**Master Syllabus for University Studies Course Proposal for Cluster 4A**

**PSC352: Classical Political Thought**

**For Cluster 4A: Human Questions and Contexts**

The goal of this course is to introduce students to some of the foundational classic texts in Western political theory – that is, the critical and systematic inquiry into how the practice of government can best contribute to human fulfillment – and to some of the basic methods and techniques that they developed to conduct this inquiry. The course focuses on the schools of thought developed by Plato and Aristotle in Athens around the 4th Century BC. Specifically, the bulk of the course is devoted to close readings of Plato’s *the Republic* and Aristotle’s *the Politics*. Through these texts, the course examines issues like the nature of politics in the Greek polis; the origin and evolution of key political concepts like justice, liberty and community; how these important political values were embodied in different types of government and policy; the kinds of arguments the ancients advanced for the superiority of one or another of these types of government; and how their debates about politics anticipate and illuminate much that remains central to our own public life. Exploring the world of Ancient Athens and Greece also offers some critical distance which invites new perspectives on our own institutions and practices. Some versions of the class have also touched on Cicero’s *Republic* and St. Augustine’s *City of God*.

**University Studies Course Rationale:**

The class explores foundational texts in Western philosophy devoted to illuminating the meaning and purpose of political institutions through an examination of the meaning of human life. Plato’s and Aristotle’s answers to these questions are arguably among the most influential ever developed, and inform ongoing inquiry across two and a half millennia right up until today. The pedagogy of the class shifts from an initial phase of traditional lecturing followed by questions and discussion (with an eye to quickly introducing students to the world of ancient Greece and the lives, work and schools of Plato and Aristotle), to a collective exegesis of the texts driven by Socratic questioning, to a final creative development and mutual critique of their own ideal cities, and finally to an attempted synthesis of the key features of their just cities into an integrated model that can provide a basis for evaluating our current political institutions and practices. In this way, the course (1) addresses questions of what it is to be human and particularly to participate in human relations and institutions, and how critical self-knowledge about these can be developed. It (2) familiarizes students with central ethical discourses of a very different and complex cultural context (i.e., the classical Western world in general and Athens in particular). In so doing, it draws (3) on both primary texts and commentaries, introducing students to foundational texts in Western philosophy and showing how they continue to influence and shape our thinking (including that which begins from a rejection of it). And finally and most importantly it uses engagement with these texts to nurture critical and self-critical reflection on central questions like the purposes of human life and government, the nature of the good and the definition of justice.

**Learning Outcomes:**

**Course Specific Learning Outcomes:**

After completing this course, students will:

* be familiar with the main features of the two most important and influential political theories of all time – those of Plato and Aristotle;
* understand the historical origins of political theory as a field of study and the ultimate roots of contemporary political thought;

* be trained in Socratic, deductive and empirical approaches to studying social life;
* be able to describe and apply the main classical concepts of political theory, including justice, liberty and community;

* know the classical forms of government and their comparative strengths and weaknesses; and
* comprehend some key points of similarity and difference between classical and modern political thought.

**University Studies Learning Outcomes:**

After completing this course, students will be able to:

**Cluster 4A:**

1. Explain different perspectives on:

a) what is means to be human and how the significance of human existence has been understood (*particularly in relation to how it informs and is informed by political life – for, as Aristotle taught, human beings are political animals*);

b) the nature of human relationships and how these relationships are evidenced in regard to the broader world (*at least in terms of how humans can best live together in light of the kinds of creatures that they are*); and

c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them (*at least in relation to the analytical approach to philosophy*).

2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others (*by applying theoretical approaches, including those they have identified as most compelling, to issues of contemporary as well as classical policy*).

3. Locate, analyze, summarize, paraphrase, and synthesize material from a variety of sources (*by reading, summarizing and evaluating both primary and secondary sources in contemporary philosophy as well as developing and testing their own positions in class debates*).

4. Evaluate arguments made in support of different perspectives on human questions and contexts (*not only by judging leading contemporary authors’ competing positions on both theoretical and practical questions, but also by adjudicating debates among their classmates on such issues*).

