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 this text 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)

CANVAS: Please note that this syllabus, supplementary handouts, study questions, writing assignments, and advance essay questions for the exams WILL be posted on Canvas on, before, or after the relevant class period. 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/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/26 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.

2) **In-class Text Presentations**
   Each class period, students will be charged with presenting a portion of the assigned reading to the class. Presentations should be 10 minutes in length and address the following questions: (1) What does the text say? (2) What issues does it raise? (3) What role does the text in the author’s larger argument seem to be? We will discuss the evaluation of the presentations in class.

3) **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.

4) **Reading and Lecture Comprehension 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 pages). These quizzes cannot be made up.

5) **Writing Assignments**
   Three times during the semester, students will be given a take-home essay assignment covering some substantive aspect of the reading material. The assignment requires an essay in response--2 full pages in length, double-spaced, using only Times New Roman 12-point font, 1-inch margins all around--to be turned in via email to rleblanc@uttyler.edu. Writing assignments are designed to help the student organize the material and articulate their understanding of the texts. This assignment cannot be made up and late papers will NOT be accepted.

6) **Final Essay**
   Students will write a comprehensive take-home final essay of not more or less than 3 pages in length. Except for its comprehensive scope and page length, the requirements for in-semester writing assignments will apply (see above).

**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) **Textual Identification Exercises**—quizzes--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.

2) **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.

3) Presentations—in-class—are designed to help develop the student’s public voice and intellectual and interpersonal confidence.

A) Part of being a scholar—and a citizen—is being willing to take on difficult ideas with the goal of understanding them or finding yourself in those ideas and, therefore, in the larger discussion of which those ideas are part.

B) The primary emphasis will not be on getting it “right” in a once-and-for-all fashion. Rather, the purpose is to get the student to engage seriously with the text and be willing to offer a reading of it in front of peers.

C) The classroom is a safe space to make mistakes, provided they come from effort and not from neglecting to make that effort. The resulting discussion will be civil, thoughtful, and helpful. In other words, the way political discussions ought to be rather than what is called “political discussion” in our current political environment.

SAMPLE QUESTIONS:
Textual Identification: 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?
SYLLABUS

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.

15 Jan T  Introduction: Political Philosophy—What and Why?  
-- 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 (on Canvas).  
--Handouts 1 and 2: Contexts of Medieval Political Theory (on Canvas)

I. Medieval Political Theory

17 Jan Th  Augustine  
From City of God, Introduction, Preface, Book 1: ch. 1; 1:8; 2:21 (pp. 263-271)

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

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

29 Jan T  Augustine  
From City of God, 19:16; 19:21; 19:23; 19:24 (pp. 277-281)  
QUIZ #1 DUE at the beginning of class

31 Jan Th  Aquinas  
Introduction and from Summa Contra Gentiles (pp. 302-308)

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

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

12 Feb T  OPEN DISCUSSION #1: Politics and the challenge of (Christian) authority  
WRITING ASSIGNMENT #1 due to releblanc@uttyler.edu by 9:00am.

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

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

21 Feb Th  Christine de Pizan  
Introduction and from City of the Ladies and The Book of the Body Politic (pp. 331-337)  
QUIZ #2 DUE at the beginning of class

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

28 Feb Th  Christine de Pizan  
From The Book of the Body Politic and The Book of Deeds, of Arms, and of Chivalry (pp. 332-339)
POLS 3361—Western Political Theory from the Middle Ages to the Renaissance

5 Mar T  OPEN DISCUSSION #2: Challenging Orthodoxy
WRITING ASSIGNMENT #2 due to rleblanc@uttyler.edu by 9:00am.
SUBMIT JOURNALS for evaluation in-class.

II. From the Renaissance to Early Modernity

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

11-15 Mar  SPRING BREAK

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

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

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

28 Mar Th  Machiavelli
From *The Prince*, Chapters 22-26 (pp. 370-375)
QUIZ #3 DUE at the beginning of class

2 Apr T  Machiavelli
Introduction and from *Discourses on Livy* (pp.375-383)

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

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

11 Apr Th  OPEN DISCUSSION #3: The Machiavellian Turn
WRITING ASSIGNMENT #3 due to rleblanc@uttyler.edu by 9am.

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

18 Apr Th  Luther
Introduction and from *Temporal Authority* (pp. 390-399)

23 Apr T  Luther
Introduction and from *Temporal Authority* (pp. 390-399)
SUBMIT JOURNALS for FINAL evaluation

25 Apr Th  OPEN DISCUSSION #4 (optional): Authority and Politics

1 May W  FINAL ESSAY DUE to rleblanc@uttyler by 9:30am

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.

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS

UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. 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

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, kretes, electronic cigarettes, smokeless tobacco, sniff, 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

Grade Replacement/Forgiveness and Census Date Policies 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. (For Fall, the Census Date is Sept. 12.) 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.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
• Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
• Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
• Being reinstated or re-enrolled in classes after being dropped for non-payment
• Completing the process for tuition exemptions or waivers through Financial Aid 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/Accessibility Services  In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 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. (Revised 05/17)

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.

Student Standards of Academic Conduct  Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.”
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students
- UT Tyler Writing Center (903.565.5995), writingcenter@utttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@utttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)