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| Mark Brown, Ph.D.  Department of Government  CSU Sacramento  Fall 2017 | Office: Tahoe Hall 3124  Office Hours: MW 10:30-12:00 p.m.,  and by appointment  Office Tel.: 916-278-6430  [mark.brown@csus.edu](mailto:mbrown@csus.edu) |  |

GOVT 111: Political Thought II

**Modern Political Thought**

Section 01: MW 12:00 p.m. - 1:15 p.m. Tahoe Hall 1025

Section 02: MW 3:00 p.m. - 4:15 p.m. Alpine Hall 212

**Course description**

This course examines selected authors and themes in Western political thought from the sixteenth century through the nineteenth century. This period saw the emergence of a self-consciously “modern” worldview, centered around ideals of individual fulfillment, religious freedom, and economic, intellectual, and technological progress. It was also characterized by the disintegration of traditional communities, the exploitation of industrial workers, the colonization of non-Western peoples, and the rise of modern slavery and racial domination. Thinkers during this time argued over topics that remain important today: individual rights, political obligation, popular sovereignty, private property, religious freedom, social equality, and the nation state. And their writings were shaped by both hidden assumptions and explicit arguments about race, class, and gender that are still with us.

As in most courses on modern political thought, we will read some famous works by canonical authors, including Machiavelli, Hobbes, Locke, Rousseau, Burke, Marx, and Mill. Unlike many such courses, we will also read some lesser-known works by these authors in which they discuss questions of race, class, gender. We will also read texts by authors often excluded from the political theory canon, including Mary Astell, Mary Wollstonecraft, and Frederick Douglass. And we will read a few recent scholarly publications that examine key issues of the course. Throughout the semester, we will seek to understand the course authors with regard to their historical context, examining how they responded to issues of their time such as the English Civil War, the French Revolution, the Atlantic slave trade, and the rise of industrial capitalism. Most importantly, we will continually ask ourselves how these authors might help us better understand and cope with political and philosophical issues that people face today.

**Learning objectives**

Different students have different goals, and you should think about what you would like to get out of this course. You might consider a few possibilities:

* Knowledge: You want to learn about some important authors, ideas, and events. You want the basic facts.
* Understanding: You want to understand how scholars have interpreted and explained those authors, ideas, and events. You want some sense of what it all means.
* Analysis, evaluation, critique: You want to use your knowledge and understanding to develop your own views on historical, philosophical, or political questions that matter to you. You want to have your say.

Quizzes and exams in this course address the first two learning goals, while students will have a chance to pursue the third goal in class discussion and writing assignments. Students who combine these approaches and successfully complete the course will have:

* learned about the key ideas and historical contexts of selected authors in Western political thought;
* learned about the value, purpose, and limits of political theory;
* improved their ability to read, discuss, and write about politics and political theory;
* improved their capacity to analyze and evaluate difficult texts and complex political issues in both writing and discussion;
* clarified their personal views on political issues they care about.

**Course Texts**

The following required texts are available at the campus bookstore, but you may purchase them wherever you like. Search by ISBN number at [http://isbn.nu](http://isbn.nu/). If possible, please use the editions listed below to facilitate class discussion. These books are also available on 2-hour reserve at the campus library.

1. Machiavelli, *The Prince*. Hackett. ISBN: 9780872203167
2. Thomas Hobbes, *The Essential Leviathan*. Hackett. ISBN: 9781624665202
3. John Locke, *Second Treatise of Government*. Hackett. ISBN: 9780915144860
4. John T. Scott, ed. *The Major Political Writings of Jean-Jacques Rousseau*. University of Chicago Press. ISBN: 9780226151311
5. Mary Wollstonecraft, *A Vindication of the Rights of Woman.*Hackett. ISBN: 9781603849388
6. John Stuart Mill, *On Liberty*. Hackett. ISBN: 9780915144433
7. Karl Marx and Friedrich Engels, *The Communist Manifesto: A Modern Edition*. Verso. ISBN: 9781844678761

