REQUIRED TEXTS:


TOPICS AND ASSIGNMENTS: (subject to change)

Th. S. 1  Intro.

I. Marx (all readings from *Karl Marx: Selected Writings* except as otherwise noted)

T. S. 6  Democracy, the State and Civil Society.

Th. S. 8  Democracy, the State and Civil Society, cont.
(Conclude *On the Jewish Question* and read the first 1½ pages of *Towards a Critique of Hegel's Philosophy of Right* (71-72).

T. S. 13  Conclude Democracy, the State and Civil Society.
Begin Communism and the Overcoming of Alienation.
(*Economic and Philosophic Manuscripts*, "Alienated Labor" (83-95) and "Profit of Capital" - SR)

Th. S. 15  Communism and the Overcoming of Alienation, cont.
("Private Property and Communism," 95-104)

T. S. 20  Conclude Communism and the Overcoming of Alienation.
("On Money," 118-120)

Th. F. 22  Historical Materialism and Communist Revolution.

T. F. 27  Historical Materialism and Communist Revolution, cont.
(*The German Ideology*, 196-198 & 207-208, *The Communist Manifesto*, especially parts 1, 2 & 4)

Th. S. 29  Conclude Historical Materialism and Communist Revolution.
(You might go ahead and begin reading *Capital*, pp. 452-525 - total assignment from
T. O. 4 Marx's "Mature" Economic Critique of Capitalism. (Capital, 452-513)

Th. 0. 6 Conclude Marx's "Mature" Economic Critique of Capitalism. (Capital, 513-525)
Take Home Exam on Marx to be handed out.

II. Lenin and Luxemburg

T. O. 11 The Revolutionary Movement and The Party
(Lenin, Essential Works, "What is to Be Done?" 54-72 and, especially, 73-164;
Luxemburg, "Leninism or Marxism". For historical background to the figures and
debates discussed in these texts, see the "Introduction" to both Essential Works and The
Russian Revolution and Leninism or Marxism?)
Take Home Exam on Marx due.

Th. O. 13 The State and Revolution
(Lenin, Essential Works, "The State and Revolution," 272-313, 333-349; For the
principle texts by Marx that Lenin deals with see Karl Marx: Selected Writings, "The
Civil War in France," 539-558 and "Critique of the Gotha Programme," 564-570)

T. O. 18 Conclude The State and Revolution
(Luxemburg, "The Russian Revolution," especially, 25-40 and 57-108.)

TH. O. 29 - F. O. 21 FALL BREAK

III. Reification and Communication: Lukacs and Habermas

T. O. 25 Capitalism and the Reification of the Social World
(Georg Lukacs, selections from "Reification and the Consciousness of the Proletariat," pp. 83-105 & 164-172 - to be distributed)

Th. O. 27 From Instrumental to Communicative Action: Habermas' Critique of Marx
(Jurgen Habermas, Knowledge and Human Interests, Chs. 2 & 3 - to be distributed)

T. N. 1 Socialism and the Autonomy of Life-Worlds
(Habermas, Philosophical Discourse of Modernity, pp. 349-357, a very brief selection
from Autonomy and Solidarity, pp. 182-183 - to be distributed)

Th. N. 3 Conclude Socialism and the Autonomy of Life-Worlds

IV. Market Socialism

T. N. 8 A Brief Introduction to the Idea of a Socialist Market
(David Miller, Market, State, and Community, (MSC) “Introduction, pp. 1-15)

Paper Proposals Due

Th. N. 10 The Case for Markets
(David Miller, "Why Markets?" - See Online Syllabus for Link)

T. N. 15 Market Socialism and Overcoming Alienation
(MSC, Ch. 8)
COURSE REQUIREMENTS:

1) Read all assigned texts and attend class. If you need to miss a class you should discuss it with me ahead of time. Excessive absence will be taken into account in your grade.

2) Exams: There will be two exams, one on Marx to be handed out on the preliminary date scheduled on the course syllabus and due the next class meeting and the second on the remaining material covered in the course which will be handed out the last day of class and will be due on the date scheduled for the Final Exam for this class. You are required to take both of these and turn them in on the dates scheduled. Each exam will be worth 25% of your grade.

3) Paper Proposals: You will need to turn in a proposal for your research paper (see part 4 below) by Tuesday, November 8. It should be approximately 1 double-spaced typewritten page. The purpose of the proposal is twofold: 1) to give me a chance to give you some feedback on your ideas before you get substantially underway, and 2) to make sure you have some idea as to what you might want to do at least a couple of weeks before it is due.

