

Bowie State University
School of Arts and Sciences
Department of History & Government

SPRING 2021: January 25-May 11, 2021
Online Course Syllabus and Schedule of Learning Activities

Course: Modern Political Philosophy & Theory	Instructor: Benjamin Arah, Ph.D.
Course # & Section: Govt. 316-555 (1480)	Office Bldg.: N/A
Schedule: Fully Online with Zoom Weekly Meetings	Office Phone: (240) 355-4247
Course Location: Online via the BSU Blackboard	E-Mail: barah@bowiestate.edu
Office Hours: via Zoom Office Hours: W @ 2:00-3:00 p.m. and/or by Appointments	

NOTE: Preferred Mode of Easy Contact & Communication: via my E-Mail Address

COURSE DESCRIPTION: This course provides directed reading of the recurring and dominant themes in political thought, with stress on modern political ideologies, feminism, exploitation and leadership. Political ideologies include terms as absolutism, capitalism, democracy, nationalism, etc. Feminism is an ambiguous term that could mean the advocacy of or social movement for women's rights on the grounds of fundamental equality between the sexes; and it has a long and rich history. Political leadership is a particular concept of leadership and it deals with the nature of the different roles that leaders (with respect to politics) play in building and sustaining any society and forms of government. In this course, we may cover selected political ideologies.

This an upper level, seminar-oriented, directed/supervised reading and a rigorous interpretive study/analysis of selected figures and major works in political philosophy/theory dealing with or centered on the issues, problems, questions, and ideologies of the modern through contemporary periods (from 1500s to the present) in the Western tradition (including North America) and Africa. The modern era was known for a rejection of medieval scholasticism, particularly its denunciation of the dubious role of the Church with its involvement in earthly politics rather than on evangelization and salvation. There was the anti-clerical or Church sentiment that brought about the establishment of a deliberately more secular social and political organization separate from and independent of religion and/or the Church as was prevalent in Europe at the time. The goal of modern political philosophy/theory was the divorce of Church (a religious institution) from the sphere of politics, and to "de-spiritualize" politics away from the threat and influence of religion and theology (simply "to re-spiritualize the Church" by getting her away from the business of politics and the material life).

What is known as "modern political philosophy/theory" is considered to have begun with or by Niccolo Machiavelli (1469-1527, in Italy), so the course will be centered on a closed textual study and interpretive analysis of the major political literature since Machiavelli, and will flesh out their specific/relevant contributions in providing different political alternative worldviews. The course will focus on the political, anthropological and philosophical writings of these writers

and thinkers: Niccolo Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Baron de Montesquieu, Adam Smith, Mary Wollstonecraft, John Stuart Mill, Karl Marx, M. Gandhi, Martin Luther King, Jr., Frederick Douglass, Max Weber, and others including President Obama.

TYPE OF COURSE DELIVERY FORMAT:

Mode of Delivery: This is an online course with both synchronous and asynchronous interactive communication. An “online course” is a course is remotely or electronically delivered and which is intentionally designed and developed to be offered in virtual learning environment with the mediation or integration of certain media technologies. As an online course, the instructor posts both the course content and instructions in the BSU Blackboard and students will have a 24/7 flexible to access to the reading materials, complete and submit written assignments, and interact with both the students and the faculty via the appropriate media technologies (computer, phone, the internet, e-mail, Blackboard, and the Zoom). In an online course, students and the instructors are geographically dispersed or separated in space and time, but they interact and communicate both synchronously (in real-time using Zoom) and asynchronously (not in-real time). Therefore, both teaching and learning are done electronically, virtually or remotely.

NOTE ABOUT THE ZOOM VIDEO (CAMERA) REQUIREMENT: It is important that students understand that the Zoom meeting is a cloud-based tele-conferencing service that allows the meeting participants or class attendees to virtually/remotely and actively interactive with each other (share and discuss the information: course content) via the use of computer, the internet and other applicable media technologies. One good feature about the Zoom meeting is that it is a live chat organized and coordinated around the use of both video and audio; and, for students, to be present and meet the attendance requirement, they “must” switch their camera on all through the session, even if or when their microphones are muted. Please be advised that the instructor will take class attendance and is recommending that students who are in class switch their camera on, but “mute” their microphones (except when they are asked to speak).

Because this is a fully or completely an online course, starting on January 25-May 11, 2021; we will have the weekly Zoom meeting on Monday @ 10:30-11:30 a.m. and the instructor’s online office hour will be on Wednesday @ 2:00-3:00 p.m.

