Course Description:

This semester we will mostly tackle Rousseau’s *Emile*. But we will begin by considering Locke’s *Some Thoughts Concerning Education*. In important respects, Rousseau should be understood as a critic of Locke and of the liberalism that Locke helped found. Rousseau’s legacy is widely debated, but it’s hard to argue against or ignore his contributions to sketching out the psychology of the bourgeois—and this liberal creature’s pathologies. Rousseau’s project is to reawaken the search for human happiness and satisfaction on modern grounds, arguing that he liberal bourgeois is neither good for himself or for others. Both Locke and Rousseau consider education or the formation of bodies and souls in the works we are studying this semester. A side by side comparison will help us understand the ways in which both authors fit and fail to fit the liberal versus anti-liberal models they are taken to stand for. How do their accounts of education help us to understand what they mean by liberty? Does Locke’s attention to habituation compromise his political model which depends on self-interest rightly understood? What is Rousseau’s prescription for the unhappiness he attributes to the bourgeois liberal?

Required Texts:

Locke, John. *Some Thoughts Concerning Education & Of the Conduct of the Understanding*. Edited with introduction by Ruth W. Grant and Nathan Tarcov.


Recommended Secondary Readings


Grant, Ruth. “John Locke on Custom’s Power and Reason’s Authority” *The Review of Politics* 74.4 (Fall 2012).


____. “Rousseau’s Critique of Locke’s Education for Liberty.” *Journal of Politics* 74.3 (July 2012). (Revised conclusions in his “Principle and Practice in Locke’s Some Thoughts Concerning Education” *Principle and Prudence in Western Political Thought*, SUNY.)


The literature on Locke and Rousseau is vast. The list I have provided represents very little of what is out there. Please feel free to look beyond this list.

**Formal Requirements and Basis of Grading:**

For those taking course for credit:
- **One-page papers (20%)**: Complete six one-page responses to questions posed by professor. After each class, the professor will post one or more questions for the following week’s readings on Blackboard. You are advised to consult these questions each week, but you will be expected to hand in short (but polished) responses at the beginning of the following class six times. If you want to improve your grade, you can always do more and have your five best count.
- **Presentation and paper (20%)**: Each student will be scheduled to lead a discussion of a section of the work. Each student is expected to make preliminary remarks, and lead about half an hour of discussion. A written interpretation will also be expected (1500 words). (This assignment should not coincide with one of the one-page papers in terms of topic.)
- **Take-home Exam (20%)**: circa 2500 words; emailed on March 30, due April 1, (via email; 5pm). Penalties for lateness will be outlined on the exam sheet and are summarized below under lateness policy.
- **Term Paper (30%)**: May 9, 5pm. Circa 4000 words.
- **Participation (10%)**: Please see expectations below.

Auditors:
- Expected to attend and participate actively
- Complete two one-page response papers (see above) and lead a class discussion (without the paper).

For all of the assignments listed above, you will receive additional information on the specific requirements in a timely fashion.

**Expectations of Students:**

**CLASS PARTICIPATION**

Attendance and participation are crucial components of this class. You are expected to attend and participate every class, or offer a very good excuse for not doing so. This means that you must read the text to be covered that day, and be prepared to discuss the text thoughtfully. Ask and answer questions, offer comments, and argue with the professor’s interpretation of the text. Without doing most of these things on a regular basis, it will not be possible to earn an A for the attendance and participation portion of your grade (10%).

**GRADING**

To earn an A in the course, both active and thoughtful participation and excellent written work will be required. For written work, A’s are earned when compelling interpretations are
provided (and expressed clearly) in response to the assigned topics or topics of your own devising.

LATENESS POLICY

Extensions on the final papers are granted only if the student has a very good reason. Everyone should be working on the term paper throughout, so that a last-minute glitch doesn’t affect your ability to hand in your paper in a timely fashion.

No extensions will be granted on one-page papers.

The take-home exam will be due at a specific time on a specific day, via email. The time stamp of the email will determine whether the student has completed the assignment on time. Exams that are within one day late (this means within 24 hours of the due date and time – and not a minute later), will incur a 10% late penalty. Exams that are not handed in within 24 hours of the due date and time will not be accepted. This strict policy is meant to uphold the integrity of this assignment as an exam.

Rescheduling presentations once they have been agreed upon should be avoided. Only in very few circumstances will this be permitted (e.g., severe illness).

INCOMPLETES

Incompletes are given only for unforeseeable events that make it impossible to complete course work by the end of the semester. Students are responsible for informing the professor of such events, and for securing her consent for an incomplete, as promptly as possible.

Tentative Class Schedule:

If you must miss a class, it is imperative that you find out where we broke off, and what reading is required for the following class. What is certain is that you must be prepared to discuss the Thoughts as of the FIRST class (January 19).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 19</td>
<td>Introduction &amp; Some Thoughts Concerning Education (secs. 1-62).</td>
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<tr>
<td>January 26</td>
<td>Thoughts (con’d)</td>
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<tr>
<td>February 2</td>
<td>Thoughts (complete); Emile, Book I</td>
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<tr>
<td>February 9</td>
<td>Book I, end</td>
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<tr>
<td>February 16</td>
<td>Book II, begin</td>
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<tr>
<td>February 23</td>
<td>Book II, end</td>
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<tr>
<td>March 2</td>
<td>Book III, begin</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>March 9</td>
<td>Book III, end</td>
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<tr>
<td>March 16</td>
<td>March Break</td>
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<tr>
<td>March 23</td>
<td>Book IV, begin</td>
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<tr>
<td>March 30</td>
<td>No class. <em>Exam emailed 9am. Due by email April 1, 5pm.</em></td>
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<tr>
<td>April 6</td>
<td>Book IV, con’d (may have to be rescheduled depending on MPSA schedule)</td>
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<tr>
<td>April 13</td>
<td>Book IV, end</td>
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<td>April 20</td>
<td>Book V, begin</td>
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<td>April 27</td>
<td>Book V, con’d</td>
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<tr>
<td>May 4</td>
<td>Book V, end. (If we need it, we will have class during exam week.)</td>
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Papers due May 9, 5pm.

Assignment dates are firm (unless changed by unanimous consent of students and professor). All assignments are due at the beginning of class on the day specified, with the exception of the take-home exam (see above).