The following recommended texts provide overviews of the authors treated in this course. They are available in the campus library under the following call numbers:

* Ebenstein, *Great Political Thinkers.* JA 81 .E2 1969
* Germino, *Modern Western Political Thought.* JA 83 .G45
* Hampsher-Monk, *A History of Modern Political Thought*. JA 83 .H256 1992
* Portis, *Reconstructing the Classics.* [Online access](https://csus-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CALS_ALMA71381476670002901&context=L&vid=01CALS_USL&search_scope=EVERYTHING&isFrbr=true&tab=everything&lang=en_US).
* Strauss and Cropsey, eds., *History of Political Philosophy.* JA 81 .H58 1987
* Ryan, *On Politics*. JA 71 .R93 2012
* Wolin, *Politics and Vision.* JA 81 .W6

Links to useful podcasts and videos are in the below reading schedule and on SacCT. Among others, check out the podcasts [Philosophy Bites](http://www.philosophybites.com/) and [Reading Political Philosophy](http://www.open.edu/openlearn/history-the-arts/philosophy/reading-political-philosophy-machiavelli-mill), as well as the [School of Life](https://www.youtube.com/playlist?list=PLwxNMb28XmpeuwUhM0OT338_T5XTtJJok) political theory videos on YouTube.

**Requirements and Grading**

Attendance and participation: Attendance in this course is not directly enforced or graded, but quizzes can only be completed in class, and quizzes and the final exam will include material from class lectures and discussion. If you repeatedly miss class, you’re unlikely to do well in the course. I expect students to attend every class, arrive on time, and stay for the entire class. Much of the reading assigned in this course is very difficult, so you will need to take an active approach to understanding the texts. Students should attend class having read (and sometimes re-read) all of the assigned reading, prepared to *ask questions* and engage in discussion. Study questions to guide your reading and exam prep are posted on SacCT. You should also prepare your own written questions about the reading and bring them to class. I will frequently call on students to answer one of the study questions or read their own prepared question. For most students, taking careful notes on paper or on a computer works better than simply marking texts with a highlighter. We will often look up specific passages in the course texts during class, so please bring the appropriate text to class. Students will occasionally be divided into discussion groups for in-class exercises. In calculating your workload for the semester, please consider that this course requires at least six hours per week outside of class (see the Sacramento State [Credit Hour Policy](http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/credit%20hour%20policy.html)).

Weekly quizzes (300 points): On 12 days indicated in the syllabus, we will have an open-note quiz on the reading and lectures since the last quiz. Quizzes will focus on the main ideas from the course, and you will not need to recall minor details. Most of the questions will be adapted from the reading questions posted on SacCT. To do well on the quizzes you should complete the reading, review the study questions, ask questions in class, and take good notes. Missed quizzes cannot be made-up, but I will drop your lowest two scores. Many of the quiz questions will reappear on the final exam.

Two short essays (250 points each): Students will analyze and evaluate key issues from the course in two 3-page essays (double-spaced, 1 inch margins, 12-point font). Essay topics will be posted on SacCT. For the first essay, a rough draft will be due in class, and students will use a rubric to review each other’s drafts. Rough drafts are worth 5 percent of the essay grade. Due dates for rough drafts and final essays are in the schedule. Late essays will be marked down one letter grade; essays more than three days late will be marked down two letter grades.

Take-home final exam (200 points): The exam will ask students to demonstrate a clear understanding of the key authors and ideas covered in the course, informed by the relevant historical contexts as discussed in course texts and lectures. The exam will be posted on SacCT on the last day of class and will be due one week later. It will consist of multiple-choice and short-answer questions adapted from the quizzes and weekly study questions.