To get started, please log into the course website. Then review the various functions keys and items in the course shell. Please take the time to go through the different items as posted below to learn about their contents, how to navigate, and know where to find the information in that virtual space. On the left side of this course website, you will find the Course Menu which contains the following:

- START HERE, FIRST!
- ANNOUNCEMENTS
- COURSE SYLLABUS & OTHER INFORMATION
- MODULES & MATERIALS

- WEEKLY ONLINE FORUM
- GRADED ASSIGNMENTS
- GROUP COLLABORATION
- EXTRA-CREDITS TASKS
- ZOOM MEETING
- VIEW MY GRADES
- ADDITIONAL RESOURCES
- HELPDESK & THE Bb
- MISCELLANEOUS

Students should click on the links provided to access the highlighted area for additional **Orientation** information and tutorials, and carefully review/read the instructions to be able to them understand what they need to do to succeed and excel in this online learning course.

COURSE PREREQUISITES: The prerequisite is Govt 130 (Introduction to Political Science) or Govt 315 (Early Political Philosophy/Theory), or the permission of the instructor. Since this is a 300 level course, it is important to note that students must have taken ENGL 101 and 102 to ensure that they can read complex texts with maximum comprehension, think both critically and creatively, and write persuasively.

DIABILITY POLICY STATEMENT FOR REASONABLE ACCOMODATION: Students with any form of disabilities and wish to receive the ADA accommodation considerations should immediately communicate their interests to Dr. Michael S. Hughes (the Coordinator of Disability Support Services & Academic Advisement Specialist). His office is in the Basement of Thurgood Marshall Library (Room 078) and his phone is (301) 860-4062. It is important to share such an interest or desire for accommodation with the instructor of the course.

THESE ARE ONLY RECOMMENDED READING MATERIALS:

Arah, Benjamin. (2012). "Socrates, Thoreau, Gandhi and the Philosopher/Social Activist-Dr. King: Politics of Civil Disobedience and the Ethics of Nonviolence Direct Action" (pp. 275-295). In Robert Birt (ed.), *The Philosopher-King: Critical Essays on The Liberatory Philosophy of Martin Luther King, Jr.* Lanham, MD: Lexington Books/Rowman & Littlefield Publishing Group.

Boucher, David & Paul Kelly (eds.). (2009). *Political Thinkers: From Socrates to the Present.* New York: Oxford University Press (2nd ed.).

Brown, Robert (latest ed.). *Classical Political Theories: From Plato to Marx.* NY: MacMillan Publishers Co.

Cahn, Steven M. (ed.). (2015). *Political Philosophy: The Essential Texts* (3rd ed.). NY: Oxford University Press.

Cohen, Mitchell & Fermon, Nicole (eds.). (2006). *Princeton Readings in Political Philosophy*. Princeton, New Jersey: Princeton University Press. .

Estlund, David (ed.). (2012). *The Oxford Handbook of Political Philosophy*. New York: Oxford University Press.

Pangle, Thomas L. & Burns, Timothy W. (eds.). (2014). *The Key Texts of Political Philosophy: An Introduction*. New York: Cambridge University Press.

Jonathan Wolf, Jonathan (ed.). (2016). *An Introduction to Political Philosophy*. New York: Oxford University Press.

David Wootton (ed.). (2008). *Modern Political Thought: Readings from Machiavelli to Nietzsche*. Indianapolis, IN: Hackett Publishing Company, Inc.

Note: The instructor reserves the right to assign other reading materials from other sources, texts and journals, tapes and YouTube or internet links; and may put/post some reading assignments on the Blackboard via Modules & Materials area. So check the Course Menu, and go to the Modules & Materials for any handouts. Enjoy!

LEARNING GOALS & OBJECTIVES: Upon completion of this course, students will

- analyze the basic political concepts, ideas and the nature of political philosophy
- be introduced to the interdisciplinary study of politics (as a social science) and philosophy (as humanities), and learn some great works of political thought in the Western tradition
- engage closely and critically 10 great works and political thinkers from modern to our contemporary periods, discuss their brief bios
- gain an indepth understanding of and knowledge about the range of moral and political issues, problems, ideas and solutions
- begin to think both politically and philosophically, and learn to articulate complex human issues and problems
- understand how to engage and read closely unfamiliar political documents and do interpretive textual analysis, and
- be exposed to the importance of critical ideas, theories, ideologies and how they can shape the world, and be encouraged to think critically and write persuasively.

