

PS302: Development of Political Thought: Modern and Recent  
Spring 2016  
TuWeTh 4-6pm  
3448 Mason Hall

Instructor:  
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Office Hours and Location:  
TuWeTh 12-2pm and by appointment  
6734 Haven Hall

### **Course Description**

What is human nature? What is political authority? How are human beings supposed to be governed? How should human diversity factor into the relationship(s) between rulers and the ruled? Can there be universal principles of good governance? If so, can these principles ever be just?

In this course, we will explore various responses offered to these questions by tracing the key themes and concepts that shaped the modern political perspective. Specifically, we will analyze understandings and critiques of “social contract,” “liberty,” “equality,” “justice,” “civilization,” and “empire” by reading key texts of global political thought from the seventeenth to the twentieth centuries. The main assumption of this course is that the modern political perspective and its contemporary reverberations can only come fully into view if Western political theory canon is put into conversation with non-Western texts. As such, we will study modern and recent political thought within a comparative framework.

We will use different types of writing-based assignments (including multimedia projects) to reflect on the connections between Western and non-Western texts, and their relevance to contemporary dilemmas of inclusion, exclusion, and globalization.

### **Learning Goals**

In this class our goals are:

- ❖ To learn the core concepts of modern political thought;
- ❖ To become familiar with various critiques of modernity;
- ❖ To think creatively about the connections between modern and contemporary dilemmas of inclusion, exclusion, and globalization.
- ❖ To read, summarize, analyze, and synthesize complex texts purposefully in order to generate and support political-theoretical inquiry;
- ❖ To produce complex, analytic, well-supported interpretive arguments.

### **Required Readings:**

All readings will be available through the course’s Canvas site.

### **Course Requirements:**

- ❖ Daily engagement: attendance, participation, and low-stakes writing
- ❖ Two short concept analysis essays (500 words)
- ❖ Final project: (a) research paper or (b) multimedia project
  - For the research paper: research question, first draft (1500 words **minimum**) and final paper (2500 words **maximum**)
  - For the multimedia project: research question, detailed proposal that includes a sample, and final project

- In order to get credit for the final project, you **MUST** complete all **THREE** components of the assignment you choose to work on.

### Grading

- ❖ Daily Engagement: **2000 points** (50 points for attendance and 50 points for participation per each session, 100 points/session)
- ❖ Concept Analysis Essays: **4000 points** (2000 points/essay)
- ❖ Final Project: **4000 points** (1000 points/research question, 1500 points/first draft or detailed proposal and 1500 points/final paper or project)
- ❖ Missing a concept analysis essay deadline: **-100 points for each six hours**
- ❖ Missing a research paper/project deadline (research question, first draft, and final version): **-100 points for each six hours**
- ❖ This table determines your final course grade:

9300-10000	<b>A</b>
9000-9299	<b>A-</b>
8700-8999	<b>B+</b>
8300-8699	<b>B</b>
8000-8299	<b>B-</b>
7700-7999	<b>C+</b>
7300-7699	<b>C</b>
7000-7299	<b>C-</b>
6700-6999	<b>D+</b>
6300-6699	<b>D-</b>
6000-6299	<b>D</b>

### Attendance:

Your active presence in the classroom is crucial to your learning in this class. However, I understand that sometimes, life happens and the reason for your absence is your own business. For this reason, you may miss up to two sessions without penalty. You don't need to send me an e-mail requesting an excused absence. **Once you have reached your limit of two unexcused absences, I will deduct 100 points per each additional absence from your final point total at the end of the semester.**

A note from a doctor or health professional, a signed letter from a University team or program, or documentation of a family emergency all constitute excused absences, and they won't impact your grade.

Being more than ten minutes late to class counts as non-attendance. Leaving early without prior approval also counts as non-attendance.

**If you anticipate missing course on a regular basis because of school-related activities (arts, athletics, etc.), come and see me as soon as you can and we will figure things out. Similarly, if you anticipate missing course or being late on a regular basis due to extenuating circumstances, come and see me as soon as you can.**

### **Participation:**

**Simply showing up to class will only get you 50 points per session because learning is a collaborative effort.** The viability of this course depends on your active participation. Active participation has four components:

- ❖ First, you must **come prepared to every session.** This means that you are expected to have done the readings, to have reflected upon them, and to bring the week's readings with you to class.
- ❖ Second, you must be able to demonstrate that you have done this work **by contributing to class discussions with comments and questions.**
- ❖ Third, you must **listen carefully and thoughtfully to what others have to say.**
- ❖ Fourth, you must **take in-class writing exercises seriously.** While I won't grade these low-stakes writing exercises, they are instrumental in your own learning, and in helping me figure out how to improve your understanding of course material.

