

<b>Syllabus for Introduction to Political Philosophy – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Spring 2018	
<b>Course ID and Section #</b>	POLSC 2-E2646 /PHIL 2-E4286	
<b>Instructor's Name</b>	Ryan Emenaker	
<b>Day/Time</b>	T/Th 1:15-2:40	
<b>Location</b>	HU 217	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	HU 108F
	<i>Office hours</i>	12:00-1:00 M-Th
	<i>Phonenumber</i>	476-4306
	<i>Email address</i>	ryan-emenaker@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Numerous listed on the Main Syllabus Form
	<i>Author</i>	
	<i>ISBN</i>	
<b>Course Description</b>		
<p>A course examining the key texts and political thinkers of western political thought from Plato to the present. Students will be introduced to: (1) historical and contemporary debates about the most desirable cultural values, political regimes, institutional forms, economic systems, and laws to achieve "the good life;" and (2) political theorists' answers to contentious questions about the nature of justice, freedom, and equality.</p>		
<b>Student Learning Outcomes</b>		
<p>Upon successful completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the core concepts and contributions of thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill, and Marx.</li> <li>2. Compare and contrast modern political ideologies, such as liberalism, conservatism, Marxism, and feminism.</li> <li>3. Apply the perspectives of thinkers from different eras to contemporary political problems</li> </ol>		
<b>Special Accommodations</b>		
<p>College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>		
<b>Academic Honesty</b>		
<p>In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:</p>		

## Syllabus for Introduction to Political Philosophy – Eureka Campus

<http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated.

Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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### **Emergency Procedures for the Eureka campus:**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

(<http://www.redwoods.edu/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

*College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.*

## **Now the Real Syllabus Begins!**

Professor Ryan Emenaker  
Department of Political Science, HU108F  
[ryan-emenaker@redwoods.edu](mailto:ryan-emenaker@redwoods.edu)  
707.476.4306  
Office Hours: M/W 12:00-1:00; T/Th 12-1:00

### **POLSC 2/PHIL2: Introduction to Political Philosophy Spring 2018 Syllabus**

Course Description: What is justice? What is freedom? What is the nature of the best regime? When is the exercise of political authority legitimate? This course will explore these questions, among others, which lie at the core of political theory. We will be reading the canonical work of Hobbes, Locke, Rousseau, Marx, and Mill, as well as contemporary scholarship by authors including Berlin, Rawls, Novak, Cohen, and Okin.

In this class significant attention will be given to thinking about questions with no clear answers, and which have perplexed scholars throughout all of human history. Students are encouraged to raise questions at any time. The professor does not have all the answers; you should feel free to question and challenge me.

**Meeting Times/Locations:** T/Th 1:15-2:40 HU 217 (POLSC E2646/ PHIL E4286) 3 Units.

Requirements: Students are expected to have read the texts thoroughly before attending class. Attendance is mandatory. Students will be required to write two papers, of 5-7 pages in length (1800-2200 words), ten Reading Responses (1-2 pages each), and complete a take-home final exam. The first paper topic will be assigned on Thursday, March 1 and is due on **Sunday, March 11th at 11PM**. The second paper topic will be assigned on Thursday, April 5 and is due on **Sunday, April 15<sup>th</sup> at 11PM**.

#### **Grade Distribution:**

Paper 1: 20%  
Paper 2: 20%  
Reading Responses: 20%  
Final Exam: 20%  
Participation: 20%

#### **Grading Scale:**

A	= 93.0 – 100%
A-	= 90.0 – 92.9%
B+	= 86.6 – 89.9 %
B	= 83.0– 86.5%
B-	= 80.0 – 82.9%
C+	= 75.0 – 79.9%
C	= 70.0 – 74.9%
D	= 60.0 – 69.9%
F	= 0 – 59.9%

***An “incomplete” grade will not be given except under extraordinary circumstances.***

### **Texts for Purchase:**

Alexander, Michelle *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (978-1595586438) The New Press.  
Cohen, GA *Why Not Socialism?* (978-0691143613) Princeton University Press.  
Hobbes, Thomas *Leviathan* (0-87220-177-5) Hackett Classics.  
Locke, John *The Selected Political Writings* (978-0393964516) W.W. Norton.  
Mill, John Stuart *On Liberty, Utilitarianism & Other Essays* (978-0199670802) Oxford World's Classics.  
Plato, *Five Dialogues 2<sup>nd</sup> edition* (978-0872206335) Hackett. [pdfs of *The Apology* and *The Crito* on Canvas]  
Rousseau, Jean-Jacques *The Basic Political Writings 2<sup>nd</sup> edition* (978-1603846738) Hackett Publishing.  
Sandel, Michael. J. *Justice: A Reader* 1st edition (978-0195335125) Oxford University Press.  
Marx, Karl & Friedrich Engels *The Communist Manifesto* (978-0717802418) International Publishers Co.

