This course will introduce you to thinking about the idea of politics and political activity conceptually, analytically and historically. This course focuses on political philosophy: a method of thinking about politics that centers on normative questions (e.g. how should we live together?). We will explore the meaning of some basic theoretical concepts related to politics and we will trace how those concepts have been understood in other contexts. We will be reading a variety of political philosophers, ancient, modern and contemporary. The semester is divided in three parts. In the first we will consider what it means to study political philosophy, why people live together, and how different political philosophers understand human motivation. In the second part of the semester we will look more closely at the social contract tradition and the question of justice. In the third part we will read criticisms of the social contract tradition and democracy and consider contemporary debates around class and identity. In a somewhat different context we will also read a selection of stories from Octavia Butler’s collection of short fiction *Bloodchild*. We will use these stories as settings within which theoretical ideas come to life. At the end of the semester you will have a variety of answers to some of the following questions: What is justice? Is freedom desirable? What are the origins of the State? What makes an ideal ruler? Which form of government is best? What makes a good citizen? How can we change the world?

**Course Objectives:**

This course focuses on the explication, analysis and comparison of political philosophy texts. We read works from figures ancient, modern and contemporary. Students will acquire skills in **explication**: the explanation of what a text is saying; **analysis**: the interpretation of what a text means, both in its own context and for us; and **comparison**: the ways in which arguments about equality or freedom (for example) relate to one another. In class discussion, papers and exams students will learn to examine, interpret and relate texts and arguments.

**Learning Outcomes:**

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

- **demonstrate knowledge** of key thinkers and concepts over time (exams and papers)
- **compare thinkers** on similar concepts (papers and exam essays)
- **use concepts** to analyze new situations (short story responses, papers, exam essays)
- **evaluate interpretations** of concepts (papers and exam essays)
- **explain** the nature and value of normative thinking (papers and exam essays)

**Required Books:**

Plato (edited by Reeve) *Republic*
Andrew Bailey and others, Eds. *Broadview Anthology of Social and Political Thought, Essential Readings (SPT)*
Assignments:

- Papers (4) 40%
- Final exam: 15%
- Short story responses (5) 15%
- Quizzes (4) 20%
- Participation (including reflections) 10%

All work for this class will be submitted on OAKS. More information about exams, papers, quizzes and the short story responses is at the end of the syllabus. Attendance is not required, but participation is important! If you get sick, please contact me.

Grading scale:

A (93-100)  A- (90-92)  B+ (87-89)  B (84-86)  B- (80-83)  C+ (77-79)
C (74-76)  C- (70-73)  D+ (67-69)  D (64-66)  D- (60-63)  F (0-59)

Class Meetings:

When meeting in person we will have no more than 15 students in Maybank 307 in any given class day. We will devise a system for who will be in class on each day. Students not in attendance in person will be expected to attend and to participate via Zoom. There will be discussion questions for all students to address in class.

Any student who is feeling sick should not come to their assigned in person class and contact me. During any period of being sick you will complete the class online.

Questions?

Any questions about the syllabus or about class scheduling and management during the semester, go to the OAKS question thread if you have questions – I am sure others will appreciate your asking!

Schedule of Readings:

UNIT ONE: Talking about justice, politics and law

1/11: Introduction,

Discuss: What is political thought? Why study it?

1/13: Read: Leo Strauss, “What is Political Philosophy?” and Michael Oakeshott on politics (OAKS)

Discuss: what are the implications of Strauss’ understanding of political philosophy?

1/15: Read: Octavia Butler, “Amnesty”

Submit: First short story response on “Amnesty” due on OAKS by 11am (description of these responses can be found later in the syllabus)
Discuss: Is this story political (and think about what you might mean by the term “political” given your answer). Is there justice or injustice in the story? Is the story hopeful?

1/18:  
No Class, MLK day

1/20:  
Read: Plato, Crito, pp. 23-29, SPT  
Discuss: List the reasons that Crito gives for why Socrates should escape from prison. How does Socrates argue against Crito?

1/22:  
Read: Plato, Crito, pp. 23-29, SPT and Plato, Republic, Book I, ll. 327a-354c  
Discuss: What are the conditions put on the obedience of Socrates and other citizens of Athens by the Laws? They say Socrates must obey as long as…..? How would Polemarchus understand the requirement to obey the law?

1/25:  
Read: Plato, Republic, Book I, ll. 327a-354c  
Discuss: How would Thrasymachus understand the requirement to obey the law? How is the law connected to the idea of justice?