INSTRUCTIONAL MODES: The instructional methodology, in this course, will include the following: class lectures and instructions, the use of relevant audio-visual materials, Blackboard technology (to post some assigned reading materials/as handouts and links, for weekly online

discussions and deliberations), study group/collaborative power point presentations, extra-credit opportunities, and possible quest speakers in addition to participating in outside conferences.

Expected Learning Outcomes:

- A) After taking and completing this upper-level and seminar-oriented survey course, students should be able to
 1. Discuss the debate between church and state, and articulate the historic importance of it
 2. Explain the nature, scope and uses of political philosophy as a sub-field
 3. Discuss the links between politics, philosophy, theory and ideology
 4. Distinguish between classical, medieval-religious ideas, modern and contemporary thoughts
 5. Understand the nature of issues, problems and debates inherent in political philosophy
 6. Identify the significant contributions made by certain individuals as political thinkers
 7. Discuss the relationship between the individual (as a moral/political) and the state, and
 8. Develop the ability to critically study, interpretively analyze and evaluate political theories, issues, problems, etc.

- B) In order to achieve the desired learning outcomes, students will be required to
 1. Write 3 short/argumentative papers (including film or video critiques and book reviews), for 30% (10% for each assignment), on any or different topics. The essays and/or critiques should employ sound reasoning, critical thinking, well thought-out organization, proper citations, and demonstrable ability to deal with complex issue/ideas. In these short papers, students will be expected to demonstrate depth of research, excellent organization, sound reasoning and cite their sources used to avoid plagiarism. Students will end with a major project or paper (for 10%)
 2. Actively participate in the Weekly Online Forums by posting appropriate and meaningful responses, commenting on the postings of other students, and the postings must be timely and substantive. This assignment is for 30% of the grade.
 3. Participate in the 3 Study Group/Collaborate and creative presentations, on the assigned materials, for 30% of the grade.

PERFORMANCE EVALUATION CRITERIA & GRADING SYSTEM: The criteria for each student's performance evaluation and grade will be determined by the following:

- 1. Three Short/Argumentative Papers = 30% (10% for quality, argumentative paper)
- 2. Final Project = 10% (due or to be taken on May 4, 2021)
- 3. Three Study Group Presentations = 30% (10% for collaborative presentations)
- 4. Weekly Online Forum = 30% (2% per week and as at when due)
- 5. Extra-Credit Opportunities = 10% (instructor makes the announcements)

The Assignments	Score	Deadline
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<p>3 Short (Argumentative), Quality Papers (on the assigned topic, problem, issue, ideology, work, movement and/or historic/political figure (with proper citations))</p> <p>NOTE: Each paper must not be less than 5 double-space, typed, well researched and page numbered with full or appropriate citations.</p>	<p>30%</p>	<p>The deadlines for the three short/argumentative papers with correct/proper citations are as follows:</p> <ul style="list-style-type: none"> • First: February 17, 2021 • Second: March 16, 2021 and • Third: April 14, 2021 <p>Assignments are on the BSU Blackboard, and late submissions could be deducted 50%</p>
<p>3 Study Group/Collaborative (power point) Presentations based on the assignments</p>	<p>30%</p>	<p>There is no “make-up” for any missed group presentation(s). This assignment is a collaborative effort, and all the names of those students who participated should appear on the front or cover page of the (power point) slides. The dates for the group presentations are as follows:</p> <ul style="list-style-type: none"> • First: February 12, 2021 • Second: March 11, 2021 and • Third: April 9, 2021 <p>NOTE: The power point slides must be posted via the designated space in the Weekly Online Forum, as at when due</p> <p>Please note that there is no “make-up” for any of these three learning activities!</p>
<p>Final Project on Reading Comprehension of the assigned material.</p> <p>The reading assignment is this:</p>	<p>10%</p>	<p>Due on Tuesday, May 4, 2019</p> <p>Make-up or late submission is on May 9 or student will be deducted 50% (with no exceptions!)</p>
<p>Weekly Online Forum (student-student interactive communication based on a closed reading of the assignments)</p> <p>NOTE: Classes run from Monday to Sunday, beginning on Monday, January 25 and end on May 11, 2021</p>	<p>30%</p>	<p>Weekly student-centered, interactive asynchronous discussions of the assigned topics/questions or thinkers via the BSU Blackboard. Be advised that students are expected to submit a major or substantive posting per assignment and a follow-up responses for what 2 or more students have posted. It should be done courteously and promptly!</p>
<p>Extra-Credit Opportunities</p>	<p>10%</p>	<p>Students are expected to attend and submit a one-page synopsis-for each opportunity. Extra-credit opportunities will be announced by the instructor!</p>

Please ensure that written assignments must be submitted in Microsoft Word 2003, a Compatible document rich in a text format for my easy access and prompt feedback!

