History of Political Theory I
Might and Right

PS 3201-01
Fall 2019
Political Science
Instructor: Dr. Chris Barker
Course time: Wednesday and Sunday 8:30am-9:45am Course location: WALEED C145
Instructor email and phone: chris.barker@aucegypt.edu; ext. 4203
Office hours: Wednesday and Sunday 3:15-4:45pm or by appointment Office location: HUSS, Room 2015

Course Catalog Description

Analysis of the thought of the major contributors, from Plato to the present. Fall semester (301): ancient and medieval political philosophy and the modern break with traditions. Spring semester (302): main currents of modern thought.

2019 Fall Semester Description

This course is about the birth of political theory and of the science of politics amid disputes about justice and power. Students will use ancient (and selected modern and contemporary) sources to examine the Greek city, Rome as it transforms from monarchy to republic into an imperial monarchy, and selected Islamic and Christian criticisms of the ancient city. Combined with Medieval revealed religion, the development of monarchies constitutes a massive shift in political organization away from republicanism. By the end of the course, students will be familiar with the diverse range of regimes theorized by pre-modern political thinkers.

Course Outcomes

At the end of the course, the successful student will be able to

- Demonstrate familiarity with the major authors, concepts, and arguments of ancient political theory
- Identify the unit of analysis of classical political theory
- Identify and explain the differences between the types of political regimes
- Demonstrate familiarity with selected ancient thinkers' contributions to contemporary political science
- Explain the birth of political science as a discipline, and explain political theory's contribution to selected subfields of that discipline
- Engage in persuasive analytical writing, as assessed through substantial, original papers on assigned topics in the history of political theory

Course Goals

This course will develop the students' abilities to think critically and to read analytically in the core texts of the history of political thought.

Prerequisites: RHET 1010, RHET 1020, RHET 1100, RHET 2010, POLS 1001 or POLS 2003

Course Grading Requirements:
Participation in classroom discussions: 15%, including occasional inverted classroom assignments and formal debate
Presentations: 3 student presentation x 5% = 15%.
Writing assignments and pop quizzes: 15%
Paper 1: 25% due at the beginning of class on October 16
Take-home exam paper: 30% due at 1030am, Monday, December 16

Grading:

94%-100%-	A	"A" grades confirm exceptional, extraordinary effort and results
90%-93%-	A-	
87%-89%-	B+	"B" grades confirm effort exceeding average and high quality work.
84%-86%-	B	
80%-83%-	B-	
77%-79%-	C+	"C" grades confirm average and satisfactory work.
74%-76%-	C	
70%-73%-	C-	
65%-69%	D+	"D" grades confirm less than satisfactory effort and less than adequate work.
55%-65%	D	
55% and below	F	"F" grades confirm far less than sufficient effort and results or may be given in response to a violation of academic integrity.

Readings:

We have a handful of primary-source authors in this course: Homer, Herodotus, Thucydides, Plato, Aristotle, Cicero, Augustine, and Averroes. The course is about the thought of these eight figures. We also have several contemporary authors writing today about these figures, and authors writing about political history. These authors will help us to understand the political theory of our authors.

All texts (primary and secondary) will be posted to Blackboard under the appropriate dates.
In addition, reliable recommended works giving students an overview of the authors and their major themes and arguments will be posted to Blackboard in a separate folder. The chapters and articles in this folder ("Recommended Readings") are not required reading.

The instructor reserves the right to alter the schedule of topics and readings if necessary

Presentations:

Students will be required to make at least three presentations during the semester. The presentation readings (indicated in the syllabus below) will be posted on Blackboard under "Presentation Readings." Students will sign up for presentations on Wednesday of Week I.

Writing assignments:

Writing assignments (approx.. 300 words) will be submitted on BB by midnight on the day *before* our class meeting.

Exam:

The final exam will be a comprehensive, take-home examination. Students will be asked to use all of our primary sources and the David Sims readings to answer a question about creating a just city in Egypt.

Introduction
Week 1 (Sept. 1 and 4):
Sept. 1:
Introduction to the syllabus and to political theory.
Sept. 4:
Kenneth Minogue, *Politics: A Very Short Introduction* (Oxford and New York: Oxford University Press, 2000), 1-9 (required); 10-18 (recommended)
Leo Strauss, "On Classical Political Philosophy," in *What is Political Philosophy*? 78-94