1/27:  
Read: Martin Luther King, Jr., Letter from a Birmingham Jail, pp. 850-858, SPT  
Discuss: How does King explain the difference between just and unjust laws? How can we apply that distinction to the situation Socrates faces?

1/29:  
Quiz and paper due (on OAKS)

UNIT TWO: Living together and the social contract

2/1:  
Read: Plato, Republic Bk II, ll.357a-376d  
Discuss: Why does it matter that Plato says the city and the individual person are analogous to one another?

2/3:  
Read: Plato, Republic Bk II, ll.357a-376d  
Discuss: How does Plato understand what is necessary to start a city/polity? What is missing?

2/5:  
Read: Hobbes, Leviathan, Ch. 13-14, pp. 258-266, SPT  
Discuss: How does Hobbes understand human motivation? How does this impact his understanding of the state of nature?

2/8:  
Read: Hobbes, Leviathan, Ch. 17-18, pp. 276-283, SPT  
Discuss: Why would we enter the social contract?

2/10:  
Read: Locke, Second Treatise of Civil Government, Chs 1-4, pp. 331-338, SPT  
Discuss: How does Locke understand human motivation?

**Discuss**: How does owning property impact his description of the state of nature?


**Discuss**: How does Rousseau understand human motivation?


**Discuss**: How does Rousseau understand freedom?

2/19: Social Contract thinkers discussion

2/22: **Read**: Butler “Speech Sounds”

**Submit**: Short story response due on OAKS by 11am

**Discuss**: Hobbes, Locke and Rousseau through the lens of Butler’s story

2/24: **Quiz and paper due (on OAKS)**

2/26: Open day

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**UNIT THREE: Individual freedom and development**

3/1: **Read**: Republic Bks II-III, ll. 376d-417b

**Discuss**: How does Plato use stories to educate the children of the Kallipolis?


**Discuss**: When does Mill think that free expression can be limited?


**Discuss**: How can we apply Mill’s theory to controversies over speech today


**Discuss**: How does DuBois understand his position in society?


**Discuss**: How might DuBois respond to Mill’s understanding of free expression?

3/12: **Read**: Butler “The Evening and the Morning and the Night”

**Submit**: Short story response due on OAKS by 11am

3/15: **Quiz and paper due (on OAKS)**

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**UNIT FOUR: Justice and the social contract reconsidered**

3/17: **Read**: Republic Bk IV, ll. 419a-445e

**Discuss**: What is potentially missing from Plato’s four virtues?

3/19: **Read**: Republic Bk IV, ll. 419a-445e
Discuss: How does Plato’s definition of justice solve other issues of justice that we have discussed?

3/22:  
Read: John Rawls, *Theory of Justice*, 862-870, SPT  
Discuss: How does Rawls understand justice?

3/24:  
Read: Rawls, pp. 872-883, 890-895 and 903-905, SPT  
Discuss: How does Rawls explain his system of justice as being fair?

3/26:  
Read: Iris Marion Young, “Justice and the Politics of Difference,” pp. 977-992, SPT  
Discuss: How does Young critique the idea of distributive justice?

3/29:  
Discuss: Rawls, Young and the idea of the social contract  
3/31:  
Quiz and paper due (on OAKS)

UNIT FIVE: Radical change

4/2:  
Read: Republic, Bk V, ll. 449a-473c5  
Discuss: How does Plato’s definition of justice fit with his conception of gender?

4/5:  
Read: Karl Marx, *The Communist Manifesto*, pp. 717-733, SPT  
Discuss: Why make class identity the most important identity?

4/7:  
Read: Karl Marx, *The Communist Manifesto*, pp. 717-733, SPT  
Discuss: How do we understand Marx’s principles of communism today?

4/9:  
Read: Franz Fanon, *The Wretched of the Earth*, pp. 825-836, SPT  
Discuss: What role does violence play in being a free person?

4/12:  
Read: Butler “Bloodchild”  
Discuss: What does Butler mean when she says that this is a story about paying the rent?  
Submit: Short story response due on OAKS by 11am

4/14:  
Read: Republic Bks V-VII, ll. 473d-541b  
Discuss: How does the allegory of the cave illustrate Plato’s larger argument?

4/16:  
Read: Republic Bks VIII-IX, ll. 543a-592b5  
Discuss: Why create an ideal city if it is simply going to collapse?

