



TEXAS A&M UNIVERSITY CENTRAL TEXAS

POLI 4341

Freedom and Authority

Section 110 / Spring 2023 / CRN 10116

6:00-9:00 PM Tuesdays

Founder's Hall 212



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Office Hours: Mon 5-6 PM, Tues 4:30-5:45 PM, Wed 5-5:45 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 the tension between arguments for the existence of an effective government (authority) and rights-based arguments for limiting the power of government (freedom). Many theorists attempt to resolve this tension by positing consent via a "social contract" that draws a line between legitimate and illegitimate authority and actions.

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 how can it best be achieved?*
- 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>]. **We strongly recommend the latest versions of either the Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Student-Instructor Interaction

I check my email at least once each weekday and strive to reply to students within 24 hours, when they request a response. Reading and response times are longer over weekends and university holidays.

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: 978-0199670802

Charles Mills. 1999. The Racial Contract. Cornell University Press. ISBN: 978-0801484636

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.

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

Samuel Richard Freeman. 2007. Rawls. Routledge.

Frank Lovett. 2011. Rawls's A Theory of Justice: A Reader's Guide. Continuum. (E-Book)

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.

Jonathan Riley. 1998. Mill On Liberty. Routledge.

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

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, a video lecture, and a few PowerPoint slides.

- Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.
Username: Your MyCT email address. Password: Your MyCT password
- Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
- For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]
Please let the support technician know you are an A&M-Central Texas student.
- 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 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 13 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 are either easily “Googled” or 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:
 - On the first exam (covering Hobbes, Locke, and Rousseau), 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 (over liberals Mill and Rawls and their feminist and critical race theory critics), the first question will ask you to compare two authors' (from Mill, Rawls, and Mills) 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 a hypothetical or historical example provided to compare the response of liberalism to either nonliberal (radical) feminism or critical race theory and to justify one approach as being better than the others.
- 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, although long quotes are discouraged since they take so much time to transcribe).
- 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

Grade	Thesis and Structure	Textual Support
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 “blanking” in class because you can simply read off a question from your notes.

POLI 4341 Course Rubric

Item	Points	Percent of Grade	
Exam 1	650 Points (evenly divided between the two questions)	20%	40%
Exam 2	650 Points (evenly divided between the two questions)	20%	
Participation	1300 Points (100 per session in which participation is possible)	40%	
Worksheets	650 Points (evenly divided between 13 worksheets at 50 points per worksheet)	20%	
Academic Integrity Exercise	* No points but <i>required to pass the course</i> if not previously completed	0%*	
TOTAL POSSIBLE	3250 Points	100%	
<i>2909+ = A 2584-2908 = B 2259-2583 = C 1934-2258 = D 1933 or lower = F</i>			

Other Course and TAMUCT 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 → lay down natural rights, gain civil rights

- Late Worksheets: Late worksheets will not be accepted, except in the case of emergencies described above. If you email me a worksheet (presumably to prove you have it done before class), 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.

More [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel) is available at the following link: [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Specific guidelines for this course, which supplement and do not replace University policy:

- **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 merely 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 the [Drop Request](#) Dynamic Form through Warrior Web:

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>]

Faculty 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. Once you submit the completed 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.

Professors are Mandatory Reporters

Texas State Law states that:

- “An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes **sexual harassment, sexual assault, dating violence, or stalking** and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.”
- Further: “A person commits an offense if the person is required to make a report...and knowingly fails to make the report. ... A postsecondary educational institution shall terminate the employment of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense.”

Student Resources

- **Emergency Warning System for Texas A&M University – Central Texas: SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts. Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.
 - You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].
 - To register SafeZone on your phone, please follow these 3 easy steps:
 1. Download the SafeZone App from your phone store using the link below:
 - iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - Android Phone / Tablet [<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
 2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
 3. Complete your profile and accept the terms of service
- **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 Warrior Center for Student Success, Equity 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.
 - Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 virtually and in-person. Student success coaching is available online upon request.
 - If you have a question, are interested in becoming a tutor, or in need of success

coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

- To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.
- Chat live with a remote 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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.
- **University Writing Center:** Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.
 - 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-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.
- **University Library & Archives:** The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments)
 - [https://tamuct.libcal.com/appointments]. 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](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

Important University Dates (From <https://www.tamuct.edu/registrar/academic-calendar.html>)

