



**TEXAS A&M**  
**UNIVERSITY**  
**CENTRAL TEXAS**

**POLI 4341:**  
**Freedom and Authority**  
**Section 110 (Spring 2019)**  
**6 PM – 9 PM Thurs**  
**Heritage Hall 203**



**Dr. Jeffrey Dixon**

**Office:** Heritage Hall 204R

**Email:** [JeffreyDixon@tamuct.edu](mailto:JeffreyDixon@tamuct.edu)

**Phone:** (254) 501-5871 (email preferred)

**Office Hours:** MTWR 4:30 PM – 6:00 PM

**Catalog Description**

Examine the legitimacy of government and the sources of individual rights. Special attention is given to the idea of a "social contract," restraints on government, arguments for and against restricting liberty, and who should be permitted to participate in politics.

**Course Overview**

This course is the second of two mutually-supporting but independent courses on normative political theory (political philosophy). In this course, we focus on debates over ideal and actual political systems, paying particular attention to the tension between arguments for the existence of an effective government (authority) and rights-based arguments for limiting the power of government (freedom). Our theories attempt to resolve this tension between freedom and authority in several ways, the most prominent of which is the idea of a social contract.

As a general rule, most of your out-of-class time devoted to this course should be spent reading the material and taking notes or writing questions about what you read. Philosophy isn't casual reading material; you actually have to be engaged and careful as you work your way through the texts. Hence, your course participation and ability to integrate the readings on exams determine most of your grade in this course. A good set of notes on the readings, annotated with page numbers, is incredibly useful for exams.

**Course Objectives**

The core objective of this course is for students to think critically about freedom and authority in political life, broadly conceived. The key questions that it prepares students to answer include:

- A. *What is political justice, and what does the answer imply about freedom and authority?*
- B. *How far do rightful freedom and legitimate authority extend?*
- C. *What institutions of governance and participation are best?*

A secondary objective common to all political science courses is the development of critical thinking skills. In this course, argument dissection, evaluation, and construction are the core skills emphasized. The basic tools used are:

- A basic model of a valid argument as consisting of a *claim*, accompanied by *evidence*, which supports the claim via a *warrant*. This is especially important in our course when we must defend a particular *interpretation* of a work against alternative readings, relying on textual evidence from the work.
- The principle of charity, under which we read philosophy that is susceptible to multiple interpretations in the manner that constructs the strongest arguments by its authors
- The distinction between normative and empirical claims and the kinds of evidence required for each

### Learning Outcomes

Learning Outcome 1: By the end of the course, students should be able to compare prominent theorists' answers to A, B, and C (both as general statements and as concrete solutions to hypothetical or historical choices) and defend one answer for each as better than the alternatives, using evidence and arguments from and about the course readings.

1.1 -1.3 Able to identify the answers of assigned authors to A, B, and C, respectively.

1.4-1.6 Able to apply each assigned author's answer to a concrete situation posing A, B, or C, respectively.

1.7 Able to draw on evidence and arguments throughout the course to demonstrate one of these to be better-supported than others.

Learning Outcome 2: By the end of the course, students should demonstrate significant improvement in critical thinking skills related to argument analysis in the realm of political thought. They should be able to:

2.1. Distinguish between unsupported assumptions/claims and arguments supported by valid warrants and valid evidence.

2.2. Evaluate the relative strength of competing interpretations of philosophical principles, systems, and their implications.

### Course Format

This course meets face-to-face, with supplemental materials made available online through the Texas A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

### Required Readings

The following books are required and available for purchase at the bookstore. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. If you purchase books elsewhere, **be sure to get the proper edition and translation of each.** If you purchase electronic copies (not advised), be sure that the page numbers match up or you may find yourself struggling to find the paragraphs we are discussing in class.

Thomas Hobbes. [1994]. Leviathan: With Selected Variants from the Latin Edition of 1668. Hackett Publishing Company. ISBN: 978-0872201774

John Locke. [1980]. Second Treatise of Government. Hackett Publishing Company. ISBN: 978-0915144860

John Stuart Mill. [2015]. On Liberty, Utilitarianism, and Other Essays. 2nd Ed. Oxford University Press. ISBN-13: 978-0199670802

Plato. [2004]. The Republic. Transl. C.D.C. Reeve. Hackett Publishing Company ISBN: 978-0872207363

John Rawls. 1999. A Theory of Justice. Revised Ed. Belknap Press. ISBN: 978-0674000780

Jean-Jacques Rousseau. [2012]. Of The Social Contract and Other Political Writings. Transl. Quintin Hoare. Penguin. ISBN: 978-0141191751

Readings marked with (Canvas) in the course schedule are available on Canvas.

