

Term: Spring 2020
Day/time: M 5:30pm-7:30pm
Location: Ogg Room (North Hall)
Email: mschwarze@wisc.edu

Instructor(s): Michelle Schwarze
Office: 201C North Hall (2nd Floor)
Office hours: W 11am-noon; by appt
[must reserve via Scheduling Assistant]

PS 931: PS 931: Rousseau on Education

[ROUGH DRAFT]

[Course # 27339; 3 units]

Syllabus

Course Description

The tension between freedom and authority is the central theme of Jean-Jacques Rousseau's writings. Throughout his works, Rousseau explores if and how human beings might realize some kind of meaningful freedom despite their natural propensities to slavishness as well as the myriad social institutions that codify and exacerbate their enslavement. Nowhere is this tension more seriously explored than Rousseau's ostensible treatise on education, *Émile, or On Education*, in which Rousseau develops an ornate educational plan to develop a child who might be free of such chains. It would be a dramatic understatement to say this education proposal is nontraditional. Like many of Rousseau's works, *Émile* was banned and burned in Geneva and Paris shortly after publication, especially because of the "Profession of Faith of the Savoyard Vicar."

To better explore some critical questions in the history of political thought about how to negotiate the tension between freedom and authority, the individual and community, faith and truth, etc., this course will thus analyze Rousseau's social and political theory, primarily focusing on his education treatise and the intellectual context in which it developed.

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor:student meeting times [1hr50min each Tuesday], reading, writing, problem sets, studio time, labs, field trips, and other student work as described in the syllabus.

Course Objectives

Students who closely and carefully engage course readings, attend and participate in class discussion, and complete course assignments will be able to:

- Explain important concepts and arguments made by thinkers in the history of political thought
- Analyze political and ethical theories, both historical and contemporary
- Assess political and ethical theories made by thinkers in the history of political thought
- Do independent research in the history of political thought
- Apply course concepts to analysis of contemporary political and ethical debates
- Dissent respectfully

Required Texts

- Jean-Jacques Rousseau, *Émile, or On Education*. Trans. Allan Bloom. Basic Books.
- Jean-Jacques Rousseau, *The Political Writings of Rousseau*. Trans. John T. Scott. Chicago.
- John Locke, *Some Thoughts Concerning Education*. Ed. Nathan Tarcov and Ruth Grant. Hackett.
- Judith Shklar, *Men and Citizens: A Study of Rousseau's Social Theory*. Cambridge.
- John T. Scott, *Rousseau's Reader: Strategies of Persuasion and Education*. Chicago. [pdf provided on Canvas; do **not** circulate further]

Recommended Texts

- Roger Masters, *The Political Philosophy of Rousseau*. 1976. Princeton.
- Frederick Neuhouser, *Rousseau's Theodicy of Self-Love: Evil, Rationality, and the Drive for Recognition*. 2008. Oxford.
- *The Cambridge Companion to Rousseau*. Ed. Patrick Riley. 2001. New York: Cambridge.
- Denise Schaeffer, *Rousseau on Education, Freedom, and Judgment*. 2014. Penn State University Press.
- John Warner, *Rousseau and the Problem of Human Relations*. 2016. Penn State University Press.

Course Expectations & Policies

I expect you to complete the readings assigned for each week prior to our class meeting, to take notes on your readings, to prepare and submit your weekly discussion questions on time (more on this in the section below), and to actively participate in our seminar discussion. Active participation requires you bring the relevant readings to class each day (which may mean printing them beforehand) and that you respectfully engage with both the course content and your peers' contributions.

I agree entirely with the University's institutional statement on inclusion and diversity: I value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich our intellectual community (<https://diversity.wisc.edu/>).

You will need to complete your assignments on time, as I will accept **no late work** without an approved accommodation prior to the due date. I will consider accommodations for those students who have documented proof of an emergency or those students who have documented evidence of learning disabilities. I am firmly committed to ensuring equal learning access for all and therefore encourage individuals with disabilities to participate in the McBurney Center's available programs and activities (<https://mcburney.wisc.edu/students/howto.php#contentanchor4>). If you need an accommodation, you must contact the center at (608) 263-2741 or mcburney@studentlife.wisc.edu to obtain documentation for your specific needs. I ask that you seek accommodation as soon as possible and contact me in advance to make appropriate arrangements for papers, etc.

