

**Lectures:** Mondays and Wednesdays, 9:00–9:50, 2048 Malott

**Professor: Paul Schumaker**

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Office Hours: Mondays and Wednesdays, 1-3pm, and by appointment

**Discussion sections:** Wednesdays at 10 and 11 and Fridays at 9 and 11, various places

**GTA: Brittnee Carter**

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Office hours: Wednesdays, 12-4pm

**Objectives:** The primary goal of this course is to develop your skills in abstract political thinking so that you can arrive at better political judgments and better defend your judgments in conversations with fellow citizens. To develop such skills we will explore the *concepts* of communities, citizenship, structures, rulers, authority, justice, and change and the *perennial political issues* associated with these concepts. Although additional enduring questions associated with these concepts will be introduced as the course proceeds, the major perennial political issues are:

- *Communities:* Which polities (such as the UN, a nation, a state, or a municipality) should be most central to our political identities? How sovereign should various polities be?
- *Citizens:* Who should be granted citizenship? What are the rights and duties of citizens?
- *Structures:* How should our political communities (or polities) be organized?
- *Rulers:* Who should govern our polities? How should political power be distributed?
- *Authority:* What should be the role and legitimate powers of government?
- *Justice:* How should social goods be distributed?
- *Change:* What sort of future can be anticipated? How much and what kind of change is needed? By what means should change be pursued?

In thinking about these concepts and issues, we will consider alternative *political principles*, defined as abstract generalizations about preferred ways of thinking about political life and acting politically.

“People’s first political allegiance should be to the nation in which they reside” and “people should see themselves, first and foremost, as members of a global community” illustrate two (of many) alternative principles concerning the concept of communities.

“Nations should restrict the entry of immigrants and refuse to grant aliens citizenship” and “all polities should have open admissions” illustrate principles concerning the concept of citizens.

“The interactions of citizens should be primarily influenced by opportunities available through the free markets of capitalism” and “governments must regulate many market activities” illustrate a couple of alternative principles about structures.

Questions 2-10 on the “*political attitude survey*” – which you must fill-out and submit during your discussion section on August 27 or 29 – are intended to measure your support and opposition to some political principles addressing the perennial political issues.

People’s political principles are usually affected by their holding certain philosophical assumptions of which they are often unaware. Thus, another basic objective of this course is to unearth our underlying assumptions. This can be done by exploring our beliefs about ultimate reality, human nature, the nature society, and political knowledge – as well as the major enduring or *perennial philosophical issues* associated with these concepts:

- *Ontology:* What comprises ultimate reality and determines history?
- *Psychology:* What are the fundamental characteristics of human nature?

- *Sociology*: What are the fundamental characteristics of all or most societies?
- *Epistemology*: Are there political truths? How can we attain or approach political knowledge?

A few examples of the philosophical assumptions that affect our principles are:

- “God is the ultimate being and power in the universe” is an ontological assumption stressed by religious fundamentalists.
- “The most basic human motivation is to experience pleasure and minimize pain” is a psychological assumption stressed by classical liberals.
- “The most basic type of division in modern societies pits capitalists against the proletariat” is a sociological assumption stressed by Marxists.
- “Widely accepted, long-standing cultural beliefs and norms are the best bases for knowing how to govern” is an epistemological assumption held by traditional conservatives.

Such ideas normally simplify the complex characteristics of the universe, humanity, societies, and knowledge, stressing what people regard as their most important aspects. Our commitments to such assumptions are more a matter of faith than certain knowledge, but that does not preclude rational discussion about their merits. Questions 11 through 14 on the political attitude survey are intended to get an initial reading on the philosophical assumptions you hold as you begin the course.

*Different ideologies and worldviews* offer alternative answers to both the perennial political issues and the perennial philosophical issues. As shown on the calendar below, the first part of the course will provide introductions to a multitude of such perspectives: classical liberalism, traditional conservatism, anarchism, Marxism, communism, fascism and Nazism, contemporary liberalism, contemporary conservatism, and various radical and extreme perspectives both on the “right” and the “left.” During the remainder of the course, we will discuss more systematically the alternative political principles and philosophical assumptions associated with these various ideologies.

