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Fall 9-1-2020

### PSCI 457.R80: Classical and Medieval Political Philosophy (Honors)

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**University of Montana**  
**Political Science**

**Classical & Medieval Political Philosophy**

PSCI U457

Dr. Grey

Co-convened with PSCI 557

Fall 2020

T/Th 9:30-10:50am

Email: ramona.grey@umontana.edu

Office Hrs: **by email appt. via Zoom**

Office Location: LA 353

*Description of the Course:*

Michael Oakeshott finds that the political philosopher usually takes a "somber view of the human situation." For the political thinker human life "appears generally as a predicament." Oakeshott adds that "every great masterpiece of political philosophy" provides us with "the glimpse of a deliverance or the suggestion of a remedy." Beginning with the Greeks, we will explore how different thinkers interpret the human predicament, and their distinctive remedies for a way out of it. To do this we need to ask: 1) What ails the political philosopher (or us)?; 2) Does his diagnosis of what is wrong with society or human beings make sense?; 3) Is his diagnosis relevant to our situation?; 4) How does he propose to improve the human situation?; and 5) Will his prescription(s) make his world (let alone, ours) better?

*Required Readings:*

Grey, R. Political Theory & The Human Predicament: An Introduction to Major Political Thinkers (2<sup>nd</sup> Edition)

St. Augustine, The Political Writings

Aquinas, Treatise on Law

Machiavelli, The Prince

*Recommend:* Plato, The Republic (Reeve or Sterling editions)  
selected reading

*Course Learning Outcomes:* upon successfully completing the course work, the student should be able to:

1. Identify and assess the various tests or criteria (such as relevance, significance, or ethical considerations) that can be used to assess the value of a theoretical argument or theorist.
2. Present and orally defend (and revise if taken with PSC 400) a series of interpretive, analytical essays which examine a thinker's ideas about human nature, justice, social obligation, and political legitimacy.
3. Orally critique an essay in terms of its analytical clarity, accuracy in its interpretation of the readings, and the logic of its conclusion.
4. Develop a coherent position with regards to ethical idealism and political realism, elitism and democratic doctrine, individualism and classical republicanism etc. The goal of the course work, overall, is to encourage students not only to learn about Ancient and Medieval thinkers, but also to learn how to think theoretically about politics.

*Political philosophy. . . "is a complex, imprecise, psychologically demanding, imagination-requiring field of enquiry, in which nothing like certainty can ever be obtained, only, at the most, a high degree of plausibility and coherence and evidence of intellectual power and originality and effectiveness." Isaiah Berlin*

*To achieve the above objectives— Course Grading:*

This course will be taught as a seminar **remotely via synchronous Zoom**. Each student will submit and orally defend in class **\*three analytical essays (45%** of course grade or 15 pts

each, not to exceed **4 double-spaced pages** (or **1,500 words**) in Word Doc. The essays will be assigned weekly and are **due on Moodle** *no later* than the class period before you are scheduled to orally defend it. See essay prompts below. **Please number essay paragraphs for reference in class discussions.** **Sign-up sheet is posted on Moodle; please email to Prof. Grey which essay prompts you wish to address.** If you are absent the day we are scheduled to discuss your essay, you will not get credit for it. (\*Honors students: please note 2 of your essays will address questions in the “honors section” under **9/8-9/24.**). In addition, each student will complete a **take-home final (35%** of course grade.)

*Honor Students* will have the option of writing an additional 10-12 page final paper on a topic/thinker of their choice in consultation with the professor, OR will write two additional essays from the prompts below (for a total of 6 essays submitted.)

Each student will be graded on class **participation** and attendance (**10%** of course grade.] \*\*\* Students who attend class, but seldom raise questions or participate in discussion usually receive between 5pts out of 10. See note below regarding COVID-19.)

Finally, since *it does not honor a writer to read him/her without seeking to challenge him/her*, students will be required to submit **two written questions** for the **essays discussed** (**10%** of course grade.) They should plan on writing questions for all essays distributed in class, and expect to turn in their questions (via Moodle) on time for credit.