Bonus points: Students can receive bonus points for writing reviews of the podcasts and videos in the course schedule. Up to 10 points per review, three reviews maximum. Reviews should be about 300 words, single-spaced, and they should include one paragraph summary and one paragraph discussion of how the material is relevant (or not) for politics today. Reviews must be submitted in class during the week the podcast or video appears in the syllabus.

Grades: For the quizzes and the essay, students will receive a percentage of the total available points, according to the following scale: A+ (98-100%), A (95%), A- (92%), B+ (88%), B (85%), B- (82%), C+ (78%), C (75%), C- (72%), etc. Final course grades will be calculated as follows:

930 points or more: A

900-929 points: A-

870-899 points: B+

830-869 points: B

800-829 points: B-

770-799 points: C+

730-769 points: C

700-729 points: C-

670-699 points: D+

630-669 points: D

600-629 points: D-

600 points or less: F

**Wireless Devices**

Some students like to use a laptop, tablet, or smart phone to take notes during class, and some students use wireless devices to read assigned material. But in a classroom wireless devices can be extremely distracting, not only for the person using the device but also for other students and the instructor. Studies have shown that wireless devices often reduce student learning. The policy of this course is that *wireless devices may be used to take notes, but the wireless receiver must be turned off.* Cell phones must be turned off or set to vibrate or mute. I will also ask students to close or put away wireless devices at specific times, such as during class discussions or when students are working in small groups. And of course students may not use wireless devices for surfing, shopping, texting, checking email, or other activities not directly related to the course. If you require special accommodation in this regard, please let me know.

**Additional Matters**

If you have a disability and require accommodations, please let me know, and please also contact the Office of Services to Students with Disabilities, Lassen Hall 1008, 916-278-6955. For help with writing, stop by the [University Reading and Writing Center](http://www.csus.edu/writingcenter/), Calaveras Hall 128, 916-278-6356, [writingcenter@csus.edu](mailto:writingcenter@csus.edu). For low-cost personal counseling, contact the [Center for Counseling and Diagnostic Services](http://www.csus.edu/coe/ccds/index.html) at Eureka Hall 421, (916) 278-6252, [ccds@csus.edu](mailto:ccds@csus.edu" \t "_blank). More broadly, if you are having trouble with any aspect of the course, or if you would just like to talk over the material, please stop by during my office hours or make an appointment to see me. Don't wait until the end of the semester!

To protect yourself against computer crashes and lost assignments, be sure keep an electronic or paper copy of every assignment you submit. Please also keep all your returned assignments until you receive your final course grade for the semester. If one of your assignments gets lost, for whatever reason, you are responsible for providing a copy.

Students can drop the course on “My Sac State” during the first two weeks. The last day to drop with instructor and chair approval (census date) is September 25. Withdrawals after this date are only granted for “serious and compelling” reasons. For more information see the campus [drop policy](http://www.csus.edu/cached/acad/faq/dropping-and-withdrawing.html) and the [Add/Drop/Withdrawal Form](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwiy8cXJ5dnVAhUBU2MKHfXZCyAQFggtMAE&url=http%3A%2F%2Fwww.csus.edu%2Fregistrar%2Fforms%2Fupdaterecord%2Fpetitiontoadddropwithdraw.pdf&usg=AFQjCNHbr7i4m8u6Dqlh6yrAA0txX7AvQg).

Finally, please remember that plagiarism—presenting someone else's work as your own—is a serious violation of academic integrity and university policy. Plagiarism will be punished in proportion to the severity of the case, but any plagiarism is likely to result in a failing grade for the course and may lead to additional penalties, including expulsion from the University. If you are not sure what plagiarism is, please ask me or consult the [library plagiarism website.](http://csus.libguides.com/plagiarism)

**Course Schedule.** Subject to change. Readings marked with an asterisk are on SacCT, along with links to additional resources. Podcasts and videos are not required but provide useful background information.