**Examples of Possible Texts and/or Assigned Readings:**

**Required Texts**

Plato. *the Republic*. G.R.F. Ferrari, editor and Tom Griffith, translator. Cambridge: Cambridge Texts in the History of Political Thought, 2000.

Aristotle. *the Politics of Aristotle*. Translated by Peter L. Phillips. Chapel Hill: the University of North Carolina Press, 1997.

**Other Required Readings:**

Thucydides, from *the History of the Peloponnesian War,* “Human Nature Laid Bare in Civil War,” “Justice and Power: Plataea and Mytilene,” translation by Paul Woodruff in *On Justice, Power and Human Nature* (Hacket Publishing: New York, 1993).

Plato, *Apology*, translation by James Redfield, <http://www.philosophy.uncc.edu/mleldrid/intro/apol.pdf>

Excerpts from, Friedrich Nietzsche, *the Birth of Tragedy* (Cambridge University Press: Cambridge, 1998)

Excerpts from Martha Nussbaum, *The Fragility of Goodness* (University of Chicago Press: Chicago, 2001)

Excerpts from Charles Taylor, *Sources of the Self* (Harvard University Press: Cambridge, 1992)

Excerpts from Peter Simpson, *a Philosophical Commentary on the Politics of Aristotle* (the University of North Carolina Press: Chapel Hill, 1992)

**Supplementary/Occasional Readings**

Aristophanes, “the Clouds” translated by Thomas and Grace West in *Four Texts on Socrates* (Cornell University Press: Ithaca, 1984)

Cicero, *the Republic and the Laws* (Oxford University Press: Oxford, 2009)

Augustine, *City of God against the Pagans* (Cambridge University Press: Cambridge, 1998)

**Example Learning Activities and Assignments:**

**Learning activities and Assignments include:**

 **(1) First Take-Home Assignment**

 **(2) Mid-Term Examination**

 **(3) Second Take-Home Assignment**

 **(4) Third Take-Home Assignment**

 **(5) In-Class Presentation**

 **(6) Final Exam**

 **(7) Weekly Quizzes**

**(1) Sample First Written Assignment**

The class assignments begin with a take-home assignment focused on Thucydides, Plato’s *Apology* and the opening books of *the Republic*. The goal is to make sure that students are reading carefully and understanding the texts, can synthesize what they’ve read (US Objective 3), and to get them to engage critically with the arguments that they find in the texts and in this way to begin thinking about the meaning of key concepts like justice (US objective 2 & 4). Students are expected to demonstrate an understanding of the underlying conception of human beings and institutions reflected in the work they examine (US objective 1a-b). By elaborating and developing and/or constructively critiquing the ideas they’ve read, students also learn how knowledge is gained and refined (US objective 1c).

**PSC352: First Written Assignment**

**Instructions:**

Choose one of the following three topics and compose a two (2) to four (4) page analytical essay on it (double-spaced, 12 point font, 1 inch margins). The essay will be marked on the criteria of preparation, argument, and presentation (see syllabus for details). This assignment accounts for 150 points in the course total of 1000 (or 15% of your grade). The essay will be due in 1 week, on the 9th of October, at the beginning of class (i.e., 2pm). Any essay handed in after 2pm will be late. ***Late assignments will be penalized 50 points per day (or 33.33% of the value of the assignment/day)****.*

**Questions:**

(1) In the Plataean Debate, both the Thebans and the Plataeans try to convince the five Spartan judges that justice is on their side. Imagine that you are one of the Spartan judges, and write either a majority or dissenting opinion (depending on whether or not you endorse the decision that was actually made). Your judgment should begin by identifying and summarizing the main lines of argumentoffered by each side. It should then assess the relative strengths and weaknesses of the two cases, and finally draw a reasoned conclusion about what justice actually demands.

(2) In *the Apology* we hear Socrates’ defense against both his ancient and more recent accusers. We don’t, however, hear the recent accusers’ speech against Socrates. Imagine that you are one of the accusers and are given the opportunity to speak directly after Socrates. How could you use his own admissions to establish his guilt? Write a devastating prosecutorial speech establishing both Socrates’ guilt, and why it is in the interests of the Athenian citizenry to condemn him. Refer to at least two of Socrates’ attempts to establish his innocence and show why they fail. Drawing on some of the concepts of justice invoked in other debates, show why justice demands Socrates’ condemnation.

