

**INTRODUCTION TO POLITICAL THEORY:  
FREEDOM, ECONOMICS, AND CITIZENSHIP**

Political Science 201  
University of Washington  
Winter 2022  
Kane 2020  
5 Credits

Tuesday and Thursday, 11:30 a.m.-12:50 p.m.

Canvas URL:

<https://canvas.uw.edu/courses/1518832>

*Syllabus Revised 1.18.22*

**INSTRUCTOR**

Professor Jack Turner  
Pronouns: He/Him/His  
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Office Hours:  
Tuesday, 2:00-4:00 p.m.  
and by appointment:  
<https://washington.zoom.us/j/96208875607>

**TEACHING ASSISTANTS**

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**DESCRIPTION**

One of the most enduring controversies in Western political thought is how to conceptualize the relationship among freedom, economics, and citizenship. Aristotle sharply distinguished the economic and political realms, and held that humans experienced freedom—which consisted in civic activity—only in the latter. The English philosopher, John Locke, however, saw freedom, economics, and citizenship as integrally interrelated: government exists to protect not only persons but also property, and freedom largely consists in the ability to accumulate and enjoy property without the threat of either anarchy or tyranny. Karl Marx and Friedrich Engels agreed with Locke that freedom, economics, and citizenship were integrally interrelated, but Marx and Engels thought private property was antithetical to freedom, and reconceived citizenship as revolution against capitalism. The twentieth-century political theorist Hannah Arendt sought to transcend the legacies of Locke, on the one hand, and Marx and Engels, on the other, and to reformulate the Aristotelian conception of freedom as primarily political, existing entirely beyond the economic realm—that is, beyond the realm of material necessity.

This course introduces you to political theory by tracing the history of the philosophical debate over the proper relation among freedom, economics, and citizenship. Though Aristotle, Locke,

Marx and Engels, and Arendt figure most centrally in the storyline, we will also consider works by Pericles, Plato, Thomas Hobbes, James Madison, Thomas Jefferson, Benjamin Constant, G. W. F. Hegel, Eugene Debs, and Wilson Carey McWilliams. Heavy emphasis will be placed on enhancing your skills in writing and argument.

## COURSE OUTLINE

<i>THEME:</i>	<b>CITIZENSHIP</b>	<b>FREEDOM</b>	<b>ECONOMICS</b>
<i>THINKER:</i>			
<b>ARISTOTLE</b>	Active Participation	Citizenship (Civic)	Subordinate to Freedom and Citizenship
<b>LOCKE</b>	Watchful Vigilance against Government	Non-Interference (Materialist)	Overlaps with Freedom (Capitalist)
<b>MARX AND ENGELS</b>	Revolution against Capitalism	Creative Self-Actualization (Materialist)	Overlaps with Freedom (Communist)
<b>ARENDT</b>	Active Participation	Worldly, Eruptive Action (Civic)	Subordinate to Freedom and Citizenship

## COURSE STRUCTURE

In accordance with university guidelines, the first eight lectures will be on Zoom; so will the first four quiz sections. These lectures will be delivered synchronously. They will also be recorded so you can watch or review them asynchronously. Quiz sections will *not* be recorded.

Recordings will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will be accessible only to students enrolled in the course. Recordings will not be accessible to the public. Students may opt to keep their cameras off or change their Zoom screen name to conceal personal identifying information.

The remaining lectures and quiz sections will meet in person. The in-person lectures will be recorded on Panopto. Quiz sections will *not* be recorded.

All Power Point slides and lecture notes will be posted on Canvas.

## COVID-19 GUIDELINES

Let's work together to keep each other healthy and safe. When class meets in person once again, please wear a mask that covers your nose and mouth. Please refrain from eating and drinking. I will have to cancel class if you don't comply. Likewise, the TAs will have to cancel section if you don't comply.

Non-compliant students may be reported to the Community Standards and Student Conduct office.