**Instructor Expectations** A considerable amount of reading, and thinking are necessary to properly prepare for each class. To receive a passing grade, a minimum of 3 to 4 hours will be required to prepare for each session. Additional time will be needed to complete the essays, Reading Responses, and the Final. Expect to put in about 9 hours-per-week for this class.

**Canvas-** Be certain that you know how to use Canvas, and that you are able to check your MyCR e-mail. I will be communicating to the class by e-mail, and through Canvas, with some frequency; I will assume you check your MyCR e-mail at least once a day. Canvas will be used to post readings, lecture notes, send out announcements, and to make changes to the course outline. If you are not able to use Canvas, or are not receiving messages from me, do not wait to fix this problem.

### **Assignments & Grading:**

1. Class Participation is 20% of your final grade and vital for your success in this class. I do not accept excuses for missed participation; you either participate or you don't, and you can't participate if you're not in class. Participation in this course means taking an active role in class discussions, group-work, in-class written assignments, and completing all assigned readings, and other assigned homework.

If you fail to attend class, it is your responsibility to find out what you missed from one of your colleagues. If you miss a handout, most are on posted on Canvas. For those that are not, ask a colleague if you may copy theirs. I encourage everyone to exchange contact information with at least two others for these purposes.

2. Reading Responses are written pieces to 10 of the required readings. Do not attempt to summarize the entire chapter or article. Instead, pick a quote, theme, or idea from one of the assigned readings for that week, and then (1) write 1-2 paragraphs summarizing the author's intended meaning and (2) write 1-2 paragraphs describing your reactions to the quote or theme. *I do not simply want to know what the authors said; I want to know what YOU think about what they said.* A sample reading response is included on Canvas; please read this sample a couple of times to get a sense of what I expect. Also read the section labeled "Mistakes that Drive Me Crazy" at the end of the article titled "How to Write a 5 Paragraph Essay."

*You must be responding to readings assigned from the previous two class sessions. You may only turn in one per week; absolutely no excuse--no matter how valid--will allow you to turn in more than one per week. Since you only need to turn in 10 for the entire semester you are already allowed to "miss" Reading Responses for 4 weeks of the semester. If you miss more than that--no matter the reason--then you do not deserve to receive full credit for this portion of the class. Extra credit will not be given for turning in more than 10.*

These writings are designed to get you thinking about the readings we do throughout the semester, they reinforce classroom discussion and sharpen your analytical skills. *Each response piece should be at least one **typed page**. Due at the start of class!!! No late or e-mailed response pieces will be accepted!!!*

3. Two Essays. Students will be required to write two papers, of 5-7 pages (1800-2200 words) in length. The first paper topic will be assigned on Thursday, March 2 and is due on Sunday, March 11th at 11PM. The second paper topic will be assigned on Tuesday, April 18 and is due on Sunday, April 15<sup>th</sup> at 11PM. You will be graded on the originality, insightfulness of your thesis, and on how well you use course materials to defend your argument.

4. Final Exam, as per college policy, must be taken on the designated day and time for your class section, no exceptions, no make-up exams. We will do an in-class review for the Final during our final class meeting.

**Course Outline, Readings, and Due Dates Subject to Change at Instructors Discretion**  
(Changes will be announced in class and/or on Canvas)

