MEDIEVAL POLITICAL THEORY: THE BRIDGE TO MODERNITY

This course is designed to give the student a basic understanding of the philosophical foundations of Western attitudes toward politics and political order. The early Christian response to the ancient Western view of politics was to relegate politics to the earthly realm. In this course, we will trace that development and see how Machiavelli turned it on its head, emphasizing politics for its own sake and ushering in an early modern conception of political life. Along the way, we will consider different perspectives on human nature, justice, virtue, the consequences and responsibilities attending to power in both its spiritual and secular forms, and how our conversations about politics continue to be shaped by these early considerations.

LEARNING OBJECTIVES: Students will learn how to read philosophical works critically. Through reading assignments, discussion and written assignments the student will become familiar with various approaches to problems in ancient political theory and how those attitudes shape our own. The format of the class is lecture and discussion. All discussion and written work in the class is intended to develop students' critical thinking, reading and writing skills. As you do the classwork, as you read, write essays, study, and prepare for examinations, you should keep in mind that the assigned work in this class is intended to help you develop your skills in the following ways:

1) Recognizing IDEAS/FACTS, that is, develop the ability to recognize key ideas and facts.
   --key terms and their meanings (including how those meanings differ across periods and thinkers)
   --who wrote what
   --what it says

2) Making CONNECTIONS, that is, develop the ability to see connections between and among ideas and the ability to see how an author says what s/he says:
   --recognition of the structure of the author’s discussion (what steps are involved in the way s/he tries to explain his or her position or persuade the reader?)
   --recognition of the assumptions that inform the development of ideas
   --recognition of the relative weight of ideas (e.g., what is the main idea? what are the supporting ideas?)

3) Using EXTENSIONS, that is, develop the ability to extend the ideas beyond their context, that is, to make use of them in your own thought without distorting them or violating their meaning.
   --what are the implications of the author’s position and the way s/he makes the argument?
   --what did the author leave out?
   --what value may we derive from the author’s discussion?

The development of a critical voice means attending to each of these—IN ORDER. You cannot critique an argument unless and until you can make and defend it on its own terms. A concerted effort at understanding is the minimum requirement of a student of political theory and the mere baseline of what you will be asked to do in this course.

TEXTBOOKS: This edition of these texts was carefully chosen and is required for the course. Students choosing to use a different or earlier edition are solely responsible for any reconciliation of differences.

--Bailey, et.al., editors, The Broadview Anthology of Social and Political Thought, Volume One: From Plato to Nietzsche (Broadview Press, 2008)

--HANDOUTS and RESOURCES AVAILABLE ON BLACKBOARD:
(1) Tannenbaum and Schultz, “Political Philosophy: Introducing the Challenge” HANDOUT from Inventors of Ideas, pp. 1-15 and “Early Christianity and Politics” pp. 71-75. (2) There are also optional MP3 lectures from Professor Charles Anderson’s “Political, Social and Economic Thought” course to help with background and additional information.

BLACKBOARD: Please note that this syllabus, supplementary handouts, study questions, writing assignments, and advance essay questions for the exams WILL be posted on Blackboard after the class period in which they are distributed. Exams, quizzes, class notes and grades WILL NOT be posted.
COURSE REQUIREMENTS: Grading is done on a 10-point scale: A = 90-100; B = 80-89; C = 70-79, etc. The formal requirements of the course and their relative impact on your final grade are as follows:

1) Class Attendance/Group Participation
   As exposure to and participation in our class discussions is critical to your success in this course, attendance will be taken daily and constitute a percentage of your final grade. That grade will be calculated as follows: days present/22 class days = grade. Excuses (except for official university-approved events or religious observances) will not be accepted. See the university statement on religious observations in the student rights and responsibilities document at the end of this syllabus. In addition, you will also be evaluated on how well and often you participate in class, including your in-class responses to the in-class group exercises for each author.

2) Class Summary Journal
   After every class, that is, between classes, students will be expected to write a short summary—no more or less than half a page—of the substance of the previous class discussion in a journal kept in a Blue Book to be provided. Think in these terms: what did we talk about? How did we talk about it? How did it relate to what we have already talked about? Your journals will be picked up from time to time in order to gauge student engagement with the material, check attendance, etc.

3) Take Home Text ID Quizzes
   At scheduled times during the semester, students will be given take-home quizzes to check comprehension of reading materials and in-class discussions. These will consist of text identification exercises (see sample on the next page). These quizzes cannot be made up.