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| **Week 1: Introduction: Modernity, Politics, and Political Theory**  \* David Miller, “Why do we need political philosophy?” in *Political Philosophy: A Very Short Introduction* (2003), excerpt, pp. 1-15.  \* Nancy J. Hirschmann,” Feminism,” in *The Oxford Handbook of the History of Political Philosophy* (2011), especially pp. 1-11.  \* Naomi Zack, “Ideas of Race in the History of Modern Philosophy,” *The Oxford Handbook of Philosophy and Race* (2017).  Podcast: [Machiavelli](http://www.bbc.co.uk/programmes/p0397123) (BBC)  Aug. 28 : Course overview and themes  Aug. 30: Machiavelli, power, and politics – QUIZ #1 |
| **Week 2: Machiavelli, Realism, and Reason of State**  Machiavelli, “Letter to Vettori,” and *The Prince*, Dedication, chap. 1-2, 5-19, 21-26.  \* John T. Scott and Robert Zaretsky, “[Why Machiavelli Still Matters](http://www.nytimes.com/2013/12/10/opinion/why-machiavelli-matters.html?mcubz=0),” *The New York Times*, Dec. 9. 2013.  Podcast: [Quentin Skinner on Machiavelli’s *The Prince*](http://philosophybites.com/2008/07/quentin-skinner.html) (Philosophy Bites)  Sept. 4: Labor Day Holiday  Sept. 6: Machiavelli’s political morality - QUIZ #2 |
| **Week 3: Hobbes’s Science of Politics**  Hobbes, Dedication, Intro., chap. 1- 7*,* 10-13  Podcast: [Quentin Skinner on Hobbes on the State](http://philosophybites.com/2007/10/quentin-skinner.html) (Philosophy Bites)  Podcast: [Noel Malcolm on Thomas Hobbes' Leviathan in Context](http://philosophybites.com/2013/04/noel-malcolm-on-thomas-hobbes-leviathan-in-context.html) (Philosophy Bites)  Podcast: [Thomas Hobbes](http://www.bbc.co.uk/programmes/p039712f) (BBC)  Sept. 11: Materialism and the politics of language  Sept. 13: The state of nature – QUIZ #3 |
| **Week 4: The Social Contract**  Hobbes, *Leviathan,* chap. 14-21, 30-32, 46, Review and Conclusion.  \* Carole Pateman, *The Sexual Contract,* chap. 1.  Sept. 18: The social contract - QUIZ #4  Sept. 20: Sovereignty, liberty, representation - FRIST ESSAY DRAFT DUE IN CLASS |
| **Week 5: Locke, Property, Capitalism**  Reading: Locke, *Second Treatise,* chap. 1-9.  \* Locke, “The Fundamental Constitutions of Carolina”  \* William Uzgalis, “John Locke, Racism, Slavery, and Indian Lands,” in *Oxford Handbook of Philosophy and Race* (2017).  Podcast: [John Locke](http://www.bbc.co.uk/programmes/p039712p) (BBC)  Podcast: [Locke: Jon Pike and Jeremy Waldron](http://www.open.edu/openlearn/history-the-arts/philosophy/reading-political-philosophy-machiavelli-mill?track=4) (Open University)  Sept. 25: Natural rights and freedom. Class cancelled - Census Date - FIRST ESSAY DUE ON SACCT  Sept. 27: The rights of property. Class cancelled |
| **Week 6: Freedom, Slavery, Resistance, Marriage**  Locke, *Second Treatise**,* chap. 10-19.  \* Mary Astell, *Some Reflections upon Marriage*, selections  Oct. 2: Locke’s social contract and the right of resistance  Oct. 4: Mary Astell on public and private – QUIZ #5 |
| **Week 7: Rousseau and Inequality**  Rousseau, *Discourse on the Origin of Inequality*, entire.  Podcast: [Melissa Lane on Rousseau on Modern Society](http://philosophybites.com/2008/07/melissa-lane-on.html) (Philosophy Bites)  Podcast: [Rousseau](http://www.bbc.co.uk/programmes/p0397129) (BBC)  Oct. 9: Rousseau and the Enlightenment  Oct. 11: Corruption, property, inequality – QUIZ #6 |