If you have [symptoms](#), do not come to class and do get [tested](#). For FAQs about COVID-19 and UW Policy, go [here](#).

## LEARNING OBJECTIVES

1. To learn about the nature of political theory and the ways political theoretical thinking can enhance our capacities for critical reflection and democratic citizenship.
2. To understand how the concepts of freedom and citizenship have had multiple and sometimes conflicting meanings in the history of Western political thought.
3. To understand how the meanings of freedom and citizenship have varied in response to changing understandings of economics.
4. To strengthen our argumentative writing and command of English prose through careful practice.

## REQUIRED TEXTS

The books below are available at the University Book Store. I recommend the editions specified, but feel free to buy cheaper editions. I will post readings not included here on Canvas.

Aristotle, *Politics*, trans. and ed. C. D. C. Reeve (Indianapolis: Hackett, 1998)  
John Locke, *Second Treatise of Government*, ed. C. B. Macpherson (Indianapolis: Hackett, 1980)  
Karl Marx, *Selected Writings*, ed. Lawrence H. Simon (Indianapolis: Hackett, 1994)  
Hannah Arendt, *On Revolution*, intr. Jonathan Schell (New York: Penguin, 2006)

## KEYS TO SUCCEEDING IN THE COURSE

1. Attend lecture. Unless you are precociously brilliant in political theory, you will benefit from being in lecture. If you *are* precociously brilliant in political theory, then drop this class and enroll in an upper-level seminar. Better yet, do an independent study with me, so that I can learn from your precocious brilliance.
2. There is a reading assignment attached to each lecture. Do this reading *before* lecture. If you don't do the reading before lecture, you won't know what's going on; even worse,

you might mistakenly think that—having attended lecture and “understood” what was said—you *do* know what’s going on, even though—not having done the reading—your “understanding” from lecture is superficial and therefore misleading.

3. Much of the reading is tough going. And even the reading that doesn’t seem tough going is trickier than it first appears. So don’t try to do all of each session’s reading in one sitting. Break it up into two or three chunks that you read 45 minutes or one hour at a time. This requires advance planning, but you’ll understand more and do better in the course as a result. To help you plan, I have indicated the total numbers of pages assigned for each session (e.g., **31pp.** for the January 6 assignment). To help you figure out what you’re supposed to get out of the reading, I have included **Focus Questions** for each assignment.
4. Participate in lecture. I often conduct large-group discussion, and you will achieve greater command of the material if you ask questions about points that confuse you and participate in debates about the material’s meaning and implications.
5. Put your best effort into the writing assignments. The TAs and I don’t mess around when it comes to evaluating student writing. We have little tolerance for bull and even less tolerance for sloppiness. Start your assignments well enough in advance so that you have time to show drafts to others and to revise them in light of feedback and self-critical reflection. See also Appendix A for the *basic* features of a good essay.
6. Avail yourself of the TAs. They are quite brilliant. Visit them in office hours; ask them questions before and after class; have them help you with your papers. Avail yourself also of me. I have my own office hours on Tuesdays from 2:00-4:00 p.m. and try to respond to student emails within 48 hours (sorry it’s not quicker, but my three children keep me busy).
7. The Covid-19 pandemic continues to put great stress on all of us. If you or a family member are experiencing any hardship that requires an extension or some other course accommodation, please communicate with your TA and/or with me so that we can meet your needs. We want to run a successful course and at the same time extend everyone kindness and grace.

## WRITING ASSIGNMENTS AND GRADING

Writing Strong Paragraphs Exercise: Assigned Tuesday, January 18; Due Friday, January 28

Essay 1 (5 pages): Assigned Thursday, February 10; Due Monday, February 21

Essay 2 (5 pages): Assigned Thursday, March 3; Due Wednesday, March 16

Writing Strong Paragraphs Exercise:	20%
Essay 1:	30%
Essay 2:	35%
Quiz Section Participation and General Effort:	15%

## OTHER POLICIES

I refer cases of suspected cheating and plagiarism to the Arts and Sciences Committee on Academic Conduct. University policies and guidelines regarding cheating and plagiarism can be found at <http://depts.washington.edu/grading/issue1/honesty.htm#misconduct>. They also appear in Appendix B.

