

POLITICAL SCIENCE 409:
20TH CENTURY POLITICAL THOUGHT
FALL SEMESTER 2005

MW, 11:30–1:00 p.m.
2306 Mason Hall

Instructor:

Professor Mika LaVaque-Manty
7640 Haven Hall
734-615-9142
mmanty@umich.edu
www.umich.edu/~mmanty

Office Hours:

Mondays, 2–3
Tuesdays, 1–2
and by appointment

GSI:

Elizabeth Ben-Ishai (benishai@umich.edu)

Read this syllabus carefully. You are responsible for the information it contains. If you have any questions, direct them to Professor LaVaque-Manty either in class, via phone or e-mail, or during office hours. If you lose this syllabus, ask for a replacement copy or visit the course website. Any changes made to this syllabus will be posted on the course website.

OVERVIEW

This course offers a chronological survey of some central contributions to contemporary political thought. Its premise is that 20th-century political thinkers have offered us different (a) vocabularies to understand modern political world and (b) arguments for why and how we should try to change that world. Beginning with the German sociologist Max Weber and ending with the South African novelist J. M. Coetzee, the course draws from contributions outside political theory proper.

Although this is a course in political theory, it is worthwhile — even necessary — to keep the historical context in mind. The 20th century saw the rise of mass democracy and mass politics as well as unprecedented political experiments, in both good and bad. Some of the texts we read contributed to those events, others reflect and try to make sense of them. Having some knowledge of the history of the 20th century will therefore be useful for this course; appreciating the fact that the people we read didn't write in a historical vacuum is absolutely necessary. Furthermore, since much of the 20th-century political thought also consists of developments of and reactions to the 19th-century legacies of liberalism and Marxism, familiarity with the key theories in modern political thought is strongly recommended.

The course satisfies the Upper-level Writing Requirement.

IMPORTANT DATES

September 19:	First paper draft due
November 23:	Thanksgiving recess; no class
November 30:	Term paper draft due
December 12:	Last class
December 20:	Term paper due

LEARNING OBJECTIVES

Political theory is a type of social inquiry which studies *arguments* made in *texts*. The purpose of this course is to introduce you to some of the most important arguments made in the modern period, and to teach you to **interpret** and **analyze** the texts and **evaluate** the arguments. Most of the steps require your own **expressive** skills, particularly your own writing. This means that while the **knowledge** objectives of the course are limited to the theories we study, mastering the **skill** objectives will make you prepared more broadly. In general, in keeping with the goals of the LSA upper-level writing requirement, this course should help you understand some of the central concepts, approaches, and materials of political science, particularly political theory.

GENERAL COURSE REQUIREMENTS

WRITING

You will write much and often in this course, but you will also get much help. There are two key ideas guiding the writing pedagogy in the course: (1) The idea of writing as a *process* from an initial half-baked thought to a polished expression of sophisticated ideas, with many steps in between. (2) The *modularity* of the types of writing: work by political theorists includes *argument paraphrases, summaries and comparisons; counterarguments; and new normative arguments*. Good work incorporates these into seamless wholes, but to be able to do that, one needs to learn to work with the modules by themselves. Throughout this course, we will practice these various steps and modules, and you will be able to incorporate others' feedback as you develop your ideas.

It is important to keep in mind that although we both study and produce texts, they are different kinds of texts. You won't always be writing like the authors we study; you will be writing like political theorists who study those texts *now*. Some of our authors are useful exemplars for that; others aren't. In this sense, political theory is no different from any other subfield of political science: you do not replicate the object of your study, but illuminate it for others.

There are two types of writing assignments in the course: short papers, which help you practice the modular aspects of theoretical writing, and a term paper, in which you bring the different modules together. In both cases, you will also practice revising your work.

i. Short papers

You will write three very short papers (500 words or two double-spaced pages). The first of these papers is due on September 19. Topics for the other two will be assigned weekly, beginning at the end of September, with specific due dates. You may choose which topic you want to write on; the only requirement is that you complete two additional papers.

The short papers ask you to practice the different components of theory writing: paraphrasing, reviewing and comparing arguments as well as making counterarguments and developing normative arguments of your own.

