

Syllabus
PS 361 – Classical Political Thought
e-campus: Fall 2017

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1. COURSE INTRODUCTION

This course is an introduction to Classical Political Thought. We will discuss core concepts of political thinking of Ancient Greece, the Roman Republic, Late Antiquity, the Middle Ages and the Renaissance. Central authors under discussion include Plato, Aristotle, Cicero, Augustine and Machiavelli, amongst others. The central question centers around how to create a political community, and how to organize society. The class will provide a historical background to each different period discussed, and investigate the core principles of understanding the state – whether as a city state (*polis*), a common public interest (*res publica*), a City of God (*civitas dei*), or something else.

The principal goal is to develop an understanding of the complex history and theory of the origins of political thinking in the Western World and beyond. We will relate the ideas from historical periods to contemporary discussions. Even though we are talking about historical times, these ideas are still relevant today. Students will be invited to relate today's political discussions and controversies to questions asked by these ancient political thinkers.

Furthermore, students will be reading and presenting research articles, in order to develop own research interests and skills. A concluding research paper will be based on research draft papers presented to the entire class.

2. COURSE PHILOSOPHY & POLICIES

2.1. Class Objective

The **main objective** of this course is to foster critical thinking on the basis of increased domain knowledge and advanced theoretical reflections on the topic of the class. The readings offered are academic articles or political documents. Students are required to conduct own research and participate actively in the discussion in order to create a peer learning community.

2.2. Assignment Rationale

Assignments in this class are meant to develop student research and discussion on the topic. These are the assignments – see also below for a detailed description. Assignments 3+5 should also be sent via e-mail to the instructor to preempt technical issues with the online class system. Presentations are posted on Canvas.

1. Ongoing assignment: active participation in the discussion. Graded will be the extent of activity, but not its content. You should aim to post regularly, at least once a week. If that is not possible, post whenever you can, and let me know about a possible individual schedule.
2. One presentation of one assigned text (due depending on when the text is scheduled).
3. Midterm response essay that collects preliminary ideas for student research.
4. Presentation of preliminary research ideas to class towards the end of term, in order to gather peer and instructor feedback for final research paper.
5. Final research paper, based on the research presentation.

2.3. General Guidelines

- You are required to **read this syllabus in full**. Please direct any questions directly to the instructor in person or via e-mail. Please also monitor announcements in case the schedule needs to change.
- Typically, **following all instructions** will lead to successful participation in class. For more detail, see below for the schedule, as well as on p. **Error! Bookmark not defined.** for descriptions of assignments, and p. **Error! Bookmark not defined.** for student learning outcomes.
- A seminar thrives on the regular participation of every single member of the group. You are expected to participate actively in the discussions, and you should feel free to do so. **This is a place to learn, not a place to be perfect.** You do not need to be intimidated. Everyone is in the same boat.
- **Respect your fellow students.** Everybody should feel safe to be as honest as possible. People are indeed able to **see things differently**, even though they have the same facts. If somebody makes what could be seen a mistake, be patient and understanding. Focus any **critique** on the argument and the issue, not on the person making the statement. We are all learning, and we will never be perfect.
- Language skills should not distract from your message. I do not grade language and style per se, but if writing mistakes distract too much from your argument, so that any reasonable reader would have difficulties understanding it, your grade may be affected. Writing is difficult for everyone, and takes years of practice and skill. Feel free to ask for help if you feel that your writing needs improvement. The **Writing Center** provides students with a free consulting service for their writing assignments, see <http://cwl.oregonstate.edu/owl.php>.
- In the case that I feel **attendance/participation and reading progress** are below reasonable expectations, I reserve the right to do a quiz in order to check on reading progress.

2.4. Discussions

- Over the years, I have seen that whenever there is a strong instructor presence in a discussion board, **student participation in the discussions** goes down. Therefore, I will limit my contributions in the

discussion forum. I will read student entries and respond whenever I feel there is a need to correct something or add a perspective that has not been addressed so far, or when discussion participation is low. But the main point of the discussion board is student peer discussion, and not overwhelming instructor input.

- For every assignment posted in the discussion board (text presentation, research presentation), there is also a mandatory **Q&A** component. I will wait a while till I grade such assignment to incorporate how the presenter handles peer responses.
- **Regular participation** in the class is mandatory.

2.5. Communication with Instructor

- Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.
- **Please let me know in advance** if you cannot complete assignments on time. We will find a way.
- If you feel you need **additional feedback** about how you are doing in class, do not hesitate to write me an e-mail. Usually, if you are posting regularly, and turn in all the required assignments on time and following instructions, you will be successful in this class.
- Given that this is an online class, I am very flexible in helping you manage your time, and to find an individual route through the class if necessary.
- Please feel free to contact me about any aspect of the course, or your performance. Let me know as soon as possible if there are any issues that might need my immediate attention. I'm always willing to learn myself, and improve the class whenever necessary.

2.6. Course Credits

This course combines approximately 90 hours of instruction, online activities, and assignments for 4 credits. This course has no prerequisites.