Finally, you will probably disagree with some of the arguments voiced in class. I encourage you to express your disagreement with a fellow classmate or with me. Disagreements can be very constructive and productive. However, I also expect you to express your disagreement **respectfully.** Remember that you are disagreeing with an argument or an idea, and not a person. If you are unsure about what this would look like in practice, refer to the discussion guidelines document we created as a class on the first day of the semester.

### **Technology Policy:**

Please be sure to turn off and put away your cell phones before each class. You may choose to print the readings before you come to class, or you may use your laptop or your e-reader/tablet as your primary reading device. That being said, remember that a big component of this course is active in-class participation. If your use of any electronic device becomes distracting to you or others around you, I reserve the right to restrict electronic devices used in class.

On a few specified days of the semester, we will use laptops for classroom activities; I will announce these in advance. If you think you might need accommodations for these activities, come and talk to me as soon as possible.

### **E-mail and Office Hours:**

I am happy to answer any questions via e-mail, but please be aware that questions that require more extensive answers are often more productively answered in person. **I will take at most 24 hours during the week, and 48 hours during the weekend, to respond. Please include PS302 in the subject line.**

**I will not read drafts of papers over e-mail. If you need feedback on a draft, or substantive clarification about a topic discussed in class, it is best to come to my office hours.**

My office hours are as noted on top of the first page of this syllabus. Feel free to come and talk to me during those times about any questions or concerns. Keep in mind that you can always schedule an appointment with me if you are unable to come to my regular office hours.

### **Accommodations:**

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

### **Academic Integrity:**

The LSA undergraduate academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The College holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the College promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Conduct, without regard to motive, that violates the academic integrity and ethical standards of the College community cannot be tolerated. The College seeks vigorously to achieve compliance with its community standards of academic integrity. Violations of the standards will not be tolerated and will result in serious consequences and disciplinary action. I encourage you to check out the examples of academic misconduct on LSA's website (<http://www.lsa.umich.edu/academicintegrity/examples.html>), and to come and talk to me if you have any questions about the standards of academic integrity.

### **Schedule:**

#### **Unit I: Modern and Recent Political Thought: A Comparative Perspective**

**Tuesday, May 3:** Introductions

**Wednesday, May 4:** Dallmayr, "Beyond Monologue: For a Comparative Political Theory," *Perspectives on Politics*, Vol. 2 No.2, June 2004, pp.249-257

**Thursday, May 5:** Euben, "Traveling Theories and Theorists," in Stephen K. White and J. Donald Moon, *What is Political Theory?*, London: Sage Publications, 2004, pp.145-173

#### **Unit II: States, Subject/Citizens, and Slaves**

##### **A. Contracts, Rights, Revolutions: Creating the Modern State and Citizen**

**Tuesday, May 10:** Hobbes, "Leviathan (excerpts)," in Cohen and Fermon, eds., *Princeton Readings in Political Thought*, Princeton: Princeton University Press, 1996, pp.205-242

**Wednesday, May 11:** Locke, "Second Treatise of Government (excerpts)," in Cohen and Fermon, *op. cit.*, pp. 243-259 and pp.270-279

**Thursday, May 12:** Rousseau, "On the Social Contract (excerpts)," and "Discourse on the Origin and Foundations of Inequality among Men (excerpts)," in Cohen and Fermon, *op. cit.*, pp.280-288 and pp.302-313

---FIRST CONCEPT ANALYSIS ESSAY DUE BY FRIDAY, MAY 13 @ 5PM---

##### **B. Liberty and Equality, For Whom?**

**Tuesday, May 17:** Olympe de Gouges, *Declaration of the Rights of Women and Citizens*, in Cohen and Fermon, *op. cit.*, pp.356-361, AND Wollstonecraft, "Vindication of the Rights of Woman (excerpts)," in Cohen and Fermon, *op. cit.*, pp.362-370.