**COVID-19 note:** Wearing a mask in class is mandatory. All students with cough/flu-like symptoms should NOT attempt to come to ANY in-person class. Although you may still feel able to attend ANY in-person class, by doing so you put others around you at risk. As healthy undergraduates, you are not the most “at risk” sector of our population, but it is your responsibility to do your part to make sure that you do not transmit the virus to others who might be at risk (including student peers and many faculty and staff who are older and at much greater risk.) If you are sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330, please let me know if you are sick. Up-to-Date COVID-19 Information from the University of Montana UM Coronavirus Website: <https://www.umt.edu/coronavirus> UM COVID-19 Fall 2020 website: <https://www.umt.edu/coronavirus/fall2020.php> We strongly encourage you to remain vigilant outside the classroom in mitigating the spread of COVID-19

Plus/Minus Grades will be used based on the following:

100-93 = A; 92-90 = A-; 89-87= B+; 86-83 = B; 82-80 = B-; 79-77= C+; 76-73= C; 72-70=C-; 69-67=D+; 66-63=D; 62-60=D-; 59< =F

**Students taking this course to fulfill writing the 400 requirements will be required to revise and expand one of their essays into 10-12 pages.** Substantive and grammatical revisions will be expected. The writing grade will be based upon the following writing guidelines and expectations:

- The critical, interpretive essay must provide a **clear thesis** (preferably at the end of the introductory paragraph), indicating the author’s main points with regard to the essay question.
- The essay must support the thesis statement with **specific references** to the primary texts, **providing footnotes** for all quoted material and a **bibliography** at the end. Please use Chicago style.
- Students should pay close attention to their **choice of words** in summarizing and clarifying the substance of a political theory (i.e. *the good state* and *a good state* are *not* the same). They must demonstrate awareness of how words can clarify and/or obscure a theorist’s principles, illustrations, and, in general, the nature of their political inquiry.

- The first essay draft will be returned with editorial comments. Students are encouraged to talk with me about their essays before revising them.
- Student must include **original essay draft with revised, extended draft to a 10-page paper**.
- Revised essay will be **graded based upon:** grammar, spelling, appropriate choice of words, transitions between paragraphs, use of quoted material to support their interpretation, accuracy in paraphrasing, logical organization of ideas and points, and clarity.
- Only **one revision** is allowed. Please proof read the final drafts for any grammatical, spelling, or typos before turning it in.

### *Academic Misconduct*

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University of Montana. All students need to be familiar with the Student Conduct Code, which is available for review online at: <http://life.umt.edu/VPSA/name/StudentConductCode>.

### *Accessibility and Students with Disabilities*

The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires accommodation, please present the instructor with a letter from Disability Services for Students (DDS), Lommasson Center 154 (243-2243), indicating the existence of a disability and suggested accommodations.

The instructor has attempted to make all course materials accessible. If you find course material that has barriers to accessibility, please notify the instructor as soon as possible so the oversight can be corrected as quickly as possible.

### *Tentative Course Schedule:*

- 8/20 Introduction to the Course Classical & Medieval Political Theory Seminar  
**(Synchronous Zoom)**  
Read: Plato, The Apology; Republic Books I, & II;
- 8/25 Plato's Indictment: Review of The Republic  
Read: Republic, Books II-III
- 8/27 Thrasymachus v. Socrates  
Read: Republic, Book IV;  
**UG Essays (due 8/26: please post on Moodle by 12pm):** Is Thrasymachus a political realist? Why, why not? If so, then how do we explain his anger?
- 9/1 **No Class: Read & Draft Essays**  
Read: Republic, Book IV:  
(honors) students et al prepare for mock trial  
Recommend: James Colaiaco, Socrates Against Athens: Philosophy on Trial, New York: Routledge, 2001.
- 9/3 Thrasymachus v Socrates cont.  
Read: Republic, Books V & VI

**U Essays (due 9/2: post on Moodle 12pm):** Is Thrasymachus a spokesman for the City? Do all city-states or governments, in other words, define justice in the way that Thrasymachus does?

9/8 Thrasymachus v. Glaucon

Read: Republic, Books VII

**UG Essays (due 9/3):** How does Glaucon's definition of justice differ from Thrasymachus, or does it? Is Glaucon more of a political realist than Thrasymachus? If so, why? If not, why not?

9/10- Plato's Critics & Defense: The Trial of Socrates (*Honors Section*)

9/15 Read: Republic, Book VIII; Aristotle, Politics, Book I

Recommend: Karl Popper, *The Open Society & Its Enemies*; Okin, "Philosopher Queens & Private Wives," Women in Western Political Thought, Princeton: Princeton UP, 1979, pp. 28-50.

