

Poli 110B: Sovereigns and Subjects
Winter 2018

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Lecture: MWF 9:00-9:50am, CSB 005
OH: Friday 11am-1pm
Office: Social Science Building (SSB) #443

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TA Office Hours:

Course Materials available on TritonEd: <https://triton.ed.ucsd.edu>. Readings, syllabus, course handouts, and other materials are available from the content tab.

Lecture Notes/Podcast: There is no podcast for this course, and lecture notes will *not* be posted online. Lecture attendance is expected and required. If you require an accommodation for a disability, such as recording lecture for your personal use, please let me know. I am more than happy to work with you!

Electronics Use: Laptop and tablet usage is *not* allowed during lecture. Cell phones are to be kept on silent in your pocket/bag. Numerous studies have found that electronics usage in class decreases student attention and leads to reduced learning and reduced performance on course assessments. For more information, see the following articles:

1. <https://teachingcenter.wustl.edu/2015/08/laptop-use-effects-learning-attention/>
2. <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>
3. <https://www.insidehighered.com/news/2016/05/13/allowing-devices-classroom-hurts-academic-performance-study-finds>

Again, in the case of a necessary disabilities accommodation, please let me know. I am more than happy to work with you.

Primary Texts:

Dante Alighieri, *Inferno* (Penguin, trans. Mark Musa) ***MUST use this translation!***
Dante Alighieri, *Purgatorio* (Penguin, trans. Mark Musa) ***MUST use this translation!***
Niccolo Machiavelli, *Selected Political Writings* (trans. Wooton)

ANY edition of the following...

Thomas Hobbes, *Leviathan*
John Locke, *Second Treatise on Civil Government*
Jean-Jacques Rousseau, *Basic Political Writings*
Alexis de Tocqueville, *The Old Regime and The French Revolution*

Secondary Texts (for Final Exam, pick one) – see exam prompts at end of syllabus!

The final exam will require you to **read one of the following** (available from Amazon and UCSD Bookstore; listed as “optional” at the bookstore, but you **must read one** of them):

1. Carol Pateman, *The Sexual Contract*
2. Charles Mills, *The Racial Contract*
3. Tracy B. Strong, *Jean-Jacques Rousseau: The Politics of the Ordinary*

4. Charles Taylor, *The Malaise of Modernity* (not available at bookstore, Amazon: https://www.amazon.com/Malaise-Modernity-Cbc-Massey-Lectures/dp/0887845207/ref=sr_1_1?s=books&ie=UTF8&qid=1511780433&sr=1-1&keywords=the+malaise+of+modernity)

Course Description:

Sovereigns and Subjects explores the development of new forms of political thought during the Modern period, also known as the Renaissance and Enlightenment. We will examine the transition from imperial and city-state forms of political organization to the development of the modern nation-state and the nation-state's self-justification through the Social Contract.

Questions that we will explore include:

1. How can a nation-state be created and what obstacles might prevent its creation?
2. Once created, how can a hierarchical, impersonal, and tightly regulated structure be justified?
3. Is something lost in the organization of political life around the nation-state, as opposed to city-state or empire?
4. How have our conceptions of political life – including its constituent rights and duties – changed since the nation-state's creation?
5. Who is traditionally excluded from the social contract, and can their exclusion be rectified, or does the social contract tradition deserve to be overthrown?

Course Assignments/Grading:

The midterm and the final are take-home essay assignments. The midterm will be based exclusively on readings discussed in class, and will not require any outside reading/research. The final will require you to read a contemporary secondary source critiquing the Enlightenment "social contract" tradition.

Discussion Qs:	15% (seven total, lowest two dropped)
Midterm essay:	35% (Dante, Machiavelli, Hobbes)
Final essay:	50% (all material, but emphasis on 2 nd half of course)

I reserve the right to increase grades slightly for excellent participation or demonstrated improvement.

Academic Integrity: Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity and published in the UCSD General Catalog: <http://students.ucsd.edu/academics/academic-integrity/policy.html>.

This includes appropriately citing all source materials on take-home exams/essays, and completing the essays yourself, independently from other students. All take-home assignments will be submitted to turnitin.com. Violations will be subject to disciplinary measures as outlined by the University. If you have any questions regarding this policy, please ask.

Accommodations for Students with Disabilities: All necessary accommodations will be made for students with disabilities. Please let me know at the beginning of the term so we can work together with the UCSD's Office of Students with Disabilities to make arrangements. I firmly believe that an equal playing field for students requires providing assistance where needed, so please do not hesitate to ask!