### Recommended Readings and Commentaries

Most recommended readings consist of book chapters or articles which are relevant to the readings, but do not necessarily describe them. Commentaries are works about the readings. The following books are on reserve at the library, available for three-day checkout. Please limit yourself to one volume at a time. While I don't expect most students to do this extra reading, those who have the time will find a great deal of insight and some really good discussion questions in these materials. Remember that each author has a different interpretation of the source material – one which often clashes with the views of other scholars. So read these as arguments rather than as "facts."

Christopher Bertram. 2004. Routledge Philosophy Guidebook to Rousseau and the Social Contract. Routledge.

R.E.R. Bunce. 2009. Thomas Hobbes. Continuum.

Michael Davis. 1996. The Politics of Philosophy: A Commentary on Aristotle's Politics. Rowman & Littlefield.

Kenneth Dorter. 2006. The Transformation of Plato's Republic. Lexington Books.

Katrin Flikschuh. 2007. Freedom: Contemporary Liberal Perspectives. Polity Press.

Samuel Richard Freeman. 2007. Rawls. Routledge.

Jon Mandle. 2009. Rawls's A Theory of Justice: An Introduction. Cambridge University Press.

Glenn Newey. 2008. Routledge Philosophy Guidebook to Hobbes and Leviathan. Routledge.

Mary P. Nichols. 1992. Citizens and Statesmen: A Study of Aristotle's Politics. Rowman & Littlefield.

Nickolas Pappas. 2003. Routledge Philosophy Guidebook to Plato and the Republic. 2<sup>nd</sup> Ed. Routledge.

Jonathan Riley. 1998. Mill On Liberty. Routledge.

Jennifer Ring. 1991. Modern Political Theory and Contemporary Feminism: A Dialectical Analysis. SUNY Press (E-Book)

Sean Sayers. 1999. Plato's Republic: An Introduction. Edinburgh University Press.

John Skorupski. 1998. The Cambridge companion to Mill. Cambridge University Press.

John Skorupski. 2006. Why Read Mill Today? Routledge.

Perez Zagoria. 2009. Hobbes and the Law of Nature. Princeton University Press.

## Technology Requirements and Support

This course will use the Texas A&M-Central Texas Instructure Canvas learning management system for course readings (posted in Adobe pdf format, which can be opened by Adobe Reader and most modern web browsers), the Academic Integrity Exercise, and a few PowerPoint slides.

- Logon to Texas A&M-Central Texas Canvas [<https://tamuct.instructure.com>].  
Username: Your MyCT username (xx123 or everything before the "@" in your MyCT email address)  
Password: Your MyCT password
- *For log-in problems*, students should contact Help Desk Central -- 24 hours a day, 7 days a week:  
Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)  
Phone: (254) 519-5466  
Web Chat: [<http://hdc.tamu.edu>]  
Please let the support technician know you are an A&M-Central Texas student.
- For issues with Canvas, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.
- For issues related to course content and requirements, contact your instructor

## Grading (90/80/70/60, rounded to the nearest percentile)

*Academic Integrity Exercise:* This consists of watching a brief lecture, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in my future political science courses.

**\*\*\*Completing the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed by the due date on the course schedule\*\*\***

- **Rubric: You will automatically fail the course if you have not completed the Academic Integrity exercise on or before the due date.**

If you have already completed this exercise for me in a previous or concurrent class you do not need to do it again for this class.

*Worksheets (20%).* There are twelve worksheets. They will be collected each day before we begin class. While some worksheets have more questions than others, each worksheet is worth equal credit. The score on a worksheet is the percentage of questions which are correctly answered. This percentage is later applied to the number of points per worksheet to generate point totals. The primary purpose of these worksheets is to reward students for doing the reading before class. The class is so much better when everyone comes prepared. Note that these are *not* intended for use as study aids, because they omit many important questions which either are easily Googled or are difficult to grade on a simple correct/incorrect scale.

*Exams (40%).* There will be two essay exams, each worth an equal number of points.