Students needing academic accommodations for a disability should contact Disability Resources for Students, 448 Schmitz Hall, V: (206) 543-8924, TTY: (206) 543-8925, [uwdss@u.washington.edu](mailto:uwdss@u.washington.edu). If you have a letter from Disability Resources for Students documenting the need for academic accommodations, please present this letter to me so that we can discuss and arrange accommodations.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

I reserve the right to amend this syllabus over the course of the quarter.

## CLASS SCHEDULE

\* = Canvas

### PRELUDE—POLITICAL THEORY: FORM AND CONTENT

1. Tuesday, January 4: Introduction

Zoom Link: <https://washington.zoom.us/j/92675597131>

2. Thursday, January 6: Form: The Nature of Political Theory

Read: Pericles, "Funeral Oration" (c. 431-430 B.C.E.)\*  
Plato, *Apology* (c. 399-347 B.C.E.)\* **(31pp.)**

**Focus Question:** What, according to Socrates, constitutes good citizenship?

Zoom Link: <https://washington.zoom.us/j/97779218706>

3. Tuesday, January 11:

Content: Ideas of Freedom

Read: Benjamin Constant, “The Liberty of the Ancients Compared with That of the Moderns” (1819)\*  
(20pp.)

**Focus Question:** What are the main differences, according to Constant, between ancient and modern liberty?

Zoom Link: <https://washington.zoom.us/j/96359245512>

#### UNIT I—ARISTOTLE: THE LIBERTY OF THE ANCIENTS

4. Thursday, January 13:

The Idea of Virtue

Read: Aristotle, *Nicomachean Ethics* (c. 330 B.C.E.), Book I: Chapters 1-5, 7-10, 13, Book II: Chapters 1-9\* (29pp.)

**Focus Questions:** What is virtue, according to Aristotle, and how does one achieve it?

Zoom Link: <https://washington.zoom.us/j/98421623361>

5. Tuesday, January 18:

Political Community

Read: Aristotle, *Politics* (c. 347-322 B.C.E.), Book I: Chapters 1-13, Book III: Chapters 1, 4, and 5 (34pp.)

**Focus Question:** Why does Aristotle think that “a human being is by nature a political animal”?

Zoom Link: <https://washington.zoom.us/j/96359245512>

#### ***Tuesday, January 18: Writing Strong Paragraphs Exercise Distributed***

6. Thursday, January 20:

The Best Regime

Read: Aristotle, *Politics* (c. 347-322 B.C.E.), Book III: Chapters 6-9, 11-12, 15-18, Book IV: Chapters 7-11, Book VI: Chapters 2-3, Book VII: Chaps. 1-3, 13-14, 17, Book VIII: Chapters 1-2 (48pp.)

**Focus Questions:** What, according to Aristotle, is the best regime? What are its main features? How do they make it the best?

Zoom Link: <https://washington.zoom.us/j/98421623361>

## UNIT 2—LOCKE: THE LIBERTY OF THE MODERNS

7. Tuesday, January 25:

### The Background to Locke

Read: Hobbes, *Leviathan* (1651), Chapters 13, 17-18, 21\*  
(30pp.)

**Focus Questions:** Why and how, according to Hobbes, do individuals form governments?

Zoom Link: <https://washington.zoom.us/j/96359245512>

8. Thursday, January 27:

### Life, Liberty, and Property

Read: John Locke, *Second Treatise of Government* (1690), Chapters 1-5, 7-9 (49pp.)

**Focus Questions:** How does Locke's state of nature differ from Hobbes' state of nature? How do the differences in their states of nature result in different political prescriptions?