2.7. Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

2.8. Learning Resources

Ability to Skype with instructor (Webcam & Software for example)

Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

2.9. Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

3. SCHEDULE

3.1. Abbreviated Schedule – Everything on One Page

UNIT 1: POLITEIA – GREEK POLITICAL THOUGHT

- ❖ ***Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation). Post to the discussion board during the relevant week when you can, I allow for maximum flexibility.***
- ❖ ***Assignment 2: Present one Text of your choice in the week the text is assigned (5 points)***

Week 1: *The World of Antiquity – Pre-Socratics: Greek Society, Religion, & Politics from Homer to Plato.*

Week 2: *Plato: Introductions to Plato's political philosophy, and discussion of key issues.*

Week 3: *Aristotle: Introductions to Aristotle's political philosophy, and discussion of key issues.*

UNIT 2: RES PUBLICA – ROMAN POLITICAL THOUGHT

Week 4: *The Roman Republic and Early Roman Empire: Roman Society, Religion, & Politics till Augustus.*

Week 5: *The Roman Empire in Late Antiquity. Marcus Aurelius and Augustine.*

- ❖ ***Assignment 3: Response Essay "Did Rome Fall?" due Monday of Week 5, by 8 PM PT; via e-mail to philipp.kneis@oregonstate.edu (10 pts.)***

UNIT 3: THE CITY OF GOD – MEDIEVAL POLITICAL THOUGHT

Week 6: *The Transformation of the Ancient World. The Fall of Rome. Augustine, continued. Aquinas.*

Week 7: *Political Rule and Utopia in the Early Middle Ages. Dante and Machiavelli.*

UNIT 4: REFLECTION AND STUDENT RESEARCH

Week 8: *The Legacy of Classical Political Thought. Continuities between Classical and Modern Theory.*

Week 9: ❖ ***Assignment 4: Research Presentations (10 points)***

Present your own research anytime this week on-line; Continue with the discussion

Week 10: *Own Research for Paper (Dead Week)*

Write your paper, Continue with the discussion

Week 11: *Submit Your Paper (Finals Week):*

- ❖ ***Assignment 5: Final Research Paper on Topic of your Choice, Based on your Research Presentation. Due Wednesday of Finals Week, by 8 PM PT via Canvas and e-mail to philipp.kneis@oregonstate.edu (15 points)***

Total Points: 50

Detailed Schedule as follows.

3.2. Extended Introduction to the Topic of the Class

This class provides an overview of political and social theory from Antiquity through the Early Renaissance. There are a few key questions that will accompany us throughout this class:

- How do you form the (perfect) state / society / city?
- What is a *polis*? What is a *res publica*? What is a *state*?
- How are religion and the state intertwined?
- How do we realize the difference of political thought in “classical” times as compared with today, while also seeing continuities?
- How has political thought developed from Pre-Socratic to Classical Greece, to Republican and Imperial Rome, to Christian Rome and the Middle Ages, up to the Renaissance? What, if anything, unites all these different cultures and times, and distinguishes them from today? Is it possible to speak of “classical” as a period at all?

There will be ample material to illustrate that classical political thought is not a “dead” topic, but it is one that continues to engender active theoretical debate.

With a few exceptions, we will predominantly be reading research articles rather than the original works of the political theorists under discussion. The prime reason for this is that in order to understand these texts, a solid knowledge of Greek, Latin and Italian would be desirable or even necessary. Furthermore, these works are very extensive, and studying them in detail would require more time than we have for this brief introductory class. Relying on interpretative and analytical works thus ensures that you will be successfully guided through materials from essentially foreign worlds. You will also be able to make connections between various key authors – and, hopefully, find plenty of inspiration for your own research.

3.3. Detailed Schedule

UNIT 1: POLITEIA – GREEK POLITICAL THOUGHT

“The past is a foreign country; they do things differently there.” -- L. P. Hartley, *The Go-Betweens*, 1953. 1.

We all are being taught that history is part of our culture. We are taught that ideas evolve over time, and that we “now” are more “advanced” than “then.” There may be some truth to that, but it also diminishes what the past actually means, and what happened in history. In order to take history seriously, in order also to understand “our” culture, we need to understand history and historical political theory in their own right. As much as it is true that our political system has roots in Antiquity, ancient societies were very complex, and, to a certain degree, alien worlds as compared to ours. We will visit them now, starting with Ancient Greece.

Ongoing Assignments:

- ❖ ***Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation is ideal). Post to the discussion board during the relevant week when you can; I allow for maximum flexibility.***
- ❖ ***Assignment 2: Present one Text of your choice in the week the text is assigned (5 points)***

**Welcome Week +
Week 1: The World of Antiquity – Pre-Socratics**

**September 20-24
September 25-October 1**

We will begin our descent into Classical Political Thought in the world of Ancient Greece before the Classical Athenian Period. We will consider core concepts of Greek political thinking, ranging back to Homer's epics of the Iliad and the Odyssey. This is the birthplace of some of our most familiar political ideas.

Materials:

- Audio Lecture 0: Major Themes of the Seminar
- Audio Lecture 1: The Ancient World
- Powerpoint: The European Space from Antiquity to the Middle Ages. Historical Overview

Activities:

- Work through the introductory PowerPoints and Lectures
- Write your first introductory discussion points
- Select the texts you would like to present

Guiding Discussion Questions:

- What is a *polis*?
- What is a "state" in antiquity?
- What is "political"?
- What is the function of *mythos*/myth? Is myth true or false? What is *logos*?

Texts to be Discussed:

- 1.1 Poehlmann, Egert. "Homer, Mycenae and Troy: Problems and aspects." *Archaeology and Heinrich Schliemann. A century after his death. Assessments and prospects. Myth–history–science* (2012): 357-364.
- 1.2 Hammer, Dean. "The Politics of the 'Iliad.'" *The Classical Journal* 94:1 (Oct-Nov 1998). 1–30.
- 1.3 Rahe, Paul A. "The Primacy of Politics in Classical Greece." *The American Historical Review* 89:2 (Apr. 1984): 265-293.
- 1.4 Balot, R. "Democracy and political philosophy: Influences, tensions, rapprochements." In: Arnason, Johann P., Kurt A. Raaflaub, and Peter Wagner, eds. *The Greek Polis and the Invention of Democracy: A Politico-cultural transformation and its interpretations. Vol. 25.* John Wiley & Sons, 2013. 181-204.
- 1.5 Segal, Charles. "'The Myth Was Saved': Reflections on Homer and the Mythology of Plato's Republic." *Hermes* 106.H. 2 (1978): 315-336.