January 17, 2023	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.
January 17, 2023	Classes Begin for Spring Semester
January 19, 2023	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
February 1, 2023	Deadline to Drop 16-Week Classes with No Record
February 1, 2023	Educator Preparation Program (Teacher and Principal) application deadline
February 1, 2023	Superintendent Program application deadline
March 10, 2023	Deadline for Admissions Applications (Spring)
March 13-17, 2023	Spring Break
March 20, 2023	Advising Begins for Summer Semester
March 20, 2023	Class Schedule Published For Summer Semester
March 31, 2023	Deadline for Graduation Application for Ceremony Participation
April 1, 2023	Clinical Teaching Placement Form Deadline
April 1, 2023	School Counselor Program Application deadline (Summer)
April 1, 2023	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 3, 2023	Registration Opens for Summer Semester
April 5, 2023	Priority Deadline for International Student Admission Applications (Summer)
April 7, 2023	Deadline for Scholarship Applications for the Summer Semester
April 7, 2023	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 14, 2023	Deadline for Final Committee-Edited Theses with Committee Approval Signatures
April 24, 2023	Priority Deadline for VA Certification Request (Summer)

April 28, 2023	Student End of Course Survey Opens (16- and Second 8-Week Classes)
May 12, 2023	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 12, 2023	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 12, 2023	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 12, 2023	Spring Semester Ends
May 13, 2023	Commencement Ceremony Bell County Expo Center 3 pm

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 by uploading a revised syllabus to Canvas.

Course Schedule

Date	Unit and Topic	Readings (<i>Italicized ones are optional</i>)
Jan 17	Introduction	None
Jan 24	Social Contract Theory I: State of Nature Theory Academic Integrity Exercise Due	<p>Required: Hobbes, <u>Leviathan</u>: Chapter 46 Précis of Chapters 1-9 (Canvas) Hobbes, <u>Leviathan</u>: Chapters 10-16</p> <p>Recommended: <i>Morris, "Gauthier on Hobbes' Moral and Political Philosophy" (Canvas)</i></p> <p>Commentaries: <i>Newey, Chapter 4</i> <i>Zagorin, Chapters 2-3</i> <i>Bunce, Chapter 2 (pp. 17-41)</i></p>
Jan 31	Social Contract Theory II: A Contract for Security	<p>Required: Hobbes, <u>Leviathan</u>: Chapters 17-21, 24, 26-30, and "A Review and Conclusion" on pp. 489-497</p> <p>Recommended: <i>Stein, "Thomas Hobbes on the US Constitution" (Canvas)</i></p> <p>Commentaries: <i>Newey, Chapters 5-8</i> <i>Zagorin, Chapters 3-4</i> <i>Bunce, Chapter 2 (pp. 41-67)</i></p>
Feb 7	Social Contract Theory III: A Contract for Liberty	<p>Required: Locke, Excerpts from the <u>First Treatise on Government</u> (Canvas) Locke, <u>Second Treatise on Government</u></p> <p>Recommended: <i>The Introduction in our edition</i> <i>Ward, Chapters 2-3</i></p> <p>Commentaries: <i>Thomas, Chapters 2-4</i> <i>Kelly, Chapter 3</i></p>
Feb 14	Social Contract Theory IV: A Contract for Society	<p>Required: Rousseau, "On the Social Contract (First Version)" in the <u>Geneva Manuscripts</u> in our textbook Rousseau, <u>On the Social Contract</u>: Books 1 (all), 2 (Chapters 1-6)</p> <p>Recommended: <i>Bertram, Chapter 2</i></p> <p>Commentaries: <i>Gildin, Chapter 2 (Canvas)</i> <i>Bertram, Chapters 3-6</i></p>

Date	Unit and Topic	Readings (<i>Italicized ones are optional</i>)
Feb 21	Social Contract Theory V: Governing the Community	<p>Required:</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>Recommended:</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>Commentaries:</p> <p><i>Gildin, Chapters 3-6 (Canvas)</i></p> <p><i>Bertram, Chapters 7-9</i></p>
Feb 28	Exam I	Review Hobbes, Locke, and Rousseau
March 7	Modern Liberalism I: Liberty and the Harm Principle	<p>Required:</p> <p>Mill, <u>On Liberty</u>, Chapters I-II</p> <p>Mill, Excerpts from Letters and Other Works for Session I (Canvas)</p> <p>Recommended: <i>Mill, <u>Utilitarianism</u>: Chapters 2 and 5</i></p> <p>Commentaries:</p> <p><i>Riley, Chapters 2-3</i></p> <p><i>Skorupski (2006), Chapter 3</i></p>
March 14	No Class: Spring Break	None (but consider starting the ones for March 21)
March 21	Modern Liberalism II: Paradoxes of Early Modern Liberalism	<p>Required:</p> <p>Mill, <u>On Liberty</u>, Chapters III-V</p> <p>Mill, <u>Representative Government</u>, Chapters 3, 6, 8</p> <p>Mill, Excerpts from Letters and Other Works for Session II (Canvas)</p> <p>Recommended: <i>Skorupski (1998), Chapters 13-14</i></p> <p>Commentary: <i>Riley, Chapters 4-6</i></p>
March 28	Modern Liberalism III: Justice as Fairness	<p>Required:</p> <p>Rawls, <u>A Theory of Justice</u>: Sections 1-4, 8-14, 24</p> <p>Rawls, “Justice as Fairness: Political Not Metaphysical” (Canvas)</p> <p>Recommended:</p> <p>Commentaries:</p> <p><i>Lovett, pp. 14-64</i></p> <p><i>Mandle, Chapters 1-2</i></p> <p><i>Freeman, Chapters 2-3, 9</i></p>

