

Political Science 2: Modern Theories of State and Society

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Texts

Required

The following works are required:

Arendt, *The Human Condition* (recommended) or another work on politics
de Beauvoir, *The Second Sex*
Freud, *Civilization and Its Discontents*
Hegel, *Phenomenology of Spirit*, or *Philosophy of Right*
Marx, “Wage Labor and Capital” (recommended) or another work on economics
Marx and Engels, “The Communist Manifesto”
Mill, *On Liberty*

Recommended

The following works should also be included, space permitting:

Fanon, *The Wretched of the Earth*
Huxley, *Brave New World*
Sartre, *Essays on Existentialism*

Any of the following works may also be used:

Gandhi, writings on nonviolence
Goldman, essays on anarchism
King, "Letter from Birmingham Jail"
Marcuse, *Eros and Civilization* (recommended) or another work
Mill, *On the Subjection of Women*
Sartre, *Dirty Hands* (recommended) or another play

Course Readings

A list of the books and articles studied in this course follows in the order in which they are read. Additional assignments will be announced in class.

Alexis de Tocqueville, *Democracy in America*
John Stuart Mill, *On Liberty*
Georg Friedrich Hegel, *Phenomenology of Spirit*
Georg Friedrich Hegel, *Philosophy of Right* (in *The Hegel Reader*)
Karl Marx and Friedrich Engels, *The Marx-Engels Reader*
Sigmund Freud, *Civilization and Its Discontents*
Jean-Paul Sartre, *Essays in Existentialism*
Simone de Beauvoir, *The Second Sex*
Frantz Fanon, *The Wretched of the Earth*
Hannah Arendt, *The Hannah Arendt Reader*
Herbert Marcuse, *Eros and Civilization*
Aldous Huxley, *Brave New World*

It is strongly recommended that you buy a college writing handbook if you do not already own one. *The Harbrace College Handbook* and the *New Oxford Guide to Writing* are especially recommended. Thomas Mautner's *A Dictionary of Philosophy* helps with terminology in this and other courses.

Course Requirements

Class Participation

Your assignment for every class of the semester is not only to have done the reading but also to have reflected upon it and to come to class prepared to say something about it that helps us to understand it.

What you say, however, doesn't necessarily have to show mastery of the text. Explaining difficulties that you may be having with a reading can be extremely helpful to both yourself and the group, and an excellent contribution to inquiry.

Reflecting—which may include additional reading—on a specified question or topic may be assigned for the following class from time to time. Carrying out such assignments is no less required than any other reading or writing assignment.

Participation comprises attendance, preparation, value and frequency of contributions to inquiry, attentiveness to both the texts and the discussion, and respect and courtesy toward other members of the class (including the authors). All of these aspects of participation affect your grade, and persistent failure in any of them will result in your being dropped from the course.

Written Work

All written work for this course must be typed and double-spaced. Quotations and paraphrases must be followed by parenthetical page references. A handout on writing, format, and use of sources will be distributed at the beginning of the course.

Protocols

Protocols are 2–4 page papers intended to be read by the whole class. In class, the protocol is first read aloud by the writer, then discussed by the group, and returned with comments by the instructor (and, optionally, by students). As with essays, citations must be followed by page references.

A protocol introduces the reading or one of the readings for the class on which the protocol is read. Note the pages of the reading at the top of the first page. *Do not attempt to summarize or “cover” the reading*, as this usually results in a catalog of many points without adequate discussion of any of them. Rather, select what you take to be the most important or most basic point, claim, concept, or passage in the reading, and do not proceed to another item until you think you have fully clarified and discussed it. If you have a problem(s) with it, explain it (do not merely state the problem).

A protocol should also provide a point of departure for class discussion. This is accomplished by raising a question or two (not more) or making a critical point of your own.

Optionally, you can begin your protocol by presenting a difficulty you have with the previous reading, or by arguing that the class misunderstood it in an important way. Another option is to start by saying something about the relation between a previous reading and the current one.

Procedure: Each student writes at least *two* protocols, and is welcome to write up to three. We will only have time to discuss one protocol per class, so once a protocol date is reserved, it is not available to others. On the due date, the protocol writer provides a copy (collated and stapled) to each member of the class.

If you have written more than two protocols, the two with the highest grades will count toward the course grade.

Essay

A formal essay is due at the end of the course: it must be 4 to 7 pages long (960–1,690 words). A bibliography is required if citing sources not read by the class. Formal essay writing is covered in the handout that will be distributed.

Topics: Write on one or more of the course texts. Consult with me if you want to include substantial discussion of a text not read in the course, or if you want to write about more than two books or three excerpts in the essay (not advised). You can formulate your own topic, or use one of the topics that will be suggested in class. Protocols can serve as initial explorations of an eventual essay topic.