4) Writing Assignment
   In the first half of the semester, students will be given a take-home essay assignment covering some substantive aspect of the reading material. The assignment requires a 2-page, single-spaced, handwritten essay response to be turned in at the beginning of the class period in which it is due. Students may be asked to present his or her response to the class in order to stimulate or further discussions. Writing assignments are designed to help the student organize the material during the semester and prepare the student for the written portion of the examinations. This assignment cannot be made up and late papers will NOT be accepted.

5) Midterm Exams (25%) and Final Examination (30%)  
   The examinations in this class are cumulative and comprehensive. The midterm and final exams will consist of textual identification discussion questions (40%) and essay (60%) questions. The textual identification questions will challenge students to recognize and discuss the significance of important passages from the texts. The student’s ability to recognize authors and their critical concepts will be emphasized. The essays will test the student’s ability to link concepts across authors and situations. About a week before each examination, a number of possible essay topics will be distributed to the student. One will appear on the exam. Make-up exams will be allowed ONLY in the event of a verifiable emergency and must be arranged for within a week of the examination date.

ASSESSMENT: You will encounter the following types of assignments in this class. Your work will be evaluated according to the requirements of each. The assignments and evaluative criteria fit the learning objectives in the following way:

1) Matching Questions and Multiple Choice Questions—quizzes—test your understanding of FACTS, IDEAS, and the CONNECTIONS among them. In addition to questions regarding AUTHORS, TITLES, and DEFINITIONS or KEY TERMS you will encounter questions that ask you to recognize:
   A) Which AUTHOR broached a particular IDEA/PROBLEM? Authors will raise particular questions owing to their particular concerns. One of your tasks is to keep up with the particular ideas and concerns in each author.
   B) Keep in mind that Authors frequently RANK their concerns (most important, less important, least important, etc.). How they rank their concerns is often critical to an author’s conclusion. Be prepared to identify what an author thinks in most important, etc.
C) What are the ASSUMPTIONS underlying a particular author’s work? We will discuss some of these in class, but you must learn to recognize them as you read and think about the work.

2) Textual Identification Exercises—quizzes and examinations—are designed to make sure that you are reading and comprehending what you have read. Here you will be asked to read a passage from the author we are discussing or have read and (1) identify the author and work; (2) identify and explain the idea expressed in the passage (that is, what it says); and (3) explain how the passage fits with and/or illuminates the author’s larger argument.

3) Essay Questions—on writing assignments and exams—will test your ability to bring a coherent understanding of the material to bear on a theme or problem posed by the question itself. These are not exercises in regurgitating your notes. The essays are designed to test your ability to make CONNECTIONS and EXTENSIONS in clear, precise language and reasoning. YOU WILL BE HELD ACCOUNTABLE FOR PROPER GRAMMAR, SPELLING, PARAGRAPH USAGE, SENTENCE STRUCTURE, etc. In addition, you must be able to:

A) Demonstrate an UNDERSTANDING of the issues raised by the QUESTION in a THESIS paragraph. This is neither a mere restating of the question nor, worse, a “Once upon a time” opening sentence like “Throughout history human beings have been concerned with justice.” Instead, a thesis involves you demonstrating to the reader that you understand the issues raised by the question and saying how you will approach them using the material required by the question.

B) Demonstrate a mastery of the facts/ideas articulated by the authors the question asks you to use. You will NOT be asked to summarize an author, but you WILL be asked to USE his or her work to answer the question. YOU decide which aspects of the author’s work are most appropriate in solving the problem raised by the question.

C) Demonstrate an ability to make CONNECTIONS across authors and issues. How does one author’s approach complement, supplement, or call into question another’s approach? Think of the works you read this semester as part of an ongoing conversation about the full range of issues that make up the course material. As with conversations, the work of this class will illuminate issues but very rarely resolve them once and for all.

D) Conclude your discussion in an illuminating way, that is, to demonstrate an extended understanding of the ideas in question. Why was it important for your reader to have read your essay? What does the reader now know or is s/he called upon to think about that s/he wasn’t before? DO NOT use phrases like “In conclusion.” The content of your concluding paragraph should be sufficient to let the reader know that it has come to a happy ending.

SAMPLE QUESTIONS:

Textual Identification (quizzes and exams): Write a paragraph of no more than half a page identifying the author and text (2 points), the meaning (4 points), and the significance (4 points) of the following quote:

“All thought of eliminating civil government is inhuman barbarism; such government is just as necessary as bread and water, light and air, and far more excellent than those things.”