Week 2: Plato

October 2-8

This brief introduction to Plato provides an overview of his philosophical and political ideas. In many respects, Plato is the beginning of what can be called Political thought. You will be reading an introductory article, and specialized articles in religion, the Platonic philosophical system, and his utopian conceptions of an ideal state. We will revisit these ideas throughout the remainder of the class.

Materials:

- Audio Lecture 2: Athenian History and Plato

Activities:

- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- How are politics and religion separated in antiquity?
- Why does Socrates have to die?
- What is the function of the guardians?
- What is the purpose of the noble lie?
- How do Plato's *Politeia* / *Republic* about an ideal state or about an ideal soul?

Texts to be Discussed:

- 2.1 Kraut, Richard, "Plato", *The Stanford Encyclopedia of Philosophy* (Spring 2015 Edition), Edward N. Zalta (ed.), forthcoming URL = <<http://plato.stanford.edu/archives/spr2015/entries/plato/>>
- 2.2 McPherran, Mark L. "Platonic religion." *A Companion to Plato* (2006): 244-259.
- 2.3 Gerson, Lloyd P. Gerson. "What is Platonism?" *Journal of the History of Philosophy* 43:3 (2005): 253-276.
- 2.4 Charbit, Yves. "The Platonic City: History and Utopia." *Population* 2.57 (2002): 207-35.
- 2.5 Excerpts from Plato's *Republic*
- 2.6 Plato, *Apology of Socrates* (Comic Version)

Week 3: Aristotle	October 9-15
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Plato's student Aristotle continues to be one of the most influential political philosophers till this day. We will be reading introductory articles about his philosophical system, and then discuss articles detailing his understanding of the naturalness of politics and the city, of natural law in general, and political participation. The texts also will introduce you to debates about the meaning of Aristotle's terminology and theory, and his lasting influence on scholars and politics.

Materials:

- Audio Lecture 3: Athenian History and Aristotle

Activities:

- Work through the PowerPoint
- Text presentations
- Continue with the discussion
- Develop thoughts on your response paper due Week 5

Guiding Discussion Questions:

- What is *politics*?
- What does it mean to say that humans are political animals (*zôoi politikoi*)?
- How does Greek political thought differ from Roman political thought, as far as you know already?
- What key controversies can you identify in the legacy of Aristotle's thought?

Texts to be Discussed:

- 3.1 Miller, Fred, "Aristotle's Political Theory", *The Stanford Encyclopedia of Philosophy* (Fall 2012 Edition), Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/fall2012/entries/aristotle-politics/>>.
- 3.2 Keyt, David. "Three Fundamental Theorems in Aristotle's" Politics". *Phronesis* (1987): 54-79.
- 3.3 Bates Jr, Clifford Angell. "The centrality of politeia for Aristotle's Politics: Aristotle's continuing significance for social and political science." *Social Science Information* 53.1 (2014): 139-159.

- 3.4 Bates Jr, Clifford Angell. "The centrality of politeia for Aristotle's Politics: Part II—the marginalization of Aristotle's politeia in modern political thought." *Social Science Information* 53.4 (2014): 500-517.
- 3.5 Mulgan, Richard. "Aristotle and the value of political participation." *Political Theory* 18.2 (1990): 195-215.
- 3.6 Ambler, Wayne. "Aristotle on nature and politics: The case of slavery." *Political Theory* 15.3 (1987): 390-410.

UNIT 2: RES PUBLICA – ROMAN POLITICAL THOUGHT

The Greek world expanded across the Mediterranean, with Greek colonies in Cyprus, Asia Minor, around the Black Sea up to the Don, in what is now Libya, Southern Italy, Marseilles, Corsica, Sardinia and Valencia. The widespread physical presence also served as the carrier for the Greek cultural-political framework. The Roman Republic in Italy saw itself as a successor of such ideas, and its writers and political theorists drew heavily from Greek culture and political theory. Eventually, Rome would conquer the entire Mediterranean realm.

Week 4: The Roman Republic and Early Roman Empire

October 16-22

Plato's *Politeia / Republic* can be read as an allegory of the human soul; which represents a tradition in political thought that sees the state like an organism. Livy's telling of the parable of Menenius Agrippa is an example of the same idea – and a call to unity, and the overcoming of political and social divisions for the sake of a greater whole, appealing to (allegedly) common interests of Patricians and Plebeians at the time. After discussing Livy, we will move on to an introduction of Roman religion and concepts crucial for the Roman Republic.

Materials:

- Audio Lecture 4: The Roman Republic and Early Roman Empire

Activities:

- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- What are the consequence of likening the state to an organism?
- What does the Melian dialogue tell us about the Athenian concept of empire?
- What is the role of liberty in Cicero's rendition of Roman political thought?
- Why was Caesar killed?
- How was Octavian / Augustus able to transform the Republic into the Empire?

Texts to be Discussed:

- 4.1 Livius, Titus. "The Parable of Menenius Agrippa"
- 4.2 Rüpke, Jörg, ed. "Roman Religion – Religions of Rome." In: *A companion to Roman religion*. Vol. 78. John Wiley & Sons, 2011. 1–9.
- 4.3 Gotter, Ulrich. "Cultural differences and cross-cultural contact: Greek and Roman concepts of power." *Harvard Studies in Classical Philology* 104 (2008): 179–230.
- 4.4 Kennedy, Geoff. "Cicero, Roman Republicanism and the Contested Meaning of Libertas." *Political Studies* 62.3 (2014): 488–501.
- 4.5 Williams, Guy. "Augustus and the Visionary Leadership of Pax Romana." *Saber and Scroll* 3.1 (2015): 8. 1–21.