**Class organization:** After eight introductory sessions (S1 to S8 on the syllabus below), two lectures will be devoted to each of the eleven political and philosophical issues listed above. These will feature Powerpoint presentations, but there will be opportunities for students to offer their views and ask questions. Before the first of these sessions, you should read and think about the two assigned “original sources” contained in *The Political Theory Reader*, as listed on the schedule below; they generally provide contrasting ideas on the topic. During class, we will interpret and assess the ideas regarding these issues provided in these readings. Before the second of these sessions, you should read the assigned chapter in our text, *From Ideologies to Public Philosophies*. The material in these chapters will not simply be summarized in class; instead, general themes regarding the assigned issue will be developed and discussed.

Thus, the readings and lectures for the week will provide resources that help you engage in conversations with your fellow students during the subsequent discussion section in which you are enrolled. During these conversations, you will often be assigned to speak from a particular perspective, discuss alternative ideas, and try to reach as much consensus as possible on the best (and worst) answers to each perennial question. You will also be expected to identify contested issues, where consensus seems impossible, and try to understand the bases for people’s conflicting views. On the bases of these discussions, you should begin to develop and defend your own (tentative) positions.

**Readings and preparation:** You should purchase *From Ideologies to Public Philosophies (FIPP)* and *The Political Theory Reader (PTR)*. You should read and study the indicated chapters and selections from these texts by the dates indicated on the calendar below. At the beginning of each lecture session, a quiz will be given addressing themes and ideas covered in the readings.

*Lecture outlines and graphics* (L1 through L28) will be posted in the Documents folder on Blackboard at least 24 hours prior to each lecture. You should read (and download) them prior to class. They are minimal, so you should supplement them with your own notes drawn from class lectures. Occasionally graphics are also provided on Blackboard, so you need not reproduce them during lectures but rather can focus on interpretations of them given in class.

A list of about 5 *testable concepts* covering the readings and lectures for each session (S1 through S28) will also be posted in the Assignments folder before each session.

Also listed on the calendar are *additional readings* for each session. You will only be responsible for those recommended readings that are relevant to your participation in discussion. (As your GTA will clarify, you will be assigned to speak from particular perspectives for some discussion sessions.) For example, if you are assigned to be a “cosmopolitan” (as discussed in *FIPP*, p. 81) for your discussion group’s conversation on communities, you should read and study the selection from David Held, “Toward a Global Covenant” for your discussion on February 18 or 20; other students will not be assigned these pages, so you will be expected to convey faithfully Held’s ideas to your fellow students and discussants. Students who are motivated to read unassigned additional readings and demonstrate the understandings they gained from these efforts in class discussions and on exams will, of course, be noticed and rewarded in the grading process.

**Grading:** Students can accumulate up to 100 points for performances on tests and papers and for their attendance and participation in class. Students earning 90 or more points will be assured of an A; those earning 80 or more points will be assured of a B; etc. While “plus-minus grading” will not normally be employed in assigning final grades for the course, we reserve the right to assign such marks in exceptional cases. For example, if you end up with 88 or 89 points and it is our judgment that your overall effort and learning is much like students who earned an “A” because they accumulated 90 points, we could choose to assign you a B+ or an A-.

### ***Scale and expectations***

- F: LT 60:** Failing work. Attendance is irregular or lacking altogether. There is little recognition of basic themes and concepts and hence little evidence of having thought much about political theory.
- D: 60-69:** Deficient work. Attendance is irregular. Basic themes in readings, lectures, and discussions are recognized but not understood in much depth. Papers and exams suggest limited effort and thought about the material.
- C: 70-79:** Adequate work. Misses classes about 20-25% of the time. Shows some familiarity with most readings, but studying is less thorough than that of A and B students. Participation in discussions is sporadic. Exams demonstrate basic understanding of materials covered in the readings, lectures, and discussions, but significant gaps are revealed. The term paper demonstrates basic understanding of relevant readings; some but not all of the required themes for the paper are addressed; outside research is provided but is minimal; writing is comprehensible but not very well organized, clear, and grammatical.
- B: 80-89:** Good work. Attends classes fairly regularly, but with some absences. Completes assigned readings and reflects upon them prior to class. Participates effectively in discussions. Exams demonstrate good understanding of readings and lectures. The term paper is responsive to the assignment, demonstrates good understanding of relevant readings, indicates effective research of outside sources, and is well written.
- A: GT 90:** Very good to excellent work: Much like B above, but has excellent attendance and demonstrates more effort, more contemplation, thoughtfulness, creativity, and critical insight.

## Requirements

**1. Attendance, preparation for, and participation in conversations during discussion sections will count 20 percent of your grade.** Your GTA, Brittnee Carter, will provide more precise guidelines.