THE GRADES DETERMINATION: The Final Letter Grades will be assigned as follows:

90+	= A
80+	= B
70+	= C
60+	= D
50+/-	= F

Note: There is “no make-up” for the Study Group/Collaborative (in-class) power point presentations, the 5 short papers must be submitted as at when due (with appropriate citations), and the Final Examination answers must be turned in on the last day of formal classes with no exceptions. That “the dog ate my homework” excuse will not be tolerated nor accepted! Those of you with university approved absences need to consult and meet with me to discuss the matter before their scheduled absences, or forsake the grades for any outstanding assignments.

SOME ACADEMIC POLICIES (FOR REFERENCES & PAGES, SEE THE CATALOG)

Textbooks: “Textbooks are required of all students. All required texts may be purchased through the University Bookstore.” The instructor wishes to suggest that students can arrange to have the required textbooks via access to e-book and/or can rent for reasonable fees in order to enable them secured and meet this critical learning requirement. For this course, the instructor will provide the reading materials via the open source!

Student Code of Conduct: It is stated that “students are expected to conduct themselves in a manner which is consistent with the purpose and objectives of Bowie State University. In particular, all students have the privilege to learn, subject only to their own initiative and ability, and uninhibited by the behavior of others....Academic honesty...is required of all students.” The institution has Standards & Expectations of BSU students, and it is assumed that each student

1. Seeks to develop self academically, physically, and spiritually
2. Values life
3. Has integrity
4. Is dependable
5. Sets high personal standards
6. Has effective communication skills
7. Is aware of his or her history
8. Knows and abides by the Rules of Social Decorum
9. Understands appropriate dress, and has pride in Bowie State University.

Class Attendance and Excessive Absences: It is clearly stated that “students are expected to attend classes...take all examinations, and participate in other learning activities as designated by the instructor. A student may be advised by the instructor to withdraw from a course for excessive absences. Five (5) or more hours of unexcused absences before the final date for withdrawal may

result in the student's receiving a grade of 'F' for the course." Students with certifiable health or medical absences should submit their documentation to the Dean via the instructor for consideration.

Academic Honesty, Integrity and Plagiarism: Plagiarism, as a form of academic dishonesty, is cheating and should be avoided. "Plagiarism is the act of representing another's ideas, words, or information as one's own," and students need to realize that "All directly quoted materials must be identified as such by quotation marks" and "the sources...acknowledged." Also sources of borrowed ideas or information, according to the BSU Policy, "must be acknowledged," but "the sources of ideas or information lying within the realm of common knowledge...need not be acknowledged."

The Grade of "I" for Incomplete: The "I" means "Incomplete" grade, and it is issued by the course instructor "when a student is unable to complete required course work, because of verifiable medical reasons or documented catastrophic events beyond the control of the student and only with the approval of the College Dean." The student will have about 6 weeks from the start of next semester to work with the instructor to complete the outstanding course work or the grade will automatically turn "F," if the faculty does not submit the Change of Grade Form with the new grade.

STUDENTS' RESPONSIBILITIES: Students are required to attend classes regularly, learn the assigned materials, ask questions and participate in graded class activities: deliberations, in-class discussions, power point presentations, examinations, online forums, and the short papers. Students are required to login and participate in the online weekly student-student discussions via the BSU Blackboard. It is an asynchronous interactive information communication with other students and the instructor. This is a time to read the materials as assigned and participate in the Weekly Online Forum, develop one's thoughtful and substantive written response, and have the opportunity to respond to what other students (2-3) have posted in a respectful/intelligent manner. The instructor monitors students' attendance/active participation as a "Ghost in the Wings."