After 200 years of political upheaval, Rome enters into a long history of stability and solidification of power, until it becomes the dominant power throughout the entire Mediterranean. During the same time, Christianity spreads throughout the entire realm, and brings with it the need to merge classical political and cultural theories with the new religion. Eventually, the Empire is challenged on many fronts, yet its cultural and political continues to exert dominance beyond the fall and transformation of the empire itself.

In the readings, some aspects of these transformations are discussed insofar as they influence political thought. Central to our discussion will be Marcus Aurelius and Augustine of Hippo.

Materials:

- Audio Lecture 5: The Roman Empire in Late Antiquity

Activities:

❖ **Assignment 3: Response Essay "Did Rome Fall?"**
due Monday of Week 5 (October 23), till 8PM PT
via canvas and e-mail to philipp.kneis@oregonstate.edu

- Work through the PowerPoint
- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- What is changing in Roman political thought with Christianity?
- What do you see as possible Roman and Greek legacy within the modern world?
- More specifically, Christopher Hitchens famously declared in *Blood, Class and Empire* that the British Empire compared to the United States was "Greece to their Rome". How much do you see the influence of antiquity in the United States?
- To what degree, would you say, are fears of immigration now informed by perceptions of the fall of Rome?

Texts to be Discussed:

- 5.1 Ando, Clifford. "Decline, fall, and transformation." *Journal of Late Antiquity* 1.1 (2008): 31-60.
- 5.2 Deane, Herbert A. "Classical and Christian political thought." *Political Theory* 1.4 (1973): 415-425.
- 5.3 Eliopoulos, Panos. "The Concept of Non-violence in the Philosophy of the Imperial Stoa." *Philosophy Study* 1.1 (2011): 28.
- 5.4 Pagels, Elaine. "The Politics of Paradise: Augustine's Exegesis of Genesis 1-3 versus that of John Chrysostom." *Harvard Theological Review* 78.1-2 (1985): 67-99.
- 5.5 Weithman, Paul. "Augustine's political philosophy." *The Cambridge Companion to Augustine* (2001): 234-252.
- 5.6 Raeder, Linda C. "Augustine and the case for limited government." *Humanitas* 16.2 (2003): 94-107.

UNIT 3: THE CITY OF GOD – MEDIEVAL POLITICAL THOUGHT

How ever you might want to define the Middle Ages (and there are plenty of definitions), one core defining element would be the integration of two powers in the West – the (Catholic) Church and the worldly rulers who sought its sanction. In the East, the Roman Empire continued, of course, until the fall of Constantinople in 1453. This tripartite constellation – a fragmented West held together by the Church, a declining Eastern Roman Empire, and comparatively progressive Muslim states on the Southern Rim and in Spain – is the dominating state of affairs during the Middle Ages.

Week 6: The Transformation of the Ancient World

October 30-November 5

We'll review several theoretical explorations about the transition from the Roman world to the Middle Ages, and then continue with Augustine, and introduce the political theory of Thomas Aquinas.

Materials:

- Audio Lecture 6: The Transformation of the Ancient World

Activities:

- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- What is the role of religion in Middle Age politics? Has it changed since Greek and Roman times?
- How can you tie back ideas discussed by Aquinas back to Plato and Aristotle?
- Now, after having continued to read on the subject matter, do your ideas about the fall of Rome hold up? Do you see more continuities, or more differences between political theory in antiquity vs. the Middle Ages?

Texts to be Discussed:

- 6.1 Fernie, Eric. "The Origins of Europe." *Journal of the Warburg and Courtauld Institutes* 71 (2008): 39-53.
- 6.2 Jones, William R. "The image of the Barbarian in Medieval Europe." *Comparative Studies in society and history* 13.04 (1971): 376-407.
- 6.3 Hollister, C. Warren. "The phases of European history and the nonexistence of the Middle Ages." *Pacific Historical Review* 61.1 (1992): 1-22.
- 6.4 Weithman, Paul J. "Augustine and Aquinas on original sin and the function of political authority." *Journal of the History of Philosophy* 30.3 (1992): 353-376.
- 6.5 Cornish, Paul J. "Marriage, slavery, and natural rights in the political thought of Aquinas." *The Review of politics* 60.03 (1998): 545-562.
- 6.6 Swartz, Nico Patrick. "Thomas Aquinas: on law, tyranny and resistance." *Acta Theologica* 30.1 (2010): 145-157.

The Middle Ages are a very dynamic period, and a time of great inventions and political experimentation. In Italy, the Republic of Venice and the Republic of Florence are rising forces. Dante Alighieri, writing in Italian, not Latin, thus propagating and defining the vernacular language. This in itself is a stark departure from the belief in the cosmopolitan Roman *ecumene*.

The other Florentine write we will be discussing is Niccolò Machiavelli, whose *Il Principe* was modeled on Cesare Borgia, the son of Pope Alexander VI. He is famous for his political realism and presumed cynicism. Finally, we will end on a utopian note, and include an English perspective.

Thomas More writes his *Utopia* at a time (1516) when a new continent has been revealed in 1492 (the same year the Reconquista of Spain from the Moors had been completed), which fueled new political imaginations. Only a year later, in 1517, Martin Luther published his "95 Theses" in his call for religious reform. More was executed in 1535 because he did not want to sanction Henry VIII's claim to be the new head of the Church, after failing to secure a divorce from the Pope. The conflict between the Pope and worldly authorities like the King of England, together with calls for a reform of the church, inaugurate the end of the Middle Ages, and the breakup of the Roman (Catholic) world.