(3) In Book I of the Republic, Socrates confronts a challenge from Thasymachus, who claims to know what justice is. How does Socrates meet Thrasymachus’ challenge and is he successful? Outline the challenge, the arguments that Socrates’ employs to meet it, and critically assess their force. If you were there, would you have been persuaded – why or why not? Be sure to not only describe Socrates’ arguments, but also where possible the kinds of philosophical techniques he is employing.

**(2) Mid-Term Exam:**

The second assignment is a mid-term which asks students to write two essays in whole or in part from the perspective of Socrates, and to respond critically to a major challenge. Some of the questions also demand significant creativity on the students’ part – questions 1 and 3 in the example below, for instance – and even the other question(s) – here question 2 – asks them to elaborate and develop arguments advanced by Socrates. The point is to get them to show not only an understanding of Socrates’ position on justice and his philosophical techniques, but to develop and defend their own ideas about justice and its requirements. Again, The goal is to make sure that students are reading carefully and understanding the texts, can synthesize what they’ve read (US Objective 3), and to get them to engage critically with the arguments that they find in the texts and in this way to begin thinking about the meaning of key concepts like justice (US objective 2 & 4). Students are expected to demonstrate an understanding of the underlying conception of human beings and institutions reflected in the work they examine (US objective 1a-b). By elaborating and developing and/or constructively critiquing the ideas they’ve read, students also learn how knowledge is gained and refined (US objective 1c).

**PSC352: Mid-Term Exam**

**Section I: Short Essay (100 points: 2\*25=50%)**

Select **two** **(2)** of the following three (3) topics and write short essays on them. The essay will be graded on the basis of three criteria: (i.) preparation (demonstrated understanding of the pertinent texts), (ii.) argument (the relevance, logic and force of your answer), and (iii.) presentation (the organization and clarity of your answer).

(1) In Books II and III of *the Republic* Socrates condemns lewd, scandalous and sacrilegious poetry and song, and banishes them from his ideal city. This critique has been taken up by modern critics like Allan Bloom, particularly in relation to “rock and roll” music (interpreted broadly). What are the argumentative bases of Socrates’ condemnation? Should “rock and roll” music be somehow regulated or controlled? Write a speech as Socrates (somehow transported into the modern era) laying out a compelling case for banning such music in the just city. Consider and answer at least two possible objections.

(2) At the end of Book IV of *the Republic*, Socrates answers Glaucon’s challenge to show that justice is intrinsically good and injustice is intrinsically bad. Is he convincing? And what implications does your evaluation have for the political ideal of attaining a just society? Describe step-by-step how Socrates has gone about answering Glaucon’s challenge, offer your own reasoned evaluation of his success, and elaborate the implications of your evaluation for Socrates’ key claims about the just city and the pursuit of justice more generally. Has Socrates shown us what justice requires? Has anyone else?

(3) In class we noted that it seems hard to square the Noble Lie with Socrates’ understanding of the philosopher as the lover of Truth. If Socrates’ traveled through time and sat in on our class, how might he have responded to these concerns? Write either a dialogue or a speech in which Socrates addresses the class, and tries to allay our worries both about a contradiction in his argument, and about it just being wrong (unjust?) for a government to systematically mislead its own people.

**Section II: Identifies (100 points: 5\*10=50%)**

Select **five (5)** of the following eight (8) terms and give definitions and illustrative examples of each, and relate them to issues covered in the course. Answers will be graded on the basis of accuracy, clarity and effective illustration**.**

(1) Thought Experiment (2) Polytheism

(3) *Polis*  (4) Demagogue

(5) Sophist (6) Philosophy (7) Analogy (8) Justice

**(3)** **Second Take- Home Assignment:**

The second take-home is given as students work through the second half of *the Republic*, as Socrates is defending and elaborating the key claims advanced at the end of Book 4. Here students are asked to develop and explain their own conceptions of the just city. This assignment requires them not only to think critically about what Plato did, but to do so from their own fully constructive positions (that is, to think through the relationship between what they find unpersuasive in Plato and their own beliefs, which in turn become a subject of critical scrutiny – US objectives 1b, 2 & 4). This move also anticipates what Aristotle will do in *the Politics*, and so puts students in a position to judge his attempt from the perspective of those who have also attempted it.

