

<b>Political Science</b> Spring SEM 2020		<a href="http://www.williambarclayallen.com">http://www.williambarclayallen.com</a>	
<b>PSCI 4714</b>	<b>Liberalism and its Critics</b>		
001	TTH 03:30 PM - 04:45 PM <a href="#">CLUB 4</a>	W. ALLEN <a href="mailto:William.b.allen@colorado.edu">William.b.allen@colorado.edu</a> 517-749-6937	Office Hours: W 10 – Noon Kittredge Central, N 223

**Description:** Basic questions of political philosophy as considered from ancient to modern times. Primary focus on the origins, defense, and radical critiques of modern liberal democracy as represented in the United States.

**Approach:**

What is Political Power? Is virtue teachable? What is the best regime? Is human nature fixed or evolving? What is justice? Does liberalism fulfill the requirements of justice?

These and related questions are the heart and soul of political philosophy. They all point to an inescapable truth, namely, that human beings begin their search for truth by struggling with the first claims upon themselves that they recognize.

In this class we seek to recreate the discovery experience of asking “what is the good?” We will do so by rehearsing the records left by those persons most eminent in the pursuit of that question. We will undertake this work by means of guided study, with opportunity for on-line as well as in class discussion. Participants may, and should, raise questions in the forums provided. Moreover, the instructor will establish regular “Discussion Forums” and call upon all participants to respond to particular questions.

By the end of the course each participant who has seen the course through to its conclusion should be equipped to deal directly with questions of political philosophy in a more than elementary manner.

The readings and activities for the course are set forth below in an orderly progression. It is a course of heavy reading, and class members

are advised not to defer initiating and sustaining their study. Each participant in the course is individually responsible for fulfilling the requirements of the course as they are set out. While each may work at his or her own pace, it is important to recognize that basic **assignments are designed to be completed between January 13 and May 2. There will be no extensions beyond the completion date for the course, which is May 6.** Each person must perform all assignments as required and all work submitted in response to assignments must be one's own. **Verified cases of plagiarism on any assignment, no matter how small, will result in a grade of 0.0 for the entire course.** *This course is conducted in accord with University and Department of Political Science policies respecting academic honesty and academic responsibility. Anyone in doubt about the requirements of those codes and policies should contact the professor at the outset of the course.*

BOOKS: One finds most of the books to be referred to in this course online (links provided in the syllabus and in the lesson units on canvas) or in bookstores (either the CU Bookstore or local bookstores). Additionally, versions of many of the texts (though not the most recommended versions) have been made available through links in the course site, under the "Lessons" folder. They should also be available in the collection at the Library.

Required Texts (in reading order):

- Leo Strauss, "The Liberalism of Classical Political Philosophy," document in CANVAS
- Richard Reinsch, "Carl Schmitt, Leo Strauss, and the Woke Post-Liberals," document in CANVAS  
([libertylawsite.org/2018/07/23/schmitt-strauss-murray-liberalism](http://libertylawsite.org/2018/07/23/schmitt-strauss-murray-liberalism))

- Aristotle, *Nichomachean Ethics*. Available at Bookstore and on line: <http://www.perseus.tufts.edu/cgi-bin/ptext?lookup=Aristot.+Nic.+Eth.>
- Aristotle, *Politics*. Available at Bookstore and on line: <http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus%3Atext%3A1999.01.0058%3Abook%3D1%3Asection%3D1252a>
- Plato, *Meno*. Available at Bookstore and on line: <http://www.perseus.tufts.edu/cgi-bin/ptext?lookup=Plat.+Meno+70a>
- Plato, *Gorgias*. Available at Bookstore and on line: <http://www.perseus.tufts.edu/cgi-bin/ptext?lookup=Plat.+Gorg.+447a>
- Raymond Larson, *The Apology and Crito of Plato and The Apology and Symposium of Xenophon*. [document available in CANVAS]. Also find Plato, *Crito*. On line: <http://www.perseus.tufts.edu/cgi-bin/ptext?lookup=Plat.+Crito+43a> and Xenophon, *Symposium*. On line : <http://www.perseus.tufts.edu/cgi-bin/ptext?lookup=Xen.+Sym.+1.1>
- Machiavelli. *The Prince*. Available at Bookstore or Library
- Hobbes, Thomas, *Leviathan* Available at Bookstore and on line: <http://ebooks.adelaide.edu.au/h/hobbes/thomas/h68l/introduction.html> or Library:
- Locke, John. *The Second Treatise of Civil Government*. Available at Bookstore and on line: <http://www.constitution.org/jl/2ndtreat.htm> - or Library:
- Allen, W. *The Personal and the Political*. Available at bookstore or through online sources: [http://www.amazon.com/Personal-Political-Three-Fables-Montesquieu/dp/0761840788/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1217714512&sr=1-1](http://www.amazon.com/Personal-Political-Three-Fables-Montesquieu/dp/0761840788/ref=sr_1_1?ie=UTF8&s=books&qid=1217714512&sr=1-1) ) or in ebook form: [http://books.google.com/books?id=HqDlwFLBthQC&printsec=frontcover&dq=three+fables+by+montesquieu&source=bl&ots=wLsed9FFgY&sig=l7RLLuVWnNB7nSWt4Atj07WactM&hl=en&ei=FQ6dTZiUAoHAtgeZ5sy9Bw&sa=X&oi=book\\_result&ct=result&resnum=5&sqj=2&ved=0CDYQ6AEwBA#v=onepage&q&f=false](http://books.google.com/books?id=HqDlwFLBthQC&printsec=frontcover&dq=three+fables+by+montesquieu&source=bl&ots=wLsed9FFgY&sig=l7RLLuVWnNB7nSWt4Atj07WactM&hl=en&ei=FQ6dTZiUAoHAtgeZ5sy9Bw&sa=X&oi=book_result&ct=result&resnum=5&sqj=2&ved=0CDYQ6AEwBA#v=onepage&q&f=false)
- Montesquieu, *Spirit of the Laws, Book XI* (Text available in CANVAS)
- Allen, Danielle. *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality*. 978-63149-044-6

