INTRODUCTION TO POLITICAL THEORY: FREEDOM, ECONOMICS, AND CITIZENSHIP
Political Science 201
University of Washington
Spring 2018
5 Credits
Tuesday and Thursday, 10:00-11:20 p.m.
Kane 110
Course Website: https://catalyst.uw.edu/workspace/jturner3/18535/108420

INSTRUCTOR

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TEACHING ASSISTANTS

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DESCRIPTION

One of the most enduring controversies in Western political thought is how to conceptualize the relationship among freedom, economics, and citizenship. Aristotle sharply distinguished the economic and political realms, and held that humans experienced freedom—which consisted in civic activity—only in the latter. The English philosopher, John Locke, however, saw freedom, economics, and citizenship as integrally interrelated: government exists to protect not only persons but also property, and freedom largely consists in the ability to accumulate and enjoy property without the threat of either anarchy or tyranny. Karl Marx and Friedrich Engels agreed with Locke that freedom, economics, and citizenship were integrally interrelated, but Marx and Engels thought private property was antithetical to freedom, and reconceived citizenship as revolution against capitalism. The twentieth-century political theorist Hannah Arendt sought to transcend the legacies of Locke, on the one hand, and Marx and Engels, on the other, and to reformulate the Aristotelian conception of freedom as primarily political, existing entirely beyond the economic realm—that is, beyond the realm of material necessity.

This course introduces you to political theory by tracing the history of the philosophical debate over the proper relation among freedom, economics, and citizenship. Though Aristotle, Locke, Marx and Engels, and Arendt figure most centrally in the storyline, we will also consider works by Pericles, Plato, Thomas Hobbes, James Madison, Thomas Jefferson, Benjamin Constant, G. W. F. Hegel, Eugene Debs, Herbert Marcuse, and Wilson Carey McWilliams. Heavy emphasis will be placed on enhancing your skills in writing and argument.
**Course Outline**

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<th>Theme:</th>
<th>Citizenship</th>
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<td>Aristotle</td>
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<td>Locke</td>
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<td>Marx and Engels</td>
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**Learning Objectives**

1. To learn about the nature of political theory and the ways political theoretical thinking can enhance our capacities for critical reflection and democratic citizenship.

2. To understand how the concepts of freedom and citizenship have had multiple and sometimes conflicting meanings in the history of Western political thought.

3. To understand how the meanings of freedom and citizenship have varied in response to changing understandings of economics.

4. To strengthen our argumentative writing and command of English prose through careful practice.

**Required Texts**

The books below are available at the University Book Store. I recommend the editions specified, but feel free to buy cheaper editions. I will post readings not included here on the course website.

RECOMMENDED TEXTS

Given the heavy emphasis placed in this class on argumentative writing, I highly recommend that you purchase the texts below and read them in the first two weeks of class.


More about them under Point 5 below.

KEYS TO SUCCEEDING IN THE COURSE

1. Attend lecture. Unless you are precociously brilliant in political theory, you will benefit from being in lecture. If you are precociously brilliant in political theory, then drop this class and enroll in an upper-level seminar. Better yet, do an independent study with me, so that I can learn from your precocious brilliance.

2. There is a reading assignment attached to each lecture. Do this reading before lecture. If you don’t do the reading before lecture, you won’t know what’s going on; even worse, you might mistakenly think that—having attended lecture and “understood” what was said—you do know what’s going on, even though—not having done the reading—your “understanding” from lecture is superficial and therefore misleading.

3. Much of the reading is tough-going. And even the reading that doesn’t seem tough-going is trickier than it first appears. So don’t try to do all of each session’s reading in one sitting. Break it up into two or three chunks that you read 45 minutes or one hour at a time. This requires advance planning, but you’ll understand more and do better in the course as a result. To help you plan, I have indicated the total numbers of pages assigned for each session (e.g., 31pp. for the March 29 assignment). To help you figure out what you’re supposed to get out of the reading, I have included Focus Questions for each assignment.

4. Participate in lecture. I often conduct large-group discussion, and you will achieve greater command of the material if you ask questions about points that confuse you and participate in debates about the material’s meaning and implications.