| **Week 8: Rousseau and Democracy**  Rousseau, *Social Contract,* Bk. I-III*,* Bk. IV, chap. 1-3, 8.  Rousseau, *Emile*, selections  Oct. 16: Freedom, citizenship, gender, and race. Instead of class, MLK event at University Union.  Oct. 18: The general will – QUIZ #7 |
| **Week 9: Burke, Wollstonecraft, and the French Revolution**  \* Edmund Burke, *Reflections on the Revolution in France,* selections  **\*** Mary Wollstonecraft, *A Vindication of the Rights of Men*, selections.  Podcast: [Edmund Burke](http://www.bbc.co.uk/programmes/b00sjqyn) (BBC)  Podcast: [Richard Bourke on Edmund Burke on Politics](http://philosophybites.com/2008/01/richard-bourke.html) (Philosophy Bites)  Podcast: [Mary Wollstonecraft](http://www.bbc.co.uk/programmes/b00pg5dr) (BBC)  Oct. 23: Burke and the death of chivalry  Oct. 25: Wollstonecraft’s critique of Burke – QUIZ #8 |
| **Week 10: Citizenship, Education, and Feminism**  Wollstonecraft, *A Vindication of the Rights of Woman*, pp. 3-77.  \* Declaration of the Rights of Man and the Citizen  \* Olympe de Gouges, Declaration of the Rights of Woman and the Citizen  Oct. 30: Wollstonecraft and liberal feminism  Nov. 1: Women’s rights and human rights – QUIZ #9 |
| **Week 11: Enlightenment, Race, and Political Theory**  \* Immanuel Kant, “[What Is Enlightenment?”](http://www.columbia.edu/acis/ets/CCREAD/etscc/kant.html), “On the Different Races of Human Beings”  \* Jefferson, Declaration of Independence, *Notes on the State of Virginia,* excerpts.  \* Douglass, “To My Old Master,” “What to the Slave Is the Fourth of July?”  \* Charles W. Mills, “Philosophy and the Racial Contract,” in *The Oxford Handbook of Philosophy and Race* (2017).  Nov. 6: Freedom, equality, and the racial contract  Nov. 8: Jefferson and Douglass on race and inequality - QUIZ #10 |
| **Week 12: Marx on Capitalism and Socialism**  \* Marx, *Economic and Philosophic Manuscripts*, excerpt.  Marx and Engels, *The Communist Manifesto*, chap 1-2.  Podcast: [Jonathan Wolff on Marx on Alienation](http://philosophybites.com/2008/05/jonathan-wolff.html) (Philosophy Bites)  Nov. 13: Marx’s critique of capitalism - SECOND ESSAY DUE ON SACCT  Nov. 15: Historical materialism and class conflict – QUIZ #11 |
| **Week 13: Working class politics**  Marx and Engels, *The Communist Manifesto*, chap 3-4.  \* Marx, “Critique of the Gotha Program”  Nov. 20: Marx’s revolutionary politics  Nov. 22: Class cancelled |
| **Week 14: Liberty and equality in mass society**  Mill, *On Liberty,* chap. 1-3.  Podcast: [Richard Reeves on Mill's On Liberty](http://philosophybites.com/2008/04/richard-reeves.html) (Philosophy Bites)  Podcast: [Janet Radcliffe-Richards on [Mill on] Men and Women's Natures](http://philosophybites.com/2008/04/janet-radcliffe.html) (Philosophy Bites)  Nov. 27: Mill on social conformity and free speech – QUIZ #12  Nov. 29: Free speech today |
| **Week 15: Modern Political Theory and Politics Today**  Reading TBA  Dec. 4: TBA  Dec. 6: Couse review and prep for final exam |