Instruction: Design your own version of Callipolis, the Just City. You must (I) explain (a) its system of government, (b) its class structure, (c) the distribution of income and wealth, (d) the system of education, (e) the organization of its army and/or other means of defense; and (II) explain why it offers a better account the Plato’s *Republic*. For example, perhaps it realizes a better account of justice, or perhaps it give expression to some other more important value(s) (like liberty, equality, solidarity or power or some combination of them), or perhaps it is more realistic in view of human nature. Please limit yourself to four pages double-spaced. Assignments will be graded on the basis (i) of fulfilling all requirements, (ii) cohesion of vision, and (iii) force of argument (that this city embodies justice).

**(4) Third Take-Home Assignment:**

The third take-home follows up on the second. I circulate the students’ answers on the second take-home to other students and ask them to write a critique of it. The goal here is not only to hone their ability to understand, summarize, evaluate and rebut arguments, but also to grapple with a range of opinions on a fundamental question, and – by implication – to critically re-visit their own assumptions (US objectives 2, 3, 4). Indeed, this assignment provides each student with the useful artifact of a fellow students’ thoughtful rebuttal to their conception of justice in politics. In most cases, this thoughtful rebuttal involves understanding with the kinds of issues addressed in US objectives 1a-c.

Instruction: Read and critique the description of Callipolis that you have been provided. Try to raise multiple issues: is it even possible – why or why not? Is it likely to realize its stated purposes – why or why not? Are these the right goals (i.e., to achieve justice)? Are there any ways in which it might be improved? Are there any alternative models (say, you own) which offer a more compelling vision and why? Limit yourself to two pages double-spaced. Assignments will be graded on the basis of (i) accuracy of analysis, (ii) force of critique, and (iii) persuasiveness of presentation.

**(5) In-Class Presentation**

Again, building on the prior two assignments, students are now asked to elaborate and defend their designs for the just city to the class, followed by a class discussion of what was and was not convincing in their presentation. The goal here is not only to get them thinking critically, creatively and constructively about justice, but also to expose them to diverse perspectives, and to be self-critical of their own assumptions and the quality of their efforts to persuade others (as well as developing their rhetorical and forensic skills).

Instruction: you will be given five minutes to persuade the class to adopt and pursue your conception of the just city. Explain its design and key features, why it realizes the ideal of justice, how it can be realized and why it resists the criticisms that have been raised by your classmate. You may use visual aids or props, but they are not required. Presentations will be graded on the basis of (i) quality of argument, (ii) effectiveness of rebuttal, and (iii) persuasiveness of presentation.

**(6) Final Exam (Guideline)**

The final exam tests familiarity with the thought of Aristotle and Plato (US objectives 2 & 3) as well as understanding of key concepts, understandings of human nature, political institutions, etc. (US objectives 1a-b) and asks them to respond critically to them and to draw informed conclusions (US objective 4 and, to some degree, 1c).

**PSC352: Classical Political Theory**

**Fall 2012**

**Final Exam Guideline**

***Overview:*** The Final Exam will be given in our usual classroom (LARTS 109) on Tuesday, December 18 from 3 to 6pm. It will be divided into three sections.

The first section will be worth 25% of the test’s value. In it, you will be asked to choose one (1) topic and write a short essay on it. Be sure to answer each part of the question.

 The second section will be worth 50% of the test’s value, and in it you will select two (2) topics and write short essays on them. Be sure to answer each part of the question.

The third section will be worth 25% of the test’s value. In it you will be asked to identify five pertinent concepts or expressions that have been employed in class and/or in the readings. You will give a definition of the term, an example of how it is used in political theory, and indicate how it relates to the material that has been covered in the text and in class.

**Section I (1x25%=25%):**

I will select three (3) of the following four (4) topics to appear on the Final Exam. You will select one **(1)** of those three (3) topics and write a short essay on it.

