POLI104101 Fundamental Concepts of Politics, 3 Credits
Boston College Summer Session 2018
Summer 1: 5/15/2018-6/21/2018
Tuesday, Thursday 6:00 PM-9:15PM

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Office Hours: Tuesday 4:45 PM-5:45PM, Thursday 4:45 PM-5:45PM

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 associations, justice, constitutions, equality, liberty, conflict among citizens and between citizens and governments, and conflict among governments. The main objective of the course is to get students to begin thinking about and grappling with the core questions that lie at the heart of political life. We will do this by reading, discussing, and writing about a mixture of classic works of political philosophy and contemporary books that deal with key course themes.

Course Objectives
1. The student will learn to analyze and critically evaluate ideas, arguments, and points of view, as demonstrated by an ability to actively engage the assigned texts both inside and outside of class. The student will be called upon to subject the arguments and claims of the various authorities to scrutiny in class discussions and papers.
2. Students will be expected to develop skills in oral and written expression, demonstrated through active
participation in class discussion and writing cogent, insightful papers. The student will be asked to begin formulating his/her views on these core political questions, including defending those views both orally and in writing.

3. Student will demonstrate knowledge pertaining to politics, demonstrated by an ability to understand and evaluate competing concepts under evaluation by this course. Students will learn to exchange and debate views during class discussions in a cordial and intellectual manner in order to weigh the merits of different political perspectives.

4. 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 explore, talks about, 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.

**Textbooks & Readings (Required)**

2. Thomas Hobbes, *Leviathan* (Selected chapters will be sent as PDFs).

**Textbooks & Readings (Recommended)**

Students should read newspapers (WSJ, Washington Post, NYT, LA Times, Boston Globe, Economist) as we will be referencing and discussing current events. Below is a list of key works in Political Science if you are interested in a particular area or reading further, (These works are for reference only and not required reading).

1. Plato, *The Republic*
2. John Stuart Mill, *On Liberty*
3. Nicolo Machiavelli, *The Prince*
5. Alexis De Tocqueville, *Democracy in America*
10. Theda Skocpol, *States and Social Revolutions* (Cambridge University Press, 1979)

**Grading**

Your course grade will be calculated in the following manner:

- Paper #1: 20%
- Paper #2: 20%
- Class Participation: 20%
- Final: 40%

The grading system 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)

**Components**

**Papers:** Short papers are no more than five pages in length, and due at the beginning of class on May 24 and June 12. Paper topics will ask students to explore the core themes contained in the readings and lectures, and will not require outside research. I will distribute paper topics in advance and discuss expectations in class.

**Final Exam:** The final exam will test students on all of the material covered over the course of the semester. In order to do well, students must be attentive and study both the readings and lectures. The exam will be a combination of short answer and essay questions. The exam will be administered on the last day of class, June 21.

**Participation:** This course requires the students to take an active role in class. As such, each student is required to not only attend class, but engage in class discussions and debates over the readings and topics. Active participation contributes to the overall quality of the class, and makes our time together more interesting and rewarding.

I know many are uncomfortable speaking in front of others, but it is something that everyone needs to develop. I understand not everyone is comfortable, and if you do have concerns about speaking in class, come speak with me privately and I can offer help and support to encourage you to become a more active participant.

**Grades:** All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the [Office of Student Services](#).

**Deadlines and Late Work**

All work is due at the beginning of class. Any work that is turned in late is graded down a full letter grade.
**Written Work**
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using Chicago, APA, MLA or CLA style. 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.

**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. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. [If you believe you will miss class, you must contact myself before, or provide an acceptable doctors note along with an email explaining your absence.]

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; The Disabilities Services Office (DSO) coordinates services for all other disabilities.

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.

I take instances of plagiarism VERY SERIOUSLY. You must be studious and observant when collecting research, writing, and citing your sources.

**Course Assignments**
Students must come to class having read the assigned reading for that day. Additionally, students need to critically engage with the works and topics under discussion. This means carefully and actively reading the works, thinking through the arguments, issues, and topics. Skimming or reading summaries online will not suffice, and leave you behind. Due to the fast nature of Summer Session, you are asked to read significant amounts of material in a short time span. Thus, planning is crucial. Do not wait to the night before to start reading. Be sure to bring the readings and material to class with you as we will refer to specific passages during lecture and discussion.

Should you ever feel overwhelmed or confused at any point in the class, come see me. I have posted office hours, but I am flexible and able to meet with you should you be unable to make any of my office hours.

Course Schedule

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Tues, May 15</td>
<td>Aristotle, Book I</td>
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<td>Thurs, May 17</td>
<td>Aristotle, Book III, IV</td>
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<td>Tues, May 22</td>
<td>Hobbes, Chs XIV, XVIII, XX, XXI</td>
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<td>Thurs, May 24</td>
<td>Locke, Chs 1-9 (Paper #1 Due)</td>
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<td>Tues, May 29</td>
<td>Locke, Chs 9-19</td>
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<td>Thurs, May 31</td>
<td>Marx, All; Mayer, Intro, Chs 1, 2</td>
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<td>Tues, June 5</td>
<td>Mayer, Chs 3-8</td>
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<td>Thurs, June 7</td>
<td>Mayer, Chs 9, 10, 14, 15</td>
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<td>Tues, June 12</td>
<td>Ikenberry, Chs 1-4 (Paper #2 Due)</td>
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<td>Thurs, June 14</td>
<td>Ikenberry, Chs 5-7</td>
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<td>Tues, June 19</td>
<td>Ikenberry, Ch 8</td>
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<td>Thurs, June 21</td>
<td>Final</td>
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