

HONORS LAW
THE QUEST FOR JUSTICE
KENYON COLLEGE ACADEMIC PARTNERSHIP
2008-2009

New Albany High School
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For those who have been involved in the humanities program at New Albany High School, *Honors Law: The Quest for Justice* might be looked upon as a capstone to your studies in the humanities from freshman year on. For those of you who were not lucky enough to be involved in the New Albany humanities program, this class might be looked upon as an introduction to philosophical thinking or, more specifically, political philosophy. We will be delving deeply into ideas from some of the greatest thinkers of history and we will have the opportunity to critique the ideas and, perhaps, to incorporate those ideas we find to be the most credible into our own philosophies.

Much like the humanities at New Albany High School, political philosophy starts with questions. You have already answered some of those questions, as related to *Antigone* in completing your summer assignment, including questions regarding the meaning of justice and the relationship between the individual and the state. Other questions of interest that we will look at this year include:

What is the nature of man?
How can man achieve the good life?
What is the purpose of government?
What is the best form of government?
How do we know a government is good?
Who should the leaders of society be?
What are the qualities of a good leader?
What should the limits of freedom be?
How should the resources of society be distributed?
etc.

Everyone seems to have political beliefs. However, there is a major difference between a surface belief system, where one may not even know where his/her beliefs come from or only care when they are directly affected by government and politics, versus a profound philosophy where one takes the time necessary, and goes into the depth required, to answer questions such as those listed above which transcend purely self-interested concerns. We will be reading deeply into major life issues throughout our journey into political philosophy and our depth of thought into the issues should induce very lively discussions in the classroom. If you put your mind to this course you should have a profound philosophical base by the end of the year that you can build upon as you move through life.

You will be responsible for buying some of the books we will be reading (I will provide as many readings as possible based on copyright law, availability, etc.). It is imperative that you receive the same book as everyone in the class so pay close attention to the author, publisher, ISBN etc. The list of books you will be responsible for buying first semester and second semester along with the author, publisher, etc., is as follows:

First Semester

Thucydides, *The History of the Peloponnesian War* (trans. Crawley, revised by Lateiner) Barnes and Noble Classics (2006) ISBN-10: 1-59308-091-3 ISBN-13: 978-1-59308-091-4

H. Ibsen, *Four Major Plays: Vol. II* (trans. Fjelde) Signet Classics (July 1, 1970) ISBN-10: 0451525159 ISBN-13: 978-0451525154

A. de Tocqueville, *Democracy in America* (trans. Mansfield and Winthrop) University of Chicago Press (April 1, 2002) ISBN-10: 0226805360 ISBN-13: 978-0226805368

G. Orwell, *Road to Wigan Pier* Penguin Books Ltd.; New Ed edition (April 26, 2001)
 ISBN-10: 0141185295 ISBN-13: 978-0141185293

Second Semester

K. Marx and F. Engels, *Communist Manifesto* (trans. Samuel Moore, 1888) Filiquarian Publishing (September 2007) ISBN-13: 9781599867526

A. Koestler, *Darkness at Noon: A Novel* (trans. Daphne Hardy) Simon & Schuster Adult Publishing Group (October 2006) ISBN-13: 9781416540267

F. Nietzsche, *Beyond Good and Evil: Prelude to a Philosophy for the Future* (trans. Helen Zimmern) Dover Publications (July 1917) ISBN-13: 9780486298689

*J. Lukacs, *Five Days in London: May 1940* Yale University Press (September 2001) ISBN-13: 9780300084665 (**Tentative: I will let you know sometime 2nd Semester whether or not to order this book**)*

PLEASE NOTE: MORE MAY BE ADDED TO THE LIST ABOVE, AND READINGS IN THE OUTLINE BELOW, DEPENDING ON HOW FAR WE GET THIS YEAR. SOME READINGS MAY BE DELETED BUT YOU WILL NOT BE REQUIRED TO BUY THOSE READINGS.

The following is a list of all the readings for the first and second semesters. Some readings could change at my discretion but I will not change readings for which you have bought a book.

