Introduction
8-26  Receive syllabus; get acquainted; political science theory and intellectual traditions

8-28  Thucydides on history and power
The Landmark Thucydides, 3-16; 76-79

9-2   Athenian democracy in practice: drama and justification
Aristophanes, The Complete Plays of Aristophanes (Clouds), 101-141

Query one: should the popular majority rule?
9-4   American democracy in practice: Vermont township government
Frank Bryan, Real Democracy, 1-15; 57-81; 233-253

9-19  Should the popular majority rule? Pro and Con arguments and a case study
Aristotle, The Politics, Book 1 and Book 3 (part): 35-38; 86-94; 118-126
Dimitrios Roussopoulos, “The Case of Montreal,” 292-301; skim 302-324
THREE QUESTIONS CLASS

9-11  class debate: is participatory democracy desirable?

9-15  Micro-essay #1 due in CLA 251 by 4pm (participatory democracy)

Query two: how far should democratic authority reach into family and education?
9-16  The Greek city and the family I
Plato, The Last Days of Socrates (Euthyphro), 1-27

9-18  The Greek city and the family II
Sophocles, Sophocles I (Antigone), 159-204
THREE QUESTIONS CLASS

9-23  The family state, the state of families, the state of individuals, the democratic state
Amy Gutmann, Democratic Education, 19-64

9-25  class debate: do parents and teachers have a claim on democratic education?
Amy Gutmann, Democratic Education, 65-126; 232-255

9-29  Micro-essay #2 due in CLA 251 by 4pm (democracy and education)

Query three: was Athenian patriotism justified on international terms?
9-30  The roots of Athenian nationalism: the liberation of Greece from Persian slavery
The Landmark Thucydides, 16-49; 66-69

10-2  A liberal, internationalist nationalism: Pericles' funeral oration
The Landmark Thucydides, 79-85; 89-128
10-7 The Mytilenean debate
*The Landmark Thucydides*, 159-183
THREE QUESTIONS CLASS

10-9 *class debate*: who has the better argument Cleon or Diodotus?
Aristophanes, *The Complete Plays of Aristophanes* (Knights), 53, 75-96

10-13 Micro-essay #3 in CLA 251 by 4pm (justice and interest)

*Query four: was the war inevitable?*
10-14 Stasis: civil war, international chaos, and the security dilemma
*The Landmark Thucydides*, 194-201

10-16 Class cancelled

10-21 The peace treaty and the Melian dialogue
*The Landmark Thucydides*, 301-317; 325-333; 350-357
THREE QUESTIONS CLASS

10-23 Hubris and tragedy I
Sophocles, *Sophocles I* (Oedipus the King), 11-76

10-28 Hubris and tragedy II
*The Landmark Thucydides*, 397-402; 427-435; 451-478

10-30 Realism and constructivism
Richard Led Lebow, *The Tragic Vision of Politics*, 14-17; 34-43; 141-167

11-4 *class debate*: does Thucydides present the war as inevitable (making him a realist) or an unavoidable breakdown of a socially-constructed value system (making him a constructivist)?
Martha Finnemore, “Norms and War,” 69-88

*Query five: under what conditions are dissenters against democratic states justified?*
11-6 Socrates the dissenter
Plato, *The Last Days of Socrates* (Apology), 31-67

11-10 Micro-essay #4 in CLA 251 by 4pm (realism versus constructivism)

11-11 Socrates the loyal citizen
Plato, *The Last Days of Socrates*, (Crito), 76-92

11-13 General duties and special obligations to obey the law
THREE QUESTIONS CLASS

11-18 *class debate*: should civil protestors respect their punishment?
Abe Fortas, *Concerning Dissent and Civil Disobedience*, 9-40
Howard Zinn, *Disobedience and Democracy*, 3-38

**Query six: what ethical principles, if any, apply during times of war?**

11-20 Mytilene, Melos, realism, and just war theory
   Michael Walzer, *Just and Unjust Wars*, 3-13
   Nicholas Fotion, *War & Ethics*, 1-24

11-24 Micro-essay #5 in CLA 251 by 4pm (civil disobedience and political obligation)

11-25 Hard cases for just war theory
   Nicholas Fotion, *War & Ethics*, 25-71

**THREE QUESTIONS CLASS**

11-26/11-30 Thanksgiving Break

12-2 Kosovo and the case against humanitarian intervention
   David Gibbs, *First Do No Harm*, 1-44

12-4 class debate: was the Kosovo intervention justified?
   Nicholas Fotion, *War & Ethics*, 71-97; 116-158
   David Gibbs, *First Do No Harm*, 171-204

12-5 Micro-essay #6 in CLA 251 by 4pm (jus ad bellum)

12-8 READING DAY

12-11 Final Exam 1:15-3:15

**Required books (available at the IWU Bookstore)**

**Reserve reading**
The class schedule also refers to several readings from the following books and articles that are held on
our class moodle page. The password is ‘theory”—all lower case.

Frank M. Bryan, *Real Democracy: The New England Town Meeting and How it Works* (Chicago:
University of Chicago Press, 2004)
Social contract

Students are required to write six 750-word micro-essays. To conserve resources, please single space and print on both sides of a single sheet of paper. The class format will be to discuss and debate topics before you write on the material. We will debate seven queries, and in seven “three questions” sessions, students will have the opportunity to set the agenda for class discussion (see the class schedule for dates). For three questions sessions, students should prepare three queries suitable for discussion. Chosen at random, students are asked to lead the class in discussion of their question.

Micro-essays 60% (10% each)
Class Discussion 15%
Final Exam 25%

No student absent eight class sessions, for whatever reason, will receive a passing grade. After three absences, the class participation grade will be lowered.

All assignments and the final exam will be posted on my homepage. Micro-essay rewrites of the first four essays will be accepted up until the last day of class (December 4). Rewrites must be handed in with the original version, and students must visit me for a consultation before handing in any final drafts.

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