

**Political Science 409:
20th Century Political Thought
FALL SEMESTER 2003**

TTh, 2:30–4:00 p.m.
G115 Angell Hall

Instructor:

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Tuesdays, 1–2
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and by appointment

GSI:

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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 16:	First paper due
November 25:	Term paper draft due
November 27:	Thanksgiving recess; no class
December 9:	Last class
December 15:	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 be writing like Hobbes, Rousseau, or Marx; you will be writing like political theorists who study those texts *now*. 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 16. 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 23. 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 two other selected students, 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%. Due dates for both the draft and the final version will vary somewhat, depending on the topic you choose to write on.

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

The term paper will count for 40% 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 grammatical problems and teach you some important rules of grammar. We will also have the following policy: After we have introduced a grammatical rule, work that violates the rule will not be accepted.

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)

The following two texts are in electronic reserves, accessible through the U-M library reserves website as well as the course website, and also as hard copies at the University Reserves (in the Shapiro Undergraduate Library):

- Max Weber, “Politics as a Vocation,” in Max Weber: Selections in Translation, W.G. Runciman, ed. (Cambridge UP)
- Max Weber, “Science as a Vocation,” in From Max Weber: Essays in Sociology, Gerth and Mills, eds. (Oxford UP)

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.

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* 10:10 and end at 11:30; you must be in lecture on time.

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	September 27-28
Yom Kippur	October 6
Sukkot	October 11-12
Shemini Atzeret	October 18-19
Diwali	October 24-26
Ramadhan	October 27
Id al-Fitr	November 26

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 Monicka Tutscka'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 um.coursetools. 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.

- 9/2 Tue Introduction — no reading
9/4 Thu George Orwell, *A Collection of Essays*: “Politics and the English Language”
- 9/9 Tue Max Weber, “Politics as a Vocation” (online)
9/11 Thu Weber, “Science as a Vocation” (online)
- 9/16 Tue Carl Schmitt, *The Concept of the Political*, pp. 19–45
9/18 Thu Schmitt continued, pp. 45–79
- 9/23 Tue Antonio Gramsci, *The Modern Prince*, pp. 55–132
9/25 Thu Gramsci continued, pp. 135–188
- 9/30 Tue George Orwell, *A Collection of Essays*, 188–279, 309–316
10/2 Thu Orwell continued, pp. 148–156, 171–187
- 10/7 Tue Franz Fanon, *Black Skin, White Masks* Introduction & chs. 1–4
10/9 Thu Fanon continued, chs. 5 and 8
- 10/14 Tue Fall break
10/16 Thu Hannah Arendt, *Eichmann in Jerusalem*, pp. 3–111
- 10/21 Tue Arendt continued, pp. 112–219
10/23 Thu Arendt continued, pp. 220–298
- 10/28 Tue Michael Walzer, “Political Action” (online)
10/30 Thu Martin Hollis, “Dirty Hands” (online)
- 11/4 Tue Habermas, *Toward a Rational Society*, chs. 5–6
11/6 Thu Habermas continued, chs. 2–3
- 11/11 Tue Foucault, *Discipline and Punish*, pp. 3–69
11/13 Thu Foucault continued, pp. 73–130
- 11/18 Tue Foucault, pp. 135–228
11/20 Thu *Is Multiculturalism Bad for Women?* Pp. 3–24
- 11/25 Tue **Term paper draft due — no reading**
11/27 Thu ☐ Thanksgiving recess — no class
- 12/2 Tue *Multiculturalism* continued, pp. 27–94
12/4 Thu *Multiculturalism* continued, pp. 95–131
- 12/9 Tue J.M. Coetzee, *Disgrace*