Students should endeavor to make the Weekly Online Forums productive and a rewarding learning experience. Please know that these activities are promptly recorded. When posting the answers, comments or responses, just type in the appropriate space and "submit." And be advised that whatever is written and posted, in the online conference forum, is public and so be careful about what is said or written to avoid any misrepresentation or misinterpretation. Write clearly, intelligibly, responsibly, straight to the point, and nothing personal nor vulgar with the choice of both words and language. Respect the differences in people and understand that we should be in this class to learn for self-improvement, and do not try to compete with anyone but to learn with others collaboratively/cooperatively as we try to share and exchange information packaged as knowledge. So let us make learning a pleasurable, fun and an enriching experience!

Students are responsible for all the graded assignments in this course, and need to make honest effort to ensure that they submit their written assignments on time via the designated spaces. Each student is both required and expected to read/study the assigned materials before and after each class session, participate in all the online class discussions, work with the assigned group members to develop the slides for their power point presentations, and submit assignments as at when due. It is also the responsibility of each and every student not to indulge in acts of academic

dishonesty by cheating in any of its forms during the course of this learning experience. Of course, we should know that “plagiarism” is a serious academic dishonesty (it is cheating) and should not be tolerated in this course. We may have some opportunities for extra-credits, and my honest suggestion would be to participate as we may need every point to secure our good grades.

INSTRUCTIONS FOR THE GRADED WRITTEN ASSIGNMENTS:

The Guideline for the Graded Short/Argumentative Papers: Each student will be required to write and submit short papers of no less than 7 pages based on the assigned readings. The instructor will be looking for

- Clarity of thesis statement or statement of the problem
- Excellent organization & coherence of presentation to reflect originality of thought
- Depth of research demonstrated by accurate information, critical thinking & analysis
- The clear use of Footnotes or Endnotes
- Correct bibliographic & in-text citation formats
- No more than one internet source used
- Correct grammar, syntax, brevity of language with precise choice or economy of words

Make sure that the paper has the following components:

- a) Topic
- b) Introduction with statement of the problem or thesis statement
- c) The research question(s)
- d) Literature review or review of the literature
- e) Methodology or approach
- f) Significance or purpose of the study or paper
- g) Body of the paper: analysis
- h) Summary and conclusion of the paper
- i) Bibliography
- j) Consistent with either APA, MLA or the Chicago Style

NOTE WELL: Any plagiarism will result in a final failing grade of a zero for the assignment or an “F” for the course. This includes copying, paraphrasing someone, borrowing or stealing materials from the internet or other sources without proper notations and/or accurate citations. Please see the additional writings information, instructions and rubric for your use.

Weekly Online Forum (Active) Participation: The instructor develops weekly assignments for students to participate in and complete as individuals via the designated forum or discussion board, with threads. In the student-student interactive forum/board, the instructor of record posts the assigned topics or questions, and students are required to review and post their “substantive” responses in addition to commenting on what two or more students have posted, within a the given time period. Each weekly online forum is periodized, and students must post their responses during the time allotted or will not receive points for posting after the time has expired.

Please note that the instructor creates each form or discussion with its threads, moderates or controls the forum (as a sage on the side!), and grades the students' responses/postings. Each week, students are required to have a major response on the assigned topic/question, post the responses as at when due, and respond to the postings/responses of two or more students within the period. Students need to demonstrate their full grasp of the assigned material, and their responses must be thoughtful and show that they read the assigned material with proper or appropriate citations (not to give their opinions!). Please respond courteously and respectfully, knowing and acknowledging the differences among students which should be our source of strength as a learning community. See the posted Rubric for the Weekly Online Forum, or check some of these Netiquette links for social ethics that guide group dynamics, public communication and personal comportment:

- a) <http://www.albion.com/netiquette/corerules.html>
- b) <http://en.wikipedia.org/wiki/Netiquette>
- c) <http://www.yourhtmlsource.com/starthere/netiquette.html>
- d) <http://www.dtcc.edu/cs/rfc1855.html>
- e) <http://www.techterms.com/definition/netiquette>

For the Weekly Online Forum, I will be looking at the following:

- a) Whether the student has made a substantive or major posting per week or within the duration, and also whether the posting has a thoughtful and reflective response from other students
- b) Whether the student's comments and/or questions as posted contributed to and enhanced the overall quality of the weekly discussion and promoted meaningful deliberations; and
- c) Whether the comments and/or responses provided evidence that the student read and/or has a good grasp of the assigned reading materials, and also whether the student presented ideas or dealt with the key concepts under consideration in a clear and coherent manner.

