

Sharon Gill

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ou=Undergraduate Council, email=sgill@uky.edu, c=US
Date: 2011.03.03 16:05:26 -0500

PHI 335: The Individual and Society

Prof. David Bradshaw
Dept. of Philosophy
Fall 2010
MWF 11:00-11:50
CB 234

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Office hours: MW 1:30-3:00
or by appointment

Teaching assistant:
Ms. Michelle Catlin
mrcatl0@uky.edu
office hours: POT 1406, MWF 12-1 p.m.

Course Description Our aim in this course will be to engage with the central philosophical issues and debates of the western political tradition. We will discuss questions such as:

- Is there a natural order to society?
- Is there a single best form of government?
- What precisely is the source of the authority of government? What are the limits to this authority?
- What aims should the state seek? If they include (for example) liberty, equality, and justice, how are these to be understood, and what should be done when they conflict?
- How is the authority of the state related to other traditional forms of authority, such as those of the family, religion, and individual conscience?
- Is private property legitimate? Is there anything problematic about the unequal distribution of property? If so, how should this problem be addressed?
- Who should count as a citizen, and what are the rights and duties of citizens?
- Should a person's racial, cultural, or sexual identity contribute to determining his or her political status? If so, in what way?
- Are there ways in which the western political tradition has systematically privileged one group (racial, ethnic, etc.) over others? If so, how did this happen, and what should be done about it?
- What, if anything, is distinctive about the American political tradition, and what is its legacy for us today?

Our approach will be historical, in that our focus will primarily be on famous authors such as Aristotle, Hobbes, Locke, Rousseau, Tocqueville, and Marx. However, this is not a course in the history of political thought. We will treat the authors we read not just as historical sources, but as interlocutors who can help us come to grips with the important *contemporary* questions listed above. As we will see, it is largely because people hold different views regarding these fundamental questions that they disagree on practical political issues; one of our aims will be to understand these connections.

Learning Outcomes At the end of this course you should be able:

- To understand the authors we read and their bearing upon the central issues of western political philosophy.
- To write clearly and cogently about these authors, using them as a springboard from which to articulate and defend your own political views.
- To appreciate and understand sympathetically the views of others.

- To recognize how both your own views and those of others are rooted in the great debates and ideas of western political philosophy.

Texts We will use the following texts:

Aristotle, *Politics* (Hackett)
 John Locke, *Second Treatise of Government* (Hackett)
 Jean-Jacques Rousseau, *Basic Political Writings* (Hackett)
 Alexis de Tocqueville, *Democracy in America* (Hackett)
 John Stuart Mill, *On Liberty* (Hackett)
 John Fitzjames Stephen, *Liberty, Equality, Fraternity* (Liberty Fund)
 Charles Mills, *The Racial Contract* (Cornell U.P.)

All of these are inexpensive paperback editions. Other assigned readings will be available through Blackboard, as indicated below.

Teaching Assistant The teaching assistant for this course is Ms. Michelle Catlin, a graduate student in Philosophy. She will grade the exams and reading quizzes and will be available to help with the course material during her office hours, as listed at the top of the syllabus.

Class Format Class sessions will normally consist of a mixture of lecture and discussion. The lecture will be designed to help you understand the reading and react to it critically. It may also include additional material not in the reading. *Please take notes*, since you will be responsible for all material covered in the lectures (as well as the readings) on the exams. However, the lecture is not a substitute for doing the reading yourself. *You should come to class having done the assigned reading for that day.* There will be occasional reading quizzes (described below) to ensure that you are doing this.

Grades & Coursework The coursework will consist of three exams (two during the semester and a final exam), reading quizzes, and a group project. The exams will be closed book and cumulative, although they will focus on material covered since the previous exam. Each exam will consist of two essay questions. At the review session prior to the exam I will give you a list of possible questions, and when you come in for the exam you will be assigned two from this list. The final exam will be in the same format as the others and will have the same time limit, i.e., 50 minutes.

The reading quizzes will be short, objective-answer questions distributed at the beginning of class. They will be based solely on the reading assigned for that day. There will be about 10-12 of these during the semester. If you have read the assignment closely you should find these quizzes easy. Note: **if you come late you will not be permitted to make up a quiz;** however, the lowest two quiz grades during the semester will be dropped.

The group project will consist of a series of three written group reports and a 7-8 page paper written separately by each member of the group, but based on group discussions. Further instructions for the project are given below.

Grades will be calculated as follows:

Exam # 1	20%
Exam # 2	20%
Final Exam	20%
Reading Quizzes	20%
Group project	20%

Grades will be on a normal 10-point scale, i.e., 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 or below = E.

