

Classics of Social and Political Thought II

Social Sciences (SOSC) 15200

Winter Quarter 2017

Tues./Thurs. 1:30-2:50, Cobb 403

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Office Hours: Thurs. 3:30-5:30pm and by
appointment

This course will focus on four theorists—Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and Mary Wollstonecraft (yes, a woman)—whose lives and work span the period from the English Civil War (1642-1651) to the French Revolution (1789-1799). In our readings and discussions, we will consider a wide range of issues, including (but not limited to): the nature and bounds of political obligation, the challenges and limits of political representation, the relationship between the existence of slavery and concepts of freedom and liberty, and shifting ideas about progress and social and political change.

REQUIRED TEXTS (Available at the Seminary Coop):

Thomas Hobbes, *Leviathan*, ed. Edwin Curley (Hackett, 1994)

John Locke, *Two Treatises of Government*, ed. Peter Laslett (Cambridge, 1988)

Jean-Jacques Rousseau, *The Discourses' and Other Early Political Writings*, ed. Victor Gourevitch (Cambridge, 1997)

Jean-Jacques Rousseau, *The Social Contract' and Other Later Political Writings*, ed. Victor Gourevitch (Cambridge, 1997)

Note: While there are many versions of each of these texts available, both in print and online, you are required to use these editions in order to facilitate discussion. Additional materials will be posted to Chalk, as noted in the schedule.

ASSESSMENT

Participation and Attendance: (20%) I view this class as a collaborative endeavor grounded in engaged discussion and open debate. As such, I ask that you come to class prepared (with the text) to discuss the assigned readings and engage with your fellow students (and me). I understand participation to include not only comments or questions, but also the ability to actively and attentively listen to your colleagues and thoughtfully and respectfully engage with—and challenge—their ideas.

Creating a dynamic and thought-provoking classroom environment is only possible with everyone's participation. While I understand that speaking in class can be daunting, I also want to hear everyone's voices, and will endeavor to make the classroom environment as open as possible. If you continue to feel uncomfortable speaking in class, please come speak with me and we can discuss possible strategies and solutions.

Discussion Questions: (15%) In an effort to facilitate class discussion, you are responsible for posting a short discussion question to **Chalk by 10 pm the night before class**. These are not intended to be long (around 3 sentences), nor will they be graded. Rather, they are used in an effort to help you to focus your reading and to guide me in orienting our in-class discussion. It is *absolutely fine* to ask a question about an aspect of the reading that confused you—don't feel that you have to have answered your question in advance.

You must post **10 discussion questions** over the course of the term (how you decide to split this up is up to you). Please remember to cite any relevant quotes or page numbers where applicable.

Writing Assignments: (65%) The first essay, **due Friday, February 3rd at 5 pm**, will be 4-5 pages (roughly 1200-1500 words) and will be worth 25% of your final grade. The second essay, **due Monday, March 13th at 5 pm**, will be 6-8 pages (1800-2400 words) and worth 40% of your grade. For both assignments, I will distribute a set of 3-4 paper prompts at least two weeks prior to the paper's due date.

A successful paper is one that (1) clearly identifies and responds to the paper prompt, (2) offers an original argument (more on this below), and (3) grounds this argument in evidence from the text. I do not expect you to consult sources beyond those assigned in this class (in fact, you will be graded down for doing so); rather, writing assignments are intended to get you to critically engage with the assigned readings (and the broader themes of this course) in an effort to formulate your own arguments. Please consult the attached grading rubric for a more detailed overview of grading standards.

OTHER POLICIES AND INFORMATION:

Absences: Excused absences will only be given in extenuating circumstances, and you **must** contact me **at least 24 hours** before the absence occurs. After missing one class session, subsequent absences will lower your participation grade by 15% per absence. Missing more than three classes will result in possible failure of the course.

Late Policy: While I generally do not grant extensions on written assignments, (barring sudden illness, injury, or other emergency,) you are allowed **one 24-hour extension** to be used at your discretion over the course of the term. Late papers will be graded down 1/3 of a letter grade per day late (an A- would become a B+, etc.).

Writing Assistance: I encourage you to come meet with me to discuss your paper ideas and drafts. Please note that while I will not read full drafts, I will read and offer detailed feedback on introductory paragraphs. The University of Chicago Writing Program (Stuart 330) also offers free appointments with peer writing tutors who can work with you at any point of the writing process. You can get in touch with Writing Program staff at writing-program@uchicago.edu.