Essay Question:
Views of the obligations of the individual to the community and vice versa change from early Christianity to Renaissance Italy and the Reformers. Trace the development of this idea from the Christian Medieval synthesis (Augustine or Aquinas or Christine de Pizan) to the all-too-modern view of Machiavelli and that of the Reformers (Luther or Calvin). How does this development inform our current attitudes toward and understanding of politics?
NOTE: Students are expected to come to class having read the reading assigned for that day's class. STUDENTS ARE RESPONSIBLE FOR ALL MATERIAL IN THE READINGS—WHETHER THERE IS EXPRESS DISCUSSION OF IT IN CLASS OR NOT—AND THE LECTURES/DISCUSSIONS. Questions about all material are always welcome and should form the lion’s share of our experience in this course.

17 Jan T  Introduction: Political Philosophy—What and Why?
--HANDOUT from Tannenbaum and Schultz, “Political Philosophy: Introducing the Challenge”; “Early Christianity and Politics” from Inventors of Ideas (St. Martin’s, 1999), pp. 1-15; 71-74.
--Augustine, City of God, Introduction (Bailey, et. al., pp. 263-267)

I. Medieval Political Theory

19 Jan Th  Augustine
From City of God, Preface, Book 1: ch. 1; 1:8; 2:21 (pp. 267-271)

24 Jan T  Augustine
From City of God, 19:1; 19:6; 19:7; 19:11; 19:12; 19:15 (pp. 271-277)

26 Jan Th  Augustine
From City of God, 19:16; 19:21; 19:23; 19:24 (pp. 277-281)

31 Jan T  Augustine
From City of God, 19:16; 19:21; 19:23; 19:24 (pp. 277-281)

2 Feb Th  Al-Farabi
QUIZ #1
Introduction and from The Political Regime (pp. 282-289)

7 Feb T  Al-Farabi
Introduction and from The Political Regime (pp. 282-289)

9 Feb Th  Al-Farabi
From The Political Regime, “The Ignorant Cities,” etc. (pp. 289-296)

14 Feb T  Aquinas
Introduction and from Summa Contra Gentiles (pp. 302-308)
WRITING ASSIGNMENT DUE

16 Feb Th  Aquinas
From Summa Theologiae, Questions 90, 94, 95 (pp. 309-322)

21 Feb T  Aquinas
From Summa Theologiae, Questions 90, 94, 95 (pp. 309-322)

23 Feb Th  Marsilius of Padua
Introduction and from Defender of the Peace (pp. 323-329)

28 Feb T  Marsilius of Padua
Introduction and from Defender of the Peace (pp. 323-329)

2 Mar Th  MIDTERM EXAMINATION
II. From the Renaissance to Early Modernity

7 Mar T  Christine de Pizan
          Introduction and from *City of the Ladies* and *The Book of the Body Politic* (pp. 331-337)

9 Mar Th Christine de Pizan
          From *The Book of the Body Politic* and *The Book of Deeds, of Arms, and of Chivalry* (pp. 332-339)

13-17 Mar  SPRING BREAK

21 Mar T  Christine de Pizan
          From *The Book of the Body Politic* and *The Book of Deeds, of Arms, and of Chivalry* (pp. 332-339)

23 Mar Th  Machiavelli
          QUIZ #2
          Introduction and from *The Prince*, Dedication and Chapters 5-8 (pp. 343-353)

28 Mar T  Machiavelli
          From *The Prince*, Chapters 9-14 (pp. 353-361)

30 Mar Th  Machiavelli
          From *The Prince*, Chapters 15-21 (pp. 361-370)

4 Apr T   Machiavelli
          From *The Prince*, Chapters 22-26 (pp. 370-375)

6 Apr Th   Machiavelli
          From *The Prince*, Chapters 22-26 (pp. 370-375)

11 Apr T   Machiavelli
          QUIZ #3
          Introduction and from *Discourses on Livy* (pp.375-383)

13 Apr Th  Machiavelli
          No class meeting (*LeBlanc at WPSA*)
          Introduction and from *Discourses on Livy* (pp.383-389)

18 Apr T   Machiavelli
          Introduction and from *Discourses on Livy* (pp.383-389)

20 Apr Th  Machiavelli and Luther
          Introduction and from *Discourses on Livy* (pp.383-389)
          Introduction and from *Temporal Authority* (pp. 390-399)