Part I: The Greek world

Week 2 (Sept. 8 and 11):
Sept. 8: Rule and the *Iliad*
Homer, *The Iliad*, excerpts from Book I and II (Quarrel between Agamemnon and Achilleus, Thersites' complaint)
Dean Hammer, *The Iliad as Politics: The Performance of Political Thought* (excerpts)
Presentation: Douglas Cairns, "Affronts and Quarrels in the Iliad"
Presentation: David Konstan, Affect and Emotion in Greek Literature," *Oxford Handbook*
Writing assignment: If you were watching as Agamemnon and Achilleus quarrel, whose side would you take? (Explain in your answer who has the best argument, and why.)
Sept. 11: War and death in the *Iliad*
Homer, *The Iliad*, excerpts (Embassy scene, 9.114-430, 623-655), Death of Patroklus (16.783 to end; 17.1-182), Death of Hektor)
Presentation: TBD
Week 3: Herodotus, Father of History?
Sept. 15: Herodotus and the birth of comparative politics
Herodotus, *History*, Book II (Egypt), 2.1-2.34 recommended; required 2.35-2.59, 2.82-90, 2.99-120, 2.123, 2.164-8

Alan B. Lloyd, "Egypt," *Brill's Companion to Herodotus* (Leiden; Boston; Köln: Brill, 2002), 415-436.
Presentation: Frank M. Snowden, Jr., *Before Color Prejudice: The Ancient View of Blacks* (Cambridge and London: Harvard University Press, 1983), 3-17 (recommended), 63-108 + illustrations
Sept. 18: Sparta in Herodotus
Recommended: Edward Tsoukalidis, "Growing up in Sparta: Boys and the Agoge"
Herodotus, *History*, excerpt, 7.175-7.239 (The 300 at Thermopylae)
Presentation: J.E. Lendon, "Voting by Shouting," in *Essays in Honor of Gordon Williams: Twenty-Five Years at Yale*, eds. E. Tylawsky and C. Weiss (New Haven: Henry R. Schwab, 2001), 169-75.
Presentation: Stephen Hodkinson, "Sparta and Nazi Germany in Mid-20th Century British Liberal and Left-Wing Thought," in *Sparta: The Body Politic*, ed. Anton Powell and Stephen Hodkinson (Swansea: The Classical Press of Wales, 2010), 297-342.
Writing Assignment: What contemporary regime is most like ancient Sparta? Explain your answer. (E.g., is it Egypt, Israel, the US, Canada? Why?)
Week 4 (Sept. 22 and 25): Athens in Herodotus and Thucydides
Sept. 22: Athenian Freedom
Thucydides, *History*, 2.30-2.54 (Pericles' Funeral Oration and the plague)
Josiah Ober, Demopolis: Democracy before Liberalism in Theory and Practice (Cambridge: Cambridge University Press, 2017), 18-33
Presentation: Jakub Filonik, "'Living as One Wishes' in Athens: The (Anti-)Democratic Polemics," *Classical Philology* 114 (2019): 1-24.
Presentation: Laurie M. Johnson Bagby, "The Use and Abuse of Thucydides in International Relations," *International Organization* 48, 1 (1994): 131-153.
Sept. 25: Athenian power (Formal Debate)
Thucydides, *History*, excerpts (The Athenian thesis, The Melian Debate)
In-class debate: the class will hold a formal debate on the following question: Is it right to help your allies and keep your treaties, even if it is to your disadvantage to do so?
Week 5 (Sept. 29 and Oct. 2): Plato's world
Sept. 29
Plato, *Republic*, Book I-II, excerpts
Presentation: Jonny Thakkar, *Plato as Critical Theorist* (Cambridge: Harvard University Press, 2018), excerpt (Introduction)
Oct. 2
Plato, *Republic*, Book III, V, excerpts
Averroes, *Averroes on Plato's Republic* (Ithaca and London: Cornell University Press, 1974), excerpt
Presentation: Timothy L. Simpson, "Is Socrates the Ideal Democratic Citizen?" *Journal of Thought* 41, 4 (2006): 137-156.
Week 6 (Oct. 6 and 9): Plato's World
Oct. 6 (rescheduled owing to university holiday)
Plato, Book VII, excerpt (the cave), VIII-IX (regime declension)
Averroes, *Averroes on Plato's Republic* (Ithaca and London: Cornell University Press, 1974), excerpt

Recommended: James Miller, *Can Democracy Work? A Short History of a Radical Idea, from Ancient Athens to Our World* (New York: Farrar, Straus, and Giroux, 2018), 10-52.

Oct. 9

Aristotle, *Nicomachean Ethics*, Book I

Presentation: Aristide Tessitore, "Aristotle's Ambiguous Account of the Best Life," *Polity* 25, 2 (1992): 197-21.

Writing Assignment: List the three ways of life discussed by Aristotle, and evaluate them. Which, on your opinion, is best?

Week 7 (Oct. 13 and 16): The Greek City?

Oct. 13

Aristotle, *Politics* I (The city; natural slavery; acquisition)

Presentation (and recommended) Bernard Yack, *The Problems of a Political Animal* (1993), excerpts.