Finally, I strictly adhere to the UW Academic Misconduct Process and will report all incidents of academic misconduct the Dean of Students Office, as doing so is a prerequisite for maintaining academic integrity in our course. To avoid plagiarism, be sure to use either text-specific (e.g., citations to part, section, chapter and paragraph number of Smith's *Theory of Moral Sentiments*) or APSA-style citations (<http://www.apsanet.org/files/APSASStyleManual2006.pdf>) for references unless otherwise stated.

Assignments & Grading

Your grade will be calculated according to your score(s) on assignments in the following categories. More detail on each of these requirements is provided below. Incompletes will only be assigned under extraordinary circumstances.

Short papers [& optional rewrites] (25%) + Seminar paper (35%) + Discussion contributions (20%) + Participation (20%) = Final Grade (100%)

Your final grade will assigned according to the following grading scale:

A	≥ 93.5
AB	= 87.5-93.4
B	= 82.5-87.4
BC	= 77.5-82.4
C	= 69.5-77.4
D	= 60-69.4
F	≤ 59.9

Short papers: You will be required to write one (1) one-page single-spaced paper (12 pt. Times New Roman font) designed to allow you to critically engage with primary texts and to learn how to write concisely. Toward the latter end, I allow all students the option to resubmit one-page papers. I will only include the highest score of your submitted papers in your grade, so no student will be penalized for resubmission.

Seminar paper: You will be required to write a 12,000 word (12 pt. Times New Roman font, double-spaced) seminar paper on a topic of your choice related to the course theme. This assignment will need to be completed in three stages: first, you will need to meet with me to discuss your paper proposal; second, you will need to submit a 500 word paper abstract **by Week 6**; and, third, you will need to submit your final paper by **Week 14**. Ideally, this paper would serve as a first draft of a paper to present at an academic conference, as the basis for your preliminary exam, or as a draft to revise to send out for publication.

Discussion contribution: Each week, you must submit a discussion remark on that week's assigned readings **by no later than Monday at noon** on the Canvas course site. In your submission, you should offer a brief critique of one argument from the readings: explain what you disagree with and why (be specific and use evidence from the texts). Each student will be

responsible for reading *all* of the discussion contributions submitted prior to that week's class meeting.

Participation: Any course, but especially a graduate seminar, requires student participation to be successful. You must be in class, each week, on time, unless you have notified me otherwise. As aforementioned, I also expect you to actively participate in each class. I try to make a point of enabling relatively equal participation from all students.

*Schedule**

Week 1 (1/27): Background: Liberal Education

- Locke, *Some Thoughts Concerning Education*
- Smith, *Wealth of Nations*, V.i.f. (also available on OLL**)

Week 2 (2/3): The March to Self-Enslavement?

- Rousseau, *Discourse on Inequality*, in *The Political Writings of Rousseau* (pp. TBD)

DUE: SHORT PAPER

Week 3 (2/10): Learning to Live With Others

- Rousseau, *Emile*, Preface (pp. 33-35); I, pp. 37-52
- Allan Bloom, "Introduction" to his translation of *Émile*

Week 4 (2/17): Book I; Book II

- Rousseau, *Emile*, I, pp. 52-74; II, pp. 77-99

DUE: OPTIONAL REWRITE

Week 5 (2/24): Book II

- Rousseau, *Emile*, II, pp. 99-163

Week 6 (3/9): Book III

- Rousseau, *Emile*, III, pp. 165-208

DUE: SEMINAR PAPER ABSTRACT

Have a good spring break!

Week 8 (3/23): Book IV

- Rousseau, *Emile*, IV, pp. 211-55
- Susan Meld Shell, "*Émile*: Nature and the Education of Sophie" (available on Canvas)

Week 9 (3/30): Book IV

- Rousseau, *Emile*, IV, pp. 255-313

Week 10 (4/6): Book IV; Book V

- Rousseau, *Emile*, IV, pp. 313-56; V, pp. 357-93

Week 11 (4/13): Book V

Rousseau, Emile, V, pp. 393-480

Week 12 (4/20): How should we interpret *Émile*?

- Rousseau, Emile and Sophie (?)
- Rousseau, "Letter to Beaumont" (available on Canvas)

Week 13 (4/27): Redux: Educating Man and/or Citizens?

- Shklar, *Men and Citizens*

DUE: SEMINAR PAPER

**Schedule tentative and subject to change. Students will always be given advance notice of changes.*

**** OLL (Online Library of Liberty): <https://oll.libertyfund.org>**