

PHIL/POLS 200-01V: Social and Political Philosophy (3 Cr.)
Lewis-Clark State College, Fall 2022
T/Th @ Noon

This is a Virtual Remote course. It will meet Live on Zoom 100% of the Time

Prof. Eric Martin
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Course Description (from the LCSC course catalog):

A philosophical investigation of the justifications of political systems forwarded by ancient and modern political thinkers.

(The Better) Course Description:

PHIL/POLS 200 is a survey of political and social thought from the ancient world to the present. This course examines the ideas held by several key thinkers in western political and social philosophy, as well as those of thinkers who fall outside the classic western philosophical tradition in order to help students to construct an intellectual framework of analysis for evaluating statements on issues such as: What is human nature? What type of state is justifiable? What is liberty? What are rights? What is democracy and how does it work? Is economic justice desirable/possible? Is justice between groups of people desirable/possible? Under what circumstances should people go to war? What is progress? What is civilization? And how are these questions interconnected?

We will use the comparative method to analyze these issues paying particular attention to contemporary applications for all majors. This course will have an element of intellectual history to it as we place political/social philosophies and thinkers into historical context. You are strongly encouraged to pull your world history texts off the shelf to use in conjunction with this course.

POLS/PHIL participates in LCSC's Writing Across the Curriculum Program and is considered writing integrated. **I assume that you have successfully completed ENG 102 and the Social Science portion of the General Education core.**

Course Format, Content Delivery Methods, and Technological Expectations

This is a virtual remote course. Content will be delivered live, online, face-to-face, through zoom during our scheduled class times. It is based on the assumption that you have access to an operational computer that is connected to the internet and capable of streaming video. It also assumes that you have a web camera and a microphone.

Purpose/Goals

The underlying assumption of this course is that a basic acquaintance with the key issues and thinkers in political/social philosophy is a necessary conceptual tool for understanding and functioning within the social world in which we live and is relevant for all majors. Business professionals, natural scientists, and welders are required to work and live their lives within the context of the issues addressed in the course.

Additionally, the material in the course forms the basic theory upon which much of the humanities and all of the social science disciplines (anthropology, economics, history, political science and sociology) are based.

This course will also encourage you to discuss important social and political issues with people who view the world differently than you do, in a respectful manner, based on reason and evidence. Development of this skill could actually result in you having a wider variety of friends, enjoying family gatherings more, or improving your relations with your coworkers because you are able to understand why some people might think differently than you do.

PHIL/POLS 200 fulfills one of the required skills components for Social Science majors. Additionally, the course functions as an introduction to the social science major and the social science faculty.

By the end of the course, you should have a demonstrable understanding of Political and Social Philosophy. More generally, as a Social Science course, POLS/PHIL should help you to do at least some of the following:

- think analytically about social phenomena
- understand and apply social science theories, concepts, and categories
- read and analyze works dealing with social science issues
- understand and evaluate evidence related to social issues
- demonstrate a knowledge of the history and theory of social thought
- demonstrate a knowledge of major historical periods and social trends
- demonstrate an understanding of various cultural perspectives
- comprehend the social origins and significance of the diversity of human behavior
- present ideas orally in a clear, concise, and organized fashion
- write a clear, concise, and organized paper
- conduct social science research
- have a better understanding of your major area of study's connection to political/social philosophy

Required Readings

- Michael Rosen & Jonathan Wolff, ed., *Political Thought* (New York: Oxford University Press, 1999).
- [Stanford Encyclopedia of Philosophy](#)
- Occasional Class Handouts and Internet Readings.