Date	Unit and Topic	Readings (<i>Italicized</i> ones are optional)
April 4	Modern Liberalism IV: Defending Justice as Fairness	<p>Required:</p> <p>Rawls, <u><i>A Theory of Justice</i></u>: Sections 5-6, 15-17, 22, 26-32</p> <p>Rawls, “The Idea of an Overlapping Consensus” (Canvas)</p> <p>Rawls, “The Domain of the Political and Overlapping Consensus” (Canvas)</p> <p>Recommended:</p> <p><i>Mandle, Chapter 23</i></p> <p>Commentaries:</p> <p><i>Lovett, pp. 65-109</i></p> <p><i>Mandle, Chapters 5-6, 16</i></p> <p><i>Freeman, Chapter 4</i></p>
April 11	Modern Liberalism V: The Liberal Social Contract	<p>Required:</p> <p>Rawls, <u><i>A Theory of Justice</i></u>: Sections 36-38, 42-44, 53-59, 69-72, 77</p> <p>Recommended:</p> <p><i>Mandle, Chapter 25</i></p> <p>Commentaries:</p> <p><i>Lovett, pp. 110-142</i></p> <p><i>Mandle, Chapters 17-18</i></p> <p><i>Freeman, Chapters 5-6</i></p>
April 18	Critics of Liberalism I: Feminist Critiques	<p>Required:</p> <p>Kittay, <u><i>Love’s Labor</i></u>, Excerpts (Canvas)</p> <p>Pateman, <u><i>The Sexual Contract</i></u>, Excerpts (Canvas)</p> <p>Recommended:</p> <p><i>Bhandary, “Dependency in Justice: Can Rawlsian Liberalism Accommodate Kittay’s Dependency Critique?”</i> (Canvas)</p> <p><i>Puwar, “Interview with Carole Pateman”</i> (Canvas)</p>
April 25	Critics of Liberalism II: Critical Race Theory	<p>Required:</p> <p>Watch <i>Recent Data on the Socioeconomics of Race in The United States</i> (Canvas)</p> <p>Mills, “Rawls on Race/Race in Rawls” (Canvas)</p> <p>Mills, <u><i>The Racial Contract</i></u>, Chapters 1-2</p> <p>Recommended:</p> <p><i>Slack, “From Class to Race and Back Again: A Critique of Charles Mills’ Black Radical Liberalism”</i> (Canvas)</p>

Date	Unit and Topic	Readings (<i>Italicized ones are optional</i>)
May 2	Critics of Liberalism III: Intersectionality	Required: Mills, <u>The Racial Contract</u> , Chapter 3 Pateman and Mills, "Contract and Social Change" (Canvas) Mills, "Contract of Breach: Repairing the Racial Contract" (Canvas) Recommended: <i>Mills, "The Racial Contract Revisited: Still Unbroken After All These Years" (Canvas)</i>
May 9	Exam II	Review Mill, Rawls, Mills, and Feminist Critiques

1. What are the things included in true philosophy, and what are the things excluded from it?
2. What is power?
3. Why does everyone desire power?
4. In what way are men equal in a state of nature?
5. Why is a state of nature a state of war?
6. What is the right of nature?

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. To what duties, if any, does the social contract bind the sovereign?
2. Why can't subjects revoke consent?
3. What are the three types of commonwealth, and which is best?
4. Which liberties – if any – do subjects retain under the social contract?
5. Under what conditions does ignorance of the law excuse a violation?
6. What category of crimes is worst, according to Hobbes?

7. List two factors that mitigate a crime (extenuating circumstances).
8. Do absolutist rulers tend to increase or decrease the chances of revolution?
9. What is Hobbes's view of the separation of powers within governments?
10. When may subjects give up their loyalty to the old government in order to follow a new one?

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?

8. Which power of government is strongest – legislative, executive, or federative?

9. In a lawful war, you can slaughter your enemies if you defeat them, but you cannot take their property! Why?

10. What's the difference between usurpation and tyranny, according to Locke?

Why can't people just continue to live in a state of nature without a social contract, according to...?

1. ...the first version of Rousseau's On the Social Contract?
2. ...the final version of Rousseau's On the Social Contract (look to Chapter 6 of Book I)?
3. "A person deems himself the master of others, yet still remains more of a slave than they." In what way are the powerful enslaved in the world of Rousseau?
4. What is Rousseau's response to Aristotle's argument that some people are naturally suited for slavery?
5. What is Rousseau's response to the Hobbesian idea of "might makes right?"