Study Group/Collaborative Presentations: this is a course requirement and each student will be assigned a small study group to work with and study in order to put their assigned (power point) presentations together. The study group is a unique form of cooperative and collaborative learning designed for small group of students (as peers) to come and work together (as a team) to achieve the desired/assigned goal (productive and meaningful power point presentations).

The instructor develops the list of group members, assigns the specific reading materials, but the presentations will be in the designated area of the Weekly Online Forum. The instructor will post the rubric to enable students know the expectations and their responsibilities. The Study Group presentations should have some of the following items:

- Names of the Study Group Members (who participated, on the first or cover slide)

- Title of the Reading Assignment or Chapter & the author’s name or information
- Outline of the presentation
- Major Thesis, and the Synopsis of the chapter or assignment
- The Breakdown of the Presentation and Critical Analysis
- An Assessment of the Assignment with the Strength and Weaknesses
- Address and Discuss the Implications of the Assignment
- Application: State how the reading applies to "real" life organization or situation.
- Provide some Useful Examples
- Conclusions: State the major points about the relevance and impact of the work.

NOTE WELL: Study Group is a collaborative assignment, and must be done by the members of the group on an equal opportunity basis. I expect that all the students in each group should learn to study and work together in order to put the power point slides together, and no one who failed to participate should be listed or included on the cover or first page of the slides.

NOTE WELL: Study Group is a collaborative assignment, and must be done by the members of the group on an equal opportunity basis. I expect all the students in the group to learn to study and work together in order to put the power point slides together, and no one who failed to participate should be included (only the members of all those who participated should appear on the cover or first page). The dates for the study group/collaborative presentations will be announced in due course, and it is the responsibility of each student to endeavor to actively participate.

Technical Assistance/Help: For technical questions or instructions, please call (301) 860-4357 or (301) 860-HELP and someone will help you. For additional information, check and click on the Tech/OIT Support via the Course Menu.

Course Modifications: The instructor reserves the right to make some necessary adjustments and appropriate changes or modifications to course with due communication for your consent.

COURSE OUTLINE AND UNITS OF INSTRUCTION

WEEKS & DATES	SELECTED TOPICS & MODULES	ASSIGNMENTS
<p>Weeks 1-3: Jan. 25-Feb. 14</p>	<p>General Introduction to the Discipline of Philosophy, Political Philosophy, and Modern Political Thought</p> <ul style="list-style-type: none"> • A General Introduction to Philosophy (as a branch of Humanities) & Political Science) • How do we define Politics, Philosophy, and Political Philosophy and Theory? • What is the Relationship between politics and philosophy, and what is its value or relevance? • Review of the Literature and Discussion on the concepts and definitions 	<p>Read the materials posted in the Learning Modules and these handouts:</p> <p>Participate actively in the Weekly Online Forum as instructed</p>

	<p>of political ideologies, feminism (various waves), exploitation (as a form of social injustice), and political leadership</p> <p>Read the following Handouts:</p> <ul style="list-style-type: none"> • Leo Strauss’ “What is Political Philosophy?” • George Kateb’s Political Theory: Its Nature and Uses (1968) • James Tully’s “Political Philosophy as Critical Activity” 	
<p>Weeks 4-6: Feb. 15-Mar. 6</p>	<p><u>MODULE 1</u>: From Middle Ages to Italian Renaissance- Humanism, and the Church (Protestant) Reformation</p> <ul style="list-style-type: none"> • Niccolo Machiavelli (1469-1527), <i>The Prince</i> • Martin Luther (1483-1546), “The Christian in Society” and • John Calvin (1509-1564), “God and Political Duty” 	<p>Read the handouts, and review the materials posted in the Course Content area</p> <p>Participate actively in the Weekly Online Forum as instructed</p>
<p>Weeks 7-9: March 7-27</p>	<p><u>MODULE 2</u>: The State of Nature, the Evolution of the State/Social Contract Theories, and the Rule of Law</p> <ul style="list-style-type: none"> • Thomas Hobbes (1588-1679) • John Locke (1632-1704) • Baron de Montesquieu (1689-1755) • Jean-Jacques Rousseau (1712-1778) 	<p>Read the handouts, review the materials posted in the Course Content area</p> <p>Participate actively in the Weekly Online Forum as instructed</p>

