POLI 1041: Fundamental Concepts of Politics (3 Credits)
Boston College Summer Session 2016
Summer 1, May 17 – June 24
Mondays and Wednesdays, 6:00 PM – 9:15 PM

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Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This is an introduction to the study of politics through a consideration of some of the basic elements associated with governing: the political association, justice, constitutions, equality, liberty, conflict among citizens and between citizens and governments, conflict among governments. We will draw on a mix of political philosophy texts and works on international politics. Emphasis is on interesting and important readings, discussion, and writing. This summer’s readings will all relate to the theme of “political realism.”

Textbooks & Readings (Required)
Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, go to: http://www.bc.edu/offices/cte/tools/canvas.html

Course Objectives
1. The student will learn fundamental principles, generalizations, and theories about the political behavior of individuals and states as demonstrated by close analysis of key theoretical texts of political realism in written work and the capacity to discuss important concepts pertaining to justice, freedom, equality, and conflict in discussion.
2. The student will develop skills in both oral and written expression, as demonstrated by the capacity to participate actively and productively in class discussions and write clear analyses of key political ideas.
3. The student will demonstrate knowledge across cultural settings and will learn the impact of culture, gender, and age in politics, as demonstrated by a willingness to discuss and write about the ways in which culture, gender, age, and other factors shape our beliefs about fundamental concepts like justice, equality, liberty, and government.
4. The student will demonstrate ethical knowledge pertaining to politics, as demonstrated by an ability to understand and evaluate competing conceptions of justice, equality, liberty, and other core course themes in both class discussion and written work.

Grading
Quizzes 10% Every Wednesday
Reflection Papers 15% Every Monday
Participation 15% Every Day
Essay 1 15% Due Wednesday, May 25
Essay 2 20% Due Wednesday, June 8
Final 25% In-class, June 22

Reading Quizzes: At the beginning of every Wednesday class we will have a reading quiz on the material that you have read for that week (i.e. for that Monday and Wednesday). These quizzes are designed to ensure that you keep up with the reading and that you do it with some care. They will be short (1-3 questions) and they will require very brief answers (1-2 sentences). Quizzes should take no more than 10 minutes of class time.

Reflection Papers: At the beginning of every Monday class you will hand in a 1-page (250 word) reflection paper on the reading for that day. Choose some aspect of the reading that struck you as curious or important and briefly develop your thoughts on it. Please refrain from giving summaries or writing reflections on portions of the text that we have already discussed in class. The idea is to come to class with something new, from that day’s reading, which can serve as a springboard for further discussion. I will ask you to share in class the questions or ideas that you discuss in these responses. This is also an incentive to keep up with the reading. While these writings are relatively informal, please do not turn in anything that you have not proofread with a view to correct grammar and style, and I will still expect you to properly cite the text.

Participation: You are, of course, expected to attend every class. Our goal will be to have an extended dialogue about these texts. I will offer my commentary, suggest interpretations, and summarize things we have read throughout the course in prepared but informal lectures. However, you are also expected to comment on and interpret the readings, and to pose questions to the class that can facilitate discussion.
Since our goal is foster dialogue, **laptops will not be permitted in class**. Please also silence and stow your cell phones and other electronic devices before coming to class. I also ask that you **bring the relevant reading to class on each day**, so that you can refer to the text and follow the references of others. Your completion of and participation in any in-class assignments will also be reflected in your participation grade.

**Essays:** The essays should be **no more than four (4) pages** in length, and they should be turned in **at the beginning of class** on Wednesday, May 25, and Wednesday, June 8. Paper topics will ask students to discuss key themes through close analyses of the texts we read and discuss in class. Please do not refer to outside sources. I will distribute topics and discuss my expectations further in class. All written work should be 12 pt. font, Times New Roman, with normal margins (1 inch), and double-spaced. **Late papers cannot be accepted** and extensions will only be granted in the most extreme circumstances (e.g., family emergency, serious illness).