- Hamilton, Madison, Jay, *The Federalist Papers*. Available at Bookstore and on line:  
<http://thomas.loc.gov/home/histdox/fedpapers.html> .
- Marx, *Critique of the Gotha Program* or  
<http://www.marxists.org/archive/marx/works/1875/gotha/index.htm>
- Marx, *German Ideology* or  
<http://www.marxists.org/archive/marx/works/1845/german-ideology/index.htm>
- Nietzsche, *Twilight of the Idols* B3313 .G6713 1998 or  
<http://www.handprint.com/SC/NIE/GotDamer.html>
- Strauss, "Note on the Plan of Nietzsche's *Beyond Good and Evil*," in CANVAS
- Tocqueville, Alexis, de, *Democracy in America*, vol. 1, ch 18 ([http://xroads.virginia.edu/~HYPER/DETOC/1\\_ch18.htm](http://xroads.virginia.edu/~HYPER/DETOC/1_ch18.htm) ), vol. 2, chs 1-9 ([http://xroads.virginia.edu/~HYPER/DETOC/ch1\\_01.htm](http://xroads.virginia.edu/~HYPER/DETOC/ch1_01.htm) ); Alternative online at <http://quod.lib.umich.edu/cgi/t/text/text-idx?c=moa;idno=AHM4083> (in online version, the chapter numbers are 9-17, pages 219-423)
- Strauss, "Perspectives on the Good Society," in CANVAS
- The prophet of post-liberalism, Patrick Deneen, returns to LibertyLawTalk to discuss his latest book, *Why Liberalism Failed*. An audio, 50 minutes.  
[http://traffic.libsyn.com/libertylawtalk1/Patrick\\_Deneen2.mp3](http://traffic.libsyn.com/libertylawtalk1/Patrick_Deneen2.mp3)

Recommended Texts:

Iain Hampsher-Monk, *History of Modern Political Thought*

Leo Strauss, *History of Political Philosophy* .

Tocqueville, *Democracy in America* . [v. 1](#) and [v. 2](#).



W. B. Allen, *The Federalist Papers: A Commentary*

Patrick Deneen, *Why Liberalism Failed*. 9780300240023.

Weekly Study Schedule<sup>1</sup>

A		B
Richard Reinsch, "Carl Schmitt, Leo Strauss, and the Woke Post-Liberals,"	LESSON ONE Jan. 14 - 16	Aristotle, <i>Ethics</i> , Bk I
Aristotle, <i>Ethics</i> , Bk II-III	LESSON TWO Jan. 21 - 23	Aristotle, <i>Ethics</i> , Bks IV-V
Plato, <i>Gorgias</i>	LESSON THREE Jan. 28 - 30	Plato, <i>Crito</i> Xenophon, <i>Symposium</i>
Aristotle, <i>Politics</i> , Bk I DISCUSSION FORUM	LESSON FOUR Feb. 4 - 6 ESSAY – 5 PAGES DUE Feb 6, 5 p.m.	Aristotle, <i>Politics</i> , Bks II-III
Aristotle, <i>Politics</i> , Bks IV	LESSON FIVE February 11 - 13	Machiavelli, <i>Prince</i> , 1-12
Machiavelli, <i>Prince</i> , 13-26	LESSON SIX Feb. 18 - 20	Hobbes, chs. Intro.-12
Hobbes, chs. 13-16	LESSON SEVEN February 25 - 27	Hobbes, chs. 17-21
Hobbes, chs. 24-31 DISCUSSION FORUM	LESSON EIGHT March 3 - 5 ESSAY – 5 PAGES DUE Mar 5, 5 p.m.	Locke, chs. I-X
Montesquieu: Temple of Gvide – General Preface, Preface & Introduction– Text & Commentary	LESSON NINE March 10 - 12	Montesquieu: <i>Lysimachus &amp; Sulla</i> – Text & Commentary, and <i>Spirit of the Laws</i> , Book XI

<sup>1</sup> Explanatory lectures available in audio files in the lesson units in CANVAS.