MODULE 3: Introduction to Selected Political Ideologies:

a) Readings in Feminist Philosophy and Political Theory

- Christine de Pizan (1364-1430 or so!)
- Gilbert du Motier, Marquis de Lafayette (1757-1834) and the French “Declaration of the Rights of man and of the Citizen” (1789)
- Marie-Olympe de Gouges (1748-1793) and the “Declaration of the Rights of Woman and the Female Citizen” (1791) in response to the French Declaration of 1789
- Mary Wollstonecraft (1759-1797), *A Vindication of the Rights of Woman*
- Simone de Beauvoir (as Lucie Ernestine Marie Bertrand, 1908-1986)
- John Stuart Mill (1806-1873) & Harriet Taylor
- Mrs. Hillary Clinton, “Human Right is Woman’s Right and Women’s Right is Human Rights” Speech in China (1994)

b) Marx on Exploitation, Alienation and Communism

- Karl Marx (1818-1883). Read Stanford Encyclopedia of Philosophy via this link: <https://plato.stanford.edu/entries/marx/>
- Shah (2015) on Marx and the Concept of Alienation: http://pu.edu.pk/images/journal/phill/pdf_files/MARX_S%20CONCEPT_v35_2015.pdf
- Karl Marx (1848), *The Communist Manifesto*
- Karl Marx (1845), *The German Ideology*

c) Readings in Transformational Leadership & Ethical Management

- Dr. King’s “Letter from Birmingham Jail” (1963)
- President Nelson Mandela, “I Am Prepared to Die” (1964): http://db.nelsonmandela.org/speeches/pub_view.asp?pg=item&ItemID=NMS010
- Thomas Jefferson et al. (July 4, 1776). The American “Declaration of Independence”
- Abraham Lincoln (1809-1865, 16th U.S. President),

Weeks 10-12:
March 28-April
18

	<ul style="list-style-type: none"> a) The “House Divided” Speech (June 16, 1858) b) Lincoln-Douglas 7 Debates (1858) c) “Emancipation Declaration” (1863) d) The Gettysburg Address” (1863) e) Inaugural Addresses (1861 & 1865) 	
<p>Weeks 13-16: April 19-May 11</p>	<p><u>MODULE 4: Utilitarianism, Political Economy, Social Reform or Radical Revolution, Bureaucracy and Civil Disobedience, and Other Historic Moral Voices (instructor to select the readings from their available writings)</u></p> <ul style="list-style-type: none"> • Jeremy Bentham (1748-1832) • John Stuart Mill (1806-1873) • Adam Smith (1723-1790) • Henry David Thoreau (1817-1862) • Karl Marx (1818-1883) • Jomo Kenyatta (1891-1978, anti-colonial political leader of Kenya) • Frederick Douglas (1818-1895) • Max Weber (1864-1920) • Mohandas “Mahatma” Gandhi (1869-1948) • Kwame Nkrumah of Ghana (1909-1972) <ul style="list-style-type: none"> f) Pan-Africanism & African Unity (OAU) g) African Socialism • John Fitzgerald Jack Kennedy (1917-1963, the 35th President of the United States) <ul style="list-style-type: none"> h) Inaugural Address (of January 20, 1961) • Nelson R. Mandela (1918-December 5, 2013) • Julius Nyerere (1922-1999, anti-colonial political leader of Tanzania) 	<p>Read the handouts, review the materials posted in the Course Content area</p> <p>Participate actively in the Weekly Online Forum as instructed</p>

	<ul style="list-style-type: none"> • Frantz Fanon (1925-1961) • Dr. Martin Luther King (1929-1968) • Chinua Achebe (Nov. 1930-March 2013, African novelist & Professor of Literature) • Donald Trump (1946-present, a New York businessman and the 45th U.S. President; an anti-Obama activist) • Barack H. Obama (August 1961-) <ul style="list-style-type: none"> a) Inaugural Addresses (2009 and 2013) b) Noble Peace Prize (2009) c) Farwell Speech (January 2017) 	
Beyond the Course	<p><u>Other Topics of Interest in the area of</u></p> <ul style="list-style-type: none"> a) Modern Political Ideologies b) Feminism and its History c) Economic Exploitation, Inequality and Social Injustice 	

Disclaimer: Please be advised that the Course Syllabus with the schedule of learning activities are subject to change or adjustment, and the instructor of record reserves the right to make the necessary changes with your “implied consent.”

Have Fun, and Good Luck!

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