Absence policy You will be permitted to make up a quiz or exam only if (a) the absence is excused and accompanied by appropriate documentation, and (b) you contact us as soon as possible after the absence (normally on that day, if not before). The categories of excused absence are those recognized in *Student Rights and Responsibilities*, i.e., sickness; death in the immediate family; university-sponsored trip; and religious holiday for which you have provided notification at the beginning of the semester. Please contact Ms. Catlin regarding excuses for absences and scheduling a make-up session.

Plagiarism For a clear definition of plagiarism see the Academic Ombud's essay, "Plagiarism: What Is It?" (www.uky.edu/ombud/plagiarism.pdf). The penalty for plagiarism, including helping another person copy your work, will be a zero for the assignment on which it occurs if this is an exam or the group project, and a zero for your quiz average if it occurs on a quiz.

Other class policies

- Please turn off and put away all electronic devices, including lap tops, blackberries, and cell phones.
- Bring your book to class! This will be helpful in following the lecture. The books we are using are small and will not weigh down your backpack.
- Coming late and leaving early are disruptive. If on a rare occasion you *must* do this, please sit near the door and be as unobtrusive as possible. If either of these becomes a repeated pattern you will be given fair warning, after which your grade may be penalized.
- If you have a learning disability or need other special accommodations, please let me know.
- I encourage you to speak up and take part in the discussion, and to come see me during office hours to discuss the course material further. This is the best way to get the most you can out of the class.

Mid-term grades:

Mid-term grades consist of the average of exam #1 and the quiz average up to that point, and will be available the second week of October.

Make-Up Policy:

-If you have an excused absence on a day when a test occurs or an assignment is due, you will be permitted to arrange a make-up opportunity on a case by case basis.

Submission of Assignments Policy:

-Assignments must be submitted in class on the day in which they are due.

Schedule

BB = text posted on Blackboard

August 25	Introduction
August 27	Aristotle: man as a political animal <i>Politics</i> I.1-6
August 30	Aristotle: what is natural?

September 1	<i>Politics</i> I.7-13 Aristotle: the types of constitution
September 3	<i>Politics</i> III.4-10, 17-18 Aristotle: educating for virtue <i>Politics</i> VII.7, 14-17, VIII.5-6
September 6	Labor Day
September 8	Polybius: reason vs. experience <i>Histories</i> (excerpts) (BB)
September 10	Christianity: political authority & individual conscience Genesis 2:4-3:24; Matthew 22:15-22; Luke 1:46-55, 6:20-38; Romans 13:1-8; I Corinthians 8:1-13; Ephesians 5:17-6:9 (BB)
September 13	Augustine: the City of God & the City of Man <i>City of God</i> XIX.14-17, 21 (BB)
September 15	Group report # 1 due Hobbes: the state of nature <i>Leviathan</i> , ch. 13-15 (BB)
September 17	Hobbes: the social contract <i>Leviathan</i> , ch. 17-18 (BB)
September 20	Locke: a kinder, gentler state of nature <i>Second Treatise of Government</i> , ch. 1-2
September 22	Locke: slavery & property <i>Second Treatise of Government</i> , ch. 3-6
September 24	Locke: a less draconian social contract <i>Second Treatise of Government</i> , ch. 7-9
September 27	Discussion & review
September 29	Exam # 1
October 1	Montesquieu: republics, monarchies, & despotisms <i>Spirit of the Laws</i> I.1-III.11, VIII.1-6, 16-20 (BB)
October 4	Montesquieu: liberty & slavery <i>Spirit of the Laws</i> XI.1-6, XV.1-9 (BB)
October 6	Rousseau: the noble savage <i>Discourse on the Origin of Inequality</i> (in <i>Basic Writings</i>), pp. 25-44
October 8	Rousseau: civilization is a mixed blessing (at best!) <i>Discourse on the Origin of Inequality</i> , pp. 44-67 and n. 12, pp. 101-04
October 11	Rousseau: government as a plot by the rich <i>Discourse on the Origin of Inequality</i> , pp. 67-81
October 13	Rousseau: the true social contract <i>On the Social Contract</i> I.1-7 (in <i>Basic Writings</i>)
October 15	Rousseau: the general will <i>On the Social Contract</i> I.8-II.8
October 18	America: liberty & self-government Assorted early documents (Mayflower Compact, etc.) (BB)
October 20	America: a federal republic