**Final:** We will discuss the format of the final as we near the end of the course. The final will be comprehensive.

The undergraduate grading system for Summer Session is as follows:

- A (4.00), A- (3.67)
- B+ (3.33), B (3.00), B- (2.67)
- C+ (2.33), C (2.00), C- (1.67)
- D+ (1.33), D (1.00), D- (.67)
- F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services ([http://www.bc.edu/transcripts](http://www.bc.edu/transcripts)).

**Deadlines and Late Work**

No late work will be accepted and extensions will only be granted in the most extreme circumstances (e.g., family emergency, serious illness). Quizzes and reading responses missed due to unexcused absences will receive “0”s. Quizzes missed due to excused absences will not be factored into your final grade. Reading responses missed due to excused absences should be handed in or sent to me electronically **before the beginning of the missed class**.

**Written Work**

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in hardcopy at the beginning of the class on the day it is due. Strive for a thorough yet concise style. Cite literature appropriately. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center ([http://www.bc.edu/libraries/help/tutoring.html](http://www.bc.edu/libraries/help/tutoring.html)).

**Attendance**

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. If you miss class, you cannot make up participation points associated with that class. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. There will be no make-up quizzes for quizzes missed due to absences.
Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD (http://www.bc.edu/libraries/help/tutoring.html).
- The Disabilities Services Office (DSO) coordinates services for all other disabilities (http://www.bc.edu/offices/dos/subsidiary_offices/disabilityservices.html).

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information (https://www.bc.edu/schools/cas/polisci/integrity.html).
Course Assignments
Since this is a 6-week, intensive semester, you will be expected to spend much more time per week on assignments outside of class than would be expected in a course during the standard spring or fall semesters. Our class meets for 6.5 hours per week, which means that you should spend a minimum of 13 hours per week on out-of-class assignments. These are listed below. Please note that some weeks will require more time and some weeks less time.

Course Schedule

Part I: The First Image: The Wickedness of Man
Wed, May 18: Waltz, *Man, the State, and War*: Ch. 1 (p. 1-15)  
Augustine, *City of God*, Book XIX (handout)
Fri, May 20: Waltz, *Man, the State, and War*: Ch. 2 (p. 16-41)  
Hobbes, *Leviathan*: Epistle Dedicatory; Introduction; Ch. 6, 10, 13
Mon, May 23: Waltz, *Man, the State, and War*: Ch. 3 (p. 42-79)  
Hobbes, *Leviathan*: Ch. 14, 15, 17; Review and Conclusion

Part II: The Second Image: The Wickedness of States
Wed, May 25*: Waltz, *Man, the State, and War*: Ch. 4 (p. 80-123)  
Abbe de Saint-Pierre in *Early Notions of Global Governance*: Ch. 5 (p. 52-65)
*FIRST ESSAY DUE*
Mon, May 30: MEMORIAL DAY, NO CLASS
Wed, June 1: Waltz, *Man, the State, and War*: Ch. 5 (p. 124-158)  
Rousseau in *Early Notions of Global Governance*: Ch. 11 (p. 95-131)  
Rousseau, “The State of War” (handout)
Mon, June 6: Kant in *Early Notions of Global Governance*: Ch. 15 (p. 180-229)

Part III: The Third Image: International Anarchy
Wed, June 8*: Waltz, *Man, the State, and War*: Ch. 6 (p. 159-186)  
*SECOND ESSAY DUE*
Mon, June 13: Waltz, *Man, the State, and War*: Ch. 7 (p. 187-223)  
Thucydides, *On Justice, Power, and Human Nature*: Ch. 3-4 (p. 39-88)
Wed, June 15: Waltz, *Man, the State, and War*: Ch. 8 (p. 224-238)  
Thucydides, *On Justice, Power, and Human Nature*: Ch. 5-6 (p. 89-110)
Mon, June 20: Thucydides, *On Justice, Power, and Human Nature*: Ch. 7-8 (p. 111-160)
Wed, June 22*: *FINAL EXAM*