**U Essays (due 9/8):** As a prosecuting council on behalf of Athens, please write a brief laying out Socrates' crimes, why he is guilty and should be punished accordingly (based upon the Apology). You may also recommend what punishment he should receive for his crimes.

**U Essays (due 9/10):** As a defense council at Socrates' trial, please write a brief defending the old philosopher & his vocation. Be sure you address the specific charges against him (in the Apology).

9/17- Plato's Critics & Defense: The Trial of Socrates- final verdict

9/22 Read: Aristotle, Politics, Book II (Chaps. 1-8).

**UG Essay (due 9/15):** Socrates may not have been a democrat, but there is nothing in his position that is inherently opposed to democracy. Do you agree? Would you have sided with Athens or with Socrates?

**UG Essays (due 9/17):** In her reading of Plato's Republic, Julia Annas complains that Plato wants it both ways: justice to be good for the individual and also good in a way that has no reference to anybody or anything in particular. In short, he fails to answer the question: "Why should I be just?" Is this a problem particular to Plato, or all justice-seeking political theorists? What are the problems of favoring one side of this dilemma or the other?

9/24 The City verses the Philosopher Plato

Read: Aristotle, Politics, Book III (Chaps. 6-18); Book IV (Chaps. 1-8; 11-12)

**U Essays (due 9/22):** According to Plato, why are philosophers or those with wisdom not ruling us? Are they to blame or are

we? Does Plato's view of 'human predicament' still have relevance for us today? If so, why so? If not, why not?

**UG Essays (due 9/22):** Plato may not have been fond of democracy; and yet, some of his recommendations for achieving a just society might actually make our contemporary democracy stronger? Discuss

9/29 Aristotle's Classifications of Constitutions

Read: Politics, Book V (Chaps. 1-4); St. Augustine, The Political Writings, Chap. 1, pp. 1-15, pp. 28-43.

**U Essays (due 9/24):** What does Aristotle mean by justice" and "the rule of law?" Are they the same? Why, why not?

**UG Essays (due 9/24):** Please describe what constitutes 'justice' for Plato & Aristotle, and how and where do they each find this justice? Please identify at what point they shift from questions of 'justice-seeking' to questions of 'knowledge-seeking'?

10/1 Aristotle & Political Life

Read: Read: St. Augustine, The Political Writings, Chap. 2, pp. 44-88

**UG Essays: (due 9/29):** In saying that man is a 'political' animal Aristotle meant much more than we mean by political. What all does he suggests being 'political' mean, and how does it contrasts with our meaning of being 'political' today? Could we benefit from his notion of politics?

**UG Essays: (due 9/29):** Aristotle could not possibly accept the utilitarian principle of the greatest good for the greatest number as a proper definition of the purpose of a polis. Why not?

10/6 St. Augustine & City of Man

Read: St. Augustine, The Political Writings, Chap. 3, pp.118-162.

**UG Essays (due 10/1):** "What is lacking in Plato's ethics is present in that of Christianity: The Day of Judgment." Is this Judgment important to ethical theory? Why, why not? Discuss

10/8- St. Augustine & the Two Cities; the Idea of "Just War"

10/13 Read: The Political Writings, Chap. 3, pp. 162-183; Appendix; St. Thomas, Treatise on Law

**UG Essays (due 10/6):** How does St Augustine's conception of the Two Cities posed in acute form the problem of separation between church and state? Or does it?

**UG Essays (due 10/8):** The "Just" War? What are Augustine's criteria for a just war? Is this an ethically or practically criteria useful? Why, why not?

- 10/15- St. Thomas Aquinas & Political Theology  
 10/20 Read: St. Thomas, Treatise on Law  
**UG Essays** (due **10/15**): For St. Aquinas 'law is perfectly compatible with the freedom proper to man.' What does he mean? Do you agree? Why, why not?
- 10/22- St. Thomas & the Hierarchy of Law cont.  
 10/27 Read: Machiavelli, The Prince  
**UG Essays** (due **10/20**): "The seeds of disloyalty to civil rulers are inherent in ST. Thomas' conception of law."

**UG Essays** (due **10/22**): "The higher we climb on Aquinas' ladder of laws, the further away from the human condition we get; but, as we climb down, the further away we get from God. Either way, something precious is lost."