1. Socrates rates democracy as the second most unjust regime. Summarize, analyze, and assess his critique of democracy? Does democracy indeed stink? Why or why not? Compare his view critically with Aristotle’s

(2) One of the most notorious features of *the Republic* is Socrates’ claims that philosophers should be made the kings or rulers (illustrated in part by the analogy of the cave). What are Socrates’ best arguments in support of this claim? What are the most telling critiques of this claim? Write a short essay assessing Socrates’ case for the philosopher king. Be sure to weigh the points both for and against as you have summarized them, and to draw an informed conclusion – would we, either in practice or in principle, be better off with a philosopher king?

1. In Book VI of *the Republic*, Socrates declares that “it is impossible for the masses to be philosophical.” (198, 494a) What arguments could he use to support this claim? Would they be convincing? What implications do they have for politics? Drawing on the ideas Socrates offers in the Republic, make the best case you can to support his claim, then evaluate its force.
2. In Book IX of *the Republic*, Socrates gives his final arguments for why justice is an intrinsic good. What are his arguments and how persuasive are they? Summarize and analyze his case and offer a reasoned conclusion based on your analysis.

Section II (2x25=50%): I will select three (3) of the following five (5) topics to appear on the Final Exam. You will select two **(2)** of those three (3) topics and write a short essays on them.

(1) Aristotle claims that man is a “political animal” and that politics should be devoted to allowing human beings to realize their humanity and that this involves the active cultivation of virtue by the state. This view of politics is at odds with the common view that states should not legislate morality, but should cultivate neutrality on controversial issues. Nonetheless, Aristotle’s view has enjoyed in enormous renaissance in the last 30 years. Is Aristotle right (and are modern philosophers wrong) about the role and purposes of the state? Summarize Aristotle’s case, raise modern objections, and assess how Aristotle’s view performs in their light.

(2) Aristotle offers a famous defense of slavery in certain circumstances. What is it, what is wrong with it, and how do you imagine that Aristotle might try to defend his position to a contemporary audience? Would you be convinced by his case, why or why not?

(3) Aristotle offers an account of the most choiceworthy regime *in practice* (i.e., not the ideally best regime). Describe the main features of this regime and the arguments Aristotle offers for them, and then critically assess his account. What is compelling and where is his account unconvincing? Draw a reasoned conclusion on the basis of your analysis.

(4) Imagine that you are Plato reading your student Aristotle’s critique of *the Republic* (which he has been surreptitiously circulating to his fellow students at the Academy to their great amusement). Compose a speech to the student assembly reviewing and systematically decimating Aristotle’s critique of your work.

(5) We’ve seen that Aristotle maintains that political philosophy is the architectonic discipline – that is, it is the most important area of study, the one that grounds all others. What is his argument for this claim and how convincing is it? Do you believe that political philosophy is the most important possible area of study? Why or why not? Review Aristotle’s arguments, subject them to critical examination, and draw a reasoned conclusion.

**Section III (5x5%=25%):**

I will select eight (8) of the following twelve (12) terms. You will choose and identify five (5) of those eight (8).

(1) citizen (for Aristotle) (2) polity

(3) justice (for Aristotle) (4) slaves by law

(5) regime (6) virtue (for Aristotle)

(7) aristocracy (for Aristotle) (8) dialectic

(9) golden mean (10) teleology

(11) *theoria*  (12) household

**(7) Weekly Quizzes**

Students are also given weekly quizzes on the assigned readings. These quizzes are initially intended simply to confirm that the students are actually doing the reading, but as the term progresses they become more challenging, focusing increasingly on key points of argument (thus requiring not just reading but critical reading). Here are examples of early and late quiz questions.

Examples:

* Week 3 Quiz: What does Socrates claim the Delphic oracle pronounced about him (i.e., when his friend Chaerephon went and asked it a question)?
* Week 13 Quiz: (1) Give me Aristotle’s typology of regimes (6) organized into political and despotic; and (2) what is the main criteria by which Aristotle distinguishes these two groups?