- Each essay exam will consist of two questions, each of which is worth equal credit. Grading is primarily based upon your demonstrated knowledge of the material and ability to apply it to a new situation, rather than spelling/grammar issues.

- The exams are both open-notes and open-book. You are free to use class handouts, your notes, and all of the assigned readings. You are **not** permitted to use other resources (such as online material) during the exam.
- Content: There are six main authors in the course. Each exam covers three authors (see Course Schedule for details)
  - On the first exam (Plato, Hobbes, and Locke), the first question will specify two authors and one of the questions listed on p.1 of the syllabus. You will need to compare their answers to the question. The second question will require you to apply the remaining author to a hypothetical or historical situation that pits freedom against authority.
  - On the second exam (Rousseau, Mill, and Rawls), the first question will ask you to compare two authors' answers to one of the three central questions of the course listed on p. 1 of the syllabus. The second question will require you to use the philosophy of the third author to address a hypothetical or historical situation that pits freedom against authority.
- It is generally best to write an outline first, then write your answer. For each major point on your outline, you should have support (perhaps an example from the text or even a short quotation).
- Exam grading rubric. Grading is primarily based upon your demonstrated knowledge of the material and ability to apply it to a new situation, rather than spelling/grammar issues. Having said this, atrocious grammar can make it impossible for the reader to understand your argument.

### **POLI 4341 Exam Grading Rubric**

<b>Grade</b>	<b>Thesis and Structure</b>	<b>Textual Support</b>
A	Answers the question and drives the rest of the essay	Each element of the argument is supported by textual evidence drawn from throughout the course ( <u>primarily specific references accompanying your <i>interpretation</i> of the referenced material, rather than direct quotes</u> ). No major source of evidence is ignored – counter-arguments are addressed and defeated.
B	Answers the question, but some of the paper ignores it	Each element of the argument is supported by textual evidence from the course, but major sources of evidence (such as counter-arguments) are ignored. OR The evidence used is insufficient to support one or more of the claims in the paper. OR Much of the support consists of direct quotes without interpretation.
C	Does not match up with every element of the question, or the essay is a set of arguments that proceed without logical order	The evidence, when taken as a whole, fails to support the paper's thesis or to draw out the most important similarities and differences between the authors, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and irrelevant evidence may be present. Textual references lack specificity. Counter-arguments are ignored.

Grade	Thesis and Structure	Textual Support
D	Does not match up with most elements of the question; the essay is little more than a “data dump”	At least one major element of the essay’s argument has substantial evidence from the course that supports it. However, textual references are generally vague or irrelevant.
F	The essay is devoid of structure	Little if any evidence from the course is used in the answer. It fails to demonstrate a grasp of what the author said, much less to interpret or critique that argument.

*Participation and Attendance (40%).* A rather large fraction of your grade is determined by your in-class participation. While there may be structured exercises from time to time, the bulk of the participation grade is determined by whether and to what extent you discuss the assigned readings for the day. I am looking for comments and questions that clarify, question, or challenge the theories offered by the authors. Feel free to challenge my statements as well!

- Daily grades:
  - You will receive 40 points for attending a class and doing little else.
  - You will receive 80 points for attending and making a reasonable comment (or participating in an in-class exercise when these are offered).
  - You will receive 120 points for attending and making a particularly insightful observation or several reasonable comments.
  - If you are late for class without providing me with a legitimate excuse that session, participation credit will be deducted in proportion to your lateness (10% for each 17 minutes), rounding up to the next 10%. The same applies to leaving early.
- Overall grade:
  - You are expected to average 100 points per class period, except the first and last days of class.
  - The maximum participation grade is therefore 120% (120 average). This is a significant extra-credit opportunity.
- Tip: If you have trouble thinking of things to say in class (a common problem for shy students), write down discussion questions or objections while you are reading the material at home. Then you don’t have to worry about “blinking” in class because you can simply read off a question from your notes.