Materials:

- Audio Lecture 7: Political Rule and Utopia in the Early Middle Ages

Activities:

- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- At three crucial points of our class, we have seen major figures in politics die for their beliefs; each of these deaths illustrating the spirit of their times – Socrates, Caesar, and More. What unites the three, what separates them?
- Do you agree with the definition of the Middle Ages offered so far? Where would you see the breaking point between Middle Ages and Early Modernity?

Texts to be Discussed:

- 7.1 Schildgen, Brenda Deen. "Dante's Utopian Political Vision, the Roman Empire, and the Salvation of Pagans." *Annali d'Italianistica* 19 (2001): 51-69.
- 7.2 Warner, John M., and John T. Scott. "Sin city: Augustine and Machiavelli's reordering of Rome." *The Journal of Politics* 73.3 (2011): 857-871.
- 7.3 Davis, Derek. "Seeds of the Secular State: Dante's Political Philosophy as Seen in the *De Monarchia*." *Journal of Church and State* 33.2 (1991): 327-346.
- 7.4 Giorgini, Giovanni. "Cicero and Machiavelli: Two Visions of Statesmanship and Two Educational Projects Compared." *Etica & Politica* 16.2 (2014): 506-515.
- 7.5 Peterman, Larry I. "Machiavelli's Dante & the Sources of Machiavellianism." *Polity* 20.2 (1987): 247-272.
- 7.6 Jackson, Michael. "Imagined republics: Machiavelli, utopia, and Utopia." *The Journal of Value Inquiry* 34.4 (2000): 427-437.

UNIT 4: REFLECTION AND STUDENT RESEARCH

The remaining weeks will allow you to find a research topic, present it in the forum, and write your paper.

Week 8: The Legacy of Classical Political Thought

November 13-19

As you have seen from the theoretical discussions so far, Classical Political Thought is not dead, and neither is the search for interpreting its historical contexts. Despite the extensive readings that you have been given so far, many topics have had to remain unexplored. The selection of texts below may offer some further insights into the historical periods and their theories, especially as they connect to later times up to today. Please read up to four of the texts, and share their central ideas with your fellow students.

Materials:

- Audio Lecture 8: The Legacy of Classical Political Thought

Activities:

- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- What elements of classical political thinking are still alive today?
- We opened up the class with the idea that “the past is a foreign country.” I hope it has become more familiar to you. Have there been aspects – related to political thought – which you would have wished to discuss further? You may share this with the class, and invite further discussion

Texts to be Discussed:

Read at least 4 out of these texts:

- 8.1 Caytas, Joanna Diane. "Parallels in Search of an Intersection: The Manifold Marcus Aurelius Resonances in Walt Whitman's 'Song of Myself.'" (2012).
- 8.2 Charles, Michael B. "Remembering and restoring the republic: *Star Wars* and Rome." *Classical World* 108.2 (2015): 281-298.
- 8.3 Coll, Alberto R. "Edward Gibbon's 'History of the Decline and Fall of the Roman Empire'." *The Political Science Reviewer* 16 (1986): 97.
- 8.4 Erskine, Andrew. "Ancient History and National Identity." *A Companion to Ancient History* (2009): 555.
- 8.5 Hankins, James. "Machiavelli, Civic Humanism, and the Humanist Politics of Virtue." *Italian culture* 32.2 (2014): 98-109.
- 8.6 Katz, Claudio. "The socialist polis: antiquity and socialism in Marx's thought." *The Review of politics* 56.02 (1994): 237-260.
- 8.7 Lachmann, Richard, and Fiona Rose-Greenland. "Why we fell: Declinist writing and theories of imperial failure in the longue duree." *Poetics* 50 (2015): 1-19.
- 8.8 Larsen, Øjvind. "From Pericles to Plato – from democratic political praxis to totalitarian political philosophy." *Nordicum-Mediterraneum* 7:2 (2012). <http://nome.unak.is/nm-marzo-2012/vol-7-n-2-2012>
- 8.9 Long, Anthony A. "The concept of the cosmopolitan in Greek & Roman thought." *Daedalus* 137.3 (2008): 50-58.

- 8.10 McGlew, James F. "Revolution and Freedom in Theodor Mommsen's" *Römische Geschichte*." *The Phoenix* (1986): 424-445.
- 8.11 Miles, Gary B. "Roman and modern imperialism: A reassessment." *Comparative Studies in Society and History* 32.04 (1990): 629-659.
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Week 9: Student Presentations	November 20-26
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Finally, let us hear from you. You've burrowed through the theory, now it is time to look at maybe contemporary examples to apply your newly sharpened analytical tools to different kinds of information.

Activities:

- ❖ **Assignment 4: Present your own research**

Week 10: Time for Writing your Research Paper (Dead Week)	November 27-December 3
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Activities:

- Write your research paper

Week 11: Submit Your Paper (Finals Week)	December 4-10
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Activities:

- ❖ **Assignment 5: Send in Final Research Paper by Monday of Week 11 (December 4), 8 PM PT via canvas and e-mail to philipp.kneis@oregonstate.edu**

4. BIBLIOGRAPHY OF REQUIRED TEXTS

See Canvas for further reading assignments.

- | <u>W.Txt</u> | <u>Article</u> |
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- 8.20 Zuckert, Michael. "The fullness of being: Thomas Aquinas and the modern critique of natural law." *The Review of politics* 69.01 (2007): 28-47.