"Declaration of Independence"	LESSON TEN March 18 - 20	Allen, <i>Our Declaration</i>
	SPRING BREAK March 24 - 27	
<i>Federalist Papers</i> 1, 9, 10, 15, 23	LESSON ELEVEN March 31 - April 2	<i>Federalist Papers</i> , 37, 47, 51, 63, 67, 69, 78, 84  <i>DISCUSSION FORUM</i>
<i>Federalist Papers</i> , 63, 67,, 69, 78, 84	LESSON TWELVE April 7 - 9 ESSAY – 5 PAGES DUE: Apr 9, 5 p.m.	Tocqueville, <i>Democracy in America, Vol 1, Pt I, ch 8</i>
Tocqueville, <i>Democracy in America, Vol 1, and Pt. II, chs. 1-9.</i>	WEEK THIRTEEN April 14 - 16	Marx, <i>German Ideology &amp; Gotha Program</i>
NO CLASS	LESSON FOURTEEN April 21 - 23	NO CLASS
Nietzsche, <i>Twilight of the Idols and</i> Strauss, "Note on the Plan of Nietzsche's <i>Beyond Good and Evil</i> "	LESSON FIFTEEN April 28 - 30	Allen, Epilogue and Strauss, <i>Perspectives on the Good Society</i>  <i>REVIEW DISCUSSION FORUM</i>
	TERM PAPER DUE May 6	

## REQUIREMENTS

1. Participate in each study session of the course, as reflected by log-in records.
2. Regular reading of lesson assignments, as attested by participant performance and affirmation.
3. Participation in scheduled **Discussion Forums**. A maximum of 5 points EXTRA CREDIT will be awarded for effective participation in the Discussion forums
4. 5-PAGE PAPERS: Each class member must submit a scheduled **resume**<sup>2</sup> of the reading, as indicated by lesson assignment. Three (3) such papers are scheduled, and they must be submitted in the order of the assignment (for example, when the paper is called for in Lesson Four, **it must be submitted before going on to the next assignment**). Make-ups are granted only for bona fide and documented health reasons. The papers must be submitted through the "Drop Box" in CANVAS, shall not exceed the 5-page limit, and shall be submitted in **word processed format** (excluding PDFs and Apple Text Editor; use Apple I-Work instead), double-spaced in 11-point font. I recommend the Mozilla Firefox browser (free from Mozilla.com). To access the course on-line you will need your userid and password.

Each 5-page paper will be worth 20 points toward the semester total of 100 points.

5. Final Paper: Each class participant must submit a final essay, responding to the question, "**How does political philosophy discover the good regime?**" The Final Paper must reflect research in the assigned course materials and may include research in (and acknowledged citations from) the secondary materials recommended (**but no other outside sources are permitted**). The Final Paper must be submitted on-line and **shall not exceed ten pages, in word processed format, and double-spaced in 11-pt font.**

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<sup>2</sup> Perhaps you want to know what a "resume" is. That is an analysis of the readings (not merely a summary) setting forth the principle arguments of each and their relationships to one another.

The Final Paper shall account for forty percent (40%) of the term points.

### Grade calculation

Course averages, on the 100-point scale, will be converted to 4-point grades on the following table:

96-100 =	4.0 A
90-95 =	3.5 A-
84-89 =	3.0 B+
78-83 =	2.5 B
72-77 =	2.0 B-
66-71 =	1.5 C
60-65 =	1.0 C-
< 60 =	0.0

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## APPENDIX I:

**Criteria Used in Evaluating Written Work**

While there will be many opportunities for oral discussion of written work, it will be helpful to adopt a grading scale and to commit ourselves to the use of certain explicit criteria.

The scale is numerical, as follows:

- |    |              |
|----|--------------|
| 1- | excellent    |
| 2- | good         |
| 3- | satisfactory |
| 4- | poor         |
| 5- | very poor    |

To receive a 1 rating a paper should demonstrate the following:

- a. There should be a clearly stated thesis and a clearly developed line of argument.
- b. There should be a sense of organization in both the individual paragraphs and in the theme as a whole.
- c. The individual paragraphs should be developed and related logically to one another and to the thesis of the paper as a whole.
- d. There should be few glaring errors in spelling, grammar, punctuation, etc.
- e. Generalizations should be supported by concrete supporting evidence, and the paper should avoid stereotyped lines of argumentation.