**Outcome Map:**

|  |  |  |
| --- | --- | --- |
| University Studies Learning Outcome | Teaching & Learning Activities | Student Work Product |
| (1) Students should be able to explain different perspectives on:(a) what it means to be human and how the significance of human existence has been understood | * Learning about several of the most seminal answers which have been given to these questions including by Plato, Aristotle, Thucydides, and how these have influenced modern thinkers like Nietzsche, Nussbaum, Taylor
* Developing their own critical perspectives on these questions
* Critique alternative accounts
* Defend their own account
 | * Mid-Term Test
* Take-Homes 1 and often 3
* In-Class Presentation
* Participation in Class Discussion
* Final Exam
 |
| (b) the nature of human relationships and how these relationships are evidenced in regard to the broader world  | * Learning about several of the most seminal answers which have been given to these questions including by Plato, Aristotle, Thucydides, and how these have influenced modern thinkers like Nietzsche, Nussbaum, Taylor
* Developing their own critical perspectives on these questions
* Critique alternative accounts
* Defend their own account
 | * Mid-Term Test
* Take-Homes 1, 2 and often 3
* In-Class Presentation
* Lectures and Class Discussion
* Final Exam
 |
| c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them | * Learning what Aristotle and especially Plato (in his extended discussion of the education of the Guardians) had to say about these topics
* Developing and defending their own ideas about how education should be organized
 | * Take-Homes 1 and often 3
* In-Class Presentation
* Final Exam
 |
| 2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others | * Learning the 8 schools of thought and points of debate between them
* Debating their application to contemporary policy issues
* Formulating and defending their own perspectives
 | * Take-Homes 1, 2 and 3
* In-Class Presentations
* Final Exam
 |
| 3. Locate, analyze, summarize, paraphrase, and synthesize material from a variety of sources  | * Learning the understand the structure and organization of arguments in major works including the Republic and the Politics
* Synthesizing the evolution of ideas across a number of Greek thinkers, starting with Thucydides and proceeding through Plato and Aristotle
 | * Weekly Quiz Answers
* Lectures and class discussions
* Take Home Assignments 1 & 3
* Final Exam
 |
| 4. Evaluate arguments made in support of different perspectives on human questions and contexts | * Learning about several of the most seminal answers which have been given to these questions including by Plato, Aristotle, Thucydides, and how these have influenced modern thinkers like Nietzsche, Nussbaum, Taylor
 | * Mid-Term
* Take-Homes 1, 2 and 3
* In-Class Presentations
* Final Exam
 |

**Sample Course Outline:**

1. Introduction to the Greek World, including extracts from Nietzsche, Nussbaum, Taylor, Simpson

2. Thucydides, *The Peloponnesian* War, excerpts

3. Plato, *Apology*

4. Plato, *Republic*, Book 1

5. Plato, *Republic*, Book 2

6. Plato, *Republic*, Book 3

7. Plato, *Republic*, Books 4 & 5

8. Plato, *Republic*, Book 6 & 7

9. Plato, *Republic*, Book 8

10. Plato, *Republic*, Books 9 & 10; Aristotle, *Politics*, Book 1

11. Aristotle, *Politics*, Book 2

12. Aristotle, *Politics*, Books 3 & 4

13. Aristotle, *Politics*, Books 5 & 6

14. Aristotle, *Politics*, Books 7 & 8

15. Review and Discussion

**A sample syllabus begins on the next page:**

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| --- |
| **Classical Political Thought** |
| **PSC 352-01** |
| Fall 2014 |
| Section 5230 |
| Tuesday, Thursday 2:00-3:15pm |
| Group 1 (Liberal Arts Building), Room 105 |

|  |  |
| --- | --- |
| **Dr. Avery Plaw** |  |
| Office: | Library Room 215 (in the Honors Program Center, Library Room 212) |
| Office Hours: | Tuesday 12:30-1:30pm, Wednesday 2-4pm, Thursday 3:30-4:30pm  |
| Phone: | 508-999-8840 |
| E-mail: | aplaw@umassd.edu |
| Course website: | <http://dartmouth.umassonline.net> |

**Overview**

This is a course on the origins of Western political thought in ancient Greece. The bulk of the course is devoted to close readings of Plato’s *the Republic* and Aristotle’s *the Politics*. Through these texts, the course examines issues like the nature of politics; the origin and evolution of key political concepts like justice, liberty and community; how these important political values were embodied in different types of government and policy; the kinds of arguments the ancients advanced for the superiority of one or another of these types of government; and how their debates about politics anticipate and illuminate much that remains central to our own public life.