Optional Readings

- A Basic World History Reference Text.
- *Cambridge Encyclopedia of Philosophy*
- Lao Tzu, [Tao-Te Ching](#) (? , Perhaps 6th Century BCE)
- Sun Tzu, [The Art of War](#) (400-300 BCE)
- Tsai Chich Chung, *Zhuangzi Speaks: The Music of Nature* (370-301 BCE)
- Zhuangzi (Chuang Tzu), [The Complete](#) (370-301 BCE)
- Ibn Khaldun, *The Muqaddimah: An Introduction To History* (1377)
- Machiavelli, [The Prince](#) (1513)
- Hamilton, Madison, Jay [The Federalists Papers](#) (1787-1788)
- Marx and Engels, [The Communist Manifesto](#) (1848)
- Gandhi, [Hind Swaraj](#) (1909)
- Aldus Huxley, *Brave New World* (1932)

- George Orwell, *1984* (1948)
- Kwame Nkrumah, *I Speak of Freedom* (1961)
- Che Guevara, "[At the Afro-Asian Conference in Algeria](#)" (1965), "[Message to the Tricontinental](#)" (1967), "[Socialism and Man in Cuba](#)" (1968)
- [8 Bit Philosophy](#)
<https://www.youtube.com/playlist?list=PLghL9V9QTN0jve4SE0fs33K1VEoXyL-Mn>
 - [Is Gender Real? 8 Bit Philosophy](#)
 - [What is Woman? 8 Bit Philosophy](#)

Additional Resources

- [How to Write an Email to Your Professor](#)
- [LCSC Writing Center](#): located on the first floor of the library. Strongly consider making a standing weekly appointment with them. They can help you learn how to get started on, and better organize, your essays.
- [The Purdue Online Writing Lab](#): clear guidelines for college level writing. Book mark this site; and use it frequently.
- [LCSC Career & Advising Services](#): "mission is to advise and empower individuals as they explore educational and career options and develop skills to succeed in their career goal."
- [LCSC Student Counseling Center](#): "offers students the opportunity to explore personal concerns with a professionally trained counselor dedicated to helping students help themselves in a supportive and confidential environment."

Grading and Evaluation

- 25% Class Participation (including leading weekly document discussions)
 - C.V.
 - Visit to the LCSC Writing Center before submission of second thoughtpiece AND before submission of detailed formal essay draft.
 - Conduct required peer reviews
- 50% Six comparative document essays of 500-1,000 words.
- 25% [One formal essay of 1,500 - 2,000 words.](#)
 - Four-page, revised outline
 - Full-length initial draft
 - Final brilliant Essay

All assignments must be completed in order to pass this course.

Course Requirements

I. Class Participation (1/4 of overall grade)

This course is heavily based on discussion and depends upon your active participation. Practically all of our discussions over the assigned readings this semester will be student led. The oral presentation of our ideas is an extremely important skill to develop, so come to class prepared to discuss the material. The better prepared you are the better our discussions will be. My main role in this course will be that of a facilitator. Although I will lecture at points, the responsibility for the direction and value of our class discussions will be shared equally among all members of the class. You will lead class

discussions over the main issues in in specific selections from *Political Thought* every week.

For any individual reading, be sure that you are able to:

- 1) introduce the author(s) and the historical context of the document
- 2) identify/summarize the author's argument/main point(s) and how it contributes to exploring the broader question under consideration
- 3) identify & critique the evidence the author used to support this argument
- 4) decide whether or not you were convinced and be prepared to explain your position
- 5) connect the reading to other readings we have done both this week and in the past (this may be difficult at first)
- 6) identify issues/questions the reading brought up that you would like to know more about.
- 7) identify a couple of direct quotes that seem important to understanding the document

If after reading an individual selection you find yourself unable to do any of the above, that is o.k. In those cases (and there may be many of them) be sure you come to class with some intelligent questions about the reading that demonstrate you made a serious effort to understand the material. You will be expected to have written notes on each reading from which you can refer to during our discussions. I may ask you to turn those notes in as part of your class participation grade.

II. Comparative Document Essays AKA "Thoughtpieces" (1/2 of overall grade)

During the semester you will write several 500-1,000 word comparative document essay based on the assigned reading material. These essays will be focused on a question or issue that I will give you. These assignments should reflect your thoughts on the readings and make direct reference to all six of your assigned readings for the week. Roughly 3/4 of your essay should describe how the authors of your assigned/selected readings would answer the question(s). The other 1/4 should contain your critique/analysis of these authors and your own thoughts on the matter. You should expect a letter grade deduction for each reading that is missing from your thoughtpiece.

The care taken in creating these assignments will be reflected in the grade. I expect them to be well-written, properly formatted and proofread. You will need to use footnotes and include a word count. These pieces will be graded based on thoughtfulness and clarity; there are no right or wrong answers.