To receive a 2 rating a paper should have all the ingredients of an excellent essay (1 rating), except that there will probably be minor problems in one or two of the above areas (a-e).

To receive a 3 rating a paper should demonstrate the following:

- a. The basic criteria for a satisfactory essay is that the student must make himself understood and must communicate ideas in spite of some technical problems.
- b. It follows that a paper receiving a 3 rating should demonstrate by college standards an adequate sense of organization, paragraphing, argumentation, spelling, grammar, punctuation, etc. Otherwise, of course, the student will not communicate ideas clearly and concisely.

Essays receiving a 4 rating are generally characterized by any combination of the following:

- a. There is oftentimes an insufficient development of ideas.
- b. The student often avoids discussing the topic.
- c. There are frequent errors in spelling, grammar, punctuation, etc.
- d. There is no clearly stated thesis and no clearly developed argument.
- e. Principles or organizing both paragraphs and the theme as a whole are ignored or applied in a very haphazard manner.
- f. There is oftentimes a lack of adequate subordination and coordination of ideas, thus resulting in too many short, choppy sentences.

- g. Generalizations oftentimes go unsupported by concrete detail, and the line of argument (if one exists) is oftentimes a rehash of cliches and stereotypes.

Essays receiving a 5 rating are generally characterized by the student's inability to make himself understood due to frequent and major problems in many of the above areas (a-g of the 4 rated essays). Due to these problems the essay is almost incoherent.

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## RULES GOVERNING WRITTEN COMPOSITIONS

### *General*

1. A margin of about an inch should be observed at the left and a margin of one-half inch on the right of every theme.
2. Paragraphs must be indented another inch.
3. All compositions should be neatly written.
4. One line should be left between the title and the composition.
5. Choose words carefully to avoid repetition and to give variety.
6. All numbers up to 100 should be written out except in addresses, dates, and statistics, or where consistency demands that the Arabic numbers be used.

### *Punctuation*

11. A comma is used after *yes* and *no* in answering questions.
12. Nouns of address are set off by commas.
13. Words in a series are separated-by-commas.
14. The second and all following items in addresses and dates should be set off by commas.
15. Words in apposition are set off by commas.
16. Commas should be used before conjunctions joining coordinate clauses.
17. Introductory adverbial clauses must be followed by a comma.
18. Participial groups coming first should be set off by commas.
19. Participial groups coming far after their nouns should be set off by commas.
20. Participial groups used to explain why or how or when should be set off by commas.
21. Direct quotations are indicated by comma, quotation marks, and capital letter. They are closed by period or question mark and quotation marks.  
Examples of three types of quotations:  
(a) John said, "May I go to the show?"  
(b) "May I go to the show?" said John.  
(If this had not been a question, a comma would have been used)  
(c) "May I," said John, "go to the show?"
22. Non-restrictive clauses should be set off by commas.
23. A period is used at the close of a declarative sentence.
24. A period is used after all abbreviations.
25. A question mark is used after an interrogative sentence.
26. An exclamation mark should be used only after an exclamatory sentence.
27. The first word of every sentence should be capitalized.
28. The first and all other words except prepositions, articles, and conjunctions in the title should be capitalized.
29. Proper nouns and proper adjectives should be capitalized.

### *Grammar and Structure*

31. A pronoun should always refer to a definite antecedent.
32. A participle should always modify a noun or pronoun.
33. Verbs should always agree with their subjects in number.
34. Tense consistency should be observed.
35. The correct case form of pronouns should be used.
36. Every sentence must be complete.

### *Spelling*

41. All words whose spelling is not known should be looked up in a dictionary.
42. Final e is dropped before adding *ing*, *ed*, *er*, *est*.

43. A word ending in a single consonant preceded by a single vowel and having the accent on the last syllable doubles the final consonant before adding ing, er, est, ed.
44. *i* before *e* except after *c* or when sounded as *a* as in neighbor and weigh.
45. The plural of words ending in *y* preceded by a consonant is formed by changing *y* to *i* and by adding *es*.
46. The correct form of abbreviations should be used.
47. The singular possessive of a noun is formed by adding an apostrophe and *s*. The possessive form of a pronoun does not use an apostrophe.
48. The plural possessive of a word whose plural ends in *s* is formed by adding an apostrophe.
49. The plural possessive of a word whose plural does not end in *s* is formed by adding an apostrophe and *s*.
50. Words should be properly divided at the end of the line.
51. An apostrophe is used in contractions to designate the omission of a letter or successive letters: e.g.
  - they're=they are
  - it's=it is
  - doesn't=does not
  - I'd=I would or I should



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## CU REQUIRED

# Syllabus Statements

## Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

## Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

## Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

## Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents

of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

## **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## **Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, **{Faculty: insert your procedures here}**.

See the [campus policy regarding religious observances](#) for full details.