### Overall Course Rubric

Item	Points	Percent of Grade	
Exam 1	600 Points (300 for each question)	20%	40%
Exam 2	600 Points (300 for each question)	20%	
Participation	1200 Points (100 per session in which participation is possible)		40%
Worksheets	600 Points (evenly divided between 12 worksheets at 50 points per worksheet)		20%
Academic Integrity Exercise	* No points but <b><i>required to pass the course</i></b>		0%*
<b>TOTAL POSSIBLE</b>	<b>3000 Points</b>		<b>100%</b>
<i>2685+ = A    2385-2684 = B    2085-2384 = C    1785-2084 = D    1784 or lower = F</i>			

### Other Course Policies

#### Regrade Policies

Mistakes happen. Don't be shy about checking everything twice. In order to prevent a last-minute search for points long after the original grading has been done, I have two policies for regrades or disputes over grades. Please remember the deadlines in each case. After this time, I am no longer confident that I will be able to remember enough to fairly regrade the material (i.e. using exactly the same standards as those applied to other students).

- **Written Work:** If you believe I have graded written work incorrectly, then you have up to **one week** to return the work to me along with a *brief* explanation of the portion to be regraded.
- **Participation:** **At the end of any class period**, you may request to see your participation grade for that class. If you disagree with the grade, you need to explain your disagreement **then, while the discussion is still fresh in everyone's memory**. I advise you to write down a few words each time you participate so that you might be able to jog my memory after class if you believe I missed your effort.

#### Absences, Late Work, and Incompletes

- Excused absences (unexcused ones earn zero credit for the session)
  - Excusing an Absence
    - **Scheduled Absences:** Students must inform the instructor *prior to an absence*. Send me an email stating the dates(s) you will be missing and the reason(s). You should also hand me a written note with this information in class. (Protect yourself! Don't rely on my memory – hand me something written that I can keep in my files). **Hand in your worksheet(s) and outline(s) (see below) before you leave.**
    - **Emergencies:** Send me an email if possible. If all else fails, you or a friend may call my office and speak to me or my voicemail. There are very few situations in life that preclude making a phone call or having a friend do so; failure to contact the instructor *prior to class* will normally rule out any sort of make-up. The standard is "ASAP" – that is, as soon as a reasonable person would have been

able to contact me. **When you return, be sure to bring worksheets and outlines (see below) for any missed classes and to request any make-up in-class work. It is not the instructor's duty to remind you.** Make-up work often differs from the original and is offered at the instructor's convenience.

- Participation Grade: For each **excused** absence, hand in a 2-4 page outline of the major points in the reading, as detailed below. This will make up for the three hours of missed class time. It will also help you prepare for the exam, albeit not as well as participating and taking notes in class will. Notes may be handwritten or typed.
  - If you turn in an outline for only some of the assigned reading, your maximum credit will be equal to the proportion of the reading that you have outlined, as estimated by the professor.
  - As for the notes you turn in, they should contain two elements. They are listed in order of importance: the first will get you up to 67% (depending on level of detail, given the reading); both the first and second together will get you 100%.
    - An outline or other indented format, with main points (perhaps 4-10 words including a subject and verb -- they need not be grammatically-correct sentences, but must express a complete thought) followed by the supporting points offered by the author (same requirements)
    - Textual references (typically not quotes) to index each point (page number or line number is required)
  - Abbreviations and symbols are acceptable but should be easy to decipher. Will you remember whether "comp." means comprehensive, comprehend, or composition?

Example of poor outlining	A better alternative
Original position	Original position = reasoning behind veil of ignorance
Primary social goods	Primary Social goods = Rights, liberties, opportunities, income/wealth
"Honor thy parents"	Reject "honor thy parents" as political power after majority
About social stigma	Social stigma can violate liberty if fired or forced to self-censor
Social contract → give up rights	Social contract → law down natural rights, gain civil rights
Gyges' ring turned him invisible	Gyges' Ring story: People would be unjust if no fear of consequences

- Late Worksheets: Late worksheets will not be accepted, except in the case of emergencies described above. If you must email me a worksheet to prove you have it done on time, then you need to *bring a hard copy for me to grade* the next class session.
- Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

## Academic Integrity

*University Code of Academic Honesty:* Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

- *Violations:* Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
  - **Most Common Violation:** Receiving assistance or answers on any coursework from anyone other than the instructor. If you hand your work to someone else and they proceed to copy part or all of it, both of you will be deemed to have violated the policy. A single copied answer on a worksheet is sufficient to trigger the policy!
  - **Second Most Common Violation:** Using prohibited resources on exams. You are permitted to use your personally-prepared notes (i.e. not downloaded or copied ones), class handouts, the exam itself, and the required readings for the course. That is all. No online resources are to be used, so please print out online readings prior to the exam (having them in class during our discussion is also a plus, since then you can mark them for the exam).
    - You may study together for the exams, but each student needs to prepare his or her own notes as study progresses.
  - **Plagiarism:**
    - Use of direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn't create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source's ideas in your own words.
    - Paraphrasing another person's words without citing the source (exception for this class: paraphrasing an author we read on that author's worksheet – since the worksheet provides the source, you need not do so unless you use out of class material)
- *Penalties:*
  - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is **greater**. The infraction will also be

reported to the TAMUCT administration, who will take independent action with respect to the student.