- 10/29 Machiavelli's World & Contribution  
 Read: Machiavelli, The Prince  
**U Essays** (due **10/27**): The Prince is a very disturbing book. The question is why?

**\*\*\*\*\* Tuesday November 3<sup>rd</sup> Election Day: No Class \*\*\*\*\***

- 11/5 Machiavelli's Rules for State's Craft: The Political Realist

- 11/10- Machiavelli's Realism?  
 11/17 **U Essays** (due **11/5**): What are the limits of power (ethical or otherwise) for Machiavelli?

**U Essays** (due **11/5**): For Machiavelli what appears to be the purpose of studying politics? Does his method of inquiry leave anything out?

**U Essays** (due **11/10**): "The consummate *realist* is the way I would describe Machiavelli." Why, why not?

**U Essays** (due **11/12**): "The consummate *utopian* is the way I would describe Machiavelli." Why, why not?

**Essay Writing & Grading Guidelines:**

1<sup>st</sup>: Please: put the [essay question/statement](#) on the top of your paper. . .

**Thesis & Transitions – 20%**

- Clear, thoughtful, and coherent thesis statement that addresses essay question/statement
- Thesis place at end of 1<sup>st</sup> paragraph
- Stays focused on essay topic

**Analysis – 65%**

- Strong supporting evidence, drawn from reading material for the **thesis**
- Provides relevant information, clearly presented

- Fully developed, *interesting* arguments and points
- Analysis and conclusions are logical and precise
- Shows that the writer understands the author's argument, logic, and moral reasoning before critiquing or defending his/her argument
- Credit is given to outside sources, where appropriate, and properly cited in footnotes

### *Format, Word Choice, Mechanics & Quotations 15%*

- Format: 3 typed, double-spaced pages, 10-12 point font
- Grammar: Neatness, spelling, grammar, punctuation, good transition sentences between paragraphs and tight topic organization
- Quotations: Inserted in body with page number, relevant to point, not taken out of context, best summary of thinker's view, and properly cited in footnotes.

**Don't editorialize!** Give us nothing but your opinion w/no reference to our reading.

**Don't give us a book review!** No rehashing of lecture notes or quote for the sake of quoting. # (Too much narration/description.)

**Don't quote Wikipedia or Dictionary for definitions!** Instead provide your own ideas and criteria for the meaning of key political terms.

### *Some General tips for Good Writing:*

1. Good writing stems from good thinking. Clarify your intent & major ideas before you start. Don't expect that your design will materialize during writing. A good outline can help organize your ideas. Sketch out your major points and their logical relationship.
2. Be a master builder. Your building blocks are sentences and paragraphs. Each essay should have a specific theme; each paragraph should have a specific purpose regarding that theme; and each sentence should have a specific purpose in its paragraph.
3. Good writing results from revision. First drafts are almost always lousy writing. Samuel Johnson said, "What is written in haste is read without pleasure." Please note!
4. Become your own best editor. If you are committed to your ideas, you will be willing to revise and revise until they are expressed clearly.
5. "Simplicity, simplicity, simplicity," Henry David Thoreau admonished. His advice applies to composition as well as to life. Use clear-cut syntax and active voice (passive voice tends to distract & obscure.) Avoid unnecessary verbiage, such as "first and foremost" instead of "first." A good writer, said Thomas Jefferson, can use one word instead of three.
6. Be precise in your diction. Avoid a \$100 word when a \$5 word will do. "Never," said George Orwell, "use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent."
7. And "if it is possible to cut a word out," Orwell added, "cut it out." Carefully selected nouns and verbs rarely require adjectives and adverbs.
8. Don't be a hedger. If you believe in your purpose and conclusions, be positive and bold. Tentativeness undercuts your credibility. Avoid, for example, "it seems," "perhaps," "somewhat," "it appears," etc. I call these 'chicken words.'
9. Keep your reader in mind. Guide the reader through your train of thought. Keep the reader awake by varying the length and beginning of sentences. Keep the reader involved by providing interesting examples, transitions, and conclusions. Use short and apt quotations and paraphrase the rest.
10. Be technically correct. Grammar and spelling errors tell the reader that you are careless. Read your writing aloud to catch your mistakes.

***Final Due by Wednesday, November 25<sup>th</sup> by 12pm.***