You may write additional thoughtpieces (on weeks you are not required to) for extra credit.

III. One 1,500- 2,000 word Formal Essay. (1/4 of overall grade)

This essay will be evaluated as a medium length piece of formal analytical writing and you will be required to use our class materials to support your positions. You will receive more details on this assignment in the near future, but here is the question so you can take notes throughout the term accordingly.

In a paragraph of less than half of a page, describe the purpose of your major and introduce its connection to political/social philosophy. End this paragraph with a one sentence thesis statement. Then, explain and analyze the 2-4 most relevant issues in political/social philosophy for your major. What are the issues? Why are they important to your major? How does having an understanding of these issues make you a better ___ major? Conclude your essay with a 3/4-1page statement on your understanding of the connections between your major and political/social philosophy.

Late/Make Up Work: Assignments are due digitally by the beginning of class. Unexcused late papers will be marked as such and will receive a full grade deduction for being late and another letter grade deduction for every additional 24 hours late.

Grading Scale:

A = Reserved for those who consistently demonstrate sophisticated, content based philosophical thinking on paper and in class. An "A" is for folks who went far above and beyond their duties as a student of philosophy this semester.

B = Reserved for those who often demonstrate sophisticated, content based philosophical thinking on paper and in class. A "B" is for students who went above and beyond their duties as a student of philosophy this semester.

C = You did what I asked, nothing more, and you did a decent job of it. A "C" is an honorable grade and I hope to see you in another course, because a "C" in this class means you read, wrote, and thought about philosophy for a significant portion of the semester.

D = You either didn't do all I asked or you didn't do a very good job of it. But, you have met enough of the minimum requirements for this course that you should get some kind of college credit for it. Depending upon your major, you may need to take this course again.

F = You did not meet the minimum requirements (outlined in this document) to receive college level credit for this course. We probably don't need to dwell on what may have gone into earning this grade.

Academic Honesty: You are on your honor at all times and my presumption is that each of you is honest. However, the College does not tolerate academic dishonesty of any sort. All written work that you hand in must be exclusively your work. If any work you submit is discovered not to be your original creation, however small it may seem, you will receive a zero on the assignment and possibly a failing grade in this course. Expect the maximum penalty as described in the LCSC Student Handbook if I have to waste my time gathering evidence to prove you submitted work that you did not write as your own. Contact me if you are not clear on this point.

Attendance Policy: In addition to a reduced class participation grade, unexcused absences will have a detrimental impact on your final grade at the rate of one letter grade (A, B, C, D, F) for every unexcused absence beyond two. It is your responsibility to make arrangements if life prevents you from turning in an assignment on time or requires you to be away from class. If you miss a class, assume you missed something important and get any course/assignment updates and missed notes from a classmate.

A few matters of courtesy I ask of you.

- Please turn off your cell phones.
- Only use your lap top / web connection for purposes directly related to this course while class is meeting.
- Be situated a ready to engage as soon as class begins.
- Don't arrive a few minutes late or visit the vending machine/restroom during class on a regular basis.
- Listen when someone else is talking.
- Refrain from doing homework, etc.. for another class while we meet.
- Go do something else if you do not want to be here.

Children in my classroom: LCSC does not have an official policy on children in the classroom; here is mine. You are welcome to bring your kid to my class on occasion as long as:

- **You have attempted to make alternative arrangements** for your kid and bringing them to class is a last resort effort to avoid missing class. I get it; day care is expensive and sometimes grandma/pa falls through. But your kid should probably not come to class on a regular basis. Infants still breastfeeding might be an exception to this.
- **Your kid is not disruptive** to other people's learning. I am not talking about complete silence. Babies make some noise and kids want to ask questions. The occasional murmur/racket is to be expected. But meltdowns need to be escorted out the door so the rest of us can focus. If you do bring your kid to class, consider sitting near the door if you think you might have to make a quick exit. And don't forget those of us without infants are not as accustomed to simply tuning them out as you may be. If you don't know whether you should exit, look in my direction, I'll tell you.
- **Your child is not sick.** If your child is too sick to go to their own school, they are probably too sick to come to your school. Don't get the rest of us sick.