Zoom Link: <https://washington.zoom.us/j/98421623361>

### ***Friday, January 28: Writing Strong Paragraphs Exercise Due***

9. Tuesday, February 1:

### Limited Government and the Right to Revolution

Read: John Locke, *Second Treatise of Government* (1690), Chapters 10-15, 18-19  
"Declaration of Independence" (1776)\* (50pp.)

**Focus Questions:** What is the right to revolution? When is its exercise justified?

## INTERLUDE—AMERICAN CONTROVERSIES

10. Thursday, February 3:

### Freedom, Citizenship, Property, Geography

Read: Alexander Hamilton, Federalist 9 (1787)\*  
James Madison, Federalist 10 (1787)\*  
Cato III (1788)\*  
Thomas Jefferson, Letter to John Adams, October 28, 1813\*  
Thomas Jefferson, Letter to Joseph C. Cabell, February 2, 1816\*  
Thomas Jefferson, Letter to John Taylor, May 28, 1816\*  
Thomas Jefferson, Letter to Samuel Kercheval, July 12, 1816\* **(38pp.)**

**Focus Questions:** What do Hamilton and Madison see as the benefits of a large republic? Why does Cato worry that republicanism will not work in a large territory? What is Jefferson's solution to the problem of scale in the new republic?

11. Tuesday, February 8:

### Revolution and Racial Justice

Read: Martin Luther King, Jr., "Letter from Birmingham Jail" (1963)\*  
Malcolm X, "The Ballot or the Bullet" (1964)\*  
**(30 pp.)**

**Focus Question:** How do Martin Luther King, Jr. and Malcolm X make use of ideas in Locke and the Declaration of Independence?

12. Thursday, February 10:

### Freedom and Labor

Read: Eugene Debs, "How I Became a Socialist" (1902)\*  
Eugene Debs, "Industrial Unionism" (1905)\*  
**(30pp.)**

**Focus Questions:** What does Debs see as the relationship between freedom and work? How does his conception of that relationship differ from the one which prevailed in the America of his time? How does his conception of that relationship differ from the one which prevails in the America of our time?



***Thursday, February 10: First Essay Prompt Distributed***

**UNIT III—MARX AND ENGELS: FREEDOM AND ECONOMICS IN THE MODERN WORLD**

13. Tuesday, February 15: Creative Self-Actualization and Alienation

Read: G. W. F. Hegel, Fragment from “Introduction” to  
*The Philosophy of History*\*

Karl Marx, “Economic and Philosophic  
Manuscripts of 1844” (pp. 54-55, 58-79)  
**(24pp.)**

**Focus Questions:** How do Hegel and Marx define freedom? What, in their eyes, is the relationship between labor and freedom? What does Marx mean by alienation? How does private property contribute to alienation? How would communism overcome it?

14. Thursday, February 17: The Question of Emancipation

Read: Karl Marx, “On the Jewish Question” (pp. 1-26)  
**(26pp.)**

**Focus Question:** What, according to Marx, is the difference between political emancipation and real, human emancipation?

***Monday, February 21: First Essay Due***

15. Tuesday, February 22: Ideology and Revolution

Read: Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848) (pp. 157-176, plus last four paragraphs on p. 186)

Karl Marx, Fragment on association from  
“Economic and Philosophic Manuscripts of  
1844”\*

Karl Marx and Friedrich Engels, *The German Ideology* (1845-46), (Middle paragraph on p. 119, third paragraph on p. 129 through second paragraph on p. 131) **(24pp.)**

**Focus Question:** What is ideology and who produces it? How, according to Marx and Engels,

will the struggle among bourgeoisie, proletarians, and Communists play out?

#### UNIT IV—ARENDT: RENEWING FREEDOM IN THE MODERN WORLD?

16. Thursday, February 24: Freedom, Philosophy, Citizenship

Read: Hannah Arendt, “What is Freedom?” (1961)\*  
(27pp.)