**2. Attendance, preparation for, and performance on quizzes given at the beginning of each lecture will count 20 percent of your grade.** The quizzes will (ordinarily) be comprised of five questions dealing with themes, ideas, and facts presented in the required readings for the day; occasionally an extra-credit question or two will be added. These will usually be multiple-choice questions, but some fill-in-the-blank and true/false questions may be asked, and you will sometimes be asked to provide “bullet points” regarding that session’s testable concepts (see *study hints* below). Quizzes will be distributed by 9:00 and must be completed by 9:03, when they will be collected. At that point we will quickly discuss the right answers for the quiz. To keep track of how well you are doing in the course, you should keep a record of your scores on the calendar, provided later in this syllabus. My records will record all absences and your scores for each quiz. In addition to the midterm, there are 28 sessions, so you can accumulate 140 points if you get a “5” on each quiz - or more by providing correct answers to extra-credit questions.

**There will be no makeup quizzes**, either because you arrived late for class or were absent. If you arrive late (but before 9:15), you should see me right after class, so I can give you a “P” to record your presence. If you miss a quiz or class for either “excused” or unexcused reasons (or if you arrive late for a lecture and wish to get points beyond credit for being in attendance) you can submit, as a **costly alternative**, a précis (between 200-300 words in length) in which you summarize at least one of the *additional readings* listed on the syllabus for the day you missed. In your précis, you should relate the main ideas in the additional reading(s) to the issues raised in the assigned reading(s) for that date, as well as to ideas covered in lecture (you are encouraged to get lecture notes from a friend in class). Such costly alternatives will be accepted (as email attachments) *within two weeks* of the missed quiz or class (or by May 8 if you are providing a précis for a session between S25-S27), and a score of up to 5 points will be assigned to replace your previous absence (or the P given you if you arrived late). Students are permitted to submit only *three* such costly alternatives throughout the semester, unless a prolonged (and documented) illness or important university-related activity (e.g., being on the debate team) is made known to me immediately, and an arrangement for doing additional makeup work is negotiated.

At the end of the semester your work in this portion of the course will be given a summary “quiz and attendance” (Q&A) grade using the following matrix, which takes into account your attendance at lectures, your performances on the quizzes, and any costly alternatives that you submit. (NP indicates “not possible.”)

**Q&A: Total points based on your attendance and performances on quizzes (and costly alternatives)**

	LT 60	60-79	80-94	95-109	110-124	125-140
Absences						
11-29	1-9	10	NP	NP	NP	NP
8-10	10	11	13	NP	NP	NP
6-7	11	12	14	15	NP	NP
4-5	12	13	15	16	17	NP
2-3	13	14	16	17	18	19
1	14	15	17	18	19	20
0	15	16	18	19	20	21

**3. A midterm exam given on March 9 will count 15 percent of your grade.** A study guide containing the previously provided testable concepts and about five short-essay questions will be distributed by March 1. The exam, which should be completed in a pre-purchased, blank, Blue Book, will have two parts.

Part 1 will ask you to provide bullet points, defining and indicating the place in political thought (ideologies, theories, and philosophies) of some of the *testable concepts*. About 60 such concepts will be on the study guide, about six of these will be listed on the exam, and you will be expected to show your understanding of four of these. Compiling a list of “bullet points” for each testable concept as they are encountered in readings and lectures should facilitate success here (see *study hints* below).

Part 2 will ask you to write an essay in response to one of the following types of questions: (1) What are the main themes in one or two “original source” readings, and how would adherents to the most relevant ideological perspectives react to these themes? (2) How do adherents to a particular ideology or contrasting ideologies think about a perennial philosophical issue? (3) What were the main themes in a selected lecture and what do you think about that theme? The study guide will contain about five such questions, two of these will be on the exam, and you will write on one of them.

**4. A term paper due on May 4 will count 20 percent of your grade.** For this paper, you will be expected to provide and defend your public philosophy, as it has been thoughtfully developed during the course of the semester. Details about this requirements are provided as a separate appendix at the end of this syllabus.

**5. A final exam, scheduled for 7:30 – 10:00 am on Tuesday, May 12, will count 25 percent of your grade.** This exam will mostly cover materials addressed since the midterm and have three parts. As on the midterm, Part 1 will require you to provide bullet points about some testable concepts. Part 2 will involve writing an essay in response to the sort of questions posed for the midterm. For Part 3, you will write an essay in which you apply what you have learned to some contemporary issue. By May 1, a study guide will be provided. It will contain about 60 testable concepts covered since the midterm, and about three questions for both Parts 2 and 3. Again, particular items from the study guide will appear on the final, and you will have to choose which items you wish to tackle.

