**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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**School of Arts and Humanities**
**POLS501**
**Political Philosophy**
**3 Credit Hours**
**8 Weeks**
**Prerequisite(s)**

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## Table of Contents

## Course Description (Catalog)

This course takes the student into the exciting world of ideas that have always captivated mankind and inspired the great advances in Western civilization. Students are all philosophers and have the same eternal questions: On what philosophical precepts does the rule of law depend? What are the philosophical justifications for respect for the individual? What legal and moral implications arise from these precepts? How should we behave? How should we govern ourselves and each other? Through reading, studying and cogitating upon the works of the great philosophers ranging from Socrates to Marx, we can enter into these "great conversations."

## Course Scope

This course will examine prominent political philosophers and their contribution to our understanding of politics, civil society, individual rights, and social justice. The main goal of political theory and this class is to create an understanding of the works or texts of these theorists. In many ways, the work of a student or scholar in political theory is like the work of a Talmudic, Biblical, or Quranic scholar or scholars who interpret and analyze great works of literature or poetry. As in those disciplines, the detailed, precise, systematic, laborious reading and interpretation of texts is the central task.

## Course Objectives

**CO-1** Evaluate the development of political philosophy as an intellectual framework for establishing order in society.

**CO-2** Critique the philosophical debate over the nature of man.

**CO-3** Compare the differences of a religious-sanctioned political system and one based on natural rights.

**CO-4** Evaluate the evolving concept of political rights and freedoms.

**CO-5** Assess the major critiques of traditional concepts in political philosophy.

**CO-6** Critique the issue of reconciling diversity of beliefs with allegiance to the state.

**CO-7** Debate the relevancy of political philosophy to the issues of the 21$^{st}$ Century.

## Course Delivery Method

This course will offer the student a highly interactive virtual classroom. Each week's lesson will have a course announcement, assigned readings, a discussion-group question based on either course readings or an internet-based project, and lesson notes provided by the instructor. The course will provide the student with the necessary knowledge of political theory to better comprehend the intellectual premises of a liberal democracy, the evolving nature of social justice and political freedom, and the meaning of a civil society.

Since the student is expected to fully participate in discussions and interact with the instructor and other students, reading assignments and assigned papers should be completed in a timely manner.

## Resources

1. Strauss, Leo, and Joseph Cropsey. **History of Political Philosophy**, 3$^{rd}$ ed. Chicago: The University of Chicago Press. 1987.
2. Lesson  Readings

## Evaluation Procedures and Graduate Grading Scale

### Course Requirements:

Grades for this course will be based upon eight basic grading instruments. There are eight weekly *discussion questions* that are provided in the weekly forum. A *final exam* will consist of two essay questions. Initial posts to the forum must be made by Friday, 11:55 pm ET of each week and replies to classmates must be posted by

Sunday, 11:55 pm ET of each week. Everyone will write on the same topic for the final paper, which will be between 3000-3500 words (12-14 pages double spaced) and due the last day of week 7. The grading scale for each of the evaluations is provided below:

| Grade Instruments: | Percent of Total Grade |
|---|---|
| Forum Discussions (8) | 60% |
| Final Exam | 20% |
| Final Paper | 20% |
| | Total: 100% |

Please see the student handbook to reference the University's grading scale.

## Course Outline

| Week | Topic | Learning Objectives | Readings | Assignments |
|---|---|---|---|---|
| 1 | **Classical Theorists** | **CO-1** Evaluate the development of political philosophy as an intellectual framework for establishing order in society. **CO-2** Critique the philosophical debate over the nature of man. | **Strauss:** Thucydides by David Bolotin<br><br>Plato by Leo Strauss<br><br>Aristotle by Carnes Lord<br><br>Plato *The Republic* Book I<br><br>Aristotle *Nicomachean Ethics* Book VI<br><br>Thucydides *The History of the Peloponnesian War* | *Forum:* Virtual Introduction and Seminar Discussion |
| 2 | **Early Religious Theorists** | **CO-2** Critique the philosophical debate over the nature of man. **CO-3** Identify | **Strauss:** St. Augustine by Ernest Fortin<br><br>Al-Farabi by Mushin Mahdi | *Forum:* Seminar Discussion |

| | | the differences of a religious sanctioned political system and a system based on natural rights. | Maimonides by Ralph Lerner<br><br>St Aquinas by Ernest Fortin<br><br>St Aquinas The Summa Theologica Part II, Question 40 | |
|---|---|---|---|---|
| 3 | **Emerging Secularists** | **CO-2** Critique the philosophical debate over the nature of man.<br>**CO-3** Identify the differences of a religious sanctioned political system and a system based on natural rights. | **Strauss:**<br><br>Machiavelli by Leo Strauss<br><br>Martin Luther and John Calvin by Duncan Forrester<br><br>Hobbes by Laurence Burns<br><br>Machiavelli *The Prince*<br><br>Hobbes *The Leviathan* Ch 13-14 | *Forum:* Seminar Discussion |
| 4 | **Secular Theorists** | **CO-2** Critique the philosophical debate over the nature of man.<br>**CO-4** Evaluate the evolving concept of political rights and freedoms. | **Strauss:**<br><br>Locke by Robert Goldwin<br><br>Hume by Robert Hill<br><br>Rousseau by Allan Bloom<br><br>Adam Smith by Joseph Cropsey<br><br>Locke *Two Treatises of Civil Government* Part II | *Forum:* Seminar Discussion<br><br>**Mid-Term Exam** |

