Overview

This course introduces students to some of the most important political theories in modern philosophy by focusing on key historical texts. Students will become conversant in the different ideas of freedom, human nature, reason, and morality at the foundation of each thinker’s approach to politics. The course focuses on evolving conceptions of the relationship between religion, morality, and politics. It also aims to give students the resources to consider the political and philosophical implications of Latter-day Saint scripture in light of modern political thought. Students will not only learn the content of different political theories; they will also practice the critical reasoning skills necessary to evaluate those theories and their own political commitments.

Learning Outcomes

PlSc 202 is the second half of the Political Science track of the University’s Civilization Requirement. The Civilization Requirement gives students a “systematic foundation and historical framework” for other University Core courses and for students’ major program. Specifically, students who complete the Civilization requirement should:

• demonstrate a broad general understanding of the sweep of human history and the roles of individuals, peoples, and cultures in establishing civilization as we know it
• show a precise knowledge of human events, ideas, and accomplishments generally recognized to be formative and fundamental to the history of civilization
• appreciate representative cultural works that have helped establish idealized relationships of humankind to the divine, to one another, and to nature—and that have attempted to define and explain beauty as necessary to the well being of the individual soul as well as of the larger society
• evince preparation for lifelong engagement with and appreciation of world history—and of philosophy, literature, science, or the arts.

PlSc 202 fulfills these outcomes by offering students a broad, chronological introduction to some of the primary texts in the history of political thought from 1500 CE to the present. This course covers Western European texts from England, France, Germany and Italy as well as a short selection from India. Further, it offers at least one text from each of the major historical periods the university recommends.

See http://ge.byu.edu/ge/sites/default/files/FD%20civilization.pdf for more information.

PlSc 202 also contributes to broader department and university learning outcomes: by teaching students to consider the implications of modern political theories for students’ understanding of Latter-day Saint scripture and vice versa, PlSc 202 is spiritually strengthening, in addition to being intellectually enlarging. For more information about university learning outcomes, see https://learningoutcomes.byu.edu/

Required Texts


Both texts are available for purchase at the BYU Bookstore. You can also easily find them online for very reasonable prices at Amazon and other similar websites.

Course Schedule

Week 1) Tuesday 9/3: Course Introduction

Week 2) Tuesday 9/10: Machiavelli, The Prince, Dedication and Chapters I-XIV (pp. 509-534 in CMPT)
Thursday 9/12: Machiavelli, The Prince, Chapters XV-XVI (pp. 534-553 in CMPT)

Essay 1 due Friday 9/13 by 5:00 pm; responses due Monday 9/16
Week 3) Tuesday 9/17: Martin Luther, “Concerning Christian Liberty”
http://www.gutenberg.org/files/1911/1911-h/1911-h.htm
Thursday 9/19: Robert Filmer, *Patriarcha*
http://files.libertyfund.org/files/221/Filmer_0140_EBk_v6.0.pdf
Doctrine & Covenants 107: 40-57; 116

**Essay 2 due Friday 9/20 by 5:00 pm; responses due Monday 9/23**

Week 4) Tuesday 9/24: John Locke, *First Treatise*, Chapters I-II; VII-X
http://files.libertyfund.org/files/222/Locke_0057_EBk_v6.0.pdf
Thursday 9/26: Locke, *Second Treatise*, Chapters I-V; VII; IX; XIX
(pp. 712-725; 732-737; 744-746; 767-776 in CMPT)

**Essay 3 due Friday 9/27 by 5:00 pm; responses due Monday 9/30**

Week 5) Tuesday 10/1: Locke, *A Letter Concerning Toleration*
(pp. 777-800 in CMPT)

**Midterm 1 available 10/2 in the Testing Center**

Thursday 10/3: Jean-Jacques Rousseau, *Discourse on the Origin of Inequality*, Dedication, Preface, Part One (pp. 828-851 in CMPT)

Week 6) Tuesday 10/8: Rousseau, *Discourse*, Part Two (pp. 851-881 in CMPT)
Thursday 10/10: Rousseau, *The Social Contract*, Book 1; Book 2, Chapters 1-6; Book 4, Chapter 8 (pp. 882-897, 936-941 in CMPT)

**Essay 4 due Friday 10/11 by 5:00 pm; responses due Monday 10/14**

Week 7) Tuesday 10/15: Adam Smith, *The Wealth of Nations*, Vol. 1, Book 1, Chapters 1-2; (Recommend starting on Thursday’s reading)
Thursday 10/17: Adam Smith, *Wealth of Nations*, Vol. 2, Book V, Chapter 1, Part III, Articles 2-3 (Education of Youth and Instruction of People of All Ages)