Each of these papers has a revision requirement. The first paper, which everyone will write, will be graded and commented on and returned to you for revision on September 26. You will have a week to revise the paper. After you turn it in, it will be graded again. The final grade for the paper will be a weighted average of the first and final draft, with the weights 25% and 75%, respectively.

You will revise the two other short papers on the basis of a *peer review*. You will submit your draft to another, pre-selected student who will have several days to comment on the draft. After making revisions, you will turn in your final version as well as your original version and your peers' comments. Your grade on the assignment depends on the quality of the final version (75%) and the original version (25%).

Each of the short papers will count for 10% of your final course grade. Radical improvement throughout the semester *may* change the weights of the individual papers up to five percentage points. (Only to your benefit, though. If you deteriorate, the weights will remain at 10% each.)

How the peer review works. Students in the course will be randomly assigned to groups of four for the duration of the semester. Each member of a group must comment on two short papers by his or her peers in the group. The quality of your comments will be graded and will count for 10% toward your final course grade.

ii. Term paper

The purpose of the term paper is to allow you to combine the different types of writing you have practiced in the short papers in a more sustained piece of work. The term paper will be 2,500–3,000 words long (roughly 10–12 double-spaced pages). A draft and a revised final version are required; again, their respective weights for the combined grade will be 25% and 75%.

Each topic will be comparative and require you to focus on at least two different theorists.

The term paper will count for 30% toward your final course grade.

EXPECTATIONS

We don't assume you already have mastered the styles of writing we focus on in this course. Quite the contrary: our purpose is to teach those styles to you now. We will provide many resources to give you a sense of what we hope you will have mastered by the end of the semester. For example, the course website has

- general and specific tips on writing political theory papers,
- links to resources on, for example, grammar, and
- examples of the different kinds of papers we are asking you to write. Some of these are from professional political theorists; others are from undergraduates like you.

We also urge you to take advantage of the professor's and particularly the GSI's office hours. The GSI's job is to help you work on your writing, and ignoring this great resource puts you at a disadvantage — and wastes your tuition dollars.

We realize grades are important for you, and we therefore want to make it clear in advance what you will need to do well in this course. The following offers the rough principles on the basis of which your papers will be graded:

A/A-	Paper offers a clearly stated, interesting thesis which is supported with valid and sound arguments. The paper shows that the writer has thought about the assignment and developed his or her <i>own</i> ideas about it, instead of just offering minimal responses to the different components of the assignment. Interpretations of theories are sophisticated and supported with textual evidence; more than one source is considered. Writing is between good and brilliant: the organization of the paper is clear, prose is good and grammar flawless.
B/B+	Paper offers a clearly stated thesis which is supported with for the most part valid and sound arguments. The paper stays on topic, considering all the relevant aspects of the assignment. Interpretations of theories are plausible and supported with textual evidence; more than one source is considered. Writing, including outline and grammar, is solid.
B-	Paper offers a thesis and attempts to support it with arguments. However, the thesis is simplistic and/or the arguments weak or unconnected to the thesis. Interpretations are weak or problematic, textual evidence weak. Paper only uses one textual source. Writing and organization have problems that affect readability.
C/C+	Paper offers a minimal thesis and minimal or no arguments in its support. Interpretations thoroughly misguided and/or unsupported with any evidence. Writing — both at the level or paper organization and grammar — seriously problematic.
D+/C-	No thesis, no arguments or no textual evidence. Organization incoherent, writing very awkward and unintelligible.
D	No thesis, no arguments, no evidence. Writer has no conception of most rudimentary aspects of writing (paragraphs, outline).
E	The paper displays a fundamental lack of understanding of the principles that guide scholarly endeavors. Examples include but aren't limited to gross mistakes in citing source materials as well as significant errors in framing the paper (e.g., writing a short story instead of an essay).

A word on grammar. Students often ask whether they will be “graded for grammar.” The answer is no and yes. “No,” in the sense that grammar alone isn’t a grading criterion. But “yes” in the sense that bad grammar — and awkward style — detract from the argument: they make it difficult to follow the writer’s logic, and they make it tiresome for the reader to go through the text. Your goal is not to entertain, but you also shouldn’t make the reading harder work than it needs to be.

Being able to write grammatically correct prose is therefore an important element, and we will occasionally spend some time talking about usage problems and teach you some usage rules.