| | | | | |
|---|---|---|---|---|
| | | | Ch 2-3<br><br>Hume *Idea of a Perfect Commonwealth*<br><br>Rousseau *The Social Contract* Book III | |
| 5 | **Critical Theorists** | **CO-2** Critique the philosophical debate over the nature of man.<br>**CO-4** Evaluate the evolving concept of political rights and freedoms.<br>**CO-5** Assess the major critiques of traditional concepts in political philosophy. | **Strauss:**<br><br>Hegel by Pierre Hassner<br><br>Marx by Joseph Cropsey<br><br>Husserl by Richard Velkley<br><br>Marx *The Manifesto of the Communist Party* | *Forum:* Seminar Discussion |
| 6 | **Democratic Theorists** | **CO-2** Critique the philosophical debate over the nature of man.<br>**CO-4** Evaluate the evolving concept of political rights and freedoms.<br>**CO-6** Critique the issue of reconciling diversity of beliefs with allegiance to the state. | **Strauss:**<br><br>Kant by Pierre Hassner<br><br>Alexis de Toqueville by Marvin Zetterbaum<br><br>Kant *Towards Perpetual Peace*<br><br>John Dewey. "The Terms 'Conscious' and 'Consciousness." Journal of Philosophy, Psychology and Scientific Method 3 (1906): 39- 41. | *Forum:* Seminar Discussion |

| | | | | |
|---|---|---|---|---|
| | | | Alexis de Toqueville *Democracy in America* | |
| 7 | **Modern Liberal Thought** | **CO-2** Critique the philosophical debate over the nature of man. **CO-4** Evaluate the evolving concept of political rights and freedoms. **CO-7** Debate the relevancy of political philosophy to the issues of the 21$^{st}$ Century. | **Strauss:** John S Mill by Henry Magid **Mandle and Reidy:** "Part III: A Theory of Justice." John S Mill *On Liberty* Ch 3-4 | *Forum:* Seminar Discussion **Final Paper** |
| 8 | **Contemporary Political Thought** | **CO-2** Critique the philosophical debate over the nature of man. **CO-4** Evaluate the evolving concept of political rights and freedoms. **CO-7** Debate the relevancy of political philosophy to the issues of the 21$^{st}$ Century. | Feminism, generation and intersectionality Winch, Alison. LGBT Oppression Watson, Sandy: Miller, Ted. Meyer, E. J. (2008). Gendered harassment in secondary schools: Understanding teachers' (non) interventions Aldo Leopold "The Land Ethic" | *Forum:* Seminar Discussion **Final Exam** |

## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)
[Plagiarism Policy](#)
[Extension Process and Policy](#)

**PLAGIARISM PENALTY**

**The instructor has the option of awarding any assignment that has been found to have been plagiarized a zero. Subsequent violations may result in an F in the class.**

**WRITING EXPECTATIONS**
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.
· Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
· Arial 12-point font.
· Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

**CITATION AND REFERENCE STYLE**
All assignments for the School of Security and Global Studies (papers, essays, exams, and Discussion forums) must follow the Chicago Style guidelines. Students should refer to the APUS On-Line Library [Chicago/Turabian Style Manuals](#) for the correct citation method.

**LATE ASSIGNMENTS**
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Work that is late without prior arrangements agreed to result in a 5% deduction for each day late.

## DISABILITY ACCOMMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

· is based on documented individual needs.

· does not compromise essential requirements of a course or program.

· does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability.

Students are encouraged email **registrar@apus.edu** to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

· follow the accommodation procedure outlined in this section,

· identify the disability to the staff and/or faculty of the university,

· provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional, and

· request specific accommodations or services.

## NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

· **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple.

· **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-)

## DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

## Academic Services

### ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

*Turnitin.com:* **Turnitin.com** is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students. **Turnitin.com** is a web-based plagiarism prevention application licensed for campus use.

Turnitin.com analyzes electronic submissions of student writing, compares them to the contents of a huge online database, and generates a customized Originality Report. The database used to produce this analysis contains a massive collection of documents available on the Internet from both free and commercial sources, as well as the full texts of all other papers that have been previously submitted to Turnitin.com.

The Similarity index is based on the amount of matching text to a submitted paper:

Blue = no matching text
Green = one word to 24% matching
Yellow = 25 -49% matching text
Orange = 50-74% matching text
Red= 75-100% matching text

Your assignments will be automatically submitted to Turnitin through the assignment submission tab. There is no need for you to do anything. However, if your similarity index is above 25%, you should revise the submission and resubmit prior to the deadline. If it is above this percentage, generally it signals that you have not used enough of your own analysis or made an attempt to paraphrase the sources. You will find the APUS library writing center website helpful when trying to understand how to paraphrase from a source.

- The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:
    - Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

**AIR FORCE GRADE POLICY**-Not Accepting Grade Changes

It is important to let Air Force students know to submit any grade appeals or exception extension requests immediately upon the end of a course. If a corrected grade is not submitted within the Air Force deadline, the Air Force will force tuition reimbursement, even if a failing grade has now been changed to a passing grade.

It is also important that any Air Force students who appeal and receive a grade change from an F send a copy of their updated grade report immediately to milta.reimb@us.af.mil or take a copy into their Education office to request their grade be updated. Unfortunately, the Air Force Portal only allows our office the ability to post missing grades or change Incomplete grades in their online portal. We do not have access to change a grade in the Portal once a final grade has been submitted.

**Selected Bibliography**

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Judt, Tony. "Goodbye to All That" *New York Review of Books.* September 21, 2006.

Kant, Immanuel. *Perpetual Peace: A Philosophical Sketch.* 1795.

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