#### **Additional class policies**

- Be here and be prepared, putting forth the effort specified by the “3-6 rule of thumb.”
- Be on time and take the same seat (according to a seating chart to be created during the first week).
- Turn off cell phones (and other such devices).
- While laptops may be used for taking notes, you will be asked to turn yours off and put it away if you are observed using it for social networking and other such purposes.
- Don’t pack or leave before 9:50. Inform me before class if an early departure is necessary. Other early departures will be treated as absences.
- If you arrive after quizzes have been collected but before 9:15, inform me at the end of class.
- Participate but don’t dominate. Listen to others and practice the other arts of civil discourse.
- Notify us as soon as possible of any special needs.

**The Academic Achievement & Access Center (AAAC)** coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064.

**Additional class resources:** You are urged to utilize the glossary and familiarize yourself with the bibliographies of primary and secondary sources found in the syllabus file on Blackboard.

**Study Hints.** Below are a few suggestions to guide student mastery of the materials contained in *FIPP*, *PTR*, and introduced in lectures and discussions.

Prior to each lecture, I will provide major (testable) concepts that you will encounter in the assigned readings and lecture for that session. Most of these will reappear in subsequent readings and lectures, and some will appear on various quizzes and exams. You are also expected to incorporate such concepts in your term paper. Many are *italicized* in *FIPP* (although some other words are italicized for emphasis and because they are titles of books). You are advised to keep a master list of these concepts. You can then develop your own “bullet points” drawn from the text, the assigned original source readings, the glossary, lectures, and discussions. These bullet points should provide important information about their meaning and role in political theory and political life. For example, the terms “radical” and “extremist” are bandied around in political discourse, but often lack precise meanings. These terms are encountered as early as in Figure 1, pp. 19-20, and pp. 75-76 of *FIPP*, and will be discussed in more detail in S6. Here are some initial bullet points about each:

### ***Radicals***

- Think that electoral and policy choices between contemporary liberals and contemporary conservatives are inadequate; deeper changes are needed.
- Identify and seek to correct perceived root cause(s) of deficiencies in social, economic, and political life within pluralist societies.
  - e.g., too much economic inequality (e.g., social democrats, egalitarian liberals),
  - or too much permissiveness (e.g., social conservatives, the religious right)
- Do not want to destroy pluralism, only change particular aspects of it.
- Work for change through existing “rules of the game” and law-abiding practices.

### ***Extremists***

- Reject pluralist society.
- Seek a more homogeneous one (e.g., a theocracy, a white nationalist society, a communist utopia).
- Pursue these in obstructive, militant, often illegal, violent and/or revolutionary ways.

However, these and other such bullet points are not some set of ideas to be memorized, as there are many ways of expressing and developing major political concepts. As such concepts appear throughout the semester, you should compile some bullet points regarding them, to help you deepen your understanding of key political concepts and find good ways of expressing your understandings of them on exams.

In Chapters 2 through 4 of *FIPP*, you will gain an initial understanding of the key goals and main ideas of eight ideologies and 20 quasi-ideologies. But your understanding of these perspectives will remain limited at this point. You should be eager to acquire deeper understandings of these perspectives as you progress through the rest of the book where you will learn more about their political principles and assumptions. One useful tactic is to quiz yourself when you are away from your books and notes and doing mundane activities by asking yourself questions of the form “How does Ideology A think about Perennial Issue Z?” If you can’t think like a person committed to Ideology A on Issue Z, you have some more studying to do.

You should begin by trying to acquire a sympathetic rather than critical understanding of various concepts and ideologies (even fascism!). But that does not mean that you should accept without reservation any of these ideas. Over the course of the semester, you will want to compare alternative ideas offered by various ideologies to determine their merits and deficiencies and perhaps their limited role in developing adequate public philosophies.

If you can provide clear and coherent answers to these sorts of questions at the end of the semester, you will be able to understand politics from many perspectives and you will have become a very mature and sophisticated political thinker. But keep in mind that your answers are always tentative. Political thinking should never stop with the feeling that you have the answers; rather, it is a lifelong quest for better answers that you can defend in conversations with others.