READINGS

All writing is *about* something, and in this course it is about the texts we read. You will therefore need to keep up with the readings and, in particular, show up in class having read the material.

The following books are available at Ulrichs, Michigan Book & Supply, and the Union Bookstore:

- Hannah Arendt, *Eichmann in Jerusalem* (Penguin)
- J.M. Coetzee, *Disgrace* (Penguin USA)
- Franz Fanon, *Black Skin, White Masks* (Grove Press)
- Michel Foucault, *Discipline and Punish* (Vintage)
- Antonio Gramsci, *Modern Prince* (International Publishers)
- Jürgen Habermas, *Toward a Rational Society* (Beacon Press)
- Susan Moller Okin, *Is Multiculturalism Bad for Women?* (Princeton UP)
- George Orwell, *A Collection of Essays* (Harvest/Harcourt)
- Carl Schmitt, *Concept of the Political* (U Chicago P)
- Max Weber, *The Vocation Lectures* (Hackett)

The following two texts are available online on JSTOR; links to them are on the course website:

- Martin Hollis, “Dirty Hands” *British Journal of Political Science* , Vol. 12, No. 4. (Oct., 1982), pp. 385-398.
- Michael Walzer, “Political Action: The Problem of Dirty Hands” *Philosophy and Public Affairs* Vol. 2, No. 2. (Winter, 1973), pp. 160-180.

QUIZZES

In order to motivate you to keep up with the readings and to attend lecture, there will be **five** surprise quizzes throughout the semester. Each quiz will count for 5% of your final course grade, with your worst score discounted entirely. They will be graded according to the following scheme:

+	=	A
✓	=	B
-	=	C

Note that this rewards attending the lecture: even an unacceptable answer is much better than missing the quiz entirely, which will earn you an E.

Lectures in this course will be interactive. Particularly weak student participation in a given lecture may bring about an immediate quiz, so it is in your interest both to be prepared and to participate actively.

PARTICIPATION

Lectures in this course active participation from the students. Given the size of the class, people needn't — and in fact mustn't — expect to talk all the time, but they must talk sometimes and listen attentively to the instructor and their peers. In-class discussions are a useful way to clarify confusing issues and to try out new arguments. Participation counts

for 10% of your final course grade. Regular attendance without active engagement gets you a C for participation; to do better, you will need to talk.

SUMMARY OF ASSIGNMENTS AND GRADING

Three 500-word papers	30%
One 2,500–3,000-word term paper	30%
Two peer review commentaries	10%
Quizzes	20%
Participation	10%

GRADE GRIEVANCES

If you believe that you have been unfairly graded, you must follow this procedure:

1. Wait 24 hours after receiving the grade before approaching the GSI or the professor.
2. Provide a brief explanation in writing for why the grade you received was unfair.

Departmental grade grievance procedures are outlined on the political science website, at <http://www.polisci.lsa.umich.edu/undergrad/grievance.html>.

GENERAL POLICIES

I. CLASS SESSIONS

The class will start at *exactly* 11:40 and end at 1:00; you must be in lecture on time. If you anticipate leaving the lecture before 1 p.m. — for any reason, even to go to the bathroom — *you must let us know beforehand*.

Cell phones must be silenced for class and may not be used. In general, disruptive behavior — conversations, reading a newspaper or texts for other classes — won't be tolerated.

II. RELIGIOUS OBSERVANCES AND OTHER SCHEDULING CONFLICTS

In keeping with the University of Michigan policy of respecting students' religious commitments, all attempts will be made to accommodate conflicts arising out of religious observances. The following is a list of some major religious and cultural holidays during the semester:

Rosh Hashanah	October 3-5
Ramadhan	October 5
Yom Kippur	October 12-13
Sukkot	October 17-19
Shemini Atzeret	October 24-26
Diwali	November 1-3
Id al-Fitr	November 4

This list is not inclusive, and you are encouraged to let the professor know about other religious commitments and holidays. (Documentation may be necessary.)

Furthermore, we are aware of and, in principle, sympathetic to the many other pressures students have in their lives and are willing to accommodate reasonable requests for extensions (except in the case of exams) and other issues that involve scheduling conflicts. It is, however, *your* responsibility to bring conflicts to the professor's attention, and to do so *in advance*. Student athletes will, in most cases, need a letter from the Athletic Department about the scheduling conflicts. As a rule, **no** late assignments will be accepted without prior permission except in cases of a documented emergency.

