

PHIL 3233: SOCIAL AND POLITICAL PHILOSOPHY – 2011/12, TERM 2

COURSE DESCRIPTION

This course introduces students to important historical texts in early modern political philosophy. We start with Hobbes's *Leviathan* from 1651 and end with Marx's *Critique of the Gotha Program* from 1875. By studying these texts students can hope to gain insights into the intellectual background of liberalism, the Western pre-occupation with the conflict between the individual and society, and concepts such as freedom, equality, authority, and so on.

LEARNING OUTCOMES

<i>Knowledge</i>	Understand the differences and similarities among a sampling of influential historical texts in western political philosophy with regard to conceptions of freedom, equality, authority, individuality, the state, and so on.
<i>Skills</i>	Analyse arguments in the readings or in your own thoughts. You will identify the distinct parts of the argument and understand the role each part plays in providing support for the main thesis.
	Be critical toward the readings, your own thoughts and other people's thoughts. You will raise questions and objections. You will propose alternatives.
	Be constructive . You will try to improve other people's views and your own by making clarifications, interpretations, extensions and revisions.

EVALUATION SCHEME

25% 15%	Class Debate Sessions.
30% 35%	First Essay on Hobbes, Locke and/or Rousseau. Due Monday, March 12th . <ul style="list-style-type: none"> • Essay questions will be announced three weeks in advance. You will choose one. • 1500-1800 words, Times New Roman, 12pt., single-spaced, double-sided, please. • Provide a thesis statement ("I will argue that ...") in the first paragraph. • <u>At least</u> one third of the essay should be your own arguments.
30% 35%	Second Essay on Wollstonecraft, Mill and/or Marx. Due Monday, May 7th . <ul style="list-style-type: none"> • Same as above.
15%	Multiple-Choice test on basic comprehension of all required readings. Last Class. Different Room.

Late assignments lose 4% per day (excluding weekends)

Written assignments must be submitted on VeriGuide and to my mailbox, 4/F Fung King Hey Building.

ACADEMIC HONESTY

All students are should carefully read the University Policy on Academic Honesty at <http://www.cuhk.edu.hk/policy/academichonesty/index.htm>. If you haven't done this already, please read it tonight! For this class, you should "I" in your writing. This is the best way to clearly tell the reader which ideas are yours and which ideas come from other people. If you have any questions about what is expected of you, please let me know.

LEARNING ACTIVITIES (A.K.A. TIME MANAGEMENT)

For a 3-unit course, students are expected to spend, on average, 12 hours per weeks x 13 weeks = 156 hours total

3 hours / week	39 hours	Attend all classes (lectures, debates, workshops and test)
1 hour / lecture hour	24 hours	Skim read required reading before each lecture
1.5 hours / lecture hour	36 hours	Re-read and think about required reading after each lecture
3 hours x 4	12 hours	Prepare for your four debates. (You must attend all six.)
20 hours x 2	40 hours	Essay writing (outline→draft→consult teacher/friends→many more drafts→final version)
5 hours	5 hours	Review for test
Total	156 hours	

CONTACT INFORMATION

Professor	Christopher LOWRY	Tutor	No Tutor
Email	lowry@cuhk.edu.hk	Venue/Time	Tu 1:30-2:15 Ho Sing-Hang 503
Office	Room 432, Fung King Hey Building		Th 10:30-12:15 YC Liang G03
Office Hours	Tu 3:00-5:00, Th 1:30-3:30, & by appt.	Website	On WebCT

SCHEDULE

DATE	REQUIRED READINGS / ACTIVITIES	WEB RESOURCES
Tu 10 Jan	Course Introduction	
Thomas Hobbes (1588 – 1679)		
Th 12 Jan Tu 17 Jan	<i>Leviathan</i> (1651) Part 1, Ch. 11, 13-15 (pp. 44-48, 56-74) Part 2, Ch. 17, 18, 21, 30 (pp. 77-85, 96-102, 150-159)	Hobbes's Moral and Political Philosophy
Th 19 Jan	Hobbes Debate Session (A for, B against)	
John Locke (1632 – 1704)		
Tu 31 Jan Th 2 Feb Tu 7 Feb	<i>Second Treatise of Civil Government</i> (1689) Ch. 1-5 (pp. 1-18) Ch. 7-9 (pp. 26-41)	Locke's Political Philosophy
Th 9 Feb	Locke Debate Session (C for, A against)	
Jean-Jacques Rousseau (1712 – 1778)		
Tu 14 Feb Th 16 Feb Tu 21 Feb Th 23 Feb	<i>Social Contract</i> (1762) Book 1 (pp. 1-11) Book 2 (pp. 12-28) Book 4, Ch. 1 and 2 (pp. 54-57) [NOTE: Class is cancelled on Tues. 21 Feb.]	Jean-Jacques Rousseau
Tu 28 Feb	Essay Writing Advice	Guidelines on Writing a Philosophy Paper
Th 1 Mar	Rousseau Debate Session (B for, C against)	
Mary Wollstonecraft (1759 – 1797)		
Tu 6 Mar Th 8 Mar Tu 13 Mar	<i>Vindication of the Rights of Woman</i> (1792) Dedicatory Letter, Introduction, Ch. 1, 2, excerpt from 3 (pp. 1-25, 33-35)	Mary Wollstonecraft
Th 15 Mar	Wollstonecraft Debate Session (A for, B against)	
John Stuart Mill (1806 – 1873)		
Tu 20 Mar Th 22 Mar Tu 27 Mar	<i>On Liberty</i> (1859) Ch. 3, 4, 5 (pp.36-76)	Mill's Moral and Political Philosophy
Th 29 Mar	Mill Debate Session (C for, A against)	
Karl Marx (1818-1883) and Friedrich Engels (1820-1895)		
Tu 3 Apr Th 5 Apr Tu 10 Apr	<i>Communist Manifesto</i> (1848) <i>Critique of the Gotha Programme</i> (1875)	Karl Marx
Th 12 Apr	Marx Debate Session (B for, C against)	
Tu 17 Apr	Review	
Th 19 Apr	Multiple-Choice Test. DIFFERENT ROOM. Venue TBD.	