**POLS 301 Calendar: dates and work to be read and assignments to be completed prior to class**

**\_\_\_ S1, January 21: Introduction: course themes and requirements**

Read carefully the syllabus and check out the materials on Blackboard, and be prepared to answer and ask questions about these documents (a quiz will be given at the end of class)  
Complete the “Student background survey” (which will also be collected at the end of S1)  
Complete the “Political attitude survey” so that it can be turned in during your first discussion section later on January 21 or on January 23

**Part I: Setting the stage for some “great political conversations”**

**\_\_\_ S2, January 26: Political theory, political philosophy, and public philosophy**

*The Political Theory Reader (PTR)*, Preface and pp. 1-4  
Leo Strauss, “What is Political Philosophy?” in *PTR*, pp. 5-9  
Familiarize yourself with the “Glossary” in Syllabus file on Blackboard

Additional (recommended) reading in *PTR*: Shklar, pp. 9-11

**\_\_\_ S3, January 28: The great issues of politics: ancient, modern, and post-modern perspectives**

*From Ideologies to Public Philosophies (FIPP)*, Preface and pp. 1-13  
Continue using the “Glossary” (to begin to make habitual use of it)

Additional readings in *PTR*: Barber (pp. 167-71); Butler (122-126)

**\_\_\_ S4, February 2: Introductions to leading ideologies of the 19<sup>th</sup> century**

*FIPP*, Introduction to Part One and Chapter 2

Additional readings in *PTR*: Locke (pp. 31-3); Burke (pp. 38-40); Marx and Engels (pp. 40-47);  
Goldman (pp. 47-50)

**\_\_\_ S5, February 4: Introduction to the leading ideologies of the 20<sup>th</sup> century**

*FIPP*, Chapter 3

Additional readings in *PTR*: Lenin (pp. 53-58); Gentile (pp. 58-60); Starr (pp. 60-65); Kekes (pp. 65-72)

**\_\_\_ S6, February 9: Introductions to contemporary (radical and extremist) quasi-ideologies**

*FIPP*, Chapter 4

Additional readings in *PTR*: Sandel (pp. 75-79); Neuhaus (pp. 79-82); Okin (82-87); Naess (pp. 87-92);  
Hardt and Negri (pp. 92-97)

**\_\_\_ S7, February 11: Pluralism and the possibility of political consensus**

*FIPP*, pp. 13-21

William Connolly, “Pluralism: A Prelude,” in *PTR*, pp. 21-25  
Paul Schumaker, “Obama’s Pluralism” or the more academic version,  
“John Rawls’ Overlapping Consensus and Barack Obama’s Principled Pluralism”  
(both are available in the Assignment folder on Blackboard)

Additional readings in *PTR*: Lowi (pp. 11-17); Eisenberg (pp. 18-21)

## **Part Two: Competing Political Principles**

### **\_\_\_ S8, February 16: Creating and maintaining our identities with various polities**

*PTR*, pp. 191-193

James Madison, "Federalist Number Ten," in *PTR*, pp. 193-196

Robert Dahl, "The Chinese Boxes," in *PTR*, pp. 208-210

Additional readings in *PTR*: Smith (pp. 196-200)

### **\_\_\_ S9, February 18: Evaluating the importance of various types of polities**

*FIPP*, Introduction to Part 3 and Chapter 9

Additional reading in *PTR*: Held (pp. 200-204); Sale (pp. 204-207)

### **\_\_\_ S10, February 23: Admissions into the community: the first question of citizenship**

*PTR*, pp. 211-213

Michael Walzer, "Membership," in *PTR*, pp. 213-216

Joseph Carens, "Aliens and Citizens: The Case for Open Borders," in *PTR*, pp. 216-222

Additional readings: Internet research on current proposals regarding immigration reform

### **\_\_\_ S11, February 25: The rights, obligations, and virtues of citizens**

*FIPP*, Chapter 10

Additional readings in *PTR*: (Marshall, pp. 222-226); Young (pp. 226-231); Etzioni (pp. 231-236);  
Machiavelli (pp. 236-7)

### **\_\_\_ S12, March 2: Liberal versus theocratic community structures**

*PTR*, pp. 238-240

John Locke, "A Letter Concerning Toleration," in *PTR*, pp. 259-260

Imam Khomeini, "Islamic Government" in *PTR*, pp. 255-259

Additional readings in *PTR*: Mill (pp. 240-242); Neuhaus (pp. 75-79)