Class Schedule:

Week 1: Introduction, Background, *Inferno*

1/8: Introduction

1/10: Background to Dante, *Inferno* Cantos I-VI (Limbo; excessive passion)

1/12: Dante, *Inferno*, Cantos XI-XIII (violence); XVIII-XIX and XXIII (deceit)

Week 2: *Inferno* and *Purgatorio*

1/15: MLK Jr. Holiday

1/17: Dante, *Inferno*, Cantos XXVII-XXXIV (betrayal)

1/19: Dante, *Purgatorio*, Cantos I-VI (Antepurgatory)

Week 3: From Medieval to Modern – *Purgatorio* and intro to Machiavelli

1/22: Dante, *Purgatorio*, Cantos IX-XI, XIV-XVI, XX-XXIII (Purgatory; Virgil-Sordello)

1/24: Dante, *Purgatorio*, Cantos XXVII-XXXIII (Beatrice)

1/26: Machiavelli, *Prince* I-XIV

Week 4: *Virtu* in Princes and Republics - Machiavelli

1/29: Machiavelli, *Prince* XV-XXVI

1/31: Machiavelli, *Discourses*

Book I, Preface-Chapters 9, 11-13, 16-18, 21, 43.

2/2: Machiavelli, *Discourses*

Book I, Chapters 49-50, 53-55, 58

Book II, Chapters 3, 15-16, 19-20

Book III, Chapters 1, 3, 9, 31, 34

Week 5: Social Contract I - Hobbes and Review

2/5: Hobbes, *Leviathan* Chapter I-VI, IX-XI

2/7: Hobbes *Leviathan* Chapter XIII-XV, XVII-XX.14, XXI

2/9: Review, intro to Locke

Week 6: Social Contract II - Locke

2/12: Locke – *Second Treatise on Civil Government*, Chapters I-XI

2/15: Locke – *Second Treatise on Civil Government*, Chapters XII-XIX

2/17: Finish Locke, Intro to Rousseau

Midterm Exam Due on Turnitin by 11:59pm

Week 7: Rousseau - Is the Enlightenment a Lie?

2/19: President's Day

2/21: Rousseau – *Discourse on the Sciences and the Arts*

2.23: Rousseau – *Discourse on the Origins of Inequality*

Week 8: Rousseau to Tocqueville and the French Revolution

2/26: Rousseau – *The Social Contract* (excerpts)

2/28: Finish Rousseau

3/2: Tocqueville – *The Old Regime*, Part One

Week 9: Tocqueville – The Loss of Liberty?

3/5: Tocqueville, *The Old Regime*, Part Two

3/7: Tocqueville, *The Old Regime*, Part Three

3/9: Berlin – *Two Concepts of Liberty* (TritonEd)

Week 10: Rawls - A New Contract?

3/12: Rawls (excerpt on TritonEd)

3/14: Catch-up and Review

3/16: Catch-up and Review

Final Essay Due: Wednesday, 3/21, by 10:59am (Turnitin only)

Final Essay Instructions

Essay Option 1: Whose Contract?

Read *either* (a) Carol Pateman, *The Sexual Contract* or (b) Charles Mills, *The Racial Contract*. In your answer, discuss and cite the text you read (in detail!), as well as ***at least three additional course readings***.

In an essay of **approximately eight** pages (Times New Roman, 12-point, double-spaced, 1-inch margins), examine the subjugation of either women or colonial racial groups under the terms of the social contract. How do the terms of the classic enlightenment social contract, as defined by Pateman/Mills, categorize and treat women/colonial peoples? Are they excluded, explicitly included but subordinate, merely ignored? What are the effects of such categorization and treatment on the justifiability of the social contract as a theoretical framework? Can the contract be saved? If so, what modifications would be necessary to save it? If not, explain why the contract cannot be appropriately modified.

Essay Option 2: What Liberty?

Read *either* (a) Charles Taylor, *The Malaise of Modernity* or (b) Tracy Strong, *Jean-Jacques Rousseau: The Politics of the Ordinary*. In your answer, discuss and cite the text you read (in detail!), as well as ***at least three additional course readings***.

In an essay of **approximately eight** pages (Times New Roman, 12-point, double-spaced, 1-inch margins), examine the change in the conception of liberty between the ancient/medieval period and the modern period. What new, explicit components have been added to the modern conception of liberty? What components have been removed from the ancient conception? What are the political outcomes of moving from the ancient conception to the modern one? What new problems/dangers does the modern conception hold for maintaining social cohesion? Is the modern conception adequate? Why or why not? If so, why are the missing ancient components of liberty unnecessary? If not, how should the discrepancies between ancient and modern liberty be resolved? In other words, what do we need to recapture from the ancients, and how can we do so?