5. Put your best effort into the writing assignments. The TAs and I don’t mess around when it comes to evaluating student writing. We have little tolerance for bull and even less tolerance for sloppiness. We are so adamant about good writing and argument that we assign as recommended books Strunk and White’s *Elements of Style* and Anthony Weston’s *A Rulebook for Arguments*. We expect you to adhere strictly to the rules and principles of these texts in your writing for the course, and we will hold you accountable to them in our grading. The only reason the two recommended books are not required is that students from previous years complained that I was adding unnecessarily to their textbook bill. I relented in order to provide relief to those few
students who were already masterful writers of English prose and proficient architects of argumentative essays (less than 3% of each class). But think twice before you prematurely place yourself in this category. Developing good argumentative writing is a lifetime endeavor, and if you’re standing still in this effort, you’re actually falling behind. The best practitioners constantly try to improve: think Serena Williams, but with a word processor. Advanced though we are in education, the TAs and I are super-deliberate about our own writing. Be super-deliberate about yours. The keys to becoming ever-better argumentative writers are remembering the fundamentals and repeated practice. Strunk and White’s The Elements of Style and Anthony Weston’s A Rulebook for Arguments remind you of the fundamentals. The practice is up to you. Start your assignments well enough in advance so that you have time to show drafts to others and to revise them in light of feedback and self-critical reflection. See also Appendix A for the basic features of a good essay.

6. Avail yourself of the TAs. They are quite brilliant. Visit them in office hours; ask them questions before and after class; have them help you with your papers. Avail yourself also of me. I have my own office hours on Tuesdays from 1:00 to 3:00 and try to respond to student emails within 48 hours (sorry it’s not quicker, but my three small children keep me busy).

7. We live in unpredictable times—times in which many of you might feel politically vulnerable. I am a certified UndocuAlly, and am open to any and all of you who might need assistance ensuring your safety and freedom as members of the UW community.

WRITING ASSIGNMENTS AND GRADING

Writing Strong Paragraphs Exercise: Assigned Tuesday, April 10; Due Friday, April 20
Essay 1 (5 pages): Assigned Tuesday, May 1; Due Wednesday, May 16
Essay 2 (5 pages): Assigned Thursday, May 24; Due Wednesday, June 6

Writing Strong Paragraphs Exercise: 20%
Essay 1: 30%
Essay 2: 35%
Quiz Section Participation and General Effort: 15%

OTHER POLICIES

I refer cases of suspected cheating and plagiarism to the Arts and Sciences Committee on Academic Conduct. University policies and guidelines regarding cheating and plagiarism can be found at http://depts.washington.edu/grading/issue1/honesty.htm#misconduct. They also appear in Appendix B.

Students needing academic accommodations for a disability should contact Disability Resources for Students, 448 Schmitz Hall, V: (206) 543-8924, TTY: (206) 543-8925, uwdss@u.washington.edu. If you have a letter from Disability Resources for Students
documenting the need for academic accommodations, please present this letter to me so that we can discuss and arrange accommodations.

I reserve the right to amend this syllabus over the course of the quarter.

CLASS SCHEDULE

* = Course Website

PRELUDE—POLITICAL THEORY: FORM AND CONTENT

1. Tuesday, March 27: Introduction

2. Thursday, March 29: Form: The Nature of Political Theory

   Read: Pericles, “Funeral Oration” (c. 431-430 B.C.E.)*
          Plato, Apology (c. 399-347 B.C.E.)* (31pp.)

   **Focus Question:** What, according to Socrates, constitutes good citizenship?

   **Recommended Reading:** Strunk and White, *The Elements of Style*,
                            Foreword, Introduction, Chapters 1-3

3. Tuesday, April 3: Content: Ideas of Freedom

   Read: Benjamin Constant, “The Liberty of the Ancients
          Compared with That of the Moderns” (1819)*
          (20pp.)

   **Focus Question:** What are the main differences, according to Constant, between ancient and modern liberty?

   **Recommended Reading:** Strunk and White, *Elements of Style*,
                            Chapters 4-5

UNIT I—ARISTOTLE: THE LIBERTY OF THE ANCIENTS

4. Thursday, April 5: The Idea of Virtue

   Read: Aristotle, *Nicomachean Ethics* (c. 330 B.C.E.), Book I:
          Chapters 1-5, 7-10, 13, Book II: Chapters 1-9*
          (29pp.)

   **Focus Questions:** What is virtue, according to Aristotle, and how does one achieve it?
5. Tuesday, April 10:  

**Political Community**

Read: Aristotle, *Politics* (c. 347-322 B.C.E.), Book I: Chapters 1-13, Book III: Chapters 1, 4, and 5 *(34pp.)*

**Focus Question:** Why does Aristotle think that “a human being is by nature a political animal”?

*Recommended Reading:* Anthony Weston, *A Rulebook for Arguments*, Chapters 5-6, Appendices I-II

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6. Thursday, April 12:  

**The Best Regime**


**Focus Questions:** What, according to Aristotle, is the best regime? What are its main features? How do they make it the best?

