault: Politics & Ethics (373-380), Truth & Power (51-75), Nietzsche, Genealogy, History (76-100).

Thursday, 4/16 – Foucault: Disciplines and Sciences of the Individual I (169-213).

Tuesday, 4/21 – Foucault: Disciplines and Sciences of the Individual II (214-256).

Thursday, 4/23 – Foucault: We 'Other Victorians' (292-300), The Repressive Hypothesis (301-330), Preface to The History of

Sexuality II (333-339).
SECOND APOLOGY DUE

Tuesday, 4/28 – Review
Thursday, 4/30 – SECOND EXAM

Tuesday, 5/5 – Course Wrap Up.

Friday, 5/8 - Early Paper Submittal, 5 pm.

Monday, 5/11 - Final Paper due at 9 am.

Short Writings: A total of ten written response pieces. Response pieces are one page MAXIMUM; anything longer will be penalized. Response pieces consist of a short summary of the arguments of the one of the week's readings, followed by your response. These should be intelligent and reflect that you have carefully read the material. You may ask questions you would wish to have addressed in class. These will be due on Tuesdays on the readings for that day. At times, I may assign particular questions for you to address in your response pieces. Note that you do not have to turn in a response piece every week, but you do have to turn in a total of 10. I may at times assign an in-class response piece.

Exams: In-class, short essay format which will ask you to explain and analyze the major themes of the works we have read. You will need to bring a blue book to the exam.

Final Paper: The paper for this class will consist of two apologetical essays and a concluding essay. "Apologetics" comes from the Greek word apologia, meaning "speaking in defense." Plato's defense of Socrates is a classic example of apologetics. You will be playing the role of apologist, or defender, for two of the theorists we examine this semester.

You will do two writings focusing on apologetics. You will find a substantial, serious critique of one of our theorists – the critique can be of the specific book we are using, or a more general critique of the theorist. The critique must be from an academic journal or from a book approved by me. Then, you will defend the theorist in a well-written and well-argued 5 page essay which is true to the theorist's perspective. That is, you are not writing from your point of view, but from that of the theorist. This will require you to be well-versed in the theorist, which will mean reading more than just the one required text. You may find it useful to read (and cite if necessary) exegetical essays on the theorists (exegetical essays explain the ideas of someone else). I strongly recommend that you choose a theorist towards which you do not already have strong partisanship.

Rough Draft 1: This will consist of the rough draft of the first essay, focusing on either Plato, Locke or Mill. The first part will be an accurate summation of the critiques to which you will be responding. Be sure to cover them in sufficient detail as to render them intelligible and convincing – do not caricature or mis-represent the critiques. This should be no more than two or three pages. The next part will be your defense of the theorist. Remember you are taking the theorist's point of view, not yours – with regards to this section, your opinions are not relevant. This should be at around five pages. I will return this with comments for improvement. This is due in class on March 19 – you may turn in drafts early. No late papers will be accepted—turn in whatever you have. Rough Draft 1 will count 15% towards your final grade. I strongly recommend revising your rough draft as soon as you get it back, not putting it off until the end of the semester.

Rough Draft 2: This will consist of the rough draft of the second essay, focusing on either Marx, hooks or Foucault. The second essay takes the same form as the second. This is due in class April 28 – you may turn in drafts early. No late papers will be accepted—turn in whatever you have. Rough Draft 2 will count 15% towards your final grade.

Final Paper: This will consist of the final versions of the two essays, along with a short concluding essay. These must be thoughtful revisions which respond to substantive questions and comments on earlier drafts. (Simply fixing the punctuation, grammar and spelling errors from the rough draft, while necessary, is not sufficient.) Substantive comments are those that ask you to fix contradictions in your arguments, to fix errors in interpretations of theorists, to develop points of information into arguments, to reorganize paragraphs or pages that jump from point to point without coherent transitions, etc. You must include the rough drafts with my comments. The concluding essay will be a short (2-3 pages) assessment of whether or not the theorists you've used can actually be defended from the critiques you have looked at. That is, this is your view as to whether the critics or the theorists are correct. The final paper will count 25% towards your final grade.

The final paper is due Monday, May 11, not later than 9 am in my office. Final papers may be turned in at any time after the last day of classes on May 5 - papers turned in before Friday, May 8 by 5 pm will get a half-grade bonus. The final paper will accrue a one grade penalty per day the paper is late. "Lateness" begins at noon on May 11. I will not accept any final papers after 5:00 p.m. May 13th. If you fail to submit your paper by then, you will receive a "zero" for final paper grade. No exceptions. No incompletes. If you're not done by then, submit what you've got!

Other Instructions:

1. YOU MUST CITE YOUR SOURCES:

- If you have a direct quote, use quotation marks, and provide the page number and author and date of the work.
- If you are paraphrasing something someone else has said, you must provide the page number(s) where those statements are made.
- Use the APSA citation format.
- You must supply a bibliography.

2. DO NOT PLAGIARIZE. Plagiarism will piss me off badly and result in an automatic "F" on the assignment and a report will be filed with the Dean of Students.

a. Some examples of plagiarism include:

- Representing another person's ideas as your own (e.g., buying a paper on-line; using ideas from a website without acknowledging that website as the source of your "inspiration"; having your friend write the paper for you, etc.)

ii. The omission of all citations.

b. If you have questions about what constitutes plagiarism, please ask me or Lynda Kellum—and please visit: <http://studentconduct.uncg.edu/policy/academicintegrity/violation/plagiarism/>

3. I am happy to talk with you about your ideas and your revisions. I continue to have open office hours (no appointment necessary). If those hours are not convenient for you, we can set up an appointment.

4. Do NOT email your drafts or final papers. Emailed papers will be ignored.

5. Do not get all cheesy with font size and margins.

Class Participation: When you don't read in advance, don't engage with the ideas expressed by the writers, the instructor, and the other students, or when you attend class only sporadically, both your learning and your classmates' learning is greatly inhibited. Additionally, class becomes really boring. So you are expected to show up, to pay attention, and to prepare the readings in advance of the class period for which they are assigned. As many of the readings are quite challenging, I strongly encourage you to take notes as you read and bring them to class for reference during discussions. I take attendance and note participation daily. Obviously, if you aren't here, you can't participate. That said, just showing up and staying awake isn't participation. Participation includes paying attention, asking questions, contributing to class discussion in a way that demonstrates that you have completed the reading, responding politely to your classmates' questions, etc. Uninformed discussion will hurt, not help, your grade.

Honor Code: I expect all students in this course to abide by both the letter and spirit of the university's academic integrity policy. Violations of the university honor code will be prosecuted. The full text of the Academic Integrity Policy can be viewed at: <http://www.uncg.edu/reg/Policy/HonorPolicy.html>. Specifically pertinent to this course is the following infraction: "Plagiarism: Intentionally or knowingly representing the words of another, as one's own in any academic exercise." Do NOT engage in plagiarism. If caught, you will fail (receive a zero for the assignment). If you have any questions regarding what constitutes plagiarism, please see me immediately.

PLEASE NOTE: While it is very easy to plagiarize off of the internet and other sources, it is just as easy to find where you plagiarized from. Typically, if I suspect plagiarism, it takes me less than a minute to find the source.