**Course Objectives**

After completing this course, students will

* be familiar with the main features of the two most important and influential political theories of all time – those of Plato and Aristotle;
* understand the historical origins of political theory as a field of study and the ultimate roots of contemporary political thought;
* be trained in Socratic, deductive and empirical approaches to studying social life;
* be able to describe and apply the main classical concepts of political theory, including justice, liberty and community;
* know the classical forms of government and their comparative strengths and weaknesses; and
* comprehend some key points of similarity and difference between classical and modern political thought.

**Required Texts**

Plato. *the Republic*. G.R.F. Ferrari, editor and Tom Griffith, translator. Cambridge: Cambridge Texts in the History of Political Thought, 2000.

Aristotle. *the Politics of Aristotle*. Translated by Peter L. Phillips. Chapel Hill: the University of North Carolina Press, 1997.

\* Other required readings will be available through the library website in e-reserves.

**Course Requirements**

The final course grade will be based on 1000 points, allocated as follows:

**Short Take-Home Assignments (2 assignments at 150 points each = 300 points)**

You will be given a choice of questions and asked to write a two to four page essay answering one of them. The questions will address issues drawn from the texts and discussed in the lectures. Your answers will be marked on the basis of three equally weighted categories: (1.) *preparation* - demonstrated familiarity with, and comprehension of, the text; (2.) *argument* - the pertinence, logic and force of your answer; and (3) *presentation* - organization, clarity and conciseness of your case. The assignments are open book and you will have one full week to complete them. However, these are timed assignments and must be handed in at the beginning of the class at which they are due. *Late assignments will be docked 50 points per day***.**

**Mid-Term Exam (200 points)**

The Mid-Term Exam will be given in class (on Thursday, October 30, 2014). You will be given the full class period of 75 minutes to complete the exam. It will be composed of two sections. In the first section you will be given a choice of questions and asked to write two short essays on them. This essay will be marked out of 100 points. It will be graded on the basis of the same three categories as the written assignments (preparation, argument and presentation), but in this case the first two will be weighted more heavily than the third. The second section of the exam will comprise a list of concepts, at least five of which you will be asked to identify. Identifications will include a brief definition of the concept, an example of how it has been used in the course readings or lectures, and an explanation of its link to the course’s themes. The second section will also be marked out of 100 points.

**Final Exam (300 points)**

The final exam will be based on the entirety of the material presented throughout the course, but with an emphasis on the readings and lectures following the mid-term exam. You will be asked to write two short essays and to identify concepts as on the mid-term. Like the mid-term exam, the final will be graded in terms of the three familiar categories (preparation, argument and presentation). The final exam will take place during the regular exam period, on December 12, 2014 from 11:30-2:30.

**Participation (200 points)**

Finally, a portion of your grades will be based on participation. There are a number of factors that will be considered in calculating this element of your final marks, including your class attendance, the number and quality of your contributions in the classroom, and your deportment towards one another. I will also be giving **brief quizzes** **on each weeks’ readings at the beginnings of Monday classes** which may or may not be factored into participation grades depending on the outcome of a weekly coin toss. For students who are interested in elevating their participation grades, I will offer them the opportunity to do a brief presentation before the rest of the class during a Friday period. The presentations can be done either singly or in groups up to three. Generally, the presentations will take the form of philosophical speeches or debates relating to themes from the readings or analyses of texts related to the course.