October 22	U.S. Constitution (BB) Tocqueville: a French view of the United States <i>Democracy in America</i> , Introduction & vol. 1, pt. 1, ch. 2; pp. 1-33 Group report # 2 due
October 25	Tocqueville: American religion & racial problems <i>Democracy in America</i> , vol. 1, pt. 2, ch. 9-10; pp. 128-62
October 27	Tocqueville: American individualism <i>Democracy in America</i> , vol. 2, pt. 2, ch. 1-2, 4-5, 8-13; pp. 201-14, 219-33
October 29	Tocqueville: the American family <i>Democracy in America</i> , vol. 2, pt. 3, ch. 1, 8-12, 17-18; pp. 248-81
November 1	Tocqueville: the dangers of uniformity <i>Democracy in America</i> , vol. 2, pt. 4, ch. 1-3, 6-8; pp. 297-319
November 3	Discussion & review
November 5	Exam # 2
November 8	Mill: the principle of liberty <i>On Liberty</i> , ch. 1-2; pp. 1-33
November 10	Mill: free speech & individuality <i>On Liberty</i> , ch. 2-3; pp. 33-61
November 12	Mill: the “despotism of custom” <i>On Liberty</i> , ch. 3-4; pp. 61-91
November 15	Stephen: in defense of custom <i>Liberty, Equality, Fraternity</i> , ch. 1
November 17	Stephen: the limits of free speech <i>Liberty, Equality, Fraternity</i> , ch. 2
November 19	Stephen: the moral tone of society <i>Liberty, Equality, Fraternity</i> , ch. 4 Group report # 3 due
November 22	Marx: criticism of religion & philosophy “Toward a Critique of Hegel’s <i>Philosophy of Right</i> ” & “Theses on Feuerbach” (BB)
November 24	Thanksgiving holiday
November 26	Thanksgiving holiday
November 29	Marx: theory of ideology “The German Ideology” (BB) Papers due (based on group project)
December 1	Marx: blueprint for revolution “The Communist Manifesto” (BB)
December 3	Mills: the social contract vs. the racial contract <i>The Racial Contract</i> , Introduction & ch. 1
December 6	Mills: how the racial contract works <i>The Racial Contract</i> , ch. 2
December 8	Mills: the racial contract in history <i>The Racial Contract</i> , ch. 3
December 10	Discussion & review

Monday,
December 13
10:30-11:20 a.m.

Final Exam

PHI 335 Group Project Instructions

Instructions: Each group should **meet at least three times** during the semester, once before each group report is due. At each meeting you should discuss two topics: (a) your various political views, including how each of you agrees or disagrees with the others; (b) how each of you finds your views supported or challenged by the course material. At the first meeting the group should focus primarily on (a), but at the later meetings the focus should shift increasingly to (b). I also encourage you to follow up on these meetings through email, private discussions, and other means to clarify both your own views and those of others in the group.

On the three dates shown on the syllabus, each group must furnish a **group report** describing its discussions up to that point (or since the previous meeting, if there was one). The report should describe specifically how each member of the group contributed to the discussion of points (a) and (b) above. Although these reports will not be graded, I will read them closely and offer comments, and I will keep a copy to refer to when I read your individual reports. There is no required length, but I would think that at least 2-3 pages will be necessary to summarize the discussion. Note: if the report is written primarily by one or a few individual(s), please indicate them so I can take this into account in assessing participation.

Finally, on the date specified on the syllabus (November 29), you must submit an **individual report** summarizing the conclusions you have drawn from the course readings and group discussions. The paper should do two things: describe your own political philosophy as it has been formed by drawing upon or reacting to the course readings, and describe the views of at least two persons in the group with whom you disagree, along with how you would respond to them. Your grade will be based primarily on this report and secondarily on your contribution to the group, as reflected in the group reports and papers by other group members. Note that your paper should give evidence *both* that you have reflected upon and responded to the course readings, *and* that you have made a good effort to understand and engage those with whom you disagree. Please give attention to both of these points.

Good luck, and may you enjoy your discussions!

Burnell, Joni M

From: Gill, Sharon
Sent: Thursday, March 03, 2011 4:38 PM
To: Brothers, Sheila C; LaRoche, Adrea S.
Cc: Knutson, Nichole M; Ett, Joanie M
Subject: Approved GEN ED proposals
Attachments: PSY 100 Syllabus (FINAL).doc; SOC 180 Syllabus (updated).pdf; TA 110.pdf; CLA_135chg_GenEd_i-h[1].pdf; HIS 105 Revised.pdf; PHI 335 syllabus (updated).pdf; PS 235 Syllabus (FINAL UPDATED).pdf; PSY215-216.pdf; RUS 270 syllabus.pdf

Follow Up Flag: Follow up
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Attached are proposed GEN ED courses that have been approved by the Undergraduate Council. The area is in parentheses.

PHI 335 (US Citizenship)
PS 235 (Social Science)
PSY 215/216 (Statistical Inferential Reasoning)
RUS 270 (Humanities)
SOC 180 (Global)
CLA 135 (Humanities)
HIS 105 (Global & Humanities)
TA 110 (Arts & Creativity)
PSY 100 (Social Science)

If you have any questions, please let me know.

Thanks,
Sharon

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