25 Apr T   Luther
          Introduction and from *Temporal Authority* (pp. 390-399)

27 Apr Th  Conclusion and Review

4 May Th   FINAL EXAMINATION (9:30a-11:30a)

IMPORTANT: This syllabus reflects the minimum requirements of our professional relationship over the course of this semester. By staying in this class, you signify that you understand the contents of this syllabus and you agree to the terms and conditions stated herein.
Notes on Classroom Etiquette or THE RULES
--Class starts promptly. Be here on time. After the first week or so of the semester, you WILL be denied entry if you arrive more than 5 minutes late. Late arrival is disruptive to the classroom experience of your classmates and, perhaps even your professor. In any case, it works against the mission of the classroom. To this end, I suggest you not drive from class to class—gas is too expensive and we could all use the exercise.
--The format of the class is lecture and conversation. The classroom is a safe place to ask questions. But they should be questions that derive from work with and in the material and NOT because you did not do the assignment.
--You will not read newspapers, textbooks, or study for other classes while in this class. If you do so, you will be asked to leave—and in no uncertain terms.
--Turn all cellphones and other electronic devices off (or set to vibrate) for the duration of class. You are not to accept calls or engage in text messaging during class. If you do so, I will confiscate your device. If you are awaiting a call or message of extreme importance, I suggest you skip class.
--You may use a laptop, but only for the purpose of taking notes. If I catch you surfing the web, playing games, or engaged in some other activity not related to the work of the class, you will lose your laptop privileges.
--You are responsible for material missed due to absence. I suggest you exchange notes with other responsible students in any case, but particularly if you have to miss. I am happy to answer questions about this material, but will not rehearse my lectures or our class discussions.
--Some semesters, life gets in the way. Should you have one of these semesters, I am more than happy to talk to you about what to do. But if the trauma is too great, I strongly suggest you drop one or all of your courses. Your education is vitally important, but there are things that outrank even education sometimes—and you have to make that call when it is necessary. I cannot grade you on how well or poorly you deal with your life at given moments. Your grades reflect your performance in class—not how well you are dealing with other things. I wish all of us a semester in which these things aren’t issues.

Policy Regarding Academic Dishonesty
Academic dishonesty is against university as well as community standards. Academic dishonesty is defined as: cheating, plagiarism, or otherwise obtaining grades under false pretenses.

Plagiarism is defined as submitting the language, ideas, or thoughts or work of another as one’s own. Examples of plagiarism include, but are not limited to:
--use of direct quotations without quotation marks and without credit to the source;
--paraphrasing or using direct quotations within quotation marks without credit to the source;
--failure to provide adequate citations for material obtained through electronic research;
--downloading and submitting work from electronic databases without citation;
--submitting material created/written by someone else as one’s own, including purchased term/research papers;
--allowing someone to copy or submit one’s work as his/her own;
--participation in a group project which presents plagiarized materials;
--submitting the same paper in more than one course without the knowledge and approval of the instructors involved;
--assisting in the act of plagiarism by allowing one’s work to be used in this fashion;
--aiding and abetting another student’s dishonesty.

Cheating is defined generally as copying from someone else’s exam, homework, or laboratory work. Types of cheating include but are not limited to:
--using notes or other materials during a test or exam without authorization;
--obtaining or providing unauthorized information during an examination through verbal, visual, or unauthorized use of books, notes, texts, or other materials;
--obtaining or providing information concerning all or part of an examination prior to that examination;
--taking an examination for another student or arranging for another person to take an exam in one’s place;
--altering or changing test answers after submitting it for grading, or after grades have been awarded;
--releasing information about an examination to anyone who has yet to take the examination

Disciplinary procedures for incidents of academic dishonesty may result in any of the following:
(1) permanent dismissal from the university; (2) suspension from the university for not less than one semester; (3) outright failure of the course (an automatic final grade of ‘F’); (4) canceling the student’s enrollment in the class without a grade (‘W’); (5) awarding a failing grade on the exam, test, or assignment in question; (6) requiring the student to take another examination or test on the same material or to resubmit the paper or assignment based on a specific topic.

In all cases of substantiated academic dishonesty, a permanent record of academic discipline will be established in the Office of the Dean of Students. These records are searched regularly by government agencies, licensing authorities, certification authorities, and others. The existence of such a record can bar entry to many occupations.
UNIVERSITY AND UNIVERSITY OF TEXAS SYSTEM POLICIES

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Campus Carry:
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University:
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.