**Focus Question:** How, according to Arendt, does philosophy corrupt freedom?

17. Tuesday, March 1: Freedom, Founding, Revolution

Read: Hannah Arendt, *On Revolution* (1963), Introduction and Chapter 1 (48pp.)

**Focus Questions:** What, according to Arendt, is revolution? How does her conception of revolution compare to (a) Locke’s and (b) Marx and Engels’s?

18. Thursday, March 3: Freedom Beyond Economics

Read: Hannah Arendt, *On Revolution* (1963), Chapter 2 (56pp.)

**Focus Question:** How, according to Arendt, does the quest for material abundance oppose the quest for freedom?

#### *Thursday, March 3: Second Essay Prompt Distributed*

19. Tuesday, March 8: Lost Treasure

Read: Hannah Arendt, *On Revolution* (1963), Chapter 6 (67pp.)

**Focus Question:** What is the relationship between self-discovery and politics?

20. Thursday, March 10: Professor Turner at Conference. No Class.

#### *Wednesday, March 16: Second Essay Due*

## APPENDIX A:

### BASIC FEATURES OF A GOOD ESSAY

- It has an interesting, defensible, and clearly stated thesis, responsive to the paper topic.
- It presents well-developed arguments in support of the thesis.
- It supports those arguments with textual evidence.
- It cites textual evidence by using a standard method of citation (e.g., Chicago, MLA, APA) or by simply naming the author, text, and page number in parentheses following the quotation or paraphrase. **Example:** Locke contends that the state of nature is “a state of perfect freedom” (Locke, *Second Treatise*, 8).
- It anticipates potential objections.
- It is clearly and carefully organized.
- It is concisely and grammatically written.
- It is paginated and carefully proofread.

### GRADING SCALE

<b>4.0-3.5 (A/A-):</b>	Very good to excellent work, with few, if any, missteps.
<b>3.4-2.5 (B+/B/B-):</b>	Good to very good work, with missteps, but also flashes of excellence.
<b>2.4-1.5 (C+/C/C-):</b>	Satisfactory work that sincerely attempts to analyze the readings and issues at hand, but with serious flaws.
<b>1.4-0.7 (D+/D/D-):</b>	Work attempting to engage the readings and issues at hand, but without the execution befitting a UW student.
<b>0.6-0.0 (E):</b>	Work that does not meet the minimum requirements of the assignment.

## APPENDIX B:

### UNIVERSITY OF WASHINGTON POLICIES ON ACADEMIC MISCONDUCT

You are guilty of cheating whenever you present as your own work something that you did not do. You are also guilty of cheating if you help someone else to cheat.

#### PLAGIARISM

One of the most common forms of cheating is *plagiarism*, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.
2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with footnotes or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, 1989, p. 171).
  - **Original:** *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*
  - **Unacceptable borrowing of words:** *An ape who knew sign language unsettled linguists and startled animal behaviorists.*
  - **Unacceptable borrowing of sentence structure:** *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*
  - **Acceptable paraphrase:** *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*
5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*
6. *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.
7. *In computer programming classes, borrowing computer code from another student and presenting it as your own.* When original computer code is a requirement for a class, it is

a violation of the University's policy if students submit work they themselves did not create.

***Note:** The guidelines that define plagiarism also apply to information secured on internet websites. Internet references must specify precisely where the information was obtained and where it can be found.*

You may think that citing another author's work will lower your grade. In some unusual cases this may be true, if your instructor has indicated that you must write your paper without reading additional material. But in fact, as you progress in your studies, you will be expected to show that you are familiar with important work in your field and can use this work to further your own thinking. Your professors write this kind of paper all the time. The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else's begins.

### **MULTIPLE SUBMISSIONS**

Multiple submission is the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters). The UW does not have a general policy prohibiting this practice. However, because an individual professor may not permit the practice in their class, a student wishing to make a multiple submission must clear it with both professors involved. Non-compliance will result in a violation of the University's standard of conduct.