Accessibility: If you have a physical, sensory, cognitive, or psychological disability and require accommodations, please let me know if I can do more to make the class (and class materials) more accessible. Students seeking disability accommodations should meet with the Associate Director of Student Disability Services, Karyn Kuehne LaTurner (karyn@uchicago.edu) to initiate the accommodation process (please note that this process can take several weeks). The Associate

Director will acquaint you with the required documentation, which should be submitted promptly. If a disability determination is made, your area Dean of Students will facilitate the implementation of approved auxiliary aids and services. For information regarding the Student Disability Accommodation process, visit: <http://disabilities.uchicago.edu/> or call 773-926-0996.

Academic Honesty and Integrity: Academic dishonesty will not be tolerated in the class. If you are found to have engaged in any form of academic dishonesty, including but not limited to plagiarism, you will fail the course and your behavior will be reported to your academic advisor for potential further actions by the College. If you are tempted to engage in a form of academic dishonesty or have question about what constitutes a violation, please come speak with me first. For more information on school policies, visit: <https://studentmanual.uchicago.edu/Policies#Honesty>.

Laptops and Other Electronic Devices: Active listening and engaged discussion are central to this course. To this end, I ask that students refrain from using electronic devices except in cases where they are required as part of an accommodation for a disability or impairment (see above).

Phones **must be turned off** during class (also: texting under the desk isn't as unobtrusive as you think it is).

Contacting me: I am here to be a resource for you. Please take advantage of my office hours and feel free to email me at any point with questions or concerns. If my office hours do not work with your schedule, email or speak with me and we will find a workable alternative. Please note: I do not check email after 10:00 pm, but will always reply to you within 24 hours.

COURSE SCHEDULE

Week 1:

Tues. Jan. 3rd Introduction (no reading)

Thurs. Jan. 5th Hobbes, *Leviathan*, Frontispiece, Letter Dedicatory, Introduction (pp. 1-5), chaps. 1, 3, 4 (§3-13, §22-24), 5-6

Week 2:

Tues. Jan. 10th Hobbes, *Leviathan*, chaps. 7, 8 (§1-2, §13-19), 10-12

Thurs. Jan. 12th Hobbes, *Leviathan*, chaps. 13-16

Week 3:

Tues. Jan. 17th Hobbes, *Leviathan*, chaps. 17-21

Thurs. Jan. 19th Hobbes, *Leviathan*, chaps. 24-30, 31 (§41)

Week 4:

Tues. Jan. 24th Hobbes, *Leviathan*, chaps. 41 (§3-5), 42 (§4-11), 43 (§1-3, 11, 22-24), 46 (§32, 35-6), 47, Review and Conclusion

Thurs. Jan. 26th Locke, *Second Treatise of Government*, chapters 1-5

Week 5:

Tues. Jan. 31st Locke, *Second Treatise of Government*, chapters 6-10
David Hume, "Of the Original Contract," entire [available on Chalk]

Thurs. Feb. 2nd Locke, *Second Treatise of Government*, chapters 11-19

Fri. Feb. 3rd *Paper I Due at 5pm*****

Week 6:

Tues. Feb. 7th Locke, *Letter Concerning Toleration*, entire [available on Chalk]

Thurs. Feb 9th Rousseau, *Discourse on the Origin and Foundations of Inequality Among Men* ('Second Discourse'), Epistle Dedicatory, Preface, Exordium, Part I (entire), Rousseau's Notes: 9-11 (pp. 197-212), 15 (p. 218)

Week 7:

Tues. Feb. 14th Rousseau, *Discourse on the Origin of Inequality*, Part II (entire), note 16 (pp. 221-222)

Thurs. Feb. 16th Rousseau, *Of the Social Contract*, Book I

Week 8:

Tues. Feb. 21st Rousseau, *Of the Social Contract*, Book II

Thurs. Feb 23rd

Rousseau, *Of the Social Contract*, Book III

Week 9:

Tues. Feb. 28th

Rousseau, *Of the Social Contract*, Book IV

Thurs. Mar. 2nd

Edmund Burke, *Reflections on the Revolution in France*, selections
Mary Wollstonecraft, *A Vindication of the Rights of Man*, entire [both available on Chalk]

Week 10:

Tues. March 7th

Mary Wollstonecraft, *Vindication of the Rights of Woman*, Selections
[available on Chalk]

Thurs. Mar. 9th

Reading Period—Optional Writing Workshop

Monday. Mar. 13th

*****Final Paper due at 5pm*****