Presentation: Christopher Haas, *Alexandria in Late Antiquity: Topography and Social Conflict*, Introduction, Conclusion, Epilogue

Oct. 16

Aristotle, *Politics* III, 6-12 (one/few/many)

Herodotus, *History*, Book III excerpt (constitutional debate)

Writing assignment: Who wins the constitutional debate? (Is it Dareius, or is it a less obvious choice, such as Otanes?)

Paper I due midnight October 16

Part II: Transition to Rome

Week 8 (Oct. 20 and 23): Aristotle/Roman Monarchy

Oct. 20:

Aristotle, *Politics* III, VII, 1-3.

Presentation: Mary Nichols and Robert Bartlett [a dialogue between two disagreeing authors], "Aristotle's Science of the Best Regime," *The American Political Science Review* 89, 1 (1995): 152-160

Oct.23:

Livy, *Early History of Rome*, Book II (short excerpt on turn to republic, republican heroes); Minogue, *Politics: A Very Short Introduction*, 19-24

Writing Assignment: When the republic is instituted, do people become more or less self-interested, according to Livy. Why? (Explain what the political form does to civic virtue.)

Course drop deadline (undergraduate): Oct. 24

Part III: Rome and the Mixed Republic

Week 9 (Oct. 27 and Oct. 30): The Roman City

Oct. 27

Cicero, *On the Commonwealth*, Book I, 1-39a.

Philip Pettit, *On the People's Terms*, 82-92

Presentation: Philip Pettit, "On the People's Terms: A Reply to Five Critiques," *Critical Review of International Social and Political Philosophy*, 1-14.

Oct. 30

Cicero, *On the Commonwealth*, Book I, 39a-71

David Sims, *Egypt's Desert Dreams : Development or Disaster?* (Cairo: American University of Cairo Press, 2015), excerpts (Introduction, Chapter 9, Chapter 10).

Presentation: Richard W. Maass, "Political Society and Cicero's Ideal State," *Historical Methods: A Journal of Quantitative and Interdisciplinary History*, 45:2 (2012), 79-92.
Writing assignment: What is Cicero's best regime-type as explained in *On the Commonwealth*? Explain your answer. Hint: It may be a mixture of regimes or one of the three pure regimes.
Week 10 (Nov. 3 and 6):
Nov. 3
Aristotle, *Rhetoric* (excerpt on three types of rhetoric)
"On Behalf of Marcus Marcellus," (278-92) in *Ten Speeches*
Presentation: R.R. Dyer, "Rhetoric and Intention in Cicero's Pro Marcello, *The Journal of Roman Studies* 80 (1990), 17-30
Writing response: Read the introduction to the speech for Marcus Marcellus. Is the oration for Marcus Marcellus a republican oration? What types of Aristotelian rhetoric does Cicero use? (Give an example of each kind)
Nov. 6:
Cicero, "Fourth Philippic Oration Against Antony" and "Ninth Philippic Oration Against Antony" (292-309)
Presentation: Quintus Tullius Cicero and James Carville, "Campaign Tips From Cicero: The Art of Politics, From the Tiber to the Potomac," *Foreign Affairs*, 91, 3 (2012), 18-28
Week 11 (Nov. 10 and 13): Nov 10 holiday;
Nov. 13:
Cicero, "Second Speech Against Catiline" (105-122)
Presentation (on earlier populists): HH Scullard, *From the Gracchi to Nero: A History of Rome 133BC to AD68* (London and New York: Routledge, 1982), 22-38.
Writing assignment: Was it just to put down Catiline in the extra-judicial manner that Cicero, a defender of the Senatorial republic versus the populist, did? In your answer, think about who an enemy of the republic is and answer accordingly.

Part IV: Post-Classical Medieval Thought and the (Re)Turn to Monarchy and Empire

Week 12 (Nov. 17 and 20):
Nov. 17:
Minogue, *Politics*, 25-33
Augustine, "Sermon on the Sack of Rome"
Presentation: Todd Breyfogle, "Citizenship and Signs: Rethinking Augustine on the Two Cities" (Malden and Oxford: Blackwell Publishing, 2009), 521-546
Nov. 20:
Augustine, *City of God* (excerpts on sack of Rome, heroes, Ciceronian republic/Roman justice)
Presentation: Paul J. Cornish, "Augustine's Contribution to the Republican Tradition," *EJPT* 9, 2 (2010), 133-148.
Writing assignment: What does Augustine mean when he writes that there never was a Roman republic? Is he being postmodern or is he making a claim about political justice?
Week 13 (Nov. 24 and 27): The End of the Republic
Nov. 24:
Barry Strauss, *The Death of Caesar*, xv-xx, 67-106
Nov. 27:
Shakespeare, *Julius Caesar*, Act I-III (video excerpts linked on BB)

Presentation: Lauren Leigh Rollins, "Republicans" Behaving Badly: Anachronism, Monarchy, and the English Imperial Model in Julius Caesar and Antony and Cleopatra," in *Medieval & Renaissance Drama in England*, 165-180.
Presentation: Christopher Pelling, "Judging Julius Caesar," Julius Caesar in Western Culture, ed. Maria Wyke (Malden and Oxford: Blackwell Publishing, 2006), 3-26.
Writing Assignment: Was it just for the Roman conspirators to kill Caesar? Provide an argument for the prosecution or the defense.