**Final Grades**

Final grades will be assigned on the basis of the following scale:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Letter Grade | Final Point Total | Percent | Letter Grade | Final Point Total | Percent |
| **A** | 925-1000 | 93-100 | **C** | 725-764 | 73-76 |
| **A-** | 895-924 | 90-92 | **C-** | 695-724 | 70-72 |
| **B+** | 865-894 | 87-89 | **D+** | 665-694 | 67-69 |
| **B** | 825-864 | 83-86 | **D** | 625-664 | 63-66 |
| **B-** | 795-824 | 80-82 | **D-** | 595-624 | 60-62 |
| **C+** | 765-794 | 77-79 | **F** | <595 | <60 |

**Missing Classes/Exams/Assignments**

Make-up exams will only be given in the event of a serious emergency. *Documentation will be required* in order to make arrangements for a make-up. You must contact me in advance of a missed exam/assignment; failure to do so will result in *a 25% penalty on your exam/assignment score*. You do not need to contact me if you are missing a regular class period (i.e., no exam or assignment is scheduled). *Incompletes will only be given in exceptional circumstances*; any student not completing all of the required coursework who has not discussed an incomplete with me prior to the end of term will not receive any credit for missed assignments, nor an incomplete for the term. *Students are expected to keep up with the assigned readings*.

**Plagiarism Policy**

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate cheating of any variety, whether as a result of dishonesty or ignorance of academic rules or scholarly procedures (see <http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm>). A student found guilty of cheating is subject to severe disciplinary action, which may include expulsion from the university. Please refer to the **Student Handbook** (<http://www.umassd.edu/studenthandbook/>) for due process. Any student caught cheating in this course will *fail the course for the semester* and will be referred to the Political Science Department Chair and the Student Judicial Affairs Coordinator. Please see me in advance of any assignment if you have specific questions.

**Students with Disabilities:**

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with me at the beginning of the semester and provide the appropriate paperwork from the Disabled Students Services Office (DSS).  The necessary paperwork is obtained when you bring proper documentation to the DSS, located in Group I, Room 016, phone: 508-999-8711.

**Course Schedule:**

The assigned readings should be completed ***prior to*** the date indicated. Students should be prepared to discuss the readings on that date.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Readings** | **Assignments** |
| **1** | Sept. 4 | Webreading - Preliminary (Background) |  |
| **2** | Sept. 9 | Webreading#1 (Thucydides, p. 62-95) |  |
|  | Sept. 11 |  |  |
| **3** | Sept. 16 | Webreadings#2 (Plato, *Apology*) |  |
|  | Sept. 18 |  |  |
| **4** | Sept. 23 | *Republic*, Bk 1 (p.1-36) |  |
|  | Sept. 25 |  |  |
| **5** | Sept. 30 | *Republic*, Bk 2 (p. 37-70) |  |
|  | Oct. 2 |  | 1st Take-Home Given |
| **6** | Oct. 7 | *Republic*, Bk 3 (p. 71-110) |  |
|  | Oct. 9 |  | **1st Take-Home Due** |
| **7** | Oct. 14 | *Republic*, Bk 4 (p.111-143) & Bk 5 Summary and final section (i.e., p. xlv, 173-185) |  |
|  | Oct. 16 |  |  |
| **8** | Oct. 21 | *Republic*, Bk 6 (p. 186-219) |
|  | Oct. 23 |  |  |
| **9** | Oct. 28 | *Republic*, Bk 7 (p. 220-251) |  |
|  | Oct. 30 |  | **Mid-Term Exam** |
| **10** | Nov. 4 | *Republic*, Bk 8 (p. 252-284) |  |
|  | Nov. 6 |  |  |
| **11** | Nov. 11 | *Republic*, Bk 9 (p. 285-312) and Bk 10 Sum (p. xlviii) |  |
|  | Nov. 13 | *Politics*, Introduction and Bk 1 (p. 1-33) |  |
| **12** | Nov. 18 | *Politics*, Bk 2 (p. 34-74) |  |
|  | Nov. 20 |  |  |
| **13** | Nov. 25 | *Politics*, Bks 3 & 4 (p.75-152) |  |
|  | Nov. 27 |  | 2nd Take-Home Given |
| **14** | Dec. 2 | *Politics*, Bks 5 & 6 (p. 153-206) |  |
|  | Dec. 4 |  | **2nd Take-Home Due** |
|  | Dec.12 | **Final Exam, 11:30-2:30pm** | **Final Exam** |