The above is my personal policy, not institutional policy. As long as the above criteria are met you are welcome to bring your child to my class without notice. But you should have a direct conversation with your other professors before bringing your kid to their classes. And some classes, a chemistry lab for example, probably should not have kids in it at all.

Disability Accommodations: Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

FERPA Statement: The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own "education records" and 2) "school officials" may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC's directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.

Tentative Schedule

Be advised, our schedule is subject to change.

Week One (8/23, 25) Introduction to class and each other; The Canvas Website; Document Discussion models; What is social/political philosophy?

Week Two (8/30, 9/1) Human Nature Guest: Dr. Laura Earles (Tuesday)

Group A-?: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on one of the following questions.

- **What would human life be like in 'a state of nature'?** Can humans live without a state or other organized power structure? What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.
- **Is there a difference between male and female nature?** If so, should this difference limit/exclude one or the other from the political process? What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Readings: *Political Thought: Human Nature*

You have a total of **6 required readings** for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select **3 more documents**. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

Imagining a State of Human Nature

1. **Aristotle:**
2. **Thomas Hobbes:**
3. **John Locke:**
4. **Baron De Montesquieu:**
5. **Jean-Jacques Rousseau:**

The Material World and Human Nature

6. **Robert Owen:**
7. **Karl Marx and Friedrich Engels:**

Human Nature: Competitive or Cooperative?

8. & 9. **Charles Darwin:**
10. **Peter Kropotkin:**

The Social Place of Men and Women

11. **Plato:**
12. **Aristotle:**
13. **Jean-Jacques Rousseau:**

Female Dependence

14. **Mary Wollstonecraft:**
15. **John Stuart Mill:**

Feminist Theory on Human Nature

16. **Carol Gilligan:**
17. **Alison M. Jaggar:**

Week Three (9/6, 8) The Justification of the State Guest: Dr. Amanda Van Lanen (Tuesday)

Group ?-Z: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on the following question.

- **Upon what is the authority of the state based?** What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Readings Discussion *Political Thought: The Justification of the State*

You have a total of 6 required readings for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select 3 more documents. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

What is the State?

18. **John Locke:** & 19 **Max Weber**

The Social Contract

20. **Thomas Hobbes:**

21. **John Locke:**

22. **Jean-Jacques Rousseau:**

23. **Immanuel Kant:**

Against the Social Contract

24. **David Hume:**

25. **Jeremy Bentham:**

26. **G.W. F. Hegel:**

27. **H.L.A. Hart:**

The Anarchist Response

28. **Michael Bakunin:**

29. **Robert Paul Wolff:**

Civil Disobedience

30. **Plato:**

31. **Henry David Thoreau:**

32. **Martin Luther King:**

33. **John Rawls:**

Week Four (9/13, 15) Democracy and its Difficulties Guest: Dr. Chris Riggs (Tuesday) Dr. Leif Hoffman (Thursday)

Group A-?: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on one the following question.

- **What sort of government should we have?** What structures of power should there be, and how should our rulers be appointed? What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Readings Discussion *Political Thought: Democracy and its Difficulties*

You have a total of 6 required readings for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select 3 more documents. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

Against Democracy

34. **Plato:**

35. **Frederick the Great:**

Democratic Ideals

36. **Jean-Jacques Rousseau:**

37. **Immanuel Kant:**

38. **John Stuart Mill:**

39. **John Rawls:**

True and False Democracy

40. **V.I. Lenin:**

41. **Carole Pateman:**

Dangers in Democracy

42. **Aristotle:**

43. **James Madison:**

44. **Alexis De Tocqueville:**

Democracy and Bureaucracy

45. **Max Weber:**

46. **Vilfredo Pareto:**

Separation of Powers

47. **John Locke:**

48. **Baron De Montesquieu:**

Week Five (9/20, 22) Liberty and Rights: Part One Guest: Dr. Amy Canfield (Tuesday)

Group ?-Z: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on one the following question.

- **What is liberty and what are rights?** What rights and liberties do we properly have? What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Readings Discussion *Political Thought: Liberty and Rights*

You have a total of 6 required readings for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select 3 more documents. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

What is Liberty?