SOME TYPES OF ARGUMENTS

Criticise	Defend	Interpret/Clarify
If you don't fully agree with a theory, then you can raise one or more objections. You can argue that, e.g., (i) the conclusion is implausible by showing that its (conceptual or practical) implications are unacceptable; or (ii) the conclusion is not adequately supported by showing that one or more of the premises is not defensible; or (iii) the premises, although defensible, do not actually support the conclusion; etc.	If you fully agree with a theory, then you can identify one or more objections that opponents might raise, and then explain why those objections fail. You should pick the objections that you think are strongest. Or, if you agree with a theory's conclusions, but you don't fully agree with the arguments for those conclusions, then you can strengthen the arguments by revising them or adding new ones.	If you think that a theory view is unclear in some important way, then you can explain exactly what is unclear and why. Then, you can identify the likely interpretations, and then provide your own argument(s) about which interpretation is best.

KEY CHARACTERISTICS OF AN EXCELLENT ESSAY

Theory Analysis (worth 40%)	You provide an accurate account of the relevant parts of the theory.
	Your explanation of the theory is not only about the conclusions; you also discuss the thinker's reasons and arguments for those conclusions.
	You quote relevant key passages when it is helpful to do so, and you provide proper citations .
	You explain how the key concepts relate to or connect with each other.
	When it is helpful to do so, you discuss what the thinker would probably have said about an issue that he/she didn't discuss by drawing on what the thinker did say about other related things.
Argument (worth 40%)	In the first paragraph, you provide a detailed and specific thesis statement that clearly describes the main claim(s) you will be arguing for and indicates how what you plan to say adds something to the discussion, rather than mostly repeating the material we have read.
	You clearly state what parts of the theory you agree with and what parts you don't .
	You defend your claims in a well-developed way.
	You use hypothetical or real examples to help explain and/or defend your claims.
	You identify and respond to counter objections .
	You explain the theoretical and/or practical implications of your argument (Should we accept, revise or reject the theory or theories in question? What actions, if any, are called for?).
Presentation and Language (worth 20%)	Each piece of the essay is presented in a way that makes it clear to the reader how it is relevant to the essay question and to your overall argument.
	The language is precise rather than vague. You choose your words carefully and you try to be as specific as possible.
	The language is natural rather than awkward. In order to express complex ideas clearly, you use straightforward and simple wording whenever you can do so without oversimplifying the ideas.

CITATION GUIDE

When do I need to provide a citation?

When you use anyone else's words.	<i>Use quotation marks.</i>
	<i>Remember to provide the page number.</i>
When you refer to a specific claim that an author makes.	<i>Remember to provide the page number.</i>
When you state an empirical fact that is not common knowledge. Cite your source of evidence for this fact.	<i>Remember to provide the page number.</i>
When you mention a publication (book, article, chapter, etc.).	<i>No need for page number.</i>

How do I cite?

For the purposes of this course, to cite one of the required readings *in the version provided on WebCT*, you can write the author's surname, the original publication date and the page number in brackets at the end of the sentence, immediately before the period – for example, (Hobbes 1651, 47). If you cite the same source twice in a row, the second time you can write (ibid, page). If it is the same source and the same page, then you can write simply (ibid).

If you cite **a different version** of the readings or an additional source, then you should also provide the full bibliographic information at the end of the paper, using Chicago Style. Visit this [link](#) for more information.

DEBATE SESSIONS

During the first class, everyone will form into three groups of maximum 15 people each. We will initially call the groups '1', '2' and '3'. I will then roll a die to determine whether 1 is A, B, or C, and so on, according to the following chart:

	Roll 1	Roll 2	Roll 3	Roll 4	Roll 5	Roll 6
1	A	A	B	B	C	C
2	B	C	A	C	A	B
3	C	B	C	A	B	A

Based on the result of the die roll, everyone will then know whether they are on Team A, B or C. Everyone must attend all debate sessions and arrive on time. If you are the audience, you may arrive at 10:45 instead of 10:30. Attendance will be taken. The debate schedule is as follows:

	Hobbes (Jan 19)	Locke (Feb 9)	Rousseau (Mar 1)	Wollstonecraft (Mar 15)	Mill (Mar 29)	Marx (Apr 12)
FOR	Team A	Team C	Team B	Team A	Team C	Team B
AGAINST	Team B	Team A	Team C	Team B	Team A	Team C
Audience	Team C	Team B	Team A	Team C	Team B	Team A

NOTE: Some changes to the teams may be necessary to adjust for Adds/Drops.

Timing on debate days

10:30	20 minutes		Preparation Time
10:50	7 minutes	Against	First Argument(s)
10:57	5 minutes	For	Rebuttal(s)
11:02	3 minutes	Against	Reply
11:05	7 minutes	For	First Argument(s)
11:12	5 minutes	Against	Rebuttal(s)
11:17	3 minutes	For	Reply
11:20	10 minutes		BREAK
11:30	7 minutes	Against	Second Argument(s)
11:37	5 minutes	For	Rebuttal(s)
11:42	3 minutes	Against	Reply
11:45	7 minutes	For	Second Argument(s)
11:52	5 minutes	Against	Rebuttal(s)
11:57	3 minutes	For	Reply
12:00	5 minutes	Against	Closing Remarks
12:05	5 minutes	For	Closing Remarks
12:10	END		