III. INCOMPLETES

The university policy on the grade of "incomplete" will be followed in this course. It is generally not in a student's interest to have an incomplete, so try to avoid getting one.

IV. ACADEMIC INTEGRITY

Plagiarism and cheating are violations of academic integrity and thus violations of the LS&A Academic Conduct Code, and they will result automatically in a failure in the course. Furthermore, as the LS&A Academic Judiciary Manual of Procedures specifies, a student may be expelled from the university for academic misconduct. For the purposes of this class, plagiarism will be defined as *submitting a piece of work which in part or in whole is not entirely the student's own work without attributing those same portions to their correct source*. Additional information on what does and does not count as plagiarism can be accessed through the course website. **You are responsible for familiarizing yourself with those cases. Note that the paper-grading principles above specify a grade of E for a paper that does not cite material correctly.**

Meeting the learning objectives in this course requires that *you* apply your current knowledge and skills to the questions and exercises and, through them, improve that knowledge and those skills. Shortcuts won't get you there, however appealing they might seem. Because of this, the use of commercial study guides such as Cliff Notes, Sparknotes.com, and other similar resources outside this course is considered a violation of academic integrity. You will automatically fail this course if we catch you using such resources.

ADDITIONAL COURSE INFORMATION

Disabled student accommodations. If you would like to request academic accommodations due to a disability, please make an appointment to see Prof. LaVaque-Manty. If you haven't done so already, you are also encouraged to contact Services for Students with Disabilities (SSD), Rm. G-625 Haven Hall 1045, tel. 763-3000 (Voice/TTY/TDD).

Office hours. You are strongly encouraged to take advantage of Professor LaVaque-Manty's and Elizabeth Ben-Ishai's office hours for any course-related issues whatever. You can also e-mail questions.

Course website. This syllabus, paper topics, announcements and other course materials are available at the course website on CTools. Every student has reasonably convenient access to the web, so this should not pose insurmountable difficulties. If it does, please contact Professor LaVaque-Manty with an explanation for why it is insurmountable.

COURSE CALENDAR

This is the calendar of readings and some of the main assignments. Additional assignments, page numbers, and/or changes will be posted in the calendar on the course website.

- 9/7 Wed Introduction — no reading
- 9/12 Mon Max Weber, “Politics as a Vocation”
9/14 Wed Weber, “Science as a Vocation”
- 9/19 Mon Carl Schmitt, *The Concept of the Political*, pp. 19–45
9/21 Wed Schmitt continued, pp. 45–79
- 9/26 Mon Antonio Gramsci, *The Modern Prince*, pp. 55–132
9/28 Wed Gramsci continued, pp. 135–188
- 10/3 Mon George Orwell, *A Collection of Essays*, 188–279, 309–316
10/5 Wed Orwell continued, pp. 148–156, 171–187
- 10/10 Mon Franz Fanon, *Black Skin, White Masks* Introduction & chs. 1–4
10/12 Wed Fanon continued, chs. 5 and 8
- 10/17 Mon Fall break
10/19 Wed Hannah Arendt, *Eichmann in Jerusalem*, pp. 3–111
- 10/24 Mon Arendt continued, pp. 112–219
10/26 Wed Arendt continued, pp. 220–298
- 10/31 Mon Michael Walzer, “Political Action” (online)
11/2 Wed Martin Hollis, “Dirty Hands” (online)
- 11/7 Mon Habermas, *Toward a Rational Society*, chs. 5–6
11/9 Wed Habermas continued, chs. 2–3
- 11/14 Mon Foucault, *Discipline and Punish*, pp. 3–69
11/16 Wed Foucault continued, pp. 73–130
- 11/21 Mon Foucault, pp. 135–228
11/23 Wed **Thanksgiving — no class**
- 11/28 Mon John Rawls, *Justice as Fairness*
11/30 Wed **Term paper draft due** — no reading, continued discussion of Rawls
- 12/5 Mon *Is Multiculturalism Bad for Women?* Pp. 3–94
12/7 Wed *Multiculturalism* continued, pp. 95–131
- 12/12 Mon J.M. Coetzee, *Disgrace*