### **\_\_\_ S13, March 4: Capitalist economies and democratic governments as structural devices**

*FIPP*, Chapter 11

Additional readings in *PTR*: Smith (pp. 242-246); Harrison (pp. 246-9); Putnam (pp. 249-251); Giddens (pp. 251-255)

## **March 9: Midterm Exam**

### **\_\_\_ S14, March 11: Questions of democracy: Are elections its ultimate expression?**

*PTR*, pp. 261-263

Joseph Schumpeter, "A Realistic Alternative to the Classical Doctrine of Democracy," in  
*PTR*, pp. 271-275

Benjamin Barber, "Strong Democracy: Politics in the Participatory Mode," in *PTR*, pp. 275-280

Additional readings in *PTR*: Dahl (pp. 263-267); Burke (pp. 268-271)

## **Fall Break: March 15-22**

\_\_\_\_ **S15, March 23: Democratic limitations and reforms**

*FIPP*, Chapter 12

Additional readings in *PTR*: Tocqueville (pp. 268-271); Gutmann and Thompson (pp. 280-283); Riker (pp. 283-285)

\_\_\_\_ **S16, March 25: Strong versus minimal government**

*PTR*, pp. 286-288

Garrett Hardin, "The Tragedy of the Commons" in *PTR*, pp. 295-300

Robert Paul Wolff, "The Conflict Between Autonomy and Authority" in *PTR*, pp. 288-291

Additional reading in *PTR*: Friedman (pp. 291-295)

\_\_\_\_ **S17, March 30: Necessary, desirable, and problematic governmental functions**

*FIPP*, Chapter 13

Additional readings in *PTR*: Page and Simmons (pp. 300-306); Galston (pp. 306-311)

\_\_\_\_ **S18, April 1: Alternative conceptions of justice**

*PTR*, pp. 312-313

John Rawls, "A Kantian Conception of Equality" in *PTR*, pp. 321-325

Irving Kristol, "A Capitalist Conception of Justice" in *PTR*, pp. 325-330

Additional readings in *PTR*: APSA Task Force report on rising inequality (pp. 313-320), Nozick (pp. 330-334)

\_\_\_\_ **S19, April 6: Different communities, different principles of justice**

*FIPP*, Chapter 14

Additional reading on Blackboard, extract from Walzer, *Justice: Here and Now*

**Part III: Contrasting philosophical assumptions**

\_\_\_\_ **S20, April 8: Sociological assumptions, with stress on various social contracts**

Note: There will be only one session on "the nature of society"

*FIPP*, pp. 101-105 and Chapter 7

*PTR*, pp. 152-153 (Note: there are no required readings from the original sources)

Additional readings in *PTR*: Aristotle (pp. 153-155); Hobbes (pp. 155-157); Burke (pp. 158-160); Schumaker (pp. 160-164)

\_\_\_\_ **S21, April 13: Liberal and Marxist conceptions of human nature**

*PTR*, pp. 127-129

C.B. McPherson, "The Early Liberal Model of Man," in *PTR*, pp. 133-137

Karl Marx, "Estranged Labour," in *PTR*, pp. 137-140

Additional readings in *PTR*: Deane (pp. 129-131); Hobbes (pp. 131-33)

\_\_\_\_ **S22, April 15: Entertaining and evaluating competing ideas about human nature**

*FIPP*, Chapter 6

Additional readings in *PTR*: Kropotkin (pp. 140-142); Rawls (pp. 142-143); Sandel (pp. 144-146); Parekh (pp. 146-151)

\_\_\_\_ **S23, April 20: Descending and ascending assumptions about ultimate reality**

*PTR*, pp. 101-104

Plato, "Theory of the Forms," extract from *The Republic*, in *PTR*, pp. 104-107

Rousseau, "On The General Will," extract from *The Social Contract*, in *PTR*, pp. 111-115

Additional readings in *PTR*: Ullman (p. 107); Riker (pp. 283-285)

Additional readings in *PTR*: Aristotle (pp. 153-155); Hobbes (pp. 155-157); Burke (pp. 158-160);  
Schumaker (pp. 160-164)

\_\_\_\_ **S24, April 22: "Thick and thin" ontological assumptions**

*FIPP*, Chapter 5

Additional readings in *PTR*: Wilber (pp. 108-111); Engels (pp. 115-118); Darwin (pp. 118-120);  
Huxley (pp. 120-122); Butler (pp. 122-126)

\_\_\_\_ **S25, April 27: A brief history of epistemological orientations toward politics**

Note: This week we read the chapter in *FIPP* for the first session on epistemology, and the  
original sources in *PTR* for the second session.