5. COURSE ASSIGNMENTS AND GRADING

General Remarks:

- All these assignments are **submitted in writing**. The two presentations have to be submitted to the entire class via the discussion forum (upload as PDF), the response and research paper are only sent to the instructor via canvas and e-mail (if you do not receive a confirmation that I have received it within 3 business days, please tell me).
- You are expected to use correct English. If there too many mistakes, text understanding may suffer, and you may also be downgraded for complexity. Perform a spell-check (not just via the computer!).
- Pages have to be numbered.
- Text formatting for **all** assignments except discussion posts: 12 point Times, 1.5-spaced, 1 in. margins. Include your name, assignment type, and date in the first line, second line title in bold, one free line, then the text, then works cited, such as:

Name, First Name: Text Presentation, MM/DD/YYYY

Title of Your Presentation (either a topical title, or "Presentation on the Text by N.N.")

Text (of the length specified)

Works Cited

List the works you cited, either APA or MLA style

Researching Articles and Books:

- Any materials you find for use in your own research should be coming from **academic journals or books**. You may also use original sources (media examples), but need to find 2 research articles minimum.
- Research articles or books are basically distinguished from other materials in that they do not primarily focus on exposition but on **analysis**, and on commenting on other research. **The articles chosen for this class are supposed to serve as examples.**
- You can find such materials e.g. through the use of Google Scholar (<http://scholar.google.com>). Library catalogs will be available to you as well.
- News sources and statistics can be used – but only to supplement research articles, not to replace them.
- Internet sources are good if they are of a scholarly nature.
- Wikipedia can be a good starting point for research – it is never its ultimate end!

Explanation of individual assignments:

- | |
|---|
| # 1. Discussion Board (10 points / 20%).
Due Regularly / posted in the forum |
|---|

Students will have to participate regularly in the discussion board.

Additional Guidelines:

- **Introduce yourself initially** to the discussion forum by saying who you are, what your study interests are, and whatever else you would like people to know about yourself.
- Discussions will be graded in terms of frequency of participation and quality of your contributions. Students need to participate on at least 2-3 days per week.
- You then need to write **at least 10 posts for the forum of substantial length and quality (2 paragraphs or more)**. Quality posts are those that are substantial in content and indicate that the

student is engaged with the course readings and content (i.e. posts are not “off the top of your head,” but rather demonstrate that you have completed and understood the course readings). Such post cannot just be brief responses of twitter length, or a mere link, but have to be contributions for discussion of at least 2 paragraphs of length which open up a possible discussion topic and/or discuss or introduce a topic and/or provide a thoughtful response to a post opened by someone else earlier.

- You are **also expected to respond in other ways**, by briefly commenting on other people’s comments. These will not be graded, as they are part of the class conversation.
- There are no due dates. If you cannot post during one week, you can post at a later time, but you should aim at regular participation as much as possible.

Grading: 10 points total

- 1 point per longer post (2 paragraphs or more), but only a maximum of 10 points.

2. Presentation of one assigned text (5 points / 10%).

Due depending on when the text is assigned / posted in the forum

In the beginning of the quarter, the texts will be distributed amongst all participants. The presentation should introduce the main arguments of the text and briefly explain the historical background. The length of the presentation should be **approx. 1 page of text**. Presenters will then also be responsible for facilitating the class discourse by being the experts on the text. Whether you are presenting or not, **everybody is required to read all the texts**, unless they are marked as additional. You may upload texts as separate documents, or post in the forum. Mark it as “Text **Presentation**”.

Additional Guidelines:

- You are the expert on the text. You can assume everyone else has read the text as well (they should). Nevertheless, recap the major arguments of the text.
- None of the texts holds absolute truth. All of them are written from a specific point of view, with which you may agree or disagree. If you voice any such judgment, you need to provide reasons.
- Prepare up to 2 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page 14.

Grading: 5 points total

- complexity of the argument (3 points)
- correct rendition of the text’s argument (½ point)
- correct citations (½ point)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

3. Midterm Response Paper “Did Rome Fall?” (10 points / 20%).

Due Monday of Week 5 (October 23), 8 PM Pacific Time / sent to instructor

This is an opinion piece which is based upon the seminar readings and discussions, and can already prepare ideas for your research. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You do not need to find additional research articles or books. Standard citation methods apply. The paper should be **approx. 2 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography.

Grading: 10 points total

- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 24, and stick to one method throughout your paper).

- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

**# 4. Research Presentation (10 points / 20%).
Due Anytime During Week 9 / posted in the forum**

Students will present a topic of their own choice to the entire class. The presentation should be **2 pages of text and a PowerPoint (up to 10 slides)**. The presentation should ideally be a preparation for the final research paper. You are expected to find 3 scholarly sources for your research that are not part of the assigned reading in class.

Additional Guidelines:

- Find your own topic, and discuss it with the instructor in beforehand via e-mail.
- Find a minimum of 3 new scholarly articles for your research.
- Justify why you think your topic is of relevance.
- Put your own topic into its proper historical and/or political context.
- Structure your argument clearly.
- Prepare up to 3 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page 14.

Grading: 10 points total

- complexity of the argument (5 points)
- correct rendition of the your argument (1 point)
- additional scholarly sources (3 points)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

**# 5. Final Research Paper on a topic of your own choice (15 points / 30%).
Due Monday of Week 11 (December 4), 8 PM Pacific Time / sent to instructor**

This research paper can be based on the preceding research presentation. Unlike the response paper, your focus has to be on analysis rather than on opinion. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You need to use at least 2 of the texts discussed throughout the seminar, and to find at least 3 additional scholarly research articles or books. Standard citation methods apply. The paper should be a minimum of **5 pages of text**, no more than 6 (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography in addition to the allotted pages.