*Recommended Reading:* Anthony Weston, *A Rulebook for Arguments*, Chapters 7-9

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**UNIT 2—LOCKE: THE LIBERTY OF THE MODERNS**

7. Tuesday, April 17:  

**The Background to Locke**

Read: Hobbes, *Leviathan* (1651), Chapters 13, 17-18, 21* *(30pp.)*

**Focus Questions:** Why and how, according to Hobbes, do individuals form governments?

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8. Thursday, April 19:  

**Life, Liberty, and Property**

Read: John Locke, *Second Treatise of Government* (1690), Chapters 1-5, 7-9 *(49pp.)*
**Focus Questions:** How does Locke’s state of nature differ from Hobbes’ state of nature? How do the differences in their states of nature result in different political prescriptions?

**Friday, April 20: Writing Strong Paragraphs Exercise Due**

9. Tuesday, April 24: Limited Government and the Right to Revolution

“Declaration of Independence” (1776)* (50pp.)

**Focus Questions:** What is the right to revolution? When is its exercise justified?

**INTERLUDE—AMERICAN CONTROVERSIES**

10. Thursday, April 26: Freedom, Citizenship, Property, Geography

Read: Alexander Hamilton, Federalist 9 (1787)*
James Madison, Federalist 10 (1787)*
Cato III (1788)*
Thomas Jefferson, Letter to John Adams, October 28, 1813*
Thomas Jefferson, Letter to Joseph C. Cabell, February 2, 1816*
Thomas Jefferson, Letter to John Taylor, May 28, 1816*
Thomas Jefferson, Letter to Samuel Kercheval, July 12, 1816* (38pp.)

**Focus Questions:** What do Hamilton and Madison see as the benefits of a large republic? Why does Cato worry that republicanism will not work in a large territory? What is Jefferson’s solution to the problem of scale in the new republic?

11. Tuesday, May 1: An American Crisis of Citizenship?

Read: Martin Gilens and Benjamin I. Page, “Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens” (2014)*
Wilson Carey McWilliams, “Democracy and the Citizen: Community, Dignity, and the Crisis of Contemporary Politics in America” (1980)* (40pp.)
Focus Question: What is startling about the Gilens and Page study? Why does McWilliams think that the contemporary United States suffers from a crisis of citizenship?

Tuesday, May 1: First Essay Prompt Distributed

12. Thursday, May 3: Freedom and Labor

Read: Eugene Debs, “How I Became a Socialist” (1902)*
Eugene Debs, “Industrial Unionism” (1905)* (30pp.)

Focus Questions: What does Debs see as the relationship between freedom and work? How does his conception of that relationship differ from the one which prevailed in the America of his time? How does his conception of that relationship differ from the one which prevails in the America of our time?

UNIT III—MARX AND ENGELS: FREEDOM AND ECONOMICS IN THE MODERN WORLD

13. Tuesday, May 8: Creative Self-Actualization and Alienation

Read: G. W. F. Hegel, Fragment from “Introduction” to The Philosophy of History*
Karl Marx, “Economic and Philosophic Manuscripts of 1844” (pp. 54-55, 58-79) (24pp.)

Focus Questions: How do Hegel and Marx define freedom? What, in their eyes, is the relationship between labor and freedom? What does Marx mean by alienation? How does private property contribute to alienation? How would communism overcome it?

14. Thursday, May 10: The Question of Emancipation

Read: Karl Marx, “On the Jewish Question” (pp. 1-26) (26pp.)

Focus Question: What, according to Marx, is the difference between political emancipation and real, human emancipation?

15. Tuesday, May 15: Ideology and Revolution

Read: Karl Marx and Friedrich Engels, The Communist
**Manifesto** (1848) (pp. 157-176, plus last four paragraphs on p. 186)

Karl Marx, Fragment on association from “Economic and Philosophic Manuscripts of 1844”*

Karl Marx and Friedrich Engels, *The German Ideology* (1845-46), (Middle paragraph on p. 119, third paragraph on p. 129 through second paragraph on p. 131) (24pp.)

**Focus Question:** What is ideology and who produces it? How, according to Marx and Engels, will the struggle among bourgeoisie, proletarians, and Communists play out?

**Wednesday, May 16: First Essay Due**

16. Thursday, May 17: Marxism in America

Read: Herbert Marcuse, *One-Dimensional Man* (1964), Introduction and Chapter 1* (27pp.)