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*?

Second Worksheet on Rousseau

1. Who is the Legislator (often translated as “lawgiver”), and what powers (if any) does he/she have?

2. What are magistrates responsible for in Rousseau’s theory?

3. What’s wrong with democracy?

4. What are the two mechanisms by which states fail?

5. What rights (if any) does the government have against the sovereign?

6. What are the five principles of Rousseau’s “civil religion?”

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?

1. How are those who follow custom like apes?
2. Freedom of behavior did not exist in early human society. Why not?
3. How does liberty promote progress?
4. What are the threats to liberty identified by Mill?
5. When should society refrain from limiting liberty, even for the purpose of preventing harm to others?

6. Within a representative democracy, who is to be denied the vote and who is to be given multiple votes?
7. Why isn't voting a right, according to Mill's letters?
8. What alternative to his own plural voting system does Mill endorse in his letters?
9. What functions should government perform, and which ones should it refrain from performing, according to the excerpts from Mill's *Political Economy* that we read?
10. How much social control can legitimately be exercised against people receiving public assistance?

1. What is the first virtue of social institutions?
2. What does “original position” mean?
3. What does lexical ordering mean?
4. What are Rawls’s two principles of justice?
5. Which one of the four interpretations of the second principle (see the table on p. 57) does Rawls adopt?
6. What is excluded from our consideration under the “veil of ignorance?”

7. What is a political conception of justice?

1. What are three distinctions that Rawls draws between “Justice as Fairness” and utilitarianism?
2. What are primary social goods, according to Rawls?
3. What is the maximin rule?
4. What is one argument made by Rawls for the plausibility of the maximin rule for decision-making in the original position?
5. What is one Rawlsian objection to the principle of average utility?

6. Can a general, metaphysical (moral or ethical), comprehensive view of justice provide an adequate basis to unite a democratic society? Why/Why not?
7. What exactly *is* an overlapping consensus?
8. What is the *modus vivendi* objection to the overlapping consensus, and how does Rawls respond to it?
9. Is the overlapping consensus utopian? What is Rawls's response and its reasoning?
10. What are the "burdens of reason," and how are they burdensome?
11. If we recognize these burdens, how should we conduct discussion if we want to be reasonable?
12. Why is political legitimacy important, and what constitutes legitimacy?

1. List three features of the just constitution.

2. What does “justice as regularity” mean?

3. What are the four main branches (functions) of the just government?

4. What conditions must be met for civil disobedience to be consistent with Rawlsian justice?

5. What is conscientious refusal? In particular, how does it differ from civil disobedience?

6. What is a well-ordered society?

7. What are the three phases in the development of morality?

8. Who counts as a “moral person,” deserving of equal rights, according to Rawls?

Kittay:

1. What are “inevitable dependencies?”
2. What **two** groups are effectively excluded from Rawls’s theory as equal citizens?
3. What’s wrong with viewing people as “self-originating sources of valid moral claims?”
4. What is the principle of *doulia*?

Pateman:

5. According to Pateman, how is patriarchy established under Hobbes?

6. How does contractarianism necessarily produce slavery (with the exception of Rousseau)?

7. What's wrong with fraternity as a basis for a social contract?

8. What is the original political right?

9. What is Pateman's main objection to making contracts under the principle that we all own ourselves?

First Worksheet on Mills (Two-Sided)

1. Mills criticizes Rawls for his scant attention to racial injustice. To what key “internal conceptual factor” does he attribute this absence?
2. “Rawls’s conception is *multiply* Eurocentric.” What are at least two Eurocentric elements in Rawls’s theory?
3. What mistaken view does Mills say Rawls holds about race?
4. In what way is the Racial Contract an epistemological contract?
5. What is the economic dimension of the Racial Contract?
6. What is the “racing of space?”

7. In his attempt to prove that social contract theory was racist from its “golden age” forward, Mills focuses on four prominent theorists. Who are they?

8. According to Mills, what is one way that the Racial Contract continues to be enforced through violence?

1. What does Mills mean by the phrase “*Herrenvolk* Ethics?”
2. Why does the Kantian norm of the infinite value of all life need to be rewritten?
3. Mills describes “white dominance” as being “invisible.” How does he think the Racial Contract produces this invisibility?
4. How do “subpeople” assert themselves politically?
5. Mills is only Black in the United States. What is he in Jamaica?
6. In what way does Pateman write about class?

7. What is the difference between contractarianism and contractualism, according to Mills?
8. List two disagreements between Pateman and Mills (i.e. where they directly contradict each other).
9. How do prescriptions for remedial justice in a racist social order differ from prescriptions for ideal justice in a non-racist social order?
10. What fourth category of racial disadvantage does Mills propose?
11. Does Mills end up favoring reparations?