*FIPP*, Chapter 8

Additional readings in *PTR*: Barber (pp. 167-171); Bentham (pp. 171-173); MacIntyre (pp. 173-176)

\_\_\_\_ **S26, April 29: Recent epistemological assumptions**

*PRT*, pp. 165-167

Richard Rorty, "America's Civic Religion: A Hopeful Pragmatism," in *PRT*, pp. 177-180

Carol Gilligan, "In a Different Voice," *PTR*, pp. 180-184

Additional readings in *PTR*: Rawls (pp. 184-187)

**Part IV: Political change and conclusions**

\_\_\_\_ **S27, May 4: Methods of change**

*Term papers due*

*PTR*, pp. 335-36

Abd Al-Salam Faraj, "The Neglected Duty," in *PTR*, pp. 346-349

Albert Camus, "Rebellion Beyond Nihilism," in *PTR*, pp. 349-352

Additional readings in *PTR*: Rorty (pp. 341-343); MLK (pp. 343-346)

\_\_\_\_ **S28, May 6: Political theorizing as peering into the future**

*FIPP*, Chapter 15

Additional reading in *PTR*: Marx and Engels, (pp. 40-47); Hardt and Negri (pp. 92-97);  
Oakeshott (pp. 336-340)

Recommended reading used in POLS 603: Sheldon Wolin, *Democracy Incorporated* (PUP, 2008)

**Final Exam: May 12 at 7:30 – 10 am**

## Term Papers

**Topic:** Your Public Philosophy

**Term Paper Objectives:** Think of this requirement both as an exercise in developing your political perspective and as a key element of your (future) applications for political and governmental positions. If you want to intern with a legislator, you will probably be asked about your political views. If you want to run for political office – for everything from being a city councilmember to being the President – voters will want to know your public philosophy. The term paper is a chance to begin working on how you want to present and sell yourself politically.

**Due date:** A hard copy should be submitted during class on May 6; an electronic copy should be sent to both Schumaker and Carter before the end of the day. **Late papers will not be accepted.**

**Length: 2000 - 2500 words.** To encourage you to edit your paper carefully – to be as focused, concise, and precise as possible – we will enforce the 2500 word limit. However, we will not count against this limit either footnotes or your list of references at the end of the paper. This will enable you to put into footnotes material from early drafts of your paper that you deem less central but still important to your public philosophy.

**Term Paper Instructions:** Your term paper should be organized around the concepts and issues discussed in this course. While you may want to discuss your stances on a few particular current policy issues, your paper must go beyond such policy orientations and focus on your public philosophy in ways that address the great issues of politics. Here are some suggestions on how to do this:

- (1) As we read about and discuss each perennial political and philosophical issue, especially during sessions 9 through 24, compare and contrast the ideas that are proclaimed and defended by the advocates of alternative ideologies. Among the principles and assumptions you encounter, which do you most support because you think you can best defend them in conversations with others - not because they coincide with your interests or your prior beliefs? At the end of each week, you should write down a small number principles (or assumptions) about the great issues under discussion that week that you regard as the most likely ideas to be included in your public philosophy as expressed in this paper. You should also write down some preliminary reasons for holding these ideas.
- (2) Throughout the semester, you should think about other political writings that you have encountered (or are encountering by outside reading) and how these writings relate to the issues we are considering in this course. You should also be reading about how current issues are being covered and discussed in the media and by political leaders (and candidates for political office). Think about how you might incorporate these *external sources* into your paper, perhaps because they provide principles and assumptions about the great issues that have not been considered in this course, perhaps because they provide good arguments for elements of your public philosophy, or because they provide important objections to your ideas that you will want to refute. Keep notes on these external sources, so they can be incorporated into your paper. You must incorporate ideas from **at least six** diverse external sources. Perhaps you are a regular reader of Charles Krauthammer's conservative views in the *Washington Post* (as often provided in the *Lawrence Journal World*) or of Paul Krugman's liberal views in the *New York Times*. Perhaps you have read part of Thomas Piketty's *Capitalism in the 21<sup>st</sup> Century* this summer. Or perhaps there are books or articles from other classes that are relevant. You must incorporate at least six such sources in your paper, but you should not cite anyone or any source having a particular ideological position more than a couple of times. Show us that you are considering alternative viewpoints.
- (3) During Thanksgiving break, accumulate your prior weekly writings on each principle and assumption in order to draft your comprehensive public philosophy. Now you will want to ensure that your previously preferred principles and assumptions are coherent or hang together in a way that avoids contradictions. Now you may have to make choices about which ideas are most important to you and that you want to stress in the paper. We will not yet have discussed issues of epistemology and change. While you must include the other nine great issues in your paper, your inclusion of ideas on these two great issues is optional. Papers that manage to incorporate epistemological issues prior to the due date on December 8 will be viewed favorably. Questions of change can be limited to your conclusion.