Research Paper Option

Students may fulfill the college's research paper requirement in this course. No other written course work is required under this option, which is available to a maximum of six students on a first-come-first-served basis. If you want to take this option, you must decide early enough in the course to schedule a conference with me. If you have not conferred with me by then, you will no longer be eligible for the research paper option. When you confer with me, I will provide specifications,

guidelines, and materials for a social science research paper, and you should be ready with at least two possible *researchable* topics.

Course Grade

Your final grade will be calculated as follows:

Protocols	24 percent
Essay	26 percent
Class participation	50 percent

or:

Research paper	55 percent
Class participation	45 percent

Syllabus

September

9/4	Course introduction de Tocqueville, <i>Democracy in America</i> , Vol. 1: Introduction, Part 2: chs. 1, 6, 7, and Conclusion
9/5	de Tocqueville, <i>Democracy in America</i> , Vol. 2: Part 1: chs. 8, 9, 17. Vol. 2: Part 2: chs. 1, 2, 4, 8, 10, 11, 20
9/9	de Tocqueville, <i>Democracy in America</i> , Vol. 2: Part 3: chs. 16, 17 Part 4: chs. 2, 6, 7, 8
9/11	Mill, <i>On Liberty</i> , 55–99
9/12	Mill, <i>On Liberty</i> , 99–140
9/16	Mill, <i>On Liberty</i> , 141–187 Last day for setting up research paper conference
9/18	Hegelian terms (tbd) Hegel, <i>Phenomenology of Spirit</i> , 70–85
9/19	Hegel, <i>Phenomenology of Spirit</i> , 87–98 Hegel, <i>Philosophy of Right</i> , 325–339, 356–367 (up to section 201)
9/25	Hegel, <i>Phenomenology of Spirit</i> , 80–97; from de Tocqueville, <i>Democracy in America</i> (tbd)

- 9/26 Hegel, *Philosophy of Right*, 397–398; sections 348–360 (tbd);
Philosophy of Right, 400–415
- 9/30 Engels, “Working Class Manchester,” 579–585
Marx, “Wage Labor and Capital,” 203–217
- October**
- 10/2 Marx and Engels, “The Communist Manifesto,” 469–491
- 10/3 Marx, *The German Ideology*, 163–175
Marx, “Class Struggle and Production,” “Grundrisse,” 220–232
- 10/7 Marx, “Grundrisse,” 232–250
- 10/9 Freud, *Civilization and Its Discontents*, Gay’s biographical introduction ix–xxiii;
chs. 1–2
- 10/10 Freud, *Civilization and Its Discontents*, chs. 3–5
- 10/11–10/15 Dean’s Break
- 10/16 Freud, *Civilization and Its Discontents*, chs. 6–8
- 10/17 Sartre, “The Humanism of Existentialism,” 31–62
- 10/21 Sartre, “Freedom and Responsibility,” “The Desire to be God,” 63–73;
“Bad Faith,” 147–160
- 10/23 Sartre, “Bad Faith,” 160–186
- 10/24 de Beauvoir, *The Second Sex*, Author’s Introduction, xix–xxxvi, 24–60
- 10/28 de Beauvoir, *The Second Sex*, 139–198, 253–263
- 10/30 de Beauvoir, *The Second Sex*, 371–403, 642–669
- 10/31 de Beauvoir, *The Second Sex*, 679–732
- November**
- 11/4 Fanon, *The Wretched of the Earth*, 35–88
- 11/6 Fanon, *The Wretched of the Earth*, 88–106, 141–147, 206–235

- 11/10 Fanon, *The Wretched of the Earth*, 236–279, 311–316
- 11/11 Arendt, “Labor, Work, Action,” “The Public and the Private Realm” (to 218)
- 11/13 Arendt, *Eichmann in Jerusalem*, 313–344
- 11/14 Arendt, *Eichmann in Jerusalem*, 344–375; Saurer memorandum (tbd); “Hegel on the Führerprinzip” (tbd)
- 11/18 Marcuse, *Eros and Civilization*, Prefaces and Introduction, chs. 1–2
- 11/20 Marcuse, *Eros and Civilization*, chs. 3–5
- 11/21 Marcuse, *Eros and Civilization*, chs. 6–8
- 11/25 Marcuse, *Eros and Civilization*, chs. 9–11, Epilogue
- 11/26–11/30 Thanksgiving holiday

December

- 12/2 Huxley, *Brave New World*, 3–63
- 12/4 Huxley, *Brave New World*, 63–139
- 12/5 Huxley, *Brave New World*, 140–197
- 12/9 Huxley, *Brave New World*, 198–259
 ESSAY OR RESEARCH PAPER DUE