I will need to see the following information in your paper proposal: 1) a statement of your thesis, 2) an overview of the argument you plan to make to support your thesis and 3) a bibliography of the literature you plan on using explaining how you plan on using it in your paper. Though the paper proposal will not be graded (that is beside the point, it’s the final paper that should be evaluated, not your initial ideas!) they are required. If you fail to turn one in or turn in an inadequate one I will deduct up to one letter grade from the grade assigned to your final paper.

4) Research Paper. You will need to write a research paper on some issue related to the themes examined in the course. It should be at least 8 full pages in length. Calling it a “research” paper means it should be based not only in the readings we have undertaken and discussed in class, but also in additional readings we have not done for the course.

Everyone will also be required to present and discuss their papers in class on one of the days scheduled for Student Paper Presentations at the end of the course. Everyone’s paper will be due at the time of your presentation.

Everyone will have the option of revising their papers in the light of the questions raised during class discussion of their paper. Should you take that option, your revised paper will be due one week after the presentation. If I do not receive a revised copy of your paper by that point I will read and grade the one you handed in at the time of your presentation. Though revising your paper is an option, I will look badly upon a paper that is handed in unrevised if there are substantial questions raised during your presentation.
of it which, if addressed, would have substantially improved the paper. If you have questions about whether you ought to revise your paper I would, of course, encourage you to discuss them with me.

Your paper will count toward 50% of your course grade with the quality of your presentation taken into account in that grade.

**Content of Paper.** Your paper does not need to be on a topic we have not discussed in class (in fact, it should be on an issue which has some relevance to the socialist tradition examined in class) but it should extend our consideration of any topic discussed in class substantially beyond what we were able to do in class with that topic. This is where your research is important. By finding additional readings of relevance to some issue examined in class you should be able to find different perspectives or questions to bring to bear to that issue.

The paper should be **expositional** and **critical**. The expositional dimension of your paper should present and clarify the claim(s) made by the author(s) with which you are dealing and, especially, her/his **arguments** for that claim(s). It is essential in any good research paper to deal with what others have had to say about the issue you are considering and present it accurately and fairly. The critical dimension of your paper should move beyond presenting the claims others have made to responding to those claims, by critically evaluating the validity of the arguments made for that claim. In the critical dimension of your essay you should be assessing the strengths and weaknesses of the claims you are considering, with an eye toward formulating what you believe is the most reasonable position to take on your issue. What you should be working toward is 1) the formulation of your own position with respect to the issues you deal with in your paper and 2) a defense of that position on the basis of your critical assessment of the author's arguments for the claims s/he makes on that issue. Your own position should, in other words, emerge as an implication of your critical assessment of the author's work. It should not emerge from thin air without justification. The point of a critical essay is to convince other people of your position on a topic. And the only way you can do that is by showing how it responds to the strengths and weaknesses of other positions that have been adopted by building on their strengths and overcoming their weaknesses.

It is also worth nothing that you need not disagree with the author(s) you are considering in your essay. But even then you should not simply reproduce her/his work on an issue. There are always **weaknesses** to an author's work that need to be considered even if you are otherwise in complete agreement with an author's position. Conversely, if you disagree with your author there are always **strengths** to an author's work that need to be considered and taken into account in your own contrasting position.

**A Warning about the Use of “Secondary” Texts:** A secondary text is any text which presents the claims and arguments of someone else, either with an eye toward helping us understand that author’s ideas better or as a prelude to a critical assessment of that author’s ideas. Secondary texts can be very useful in helping you to understand aspects of an author’s work you are working with that you might find difficult and I would encourage you to seek out such works for this reason. But you should never rely exclusively on what a secondary text says about someone’s ideas. You should always turn back to the author whose work is being discussed to verify that what the secondary text says is correct. In particular, you should never attribute a specific claim or argument to an author and then cite a secondary source as your reference. Any ideas attributed to an author need to be documented with a reference to that author’s own work.

**Hints in Writing your Paper:** An essay in philosophy is not that different from any other sort of essay, except you deal primarily with ideas and arguments rather than facts, characters, or plots. Rules which apply to writing any other essay apply here as well. For example,

1) When presenting your position, remember that no one is interested in what you think for its own sake. Your reader wants to know why we should accept your position as an implication of your evaluation of the position of your author. In other words, your essay should not be divided into two parts - 1) What the author believes and 2) What you believe - with no real connection between the two except,
perhaps, that they both refer to the same issue. Your position should emerge as a reasoned response to the strengths and weaknesses of the claims and arguments of your author.

2) Document all references to your author's work with appropriate citations. Whenever you attribute a distinct claim or position to an author you should provide a citation to substantiate that reference. And citations should be specific, giving the specific page numbers in a text where the author's elaboration of the position in question can be found. Quotations will also enhance your essay by allowing you to more accurately present your author's position on an issue. But your paper should be more than just a string of quotations. The essay should present your understanding (in your own words) of your author's positions, with quotations used only to illustrate and enhance the positions to which you are referring.