- The (a) outright purchase, download, or completion by others of an exam, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure **and** the infraction will also be reported to the TAMUCT administration, who will take independent action with respect to the student.

### Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Student Resources

- **911 Cellular:** Emergency Warning System for Texas A&M University – Central Texas. 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account. Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.
- **Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].
  - Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit https://www.tamuct.departments/index.php. Students may also contact the

institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

- Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.
- **Tutoring** Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
  - If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).
  - Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.
- **University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.
  - Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.
  - Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
  - Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour

sessions are available) or by making an appointment via WOnline. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

- **The University Library** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
  - Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
  - Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<http://tamuct.libguides.com/index>].

### **Amendments**

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing.

## Course Schedule

Date	Unit and Topic	Readings ( <i>Italicized ones are optional</i> )
Jan 17	Introduction	None
Jan 24	Virtue Politics I: Justice and the Ideal <i>Polis</i> <b>Academic Integrity Exercise Due</b>	<b>Required:</b> Plato, <u><i>The Republic</i></u> : Books I-IV <b>Commentaries:</b> <i>Sayers, Chapters 3-9</i> <i>Dorter, Chapters 2-5</i> <i>Pappas, Chapters 4-6</i>
Jan 31	Virtue Politics II: Skepticism, Knowledge, and Degeneration	<b>Required:</b> Plato, <u><i>The Republic</i></u> : Books V-X <b>Commentaries:</b> <i>Sayers, Chapters 10-12</i> <i>Dorter, Chapters 6, 8</i> <i>Pappas, Chapters 7-8</i>
Feb 7	Social Contract Theory I: State of Nature Theory	<b>Required:</b> Hobbes, <u><i>Leviathan</i></u> : Chapter 46, then Chapters 10-16 <b>Recommended:</b> <i>Précis of Chapters 1-9 (Canvas)</i> <i>Morris, "Gauthier on Hobbes' Moral and Political Philosophy" (Canvas)</i> <b>Commentaries:</b> <i>Newey, Chapter 4</i> <i>Zagorin, Chapters 2-3</i> <i>Bunce, Chapter 2 (pp. 17-41)</i>
Feb 14	Social Contract Theory II: A Contract for Security	<b>Required:</b> Hobbes, <u><i>Leviathan</i></u> : Chapters 17-21, 24, 26-30, and "A Review and Conclusion" on pp. 489-497 <b>Recommended:</b> <i>Stein, "Thomas Hobbes on the US Constitution" (Canvas)</i> <b>Commentaries:</b> <i>Newey, Chapters 5-8</i> <i>Zagorin, Chapters 3-4</i> <i>Bunce, Chapter 2 (pp. 41-67)</i>
Feb 21	NO CLASS	<b>NO READINGS:</b> Professor is at the 40th Annual Southwest Popular/American Culture Association Annual Conference