**Focus Question:** How do ostensibly free societies, according to Marcuse, produce insidious forms of social control?

**UNIT IV—ARENDT: RENEWING FREEDOM IN THE MODERN WORLD?**

17. Tuesday, May 22: Freedom, Philosophy, Citizenship

Read: Hannah Arendt, “What is Freedom?” (1961)* (27pp.)

**Focus Question:** How, according to Arendt, does philosophy corrupt freedom?

18. Thursday, May 24: Freedom, Founding, Revolution


**Focus Questions:** What, according to Arendt, is revolution? How does her conception of revolution compare to (a) Locke’s and (b) Marx and Engels’s?

**Thursday, May 24: Second Essay Prompt Distributed**
19. Tuesday, May 29: Freedom Beyond Economics

Read: Hannah Arendt, *On Revolution* (1963), Chapter 2 *(56pp.)*

**Focus Question:** How, according to Arendt, does the quest for material abundance oppose the quest for freedom?

20. Thursday, May 31: Lost Treasure

Read: Hannah Arendt, *On Revolution* (1963), Chapter 6 *(67pp.)*

**Focus Question:** What is the relationship between self-discovery and politics?

*Wednesday, June 6: Second Essay Due*
APPENDIX A:

BASIC FEATURES OF A GOOD ESSAY

- It has an interesting, defensible, and clearly stated thesis, responsive to the paper topic.
- It presents well-developed arguments in support of the thesis.
- It supports those arguments with textual evidence.
- It cites textual evidence by using a standard method of citation (e.g., Chicago, MLA, APA) or by simply naming the author, text, and page number in parentheses following the quotation or paraphrase. **Example:** Locke contends that the state of nature is “a state of perfect freedom” (Locke, *Second Treatise*, 8).
- It anticipates potential objections.
- It is clearly and carefully organized.
- It is concisely and grammatically written.
- It is paginated and carefully proofread.

**GRADING SCALE**

4.0-3.5 (A/A-): Very good to excellent work, with few, if any, missteps.

3.4-2.5 (B+/B/B-): Good to very good work, with missteps, but also flashes of excellence.

2.4-1.5 (C+/C/C-): Satisfactory work that sincerely attempts to analyze the readings and issues at hand, but with serious flaws.

1.4-0.7 (D+/D/D-): Work attempting to engage the readings and issues at hand, but without the execution befitting a UW student.

0.6-0.0 (E): Work that does not meet the minimum requirements of the assignment.
APPENDIX B:

UNIVERSITY OF WASHINGTON POLICIES ON ACADEMIC MISCONDUCT

You are guilty of cheating whenever you present as your own work something that you did not do. You are also guilty of cheating if you help someone else to cheat.

PLAGIARISM

One of the most common forms of cheating is plagiarism, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. Using another writer's words without proper citation. If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.

2. Using another writer's ideas without proper citation. When you use another author's ideas, you must indicate with footnotes or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.

3. Citing your source but reproducing the exact words of a printed source without quotation marks. This makes it appear that you have paraphrased rather than borrowed the author's exact words.

4. Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came. This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from A Writer's Reference by Diana Hacker (New York, 1989, p. 171).
   - **Original:** If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.
   - **Unacceptable borrowing of words:** An ape who knew sign language unsettled linguists and startled animal behaviorists.
   - **Unacceptable borrowing of sentence structure:** If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.
   - **Acceptable paraphrase:** When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.

5. Borrowing all or part of another student's paper or using someone else's outline to write your own paper.

6. Using a paper writing "service" or having a friend write the paper for you. Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.

7. In computer programming classes, borrowing computer code from another student and presenting it as your own. When original computer code is a requirement for a class, it is
a violation of the University's policy if students submit work they themselves did not create.

Note: The guidelines that define plagiarism also apply to information secured on internet websites. Internet references must specify precisely where the information was obtained and where it can be found.

You may think that citing another author's work will lower your grade. In some unusual cases this may be true, if your instructor has indicated that you must write your paper without reading additional material. But in fact, as you progress in your studies, you will be expected to show that you are familiar with important work in your field and can use this work to further your own thinking. Your professors write this kind of paper all the time. The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else's begins.

MULTIPLE SUBMISSIONS

Multiple submission is the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters). The UW does not have a general policy prohibiting this practice. However, because an individual professor may not permit the practice in their class, a student wishing to make a multiple submission must clear it with both professors involved. Non-compliance will result in a violation of the University's standard of conduct.