**Wednesday, May 18:** Toussaint Louverture, *The Haitian Revolution*, edited by Nesbitt, Nick, London: Verso, 2008 (Selections)

**Thursday, May 19:** Frederick Douglass, "What to the Slave is the Fourth of July?," in *Encyclopedia of African-American Culture and History*, Ed. Colin A. Palmer, Vol. 6, 2<sup>nd</sup> ed. Detroit: Macmillan Reference USA, 2006, p2403-2405

---RESEARCH QUESTION FOR RESEARCH PAPER/PROJECT DUE BY FRIDAY, MAY 20 @5PM---

### **Unit III: Critiques of Modernity**

#### **A. Religion and Modernity**

**Tuesday, May 24:** Sayyid Qutb, *Signposts from the Road*, in Zaman and Euben, eds., *Princeton Readings in Islamist Thought: Texts and Contexts from al-Banna to Bin Laden*, Princeton: Princeton University Press, 2009, pp.129-144

**Wednesday, May 25:** Nadia Yassine, *Modernity, Muslim Women, and Politics in the Mediterranean*, in Zaman and Euben, *op. cit.*, pp.302-317

**Thursday, May 26:** Burke, "Reflections on the Revolution in France (selections)," in Cohen and Fermon, *op. cit.*, pp.349-355

---INDIVIDUAL CONFERENCES TO DISCUSS RESEARCH PAPER/PROJECT: MONDAY, MAY 23 UNTIL FRIDAY MAY 27---

#### **B. Capitalism and Its Discontents**

**Tuesday, May 31:** Karl Marx and Friedrich Engels, "Manifesto of the Communist Party," in Tucker, ed., *The Marx-Engels Reader, Second Edition*, New York: W.W. Norton&Co., 1978, pp.473-500

**Wednesday, June 1:** Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction," in Benjamin, *Illuminations*, pp. 217-225, 234-235, and 239-242.

**Thursday, June 2:** Alexandra Kollontai, "Sexual Relations and the Class Struggle," in Holt, trans., *Selected Writings of Alexandra Kollontai*, Westport: Lawrence Hill Co., pp.237-249

---SECOND CONCEPT ANALYSIS ESSAY DUE BY FRIDAY, JUN 3 @5PM ---

### **UNIT IV: Imagining Global Justice**

#### **A. Cosmopolitanism**

**Tuesday, June 7:** Kant, "Idea for a Universal History with Cosmopolitan Purpose," and "Toward Perpetual Peace: A Philosophical Sketch," in Kant, *Toward Perpetual Peace and Other Writings on Politics, Peace, and History*, ed. Pauline Kleingeld, New Haven: Yale University Press, 2006

**Wednesday, June 8:** Benhabib, "Twilight of Sovereignty or the Emergence of Cosmopolitan Norms? Rethinking Citizenship in Volatile Times," *Citizenship Studies*, Vol. 11, No.1, February 2007, pp.19-36

#### **B. Anti-Colonialism and Post-Colonialism**

**Thursday, June 9:** Bentham, “Emancipate Your Colonies! Addressed to the National Convention of France Anno 1793,” in Bentham, *The Works of Jeremy Bentham*, published under the Superintendence of his Executor, John Bowring (Edinburgh: William Tait, 1838-1843), 11 vols, Vol. 4, <<http://oll.libertyfund.org/titles/1925>>

--- FIRST DRAFT OF RESEARCH PAPER OR DETAILED MULTIMEDIA PROJECT PROPOSAL DUE BY FRIDAY, JUN 10 @5PM ---

**Tuesday, June 14:** Said, “Imaginative Geography and Its Representations: Orientalizing the Oriental,” in Said, *Orientalism*, New York: Vintage Books, 1979, pp. 49 – 73

**Wednesday, June 15:** Fanon, “The Wretched of the Earth (excerpts),” in Cohen and Fermon, op. cit., pp.615-622

**Thursday, June 16:** Mbembe, “What is Post-Colonial Thinking?: An Interview with Achille Mbembe,” Eurozine, January 09, 2008 (originally published in Esprit, December 2006)

---FINAL RESEARCH PAPER OR PROJECT DUE THURSDAY, JUNE 23 @ 11.59PM---