Week 14 (Dec. 1 and 4): Political Islam

Dec. 1:

Gerhard Bowering, "Introduction" in *Islamic Political Thought: An Introduction* (Princeton University Press), 1-23.
Presentation: Weeds: Michael S. Kochin, "Cultivating the Imagination in Medieval Arabic Political Philosophy," *Journal of the History of Ideas* 60, 3 (1999), 399-416.
Presentation: Alfarabi, "Book of Religion," in *Alfarabi: The Political Writings*, 93-113.

Dec. 4:

John M. Owen, *Confronting Political Islam: Six Lessons from the West's Past* (Princeton University Press), 1-25.
Presentation: Andrew March, "Falsafa and Law," *The Oxford Handbook of Islamic Law*

Week 15 (Dec. 8 and 11): Review and conclusion

Dec. 8

Christopher Nadon, "Republicanism: Ancient, Medieval, and Beyond," *A Companion to Greek and Roman Political Thought* (Malden and Oxford: Blackwell Publishing, 2009), 548-560.

Dec. 11

No assigned reading (course overview)

Participation

The participation grade recognizes contributions to classroom discussion by students. Prepared students who actively contribute to classroom discussion and debate by asking and answering questions will receive higher participation grades. A rough participation grade will be posted to Blackboard prior to the midterm. The *final* participation grade may improve or decrease depending on student performance in the second half of the course.

Attendance policy

Typically, attendance will be taken each class. If you have more than three weeks of unexcused absences, you have not completed the course requirements and will receive a failing grade. This is AUC policy and will be enforced in this class. Students will be informed of this status by email after the third week of absence. Written work that is due in class, or tests that are taken in class, cannot be made up or taken at a later date in the case of unexcused absences. For more information, please see the AUC attendance policy (http://catalog.aucegypt.edu/content.php?catoid=27&navoid=1333).

Electronic devices and Classroom Demeanor:

The use of electronic devices such as cellphones and laptop computers is prohibited. There is a reason for this. (See Mueller and Oppenheimer, "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking," *Psychological Science* 25 (2014): 1159–1168. In a nutshell, laptop note-takers "performed significantly worse on the conceptual questions" and wrote notes that had "more verbatim overlap with the lecture." The use of cellphones or laptops in class, or distracting or egregiously discourteous behavior, including arriving late, may result in a mark of absent for that class.

Students who arrive more than five minutes late to class may be denied entry to the classroom for that session.

Mid-Term and Final Essays:

The midterm paper will be approximately 8-10 double-spaced pages (2500-3000 words) in length. The final paper (take-home exam) will be 10-12 pages (3000-3500 words) in length. Each paper will address one assigned question that will allow students to use their "toolbox" of concepts and theoretical approaches to address an important theme in the history of political thought. These are argumentative papers. Students will be called upon to defend a thesis and to support that thesis using evidence.

Services for Students with Disabilities

AUC seeks to maintain a supportive academic environment for students with disabilities. To ensure their equal access to all educational programs, activities and services, students with disabilities should notify the university, provide documentation, and request reasonable accommodations. If a student has a documented disability and wants to request special accommodations, please contact Student Disability Services (SDS) at extension 3918 or sds@aucegypt.edu (located in the Office of Wellbeing/Dean of Students). See: http://in.aucegypt.edu/student-life/student-well-being/disability-services

To be accepted, accommodation letters should be presented to the instructor well in advance of any assignment or exam and/or at the beginning (first or second week) of the semester.

AUC complies with the American Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973 and offers numerous facilities available to help you with your educational endeavors.

Policy on Academic integrity

Academic integrity includes a commitment neither to engage in nor tolerate acts of falsification, misrepresentation, or deception. Prohibited acts include cheating or copying, plagiarizing, submitting another person's work as one's own, using Internet or other sources

without citation, fabricating field data or citations, stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Plagiarism will result in a failing grade for the assignment in question. Cheating during an examination will result in a zero grade for this examination. Further action, according to university regulations, may also be implemented.

You should be aware that all written work will typically be submitted to "Turnitin.com," the detection prevention software.

The University's statement on academic integrity, from which the above statement is drawn, is available online at:
http://www.aucegypt.edu/academics/integrity/Pages/default.aspx