## POLSC 2/PHIL 2: Intro. to Political Philosophy

### Course Schedule

Tuesday, January 16	<u>Introduction</u> . What is Political Theory/Political Philosophy?
Thursday, January 18	<u>Lecture One</u> . Individual vs. Collective Obligations: Plato, <i>Apology</i> . “Sample Reading Response” & “How to Write a 5 Paragraph Essay” (Canvas)
Tuesday, January 23	<u>Lecture Two</u> . Individual vs. Collective Obligations: Plato, <i>Crito</i> . Martin Luther King Jr., “Letter from a Birmingham Jail” (Canvas).
Thursday, January 25	<u>Lecture Three</u> . The Sovereign State: Hobbes, <i>Leviathan</i> , author’s intro. (pp. 3-5), chapters 5-6, 13.
Tuesday, January 30	<u>Lecture Four</u> . The Sovereign State: Hobbes, <i>Leviathan</i> , chapters 14-15, 17-20.
Thursday, February 1	<u>Lecture Five</u> . The Sovereign State: Hobbes, <i>Leviathan</i> , chapters 21, 26, 29-30, & pp. 243-4.
Tuesday, February 6	<u>Lecture Six</u> . Constitutional Government: Locke, <i>Letter Concerning Toleration</i> ; <i>Church of Lukumi Babalu Aye, Inc. v. City of Hialeah</i> (1993) (case available on Canvas).
Thursday, February 8	<u>Lecture Seven</u> . Constitutional Government: Locke, <i>Letter Concerning Toleration</i> ; <i>Town of Greece v. Galloway</i> (2014) (case available on Canvas).
Tuesday, February 13	<u>Lecture Eight</u> . Constitutional Government: Locke, <i>Second Treatises on Government</i> , Ch. I-IX.
Thursday, February 15	<u>Lecture Nine</u> . Constitutional Government: Locke, <i>Second Treatises on Government</i> , Ch. X-XIX; Declaration of Independence (Canvas).
Tuesday, February 20	<u>Lecture Ten</u> . Democracy & Participation: Rousseau, <i>Discourse on the Origin of Inequality</i> .
Thursday, February 22	<u>Lecture Eleven</u> . Democracy & Participation: Rousseau, <i>The Social Contract</i> , Books I and II.
Tuesday, February 27	<u>Lecture Twelve</u> . Democracy & Participation: Rousseau, <i>The Social Contract</i> , Books III and IV; Declaration of the Rights of Man (Canvas).
Thursday, March 1	<b>First Paper Topics Assigned (Due March 11<sup>th</sup>).</b>

Tuesday, March 6	<u>Lecture Thirteen</u> . The Greatest Good: Mill, <i>Utilitarianism</i> . (Focus on Ch. 2, 4 & 5 and Skim Ch. 1 & 3.)
Thursday, March 8	<u>Lecture Fourteen</u> . The Greatest Good: Mill, <i>On Liberty</i> , Ch. 1 and 2;
	Tuesday March 13 No Class; Spring Break
	Thursday March 15 No Class; Spring Break
Tuesday, March 20	<u>Lecture Fifteen</u> . The Greatest Good: Mill, <i>On Liberty</i> , Ch. 3-5.
Thursday, March 22	<u>Lecture Sixteen</u> . Catharine MacKinnon, Selections on “Free Speech and Equality” (Canvas). <a href="#">Court Cases and recent articles on Free Speech and Harmful Speech to be added to Canvas.</a>
Tuesday, March 27	<u>Lecture Seventeen</u> . Marx & Engels <i>The Communist Manifesto</i>
Thursday, March 29	Catch Up On Reading
Tuesday, April 3	<u>Lecture Eighteen</u> : Marx & Engels <i>The Communist Manifesto</i> Con’t
Thursday, April 5	<b>Second Paper Topics Assigned (Due April 15<sup>th</sup>).</b>
Tuesday, April 10	<u>Lecture Nineteen</u> . Rawls, “Justice as Fairness” in Chapter 7 of <i>Justice: A Reader</i>
Thursday, April 12	<u>Lecture Twenty</u> . Novak, <i>Anarchy, State, &amp; Utopia</i> (read all of Chapter 8 in <i>Justice: A Reader</i> )
Tuesday, April 17	<u>Lecture Twenty-one</u> . GA Cohen, <i>Why Not Socialism?</i>
Thursday, April 19	<u>Lecture Twenty-two</u> . Susan Okin, “On Justice and The Family” (Canvas).
Tuesday, April 24	<u>Lecture Twenty-three</u> . Michelle Alexander, <i>The New Jim Crow</i> , Intro & Ch. 1.
Thursday, April 26	<u>Lecture Twenty-four</u> . Michelle Alexander <i>The New Jim Crow</i> , Ch. 2-4
Tuesday, May 1	<u>Lecture Twenty-five</u> . Michelle Alexander, <i>The New Jim Crow</i> , Ch. 5-6.
Thursday, May 3	Conclusion. <b>Questions for Final Distributed.</b>

### MAY 5-11 FINALS WEEK