

History of Political Theory II
The State and the People

PS 3202-01
Spring 2020
Political Science
Instructor: Dr. Chris Barker
Course time: Sunday and Wednesday 8:30-9:45am Course location: WALEED CP74
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Office hours: Sunday and Wednesday 11:15am-12:15pm or by appointment Office location: HUSS, Room 2015
Course Catalog Description Analysis of the thought of the major contributors, from Plato to the present. Fall semester (301): ancient and medieval political philosophy and the modern break with traditions. Spring semester (302): main currents of modern thought.
Spring 2020 Course Description What is the state, and how did “we the people” come to be the legitimate source of power within modern states? The first part of this course analyzes the modern state in terms of its sovereign authority, and other key concepts such as the separation of powers (executive, legislative, and judicial) and the rule of law that create a vertical axis connecting citizens and state. The second part of the course examines the main theoretical approaches to the analysis of relations between citizens within the state (and sometimes, across states): capitalism, socialism, communism, liberalism, totalitarianism, imperialism, and feminism.
Learning Outcomes At the end of the course, the successful student will be able to <ul style="list-style-type: none">- Identify the unit of analysis of modern political history- Identify new examples of political regimes and ideologies not theorized by ancient authors (POLS 3201), including empire and totalitarianism- Demonstrate familiarity with the major authors, concepts, and arguments in the modern history of political thought- Identify and explain the main approaches to the analysis of modern political history, including the “isms” which develop in the late modern period (e.g., capitalism, socialism, communism, liberalism, feminism).- Situate political theory’s continuing contribution to the discipline of political science.- Engage in persuasive analytical writing, as assessed through substantial, original papers on assigned topics in political theory

Course Goals

This course will develop the students' abilities to think critically and to read analytically, using the major works of modern political theory.

Prerequisites: RHET 1010, RHET 1020, RHET 1100, RHET 2010, POLS 1001 or POLS 2003

Course Grading Requirements:

Participation in classroom discussions: 20%, including occasional inverted classroom assignments/group work (15%) and debates (5%)

Presentations: 1 student presentation = 5%

Writing assignments and pop quizzes: 15% (each student will choose and complete five writing assignments = 3% each)

Paper 1: 30% due at 11:59pm on March 19

Take-home exam paper: 30% due no later than the conclusion of our scheduled exam slot

Grading:

94%-100%-	A	"A" grades confirm exceptional, extraordinary effort and results
90%-93%-	A-	
87%-89%-	B+	"B" grades confirm effort exceeding average and high quality work.
84%-86%-	B	
80%-83%-	B-	
77%-79%-	C+	"C" grades confirm average and satisfactory work.
74%-76%-	C	
70%-73%-	C-	
65%-69%	D+	"D" grades confirm less than satisfactory effort and less than adequate work.
55%-65%	D	
55% and below	F	"F" grades confirm far less than sufficient effort and results or may be given in response to a violation of academic integrity.

Required books (for purchase by students)

Title: *The Broadview Anthology of Social and Political Thought: From Machiavelli to Nietzsche*
Edited by: Andrew Bailey; Samantha Brennan; Will Kymlicka; Jacob T. Levy; Alex Sager;
Clark Wolf (Peterborough, ON: Broadview Press, 2018)

The textbook must be purchased by all students and brought to class for use in class. Readings marked "excerpt" and "recommended" will be posted to Blackboard in advance of our class

session by the course TA. The textbook also includes helpful introductory essays on each of our major authors.

Presentations:

Students will be required to make at least one presentations during the semester. The presentation readings (indicated in the syllabus below) will be posted on Blackboard under “Presentation Readings.” Students will sign up for presentations on Wednesday of Week I. Presentations are typically multimedia and take no less than five minutes and no more than fifteen minutes.

Writing assignments:

Writing assignments (approx. 300 words) will be submitted on Blackboard by midnight *two days before* the indicated class meeting. E.g., the Feb. 5 writing assignment will be submitted by 11:59 pm on Feb. 3. Students’ writing assignments should include parenthetical references to the week’s reading, in the format laid out in the course Style Guide posted online. E.g., (author date, page#).

Exam:

The final exam will be a comprehensive take-home examination due at the end of the exam timeslot scheduled for this class. Since this is an exam, absolutely no late exams will be accepted for any reason that is not covered by a prior accommodation discussed in person in advance with the course instructor. As per AUC policy, no collaboration on exams (or any other assignment) is permitted.