**Essay 5 due Friday 10/18 by 5:00 pm; responses due Monday 10/21**

Thursday 10/24: Mill, *On Liberty*, Chapters 4-5 (pp. 1047-1068 in CMPT)
Essay 6 due Friday 10/25 by 5:00 pm; responses due Monday 10/28

Week 9) Tuesday 10/29: Mill, *On the Subjugation of Women*, Chapters 1-2, 4 (pp. 1103-1128; 1144-1157 in CMPT)
Thursday 10/31: Karl Marx, *Alienated Labor, On the Jewish Question* (pp. 1160-1182 in CMPT)

Essay 7 due Friday 11/1 by 5:00 pm; responses due Monday 11/4

Week 10) Tuesday 11/5: Marx, *Manifesto of the Communist Party* (pp. 1183-1202 in CMPT)
Thursday 11/7: Marx, *Critique of the Gotha Program* (pp. 1203-1213 in CMPT)
Readings on the United Order TBA

**Midterm 2 available 11/8 in the Testing Center**

Week 11) Tuesday 11/12: Max Weber, “Science as a Vocation”
Thursday 11/14: Max Weber, “Politics as a Vocation”

Essay 8 due Friday 11/15 by 5:00 pm; responses due Monday 11/18

Week 12) Tuesday 11/19: Gandhi (Readings TBA)
Thursday 11/21: Gandhi (Readings TBA)

Essay 9 due Friday 11/22 by 5:00 pm; responses due Monday 11/25

Week 13) Tuesday 11/26: Gandhi (Readings TBA)

Week 14) Tuesday 12/3: John Rawls, *Justice as Fairness: A Restatement*, Part I (pp. 1-38)
Thursday 12/5: John Rawls, JaF, Part II (pp. 39-79)

Essay 10 due Friday 12/6 by 5:00 pm; responses due Monday 12/9

Week 15) Tuesday 12/10: Rawls, JaF, Part IV (pp. 135-179)
Thursday 12/12: Rawls, JaF, Part V (pp. 180-202)

**Comprehensive Final Exam available during Finals Week in the Testing Center**
Assignments, Examinations, and Grading

Reading:

Carefully reading and understanding the course texts is the single most important assignment in the class. Students are expected to read the assigned texts before the lecture. There will be weekly reading quizzes administered on learning suite. Reading quiz questions may reappear in the examinations. Each quiz is worth 5 points. Your combined score on the reading quizzes will be worth 10% of your final grade.

Writing:

There are ten short essay assignments during the semester. Students will complete five of them. The essays will be posted to an online blackboard discussion group open to student’s assigned electronic discussion section. They should be between 500 and 600 words (roughly two double spaced pages). The teaching assistants will grade these essays on a pass/fail basis only. They will also notify me of particularly excellent work. Essays over the word limit will be automatically failed. These essays are meant to be an exercise in concise, focused argumentation.

For each essay assignment, half of each electronic discussion section will post an essay. The other half of the section will read their fellows’ essays and post a critical response to two of them of between 100 and 200 words. These responses will also be graded on a pass/fail basis. Students are encouraged to respond critically and civilly to their fellows’ work. Evaluate the strength of their arguments and the persuasiveness of the position they defend. Do not personally attack your fellows. (As long as you support your view, it is fine to call an argument ill conceived, poorly supported, or just plain wrong. Please refrain from describing your colleagues in these terms. Smart people often make stupid arguments!) TAs will bring inappropriate responses to student essays to my attention; these may result in a failing grade.

The purpose of these writing assignments is to create a forum for participative discussion of the course texts and the ideas they advocate outside of the classroom. They are designed to remind students that college writing is not merely a hoop to jump through but rather essential to the development of mature critical thinking skills useful in any future career.

Each essay assignment is worth 10 points. A pass gets full credit. A fail gets 5 points. Each response is worth 5 points. A fail gets 2 points. Your combined score on the writing assignments is worth 20% of your final grade.

Exams:

Students will take two midterm examinations and one comprehensive final exam. The exams will be comprised of multiple choice, short answer, and short essay questions. They will be administered in the testing center. The content covered in the exams will come from lecture (70-75%) and from the readings (25-30%). Each midterm will be worth 20% of your final grade. The comprehensive final exam will be similar to the midterm but be worth 30% of your final grade.
Final Grade:

Students’ final grade will be determined by their scores on the reading quizzes (10%), writing assignments (20%), midterm examinations (20% x 2) and the final examination (30%). If final scores are lower than the Political Science department norms for introductory level courses, they will be curved upward to reflect those norms.

University Policies

Plagiarism:
While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty are found at http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/HonorCode.php.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Discrimination:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Opportunities Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.
Disabilities:
Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Opportunity Office at 422-5895, D-282 ASB.