Date	Unit and Topic	Readings ( <i>Italicized ones are optional</i> )
Feb 28	Social Contract Theory III: A Contract for Liberty	<p><b>Required:</b></p> <p>Locke, Excerpts from the <u>First Treatise on Government</u> (Canvas)</p> <p>Locke, <u>Second Treatise on Government</u></p> <p><b>Recommended:</b></p> <p><i>The Introduction in our edition</i></p> <p><i>Sarver, "A Lockean Argument <u>Against</u> the Death Penalty" (Canvas)</i></p> <p><b>Commentaries:</b></p> <p><i>Thomas, Chapters 2-4</i></p> <p><i>Kelly, Chapter 3</i></p>
March 7	<b>Exam I</b>	<b>Review Plato, Hobbes, and Locke</b>
March 14	No Class	<b>NONE:</b> Spring Break
March 21	Social Contract Theory IV: A Contract for Society	<p><b>Required:</b></p> <p>Rousseau, "On the Social Contract (First Version)" in the <u>Geneva Manuscripts</u> in our textbook</p> <p>Rousseau, <u>On the Social Contract</u>: Books 1 (all), 2 (Chapters 1-6)</p> <p><b>Recommended:</b> <i>Bertram, Chapter 2</i></p> <p><b>Commentaries:</b></p> <p><i>Gildin, Chapter 2 (Canvas)</i></p> <p><i>Bertram, Chapters 3-6</i></p>
March 28	Social Contract Theory V: Governing the Community	<p><b>Required:</b></p> <p>Rousseau, <u>On the Social Contract</u>: Books 2 (Chapters 7-12), 3 (Chapters 1, 3-7, 10-14, 18 only), 4 (Chapters 1, 7-8 only)</p> <p>Rousseau, "Principles of the Right of War" in the <u>Geneva Manuscripts</u> in our textbook</p> <p>Rousseau, "Letters Written from the Mountains" in the <u>Geneva Manuscripts</u> in our textbook</p> <p><b>Recommended:</b></p> <p><i>The rest of <u>On the Social Contract</u>, Books 3-4</i></p> <p><i>Bertram, Chapter 10</i></p> <p><b>Commentaries:</b></p> <p><i>Gildin, Chapters 3-6 (Canvas)</i></p> <p><i>Bertram, Chapters 7-9</i></p>

Date	Unit and Topic	Readings ( <i>Italicized ones are optional</i> )
April 4	Modern Liberalism I: Utility and the Harm Principle	<p><b>Required:</b>            Mill, <u>On Liberty</u>, Chapters I-II            Mill, Excerpts from Letters and Other Works for Session I (Canvas)</p> <p><b>Recommended:</b> Mill, <u>Utilitarianism</u>: Chapters 2 and 5</p> <p><b>Commentaries:</b>            Riley, Chapters 2-3            Skorupski (2006), Chapter 3</p>
April 11	Modern Liberalism II: Paradoxes of Liberal Political Thought	<p><b>Required:</b>            Mill, <u>On Liberty</u>, Chapters III-V            Mill, <u>Representative Government</u>, Chapters 3, 6, 8            Mill, Excerpts from Letters and Other Works for Session II (Canvas)</p> <p><b>Recommended:</b> Skorupski (1998): Chapters 13-14</p> <p><b>Commentary:</b> Riley, Chapters 4-6</p>
April 18	Modern Liberalism III: Justice as Fairness	<p><b>Required:</b> Rawls, <u>A Theory of Justice</u>: Sections 1-4, 8-13, 24</p> <p><b>Recommended:</b> Rawls, "Justice as Fairness: Political Not Metaphysical" (Canvas)</p> <p><b>Commentaries:</b>            Mandle, Chapter 1            Freeman, Chapters 2-3</p>
April 25	Modern Liberalism IV: Defending Justice as Fairness	<p><b>Required:</b>            Rawls, <u>A Theory of Justice</u>: Sections 5-6, 14-17, 26-30            Rawls, "The Idea of an Overlapping Consensus" (Canvas)            Rawls, "The Domain of the Political and Overlapping Consensus" (Canvas)</p> <p><b>Recommended:</b>            Mandle, Chapter 6</p> <p><b>Commentaries:</b>            Mandle, Chapter 2            Freeman, Chapters 4 and 9</p>
May 2	Modern Liberalism V: Constitutions, Justice as Regularity, and Civil Disobedience	<p><b>Required:</b> Rawls, <u>A Theory of Justice</u>: Sections 31-32, 36-38, 42-44, 46 (pp. 266-267 only), 53-59, 69-72, 77</p> <p><b>Recommended:</b>            Mandle, Chapter 5</p> <p><b>Commentaries:</b>            Mandle, Chapters 3-4            Freeman, Chapters 5-6</p>
May 9	<b>Exam II</b>	<b>Review Rousseau, Mill, and Rawls</b>



**REMINDER: Do not collaborate or share answers on the worksheets.**

Handy guide to pronunciation:

Cephalus: SEF-uh-lus or KEF-uh-lus

Polemarchus: pall-uh-MARK-us

Thrasymachus: thrah-SIM-uh-cus

Glaucon: GLAW-con

Adeimantus: ah-die-MAHN-tus

1. What question are Socrates and the others debating?
2. What is the take of Polemarchus on the question?
3. What is the Ring of Gyges, and how does Glaucon use it to challenge Socrates?