- (4) Just prior to the Dec. 8 due date, you should move from the rough draft previously completed to your final product. Now is the time to add an introduction that does a good job of introducing yourself and your public philosophy. Also add a good conclusion that highlights where you stand in relationship to the many political philosophies that have been considered in this course. Discuss what is distinctive and persuasive about yours. It would also be interesting to discuss continuities and changes in your views as presented in the final paper with those indicated in the political attitude survey you filled out at the beginning of the semester. For this purpose you should keep a copy of that survey.

Since this paper expresses your ideas, there should be few problems of **academic misconduct**. Still, it is not only imperative that your papers reflect your own thoughts and analysis but that you appropriately cite your sources. Any material taken verbatim from assigned or outside sources should be placed in quotation marks and cited. You should also cite those ideas taken from such sources that you are paraphrasing (or putting in your own words). Such citations should be provided immediately following your drawing from these materials.

You should use in-text or parenthetical (APA or APSA) citation conventions. Details of these methods are available at <http://writing.wisc.edu/Handbook/DocChicago.html>. Here are the basics, with some simplifying modifications for this course.

If you are drawing from our text, your citations can be embedded in your paper providing only an abbreviation for the text and the page number (and the author discussed in the text as the source of the idea). For example:

- If you want to cite a general idea, such as having little interest in extending citizen involvement in politics (as attributed to classical liberals in our text) your citation might be: (*FIPP*, 234).
- If you want to cite an idea of a particular author as conveyed in the text, such as Olasky's passionate conservatism, your citation would be: (Olasky as discussed in *FIPP*, 368-369).

If you are drawing from the reader, provide the author's last name and the pages (in *PTR*) where you encountered the cited idea, as illustrated here:

- To cite the idea that "the tragedy of the commons" should be averted through "mutual coercion mutually agreed upon," the citation would be: (Hardin in *PTR*, 299-300).

You can draw from lecture notes as posted on Blackboard, citing these notes as illustrated here:

- Attribution an idea about supercapitalism, taken from lecture notes for Oct. 15 as posted in the Documents folder on Blackboard, would simply be: (L13).

It is not necessary to list such citations from our required readings or from class notes in your list of references at the end of the paper.

Your external sources should also be noted with in-text conventions, immediately following your reference to these ideas in your paper; in these cases you should indicate within parentheses the last name of the author(s), the year of publication, and the page number. For example, if you were drawing from *Steep: The Precipitous Rise of the Tea Party*, your in-text citation would take the following form: (Rosenthal and Trost, 2012, pp. xx).

The unassigned readings that are cited using this in-text method should then be included in a *List of References* at the end of your paper. All such citations should be listed alphabetically, by the last name of the first author. For each work, you should provide standard information about the author(s), title of her work, publisher, year of publication, and page as illustrated below.

- *A book*: Rosenthal, Lawrence, and Christine Trost. *Steep: The Precipitous Rise of the Tea Party* (Berkeley: University of California Press, 2012).
- *A journal article*: Winters, Jeffrey, and Benjamin Page. "Oligarchy in the United States." *Perspectives on Politics* 7 (December 2009), 731-752.
- *An article on the web*: Krugman, Paul. "Inequality is a Drag" [http://www.nytimes.com/2014/08/08/opinion/paul-krugman-inequality-is-a-drag.html?rref=opinion&\\_r=0](http://www.nytimes.com/2014/08/08/opinion/paul-krugman-inequality-is-a-drag.html?rref=opinion&_r=0) (accessed 8/10/2014)

*Assistance at the Writer's Roost*. There are several Writer's Roosts on campus that provide consultation at no charge for their services. For more information, please call 864-2399 or send an e-mail to [writing@ku.edu](mailto:writing@ku.edu). When you visit, bring your work in progress along with areas of your writing where you seek assistance, such as organization, documentation, editing, etc.