3) Make sure your writing style is clear. Don't introduce ideas without elaboration. Make sure your sentences make sense. Proofread your paper before handing it in.

Technical Specifications for your Paper: Your papers should be typewritten, double-spaced, using a standard sized font, allowing you to get 23 lines of text per page. Your margins are to be no more than 1 inch, top, bottom and sides. You are to place your name and title of the paper on a separate title page that is not counted in the length of the paper. You are to use endnotes for any substantial notes (beyond very brief bibliographical citations for quotations which may be in the body of the text) that are also not to be counted in the length of the paper. Citations may be of any form as long as they are clear enough to easily lead the reader to the source of the citation. You should refrain from using headers or footers unless you can use them and still get at least 23 lines of text per page.

Guidelines for Internet Research: Anyone can publish anything at all on the internet. As such, the most prudent attitude to take toward the documents you find there is to assume they are worthless unless you have good reason to believe otherwise. For this class, there are two types of acceptable literature to use in writing your papers that you may be able to find on the internet: 1) a document that is merely an electronic version of an article published in a scholarly publication such as an academic journal. In this case, you should provide a citation to the textual publication just as you would if you had found it in the library. If the web version does not provide page numbers which correspond with the original text enabling you to cite specific pages, you should find the original text in the library or through inter-library loan. 2) Documents that have been posted by someone with expertise in the topic of the document. Say, for example, you find an essay on a topic of interest that has been posted by a scholar teaching at a University. It should be a relatively easy matter to document the author's position at her/his institution and, in this way, document her/his expertise in the matter. Any citation of an internet reference that is not an electronic duplication of an article which has already appeared in a scholarly publication should have a brief list of the author's credentials, sufficient to document her/his expertise in the matter. It might look something like this: “Duce Staley, “Socialism and Markets: Hopelessly Odds,” http://www.harvard.edu/~dstaley/socmarket.html. Staley is Associate Professor of Philosophy at the University of Pittsburgh. This is a paper he presented at the Eastern Division Meeting of the American Philosophical Association, December, 1996.”

Course Grade: Your final course grade will be determined as follows: 25% for each exam and 50% for your research paper.

I use a 100 point scale for grades with 90-100 for A, 80-89 for B, 70-79 for C, 60-69 for D and 0-59 for F. Pluses and minuses (as in B+, B-, B-) will be given in the following way: minuses for a score in the bottom 3 points for that grade (e.g., 80-82 = B-), an unqualified grade for a score in the middle 4 points for that grade (e.g., 83-86 = B), pluses for a score in the top 3 points for that grade (e.g., 87-89 = B+).

TURNING IN ASSIGNMENTS: All assignments are to be turned in personally by the student at the time it is due. Unless prior arrangements have been made I will not accept any assignments turned in by e-mail.
If circumstances prevent you from turning in an assignment personally and e-mail is the only feasible way to do it, you must contact me ahead of time and seek permission to do so. If I approve, the student her/himself is responsible for insuring that I have received it. You can verify my receipt of your assignment by looking for a reply from me informing you that I have received it. You should save this reply to verify my receipt of the assignment in case there is any question about it. If you do not receive such a reply, I did not receive it and it is the student’s responsibility to determine what the problem is and rectify it. Any student who has not successfully turned in an assignment and when informed of this exclaims, “But I e-mailed that to you!” will be immediately placed in stocks and publically humiliated for using the high tech version of “the dog ate my homework” excuse (seriously, if I claim I didn’t get it and you don’t have a copy of my e-mail verifying receipt, then the assignment was never turned in and you will not receive any credit for it).

LATE OR MISSED ASSIGNMENTS: All work should be done by the date specified in class or on the syllabus. If, however, you have what you believe is a very good reason for not turning in an assignment on time you should speak with me about it prior to the due date of the assignment (perhaps we can come to alternative arrangements) or, in the case of emergencies, as soon as possible (if you have a wreck on the way to an exam, call me right after you call the police!) Assignments which are missed without discussing it with me or without what I am convinced is a very good reason will result in a grade of zero for that assignment.

CONTACTING ME: When I am not in my office, I can be contacted either by calling my office number and leaving me a message on the college’s voice mail system or by e-mailing me at shendley@bsc.edu. Though either way should enable me to get your message within a day, I would recommend e-mail as I’m more compulsive about checking it than my voice mail.

Though you are always welcome to leave a message for me on voice mail or e-mail, this should not be used as a substitute for contacting me personally regarding any problems that may arise with meeting your course responsibilities. I will always need to discuss these sorts of problems with you, personally, as soon as possible.

THE HONOR CODE APPLIES TO ALL WORK DONE IN THIS CLASS.