1. Introduction

Week 1 (Feb. 2 and 5):

Feb. 2:

Introduction to the syllabus; the question of popular revolution and uprising

Feb. 5:

Reading: Margaret Canovan, “Populism for political theorists?” *Journal of Political Ideologies* 9, 3 (2004): 241–252; Carl Sandburg, “I Am the People, the Mob” (short poem)

Presentation: Interview with AUC graduate student on her experience during 2011 Revolution, University on the Square, AUC Digital Archives

(<http://digitalcollections.aucegypt.edu/cdm/search/searchterm/20120315>)

Writing Assignment: In Egypt, who (if anyone) are ‘the people’? Are they sovereign? If so, when were/are they sovereign? Explain your view with reference to Canovan’s article on popular sovereignty and the definition of the people.

2. The Birth of the State

Week 2 (Feb. 9 and 12):

Feb. 9: Niccolò Machiavelli, *Prince*, “Epistle Dedicatory,” Chapter 1-6 (*Broadview*, 4-11); Frederick the Great, *Anti-Machiavel*, Foreword and Chapter 6.

Presentation: Presentation: Joseph M. Parent, “Machiavelli’s Missing Romulus and the Murderous Intent of *The Prince*,” *History of Political Thought*, 26, 4 (2005), 625-645

Feb. 12: *Prince*, Chapter 7-8 (crimes and necessity), Chapter 11 (church), Chapter 12 and 13 (on the military) (*Broadview*, 11-16, 18-23); Frederick the Great, *Anti-Machiavel*, Chapter 7-8 (posted to BB)

Presentation: John T. Scott and Vickie B. Sullivan, "Patricide and the Plot of the Prince: Cesare Borgia and Machiavelli's Italy," *The American Political Science Review* 88, 4 (1994), 887-900.

Writing Assignment: Is Cesare Borgia a lucky prince, or someone who rises through his own skills. Hint: Account for the mention of Cesare in Chapter 11, where he is described as the instrument of his father.

Week 3 (Feb. 16 and 19): Guest lecturer, Gustavo Dalaqua (Universidade Estadual do Paraná, Brazil)

Feb. 16: Niccolò Machiavelli, *The Prince*, chapters 15 (the new political science) to 19 inclusive; chapters 25-6 on fortune and Italian unification (*Broadview*, 24-32, 37-40); Frederick the Great, *Anti-Machiavel*, Chapter 15 (posted to BB)

Presentation: Grant B. Mindle, "Machiavelli's Realism," *The Review of Politics* 47, 2 (1985), 212-230.

Presentation: Hanna Pitkin, *Fortune is a Woman: Gender and Politics in the Thought of Niccolò Machiavelli* (Chicago and London: University of Chicago Press, 1999), 109-137, 329-333.

Feb. 19:

Machiavelli, *Discourses on the First Ten Books of Titus Livius* (*Broadview*, 41-53)

Presentation: John McCormick, "Contain the Wealthy and Patrol the Magistrates: Restoring Elite Accountability to Popular Government," *American Political Science Review* 100, 2 (2006): 147-63.

Writing assignment: Is Machiavelli a man of the people? Explain your answer, based on your understanding of *Discourses on Titus Livy*, with reference to *The Prince*.

Week 4 (Feb. 23 and Feb. 26)

Feb. 23: Thomas Hobbes, *Leviathan*, frontispiece (posted to BB), Introduction, Chapter 10 on power (*Broadview*, 77-83), Chapter 13-18 (*Broadview*, 87-112)

Presentation: Quentin Skinner, "Thomas Hobbes: Picturing the State"

(<https://www.youtube.com/watch?v=oyX0Nk8GiZw>)

Presentation: Is Hobbes a totalitarian? Hannah Arendt, *The Origins of Totalitarianism*, excerpt

Feb. 26: Hobbes, *Leviathan*, Chapter 16-18, 29-30 on sovereign power and its limits (*Broadview*, 139-154)

Presentation on Carl Schmitt on sovereignty as exception, *Political Theology* (excerpt)

Presentation: Seyyed Vali Reza Nasr, *Islamic Leviathan: Islam and the Making of State Power*, excerpt

Writing Assignment: Does Hobbes's Leviathan make us more or less safe as citizens? Explain with reference to our readings from *Leviathan*.