1. Does Socrates favor a division of labor between the sexes? That is, does he think some jobs should be “women’s work” and others should be “men’s work?” Why/why not?
2. Who leads the ideal city of Socrates?
3. What makes a person a philosopher, according to Socrates/Plato?

Questions about the divided line from 509-511. (Figure from Sayers, Plato’s Republic: An Introduction, 1999):

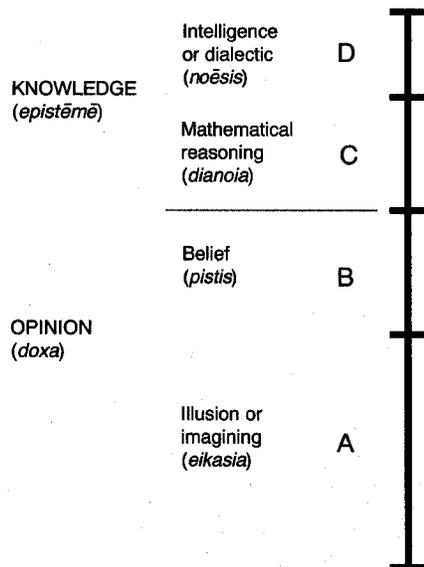


Figure 11.1 The Divided Line

4. Which **two letters** represent the intelligible world?

5. Where do physical objects like your computer fall on this line (i.e. which letter)?
6. Where do the Forms fall?
7. In the story of the cave, what happens to the prisoner? Just list the events in his journey.
8. List the five types of government in order from best to worst (from Plato's perspective)
9. What's wrong with poets and their poetry? Provide at least two objections to them from the character of Socrates.
10. Socrates tries to prove the immortality of the soul in Book X. But what is his final argument for being just as also being good for ourselves?



7. What is the first law of nature?

8. Should one honor a contract entered into because of threats? Why/why not?

9. How and when are the laws of nature binding, internally and externally?

10. What's the difference between an actor and an author?





1. What is Locke's objection to the Biblical injunction to "honor thy father" in the First Treatise?
2. What are the limits to one's property rights in the First Treatise?
3. Fun fact: In the Second Treatise, there are actually two sequential states of nature before a social contract is reached. List the "invention" that makes property rights in the initial state of nature different from those in the subsequent state of nature.
4. How is property legitimately acquired in a state of nature?
5. In what way are life and liberty actually types of property rights?
6. Which rights or powers must people relinquish to form a commonwealth?
7. Can citizens withdraw their consent to be governed?





6. In the social contract, we give up \_\_\_\_\_ rights for \_\_\_\_\_ rights.
7. What is the will of all?
8. What is the general will?
9. What limits exist on sovereign power?
10. Do citizens retain the right to resist death that they had in Hobbes's *Leviathan*?





1. What is Mill's principle of liberty, also known as the harm principle (see pp. 13-14)?
2. Which liberties does Mill defend?
3. Censorship of an uncommon opinion causes about as much harm as censorship of a common one. Why?
4. Why shouldn't we ban lies, according to Mill?
5. Why shouldn't we require oaths to God in order to accept testimony, according to Mill?
6. Why shouldn't we ban blasphemy, according to Mill?

7. To whom does the Principle of Liberty **not** apply?
  
  
  
  
  
  
  
  
  
  
8. What is Mill's objection to the Lockean foundation for property rights?
  
  
  
  
  
  
  
  
  
  
9. List some factors that make a society civilized, according to Mill.
  
  
  
  
  
  
  
  
  
  
10. What is the purpose of higher education?











7. List one of the objections to the idea of relying on an overlapping consensus to identify political justice, and the response to that objection by Rawls.

8. What social facts does Rawls take as given in his writings on the overlapping consensus?

9. What is a political conception of justice?

1. How does Rawls define liberty?
2. List three features of the just constitution.
3. What does “justice as regularity” mean?
4. What are the four main branches (functions) of the just government?
5. What is the justification for majority rule?
6. What is a well-ordered society?
7. How can just social and political systems fail to be “in equilibrium,” according to Rawls?

8. What are the three phases in the development of morality?
  
9. Who counts as a “moral person,” deserving of equal rights, according to Rawls?