FIRST SEMESTER

	Summer Reading
Sophocles	<i>Antigone</i>
	Individual and Community
Plutarch	<i>Lycurgus</i>
Thucydides	<i>History of the Peloponnesian War</i>
Plato	<i>Apology</i>
Plato	<i>Crito</i>
Aristotle	<i>Politics</i>
	Modern Liberalism and American Democracy
J. Locke	<i>Second Treatise of Government</i>
Jefferson	<i>Declaration of Independence</i>
Madison	<i>Federalist #10</i>
Madison	<i>Federalist #51</i>
	Lincoln/Douglas Debates
Thoreau	<i>Law of God</i>
	Liberal Democracy's Friendly Critics
J.S. Mill	<i>On Liberty</i>
Ibsen	<i>An Enemy of the People</i>
A. de Tocqueville	<i>Democracy in America</i>
	Capitalism and Liberal Democracy¹
Adam Smith	<i>Wealth of Nations</i>
	Applied Law
Various	Readings Based on OCLRE Determination ²

SECOND SEMESTER

	Applied Law
	Mock Trial ³
	Challenge to Liberal Democracy from the Left
Orwell	<i>Road to Wigan Pier</i>
Marx	<i>Communist Manifesto</i>
Marx	<i>On the Jewish Question</i>
Orwell	<i>Road</i>
Koestler	<i>Darkness at Noon</i>
	Challenge to Liberal Democracy from the Right
Nietzsche	<i>Beyond Good and Evil</i>
Solzhenitsyn	<i>A World Split Apart</i>
	Interlude: Political Choice and Morality
Weber	<i>Politics as a Vocation</i>
Lukacs	<i>Five Days in London</i>
	The Biblical Alternative
	<i>Genesis</i>
	<i>Exodus</i>
	<i>Matthew</i>
	Contemporary Issues: Feminism, Cultural Relativism, and the Future of the West⁴
de Beauvoir	<i>The Second Sex (selections)</i>
Okin	<i>Justice, Gender, and the Family</i>
Aristophanes	<i>Congresswomen</i>
Rorty	“Truth and Freedom”
Bloom	“Western Civilization”
Fukuyama	“The End of History”
Huntington	“The Clash of Civilizations”
Barber	“Jihad v. McWorld”
Krauthammer	“Democratic Realism”
Zakaria	<i>The Future of Freedom</i>
	Conclusion: the Quest for Justice
Melville	<i>Billy Budd</i>

¹ This may be moved to second semester depending on how much time we need for the applied law piece.

² The Ohio Council for Law Related Education (OCLRE) devises a mock case each year that is released in September. When I determine what the case will involve I will bring readings to class that relate to it.

³ The official Franklin County Mock Trial generally takes place mid-February each year. We should have enough class time to prepare and to be extremely competitive (understanding that some schools devote a whole class just to Mock Trial but, no worries).

⁴ We might not get to all (or any) of the readings in this section depending on time.

GRADE DETERMINATION

Grades will be determined by the degree of excellence you show on the work assigned, based on my expectations/instructions. Below are the points that can be earned for each of the class requirements listed.

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|---|--------------------------------------|
| 1) Honors Law Binder Portfolio (esp. notes and questions) | 50 (per quarter) |
| 2) Critical Journal Articles | 20 (per article) |
| 3) Quizzes | 10-20 (per quiz) |
| 4) Contemporary Comparisons and Contrasts | 50 (per article) |
| 5) Participation | 50 (per quarter) |
| 6) Quarter Essays | 100 (per quarter) |
| 7) Case Briefs and Assignments | 20 (per brief/assignment) |
| 8) Applied Law/Mock Trial | (Points to be Determined) |
| 9) Summer Assignment | 100 (1 st quarter) |
| 10) Semester Exam | 20% of Semester Grade |

Each of your semester grades will be determined by combining your two quarter grades with your semester exam grade. Your semester exam is worth 20% of your semester grade and each quarter grade will be worth 40% of your semester grade. Your final grade for the course will be based on the average of your two semester grades.