Week 5 (March 1 and 4):

March 1: John Locke, "Second Treatise of Government," Chapter 1 (political power), Chapter 2-3 (nature and war), Chapter 5 on property (*Broadview*, 161-67, 168-74)

Presentation: Robert Nozick, *Anarchy, State, and Utopia*, in *Justice*, ed. Michael Sandel 60-73

March 4: Locke, "Second Treatise," Chapter 14 on prerogative (*Broadview*, 202-204)

Michael Walzer, *Dissent* pieces on drones and Syria (posted to BB)

Videos of drone strikes involving collateral damage: TBD

Writing assignment: Would Locke permit the US executive to make drones strikes against terrorists, whether inside or outside the US? Explain with reference to Locke's theory of prerogative power.

Week 6 (March 8 and 11):

Mar. 8: Locke, "Second Treatise," Chapter 19 on the right of revolution (*Broadview*, 215-225); Thomas Jefferson, "Declaration of Independence" (*Broadview*, 431-34)

Presentation: Robert C. Grady, "Obligation, Consent, and Locke's Right to Revolution: 'Who Is to Judge?'" 277-292.

Writing Assignment: Does Jefferson's "Declaration" follow or reject the theory of Locke on revolution?

Mar. 11: Religious liberty

Locke, "Letter Concerning Toleration" (*Broadview*) and Thomas Jefferson, "Letter to the Danbury Baptists" (1802)

Presentation: Quebec's headgear law and Myriam Hunter-Henin, "Why The French Don't Like The Burqa: Laïcité, National Identity And Religious Freedom," *The International and Comparative Law Quarterly* (2012): 613-639

4. New Questions about the People

Week 7 (March 15 and 18): Gender/Race and Empire

Mar. 15 The Social Contract's Critics

Carol Pateman, *The Sexual Contract*, short excerpt (posted to BB)

Charles Mills, *The Racial Contract* (Ithaca and London: Cornell University Press), 9-40 (posted to BB)

Mar. 18 Karuna Mantena, "The Crisis of Liberal Imperialism" (posted to BB);

Presentation: Timothy Mitchell, *Colonizing Egypt*, excerpt

First paper due (midnight, March 19)

Week 8 (March 22 and 25):

Mar. 22: Unpublished East India Company dispatches on suttee and thuggee (TBD)

Group work on the death Radhabai in 1823

Class game/simulation: Who is the thug?

Writing assignment: If the widow Radhabai voluntarily chooses to burn herself alive, isn't that her choice? Answer yes or no with reference to our discussion of the state power to intervene in private lives, and justify your answer.

Mar. 25: Formal class debate: Imperialism Can Help Subject Countries to Improve: Y/N?

Week 9 (March 29 and April 1): Capitalism and Socialism

Mar. 29: Smith, *The Wealth of Nations*, excerpts from Book I (division of labor) and Book IV (trade/protectionism) (*Broadview*, 385-97); Mill, *Principles of Political Economy*, 5.11 on the limits of state action (posted to BB)

Presentation: Dennis Rasmussen, "Does 'Bettering Our Condition' Really Make Us Better Off? Adam Smith on Progress and Happiness," *The American Political Science Review* 100, 3 (2006): 309-318.

April 1: Mill, *Principles of Political Economy*, 4.7 on socialism

Richard Wolff, *Democracy at Work* (excerpt posted to BB)

Presentation: Jon Elster, "From Here to There; or, If Cooperative Ownership Is So Desirable, Why are There So Few Cooperatives?" *Social Philosophy and Policy*, 6, 2 (1989): 93-111

Course drop deadline (undergraduate):

Week 10 (April 5 and 8): Communism

Apr. 5 Karl Marx, *Economic and Philosophical Manuscripts of 1844* (Broadview, 670-683); *The Communist Manifesto* (Broadview, 695-710)

Presentation: Werner Bonefeld, Richard Gunn and Kosmas Psychopedis, *Open Marxism* (excerpt)

Apr. 8: Democracy

Alexis de Tocqueville, *Democracy in America* (Broadview)

Presentation: Rogers Smith, “Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America,” *The American Political Science Review* 87, 3 (1993): 549-566

Writing assignment: Alexis de Tocqueville, a French aristocrat, was a critic of something he called “the tyranny of the majority.” Provide an analysis of Tocqueville’s view, not from the age of Andrew Jackson in which Tocqueville visited America, but for the age of Donald Trump.