49. **Benjamin Constant:**

- 50. **Isaiah Berlin:**
- 51. **Charles Taylor:**
- 52. **Ronald Dworkin:**

Law and Morality

- 53. (54.) **John Stuart Mill:**
- 54. (53.) **James Fitzjames Stephen:**
- 55. (56.) **Patrick Devlin:**
- 56. (55.) **H.L.A. Hart:**

Toleration and Free Expression

- 57. **John Locke:**
- 58. **Thomas Scanlon:**
- 59. **Jeremy Waldron:**
- 60. **Catherine MacKinnon:**

Week Six (9/27, 29) Liberty and Rights: Part Two Guest: Prof. Angela Wartel (Thursday)

Group A-?: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on one the following question.

- **What is liberty and what are rights?** What rights and liberties do we properly have? What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Readings Discussion *Political Thought: Liberty and Rights*

You have a total of 6 required readings for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select 3 more documents. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

Virtue and Citizenship

- 61. **Pericles:**
- 62. **Aristotle:**
- 63. **Niccolo Machiavelli:**
- 64. **Alexis De Tocqueville:**
- 65. **Quentin Skinner (break this up VERY long):**

Rights

- 66. **Jeremy Bentham:**
- 67. **Karl Marx:**
- 68. **Robert Nozick:**
- 69. **Ronald Dworkin:**

Punishment

- 70. **John Stuart Mill:**
- 71. **H.L.A. Hart:**
- 72. **Robert Nozick:**

Week Seven (10/4, 6) Economic Justice: Part One Guest: TBA (Oct. 6 LCSC Career Fair)

Group ?-Z: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on one of the following questions.

- **Should there be rights to private property?** How does private property come into ownership? What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.
- **Should we prefer a free market, a planned economy, or a mixed economy?** What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Readings Discussion *Political Thought*: Economic Justice

You have a total of 6 required readings for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select 3 more documents. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

Private Property

73. **John Locke:**

74. **Jean-Jacques Rousseau** and 75. **G.W. F. Hegel:**

76. **Herbert Spencer:**

77. **Karl Marx:** AND 78. **Karl Marx:**

79. **Sigmund Freud:**

80. **R. H. Tawney:**

81. **Robert Nozick:**

The Market

82. **Adam Smith:**

83. **Karl Marx:**

84. **F. Y. Hayek:**

85. **Milton Friedman and Rose Friedman:**

86. **G. A. Cohen:**

Week Eight (10/11, 13) Economic Justice: Part Two Guest TBA

Group A-?: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on one of the following questions.

- **What principles should regulate the distribution of goods?** Should we distribute according to need, or to merit, or should distribution of goods be left to the market? What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Readings Discussion *Political Thought*: Economic Justice

You have a total of 6 required readings for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select 3 more documents. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

Theories of Distributive Justice

- 87. **Aesop** and 88. **Aristotle**:
- 89. **Aristotle**:
- 90. **Gerald Winstanley**:
- 91. **David Hume**:
- 92. **Karl Marx**:
- 93. **Edward Bellamy**:
- 94. **F.A. Hayek**:
- 95. **John Rawls**:
- 96. **Robert Nozick**:
- 97. **Ronald Dworkin**:

Week Nine (10/18, 20) Justice Between Groups Guest TBA

Group ?-Z: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on one of the following questions.

- **Under what circumstances should people go to war?** What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.
- **Is justice between groups of people desirable/possible?** What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Reading Discussion *Political Thought*: Justice Between Groups

You have a total of 6 required readings for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select 3 more documents. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

Peace and War

- 98. **Immanuel Kant**:
- 99. **Richard Cobden**:
- 100. **Michael Walzer**:
- 101. **Thomas Nagel**:

Nationalism

- 102. **Isaiah Berlin**:
- 103. **Alasdair MacIntyre**: (Ridiculously long. Break it up or axe it)

Minority Rights

- 104. **Thomas Hill**:
- 105. **Avishai Margalit and Joseph Raz**:

Intergenerational Justice

- 106. **Brian Barry**:

International Justice

- 107. **Peter Singer**:
- 108. **Onora O'Neil**:

Week Ten (10/25, 27) Formal Essay Questions Discussed; C.V.s Collected

- Develop a four-page outline of your formal essay, which will address the following question.