4/19:  
Read: Republic, Bk X, ll. 595a-621c5  
Discuss: What is the lesson of the Myth of Er?  
Submit: Butler, “Book of Martha” short story response due on OAKS by 11am

Final Exam:  April 28, 8-10am
Short story responses:

You will write responses to each of the five short stories that we read from Octavia Butler’s collection *Bloodchild*. Check the syllabus for those due dates. The responses are due in the OAKS dropbox before class on the day the story is being discussed. 2 points (out of 10) are automatically deducted for late short story responses. Responses MUST be submitted via the dropbox. I will accept no submissions via email or in hardcopy.

Responses can take one of two forms:

1) Focus on a passage/quote from the story that you found particularly interesting/insightful/important. Include the passage (no more the 5 sentences is enough for a good passage) and analyze what the passage is saying and why you think the passage matters either to the story or to the theme that the story is addressing.

2) Focus on a theme or figure from our class discussions and other readings and explain (with examples) how the story connects to that theme.

Response papers will be at least one page, double spaced (and should not be more than two pages, double-spaced). You should give a focused and detailed, but brief, explanation of either the passage you chose or the theme you are addressing. Do not summarize the story. I would suggest reading the story and then taking notes on what captured your imagination. Then look back over the class notes for the preceding classes and see where there might be connections. Be sure that your responses show an engagement with the story and a use of details to explain your interest in the story.

Class reflection:

Each class will have a reflection question posed at the beginning of class. Each student must have a note taking system that can also be used for class reflection prompts. The reflection questions will allow you to make connections between your own perspectives and the concerns of the authors we read. You will not turn in your reflection. However, twice during the semester you will turn in a larger participation reflection that will ask you to look back on these prompts.

Quizzes:

After each unit there will be a quiz on OAKS covering the main terms and ideas that we discuss in each unit. Those terms will be highlighted in the lectures (and on powerpoint). These quizzes will be primarily short answer and will be timed and have a window for access. If you are sick and unable to access the quiz in that window of time please contact me!

Papers:

There are four short (3-5 pages) papers for this class. I will hand out prompts for these papers one week prior to the due date and the papers are due on OAKS. No matter the paper assignment be sure to:

1) Explain the argument of your chosen text
2) Present an argument about that text based upon your own interpretation
3) Defend your argument using evidence from the text
You **must** use quotations from the texts in question in order to provide evidence for both your explication and your analysis. You will be graded on the clarity of your analysis (this is more important than whether I agree with your particular argument).

Each paper should include the paper worksheet (filled out!) found on OAKS. Additionally papers **must** be properly cited. All citations should be made in accordance with the guidelines set out in the Political Science Department’s referencing guide (available online at Political Science Department webpage: [http://polisci.cofc.edu/documents/12policitationguide.pdf](http://polisci.cofc.edu/documents/12policitationguide.pdf)).

Any failure to cite materials used for papers in this class is considered plagiarism. **Plagiarism is pretending as if the words and ideas of another are in fact yours.** This includes a failure to use quotations, a failure to indicate when you are paraphrasing and the failure to give credit to the author whose ideas you are using. **Plagiarism is a violation of the Honor Code and will be treated as such.**

1) All papers will be typed and double-spaced with page numbers.
2) Attach the paper worksheet to all papers (worksheet on OAKS under assignments in Content tab)
3) All citations will be in accordance with the departmental referencing guide. [http://polisci.cofc.edu/documents/12policitationguide.pdf](http://polisci.cofc.edu/documents/12policitationguide.pdf)
4) Extensions may be approved 24 hours before the paper is due
5) Students will retain a copy of the paper, either on your computer or in hard copy
6) Plagiarism will be prosecuted by the honor board and students who plagiarize will fail this class. **Further information about the Honor Code and Academic Integrity can be found at:** [http://deanofstudents.cofc.edu/honor-system/studenthandbook/](http://deanofstudents.cofc.edu/honor-system/studenthandbook/)

**Additional policies:**

**OAKS:**

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

**Accommodations:** The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

**Food and Housing Resources**

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support ([http://studentaffairs.cofc.edu/about/salt.php](http://studentaffairs.cofc.edu/about/salt.php)). Also, you can go to [http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php](http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php) to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.
Weather: In the event of class being cancelled on account of the weather, I expect you to use OAKS and to have your books available. Every effort will be made to have discussions online during a weather event.