Grading: 15 points total

- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 24, and stick to one method throughout your paper).
- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- 1 point per cited article or book that was assigned for class (up to 2 points)
- 1 point per cited article or book that you individually researched (up to 3 points)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

6. FINAL GRADE DISTRIBUTION

Maximum possible points: 50 points

1. Discussion Board: 10 points
2. Text Presentation: 5 points
3. Response Paper: 10 points
4. Research Presentation: 10 points
5. Research Paper: 15 points

A	95% to under or equal	100%	47.5 to under or equal	50 points
A-	90% to under	95%	45 to under	47.5 points
B+	87% to under	90%	43.5 to under	45 points
B	83% to under	87%	41.5 to under	43.5 points
B-	80% to under	83%	40 to under	41.5 points
C+	77% to under	80%	38.5 to under	40 points
C	73% to under	77%	36.5 to under	38.5 points
C-	70% to under	73%	35 to under	36.5 points
D+	67% to under	70%	33.5 to under	35 points
D	63% to under	67%	31.5 to under	33.5 points
D-	60% to under	63%	30 to under	31.5 points
F	0% to under	60%	0 to under	30 points

7. STUDENT LEARNING OUTCOMES

This course does not use textbooks. Rather, students are introduced to scholarly texts and primary source material, from which they shall draw their own research questions. This research will be first presented to the group during discussion, and finally result in a final research paper.

The course seeks to develop and/or strengthen in students the ability to ...

- explain the issues and theories central to Political Classical Thought
- discuss the complex development of ideas of political theory since antiquity
- discuss the necessity to theorize history and politics, and apply different theoretical models to different circumstances
- read and analyze scholarly texts
- present the basic argument of a scholarly text
- work collaboratively on a presentation and on the discussion board
- conduct research and write a research paper based upon what was discussed in class, and the student's own research interest

8. GENERAL ARGUMENTATION RULES (FOR PRESENTATIONS AND PAPERS)

- If you refer to somebody or a text, always provide a detailed source. Never say “As Aristotle has said, ...” but provide a concrete source. You will find that many quotes are continually misattributed. Do the research.
- Be respectful of others’ opinions and arguments, no matter how harshly you may disagree. Any criticism must be aimed at the argument or subject matter (“*argumentum ad rem*”), not at the person (“*argumentum ad hominem*”).
- If you disagree with a certain position, make sure you represent it accurately in all its scope, and not as a distorted caricature (“straw man argument”).
- Base your argument on a solid database, not just on your own experiences or things you have heard (“anecdotal evidence”).
- Just because a famous or influential person made a certain argument, does not automatically provide it with legitimacy (“argument from authority”).
- Just because something occurs in nature, does not make it good (“naturalistic fallacy”).
- See also: www.fallacyfiles.org

9. STUDENTS WITH DISABILITIES

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

10. STUDENT CONDUCT

Please review and adhere to the Expectations for Student Conduct, as posted on oregonstate.edu/studentconduct/offenses.

11. APPENDIX I: PRESENTATION GUIDELINES

11.1. When Introducing a Text

These questions need not be answered verbatim or in that order– but address them or be kept in mind.

- What is it about?
- Who is the author? (relevant if important person of history -- but no extended biographies)
- What is the context?
- What is the line of argument?
- What are the theoretical assumptions? Does the text speak to a specific school of thought?
- How is it written? What can you derive from the structure of the text?
- How was it perceived? What has it achieved? (relevant if this text is a historical source or has had a deep impact on a field of research)
- Provide own evaluations and analysis, briefly.

11.2. When Presenting Your Own Analysis or Argument

These questions need not be answered verbatim or in that order– but address them or be kept in mind.

- Be transparent: name your sources, provide a handout with a bibliography and a structure of your presentation.
- Provide a clear line of argument
- Prefer analysis over opinion, personal experiences and anecdotal knowledge
- Be clear to differentiate between your own analysis and someone else's.

11.3. Q&A Rules

- Welcome critique as an opportunity to better yourself.
- When critiquing others, aim the argument at the issue, not the person, and remain respectful.
- When you don't know what to answer, offer to follow up with them later -- don't improvise.

11.4. General Presentation Rules

- Everybody is nervous. EVERYBODY.
- Everybody makes mistakes.
- Preparation always helps.
- Practice.
- A class presentation is supposed to help you to learn, you are not expected to be perfect.

11.4.1. Content

- The presentation is not about you. It is about the content.

11.4.2. Structure

- You are *communicating*, not talking *at* somebody.
- Make sure you do everything to get your message across in the short time you have.
- Tell them what you're about to tell them. -- Tell them. -- Tell them what you've just told them.
- Intelligent redundancy is good.
- Patronizing is bad.

11.4.3. Modes of Presenting

- Do what you feel is most comfortable to you.
- Talk loudly and clearly.
- Make eye contact as much as possible.
- Provide a handout with your most important points, central quotes or data (brief!), works cited, and your contact information.

Reading out a written text:

- pro: safety, you tend to forget less, you can formulate better
- contra: inflexible, less communicative

Speaking freely (without notes):

- pro: flexible, can adapt to audience quickly, communicative
- contra: needs experience, you may forget things, imperfect formulations
- you may compensate with a handout

Speaking freely with notes

- possibly best of both worlds
- you may even write an introduction & a closing to read out

11.4.4. Time

- Time yourself. You have limited time allotted. Test out your presentation beforehand; then add 2-3 minutes. You will always take longer than planned.
- Provide a handout collating your most important findings, central quotes, a bibliography, and your contact information. If you forget to say something important in the presentation, it'll be there.