In a paragraph of less than half of a page, describe the purpose of your major and introduce its connection to political/social philosophy. End this paragraph with a one sentence thesis statement. Then, explain and analyze the 2-4 most relevant issues in political/social philosophy for your major. What are the issues? Why are they important to your major? How does having an understanding of these issues make you a better _____ major? Conclude your essay with a 3/4-1 page statement on your understanding of the connections between your major and political/social philosophy.

- This outline should provide a clear idea of the proposed structure of your essay, including the issues you plan to address and it should include **a developed thesis statement**.

Week Eleven (11/2, 4) Spring Advising Alternatives to Liberalism: Part One (Guest: Chris Riggs)
(Remember, remember, the 5th of November)

Group A-?: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on the following question.

- **Are there alternatives to modern political liberalism?** What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Readings Discussion *Political Thought: Alternatives to Liberalism*

You have a total of 6 required readings for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select 3 more documents. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

Liberal Theory Under Strain

- 109. **Jürgen Habermas:**
- 110. **Michael Walzer:**
- 111. **Michael Walzer:**

Conservatism

- 112. **Edmund Burke:**
- 113. **T.S. Eliot:**
- 114. **Michael Oakeshott:**

Communitarianism

- 115. **Charles Taylor:**
- 116. **Alasdair MacIntyre:**
- 117. **Michael Sandel,**

Week Twelve (11/8, 10) Spring Registration Opens Alternatives to Liberalism: Part Two (Guest: TBA);

Group ?-Z: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on the following question.

- **Are there alternatives to modern political liberalism?** What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Readings Discussion *Political Thought: Alternatives to Liberalism*

You have a total of 6 required readings for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select 3 more documents. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

Socialism

*118., 119., 120. **Karl Marx:**

121. **Oscar Wilde:**

122. **Ernest Mandel:**

123. **G.A. Cohen:**

Post-Modernism

124. **Friedrich Nietzsche:**

125. **Michel Foucault:**

126. **Richard Rorty:**

Week Thirteen (11/15, 17) Progress and Civilization

Optional: Write a 500-1,000 word essay comparing how your assigned/chosen documents shed light on one of the following questions.

- **What is human progress?** How is it made and at what cost? What evidence/arguments do your readings put forth on the issue(s)? Were you convinced? Explain. Conclude with a brief statement addressing what stake your major/emphasis has in the matter.

Readings Discussion *Political Thought: Progress and Civilization*

You have a total of 6 required readings for this class session not including the introduction to the chapter. I have assigned everyone 3 selections. You are to select 3 more documents. Although you do not need to read every document, you should examine ALL of them closely enough to be able to comment on the basic issues at stake in the section. The introduction to each section is also required.

127. **Jean-Jacques Rousseau:**

128. **Adam Smith:**

129. **Fredrich Schiller:**

130. **Karl Marx:**

131. **Fyodor Dostoevsky:**

132. **Friedrich Engels:**

133. **Max Weber:**

134. **Karl Popper:**

135. **Francis Fukuyama:**

11/22, 24 Thanksgiving Break

Week Fourteen (11/29, 12/1) Peer Review of Formal Essay Draft

- Develop a **full-length, initial draft** your formal essay, which will address the following question.

In a paragraph of less than half of a page, describe the purpose of your major and introduce its connection to political/social philosophy. End this paragraph with a one sentence thesis statement. Then, explain and analyze the 2-4 most relevant issues in political/social philosophy for your major. What are the issues? Why are they important to your major? How does having an understanding of these issues make you a better _____ major? Conclude your essay with a 3/4-1 page statement on your understanding of the connections between your major and political/social philosophy.

This draft should be of such quality that it is ready for a peer review. You would be smart to already have had the LCSC writing center go over your draft to ensure proper grammar/ essay structure so that your peer reviewers can focus on the content of your essay. The minimum length for this draft is 1,500 words. There is no maximum length for the purposes of this draft. Be prepared to discuss the direction of your essay in class.

Week Fifteen (12/6, 8) Formal Essay Due

- **Submit digitally via blackboard**