Week 11 (April 12 and 15):

Apr. 12 Holiday

Apr. 15 Holiday

5. Modern Liberalism and Utility

Week 12 (April 19 and 22): Utility

Apr. 19 Holiday

Apr. 22 Jeremy Bentham, *Introduction to the Principles of Morals and Legislation; Offenses against One’s Self* (excerpts) (Broadview, 542-553)

Presentation: Legalizing same-sex marriage

Week 13 (April 26 and 29): Liberty

Apr. 26 The American Republic

Federalist Papers 10, 51, 70, 78 (Broadview)

Presentation: Nancy Rosenblum, *On the Side of the Angels*, excerpt on parties in politics

Presentation: Joshua Cohen and Archon Fung, “Democracy and the Digital Public Sphere,” 1-8.

Apr. 29 Mill, *On Liberty*, Chapter 1 and 2 excerpts (Broadview, 566-579)

Presentation: Article on Mill and censorship (TBD)

Writing assignment: Egyptian singer Sherine was arrested for making a comment on the Nile water in Egypt. Does this arrest accord with Mill’s theory of liberty and the “harm” principle? Explain with reference to our readings from *On Liberty*.

Week 14 (May 3 and 6): Liberty and Incarceration

May 3: *On Liberty*, Chapter 3-5 excerpts (Broadview, 579-591)

Presentation: Frances A. Althaus, “Female Circumcision: Rite of Passage Or Violation of Rights?” *International Family Planning Perspectives* 23, 3 (1997): 130-133 and “Four Arrested after 12-Year-Old Egyptian Girl Dies from Female Genital Mutilation,” *Egyptian Streets*

Writing assignment: The Egyptian government has outlawed female circumcision but not male circumcision. Is this a violation of equal protection of the law? Was the Egyptian government wrong to use its power to regulate female circumcision in the first place?

May 6: Workshop: jails and prisons (Bentham, *Panopticon: or, the Inspection House*, letters 1, 2, 5, 6 (Broadview, 553-59); Cesare Beccaria, *On Crimes and Punishments* (posted to BB)

Presentation: Michel Foucault, *Discipline and Punish* (excerpt on Damians posted to BB)

Presentation: A comparison of Michelle Alexander, *The New Jim Crow* (New York: The New Press, 2012) (excerpt) and John Pfaff, *Locked In: The True Causes of Mass Incarceration—and How to Achieve Real Reform* (New York: Basic Books, 2017) (excerpt).

Presentation: “Forgotten in Al Qanater,” *Egyptian Front for Human Rights*

Week 15 (May 10 and 13): Mass Incarceration/Feminism and Gender

May 10: Totalitarianism (posted to BB)

George Orwell, *1984* (excerpt); Czeslaw Milosz, *The Captive Mind* (excerpt); Timothy Snyder, *On Tyranny*, excerpt

Presentation: Lucas Swaine, “The Priority of Freedom of Thought”

Writing assignment: Mill wrote that “it is individuality that we war against,” and Tocqueville was frightened by the sameness and mediocrity of the Americans he met while in the US. What ideology/influence has most demanded conformity in the 20th and 21st centuries? Is it (post)colonialism, Stalinism/communism, neoliberalism, the internet...? Justify your opinion.

May 13: JS Mill, *The Subjection of Women Broadview* (*Broadview*, 607-621); Harriet Taylor Mill, “The Enfranchisement of Women” (*Broadview*, 621-632)

Presentation: Mary Dietz, “Current Controversies in Feminist Theory,” *Annual Review of Political Science* 6 (2003), 399–431

Writing assignment: Does JS Mill remain true to his claim that he only seeks the legal equality of men and women in *The Subjection of Women*? Explain.

Final exam scheduled for the exam period

Participation

The participation grade recognizes contributions to classroom discussion by students. Prepared students who actively contribute to classroom discussion and debate by asking and answering questions will receive higher participation grades. A rough participation grade will be posted to Blackboard prior to the midterm. The *final* participation grade may improve or decrease depending on student performance in the second half of the course.

Attendance policy

Typically, attendance will be taken each class. If you have more than three weeks of unexcused absences (six classes), you have not completed the course requirements and will receive a failing grade. This is AUC policy and the policy will be enforced in this class. Students will be informed of this status by email after the third week of absence. Written work that is due in class, or tests that are taken in class, cannot be made up or taken at a later date in the case of unexcused absences. For more information, please see the AUC attendance policy (<http://catalog.aucegypt.edu/content.php?catoid=27&navoid=1333>).

Electronic devices and Classroom Demeanor:

The use of electronic devices such as cellphones and laptop computers is prohibited. There is a reason for this. (See Mueller and Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25