11.4.5. Technology

- Use technology only if necessary.
- Only use technology that you know how to handle.
- Be sure to have reliable equipment. If possible, bring your own computer. Apple computer owners: bring an adapter cable for VGA. Assume no HDMI compatibility.
- Make backups of your presentation. Make a backup of the backup.
- Be only as fancy as absolutely necessary. Anything flashy that distracts from your message can go.
- Sometimes, a blackboard is enough.
- A paper handout may substitute or supplement a visual presentation. It gives people something to take away.
- Be prepared for tech to break down.

11.4.6. Attire

- Appear professional. This is work, it should look like that. Respect your audience.
- There will always be a question from the audience you won't like. Be cordial. Admit if you don't know something; promise to get back with more information.
- Know how to react: "Never answer the question that is asked of you. Answer the question that you wish had been asked of you." (Robert S. McNamara, *The Fog of War*, 87:11-87:19)

11.4.7. Remember Murphy's Law

- Nothing is as easy as it seems. -- Everything takes longer than expected. -- And if something can go wrong it will, -- at the worst possible moment.
- Well, hopefully not. But be prepared anyway. Presentations are always a test of how to react to unforeseen circumstances, and the more you practice, the more experienced you'll be. Good luck!

11.5. Netiquette: How to Present Yourself Online

- Always remember you are still talking to human beings – it is very easy to lose sight of that online.
- Try to build community with your fellow students by being active in the discussion, by responding to their posts, and by taking part in the Q&A peer critique process after uploaded assignments.
- Check your spelling --- mistakes in writing are unnecessary distractions from what you want to say.
- Name your sources.
- Be concise but substantial. Remember that people tend to read in an F-pattern online: first paragraphs are read, then beginnings oftentimes just scanned (sadly). Make it interesting.

12. APPENDIX II: CITATION GUIDE MLA

You can use MLA or APA style for citations, see: owl.english.purdue.edu/owl/resource/560/01. The major rules MLA style are summarized here, as follows:

Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with squared brackets to distinguish them from possible (round) brackets within the quotation:

"Falling Down is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy 2000: 122)

Bibliographical reference in parentheses (Author Year: Page):

Blabla blabla (Soja 1989: 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

Blabla blabla (Soja 1989a: 37).

Blabla blabla (Soja 1989b: 1).

Footnotes should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

For articles in collective volumes:

Name, First Name. "Article". In: Name, First Name, ed. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g. Kennedy, Liam. "Paranoid Spatiality: Postmodern Urbanism and American Cinema." In: Balshaw Maria, Liam Kennedy, eds. *Urban Space and Representation*. London: Pluto, 2000. 116-30.

(use ed. for one Editor, eds. for multiple Editors)

For articles in journals or magazines:

Name, First Name. "Article". *Magazine Title*. Magazine Number (Year): Pages.

e.g. Foucault, Michel. "Of Other Spaces." *Diacritics* 16.1 (1986): 22-27.

For monographs:

Name, First Name. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g. Soja, Edward. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso, 1989.

For internet articles: Name, First Name. "Article." *Main Web Site Title*. URL. Retrieved MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g. Edmunds, R. David. "The US-Mexican War: A Major Watershed." *PBS*. pbs.org/kera/usmexicanwar/war/major_watershed.html. Retrieved 09/01/2009.

e.g. World Health Organization (WHO). *Active Ageing: A Policy Framework*. Geneva: WHO, 2002. who.int/ageing/publications/active/en. Retrieved 08/25/2011.

Some publication guides say you do not need to list the URL any more – I require you to do this nevertheless.

13. APPENDIX III: CITATION GUIDE APA

You can use MLA or APA style for citations, see: owl.english.purdue.edu/owl/resource/560/01. The major rules for APA style are summarized here, as follows:

Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with [squared] brackets to distinguish them from possible (round) brackets within the quotation:

"Falling Down is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy, 2000, p. 122)

Bibliographical reference in parentheses (Author Year: Page):

Blabla blabla (Soja, 1989, p. 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

Blabla blabla (Soja, 1989a, p. 37).

Blabla blabla (Soja, 1989b, p.1).

Footnotes should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

For articles in collective volumes:

Name, First Name. (Year). Article. In: Editor1FirstName Editor1LastName & Editor2FirstName Editor2LastName Editor (Eds.). *Larger Volume* (pages of chapter). Publishing Place: Publishing House.

e.g. Kennedy, Liam. (2000). Paranoid Spatiality: Postmodern Urbanism and American Cinema. In: Balshaw Maria & Liam Kennedy (Eds.). *Urban Space and Representation* (pp. 116-30). London: Pluto.

(use Ed. for one Editor, Eds. for multiple Editors)

For articles in journals or magazines:

Name, First Name. (Year). Article. *Magazine Title*. Magazine Number, Pages.

e.g. Foucault, Michel. (1986). Of Other Spaces. *Diacritics* 16.1, 22-27.

For monographs:

Name, First Name. (Year). *Larger Volume*. Publishing Place: Publishing House. Pages.

e.g. Soja, Edward. (1989). *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso.

For internet articles: Name, First Name. (Date of Publication). Article. *Main Web Site Title*. Retrieved from URL on MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g. Edmunds, R. David. (n.d.). "The US-Mexican War: A Major Watershed." *PBS*. Retrieved from pbs.org/kera/usmexicanwar/war/major_watershed.html on 09/01/2009.

e.g. World Health Organization. (2002). *Active Ageing: A Policy Framework*. Geneva: WHO. Retrieved from who.int/ageing/publications/active/en on 08/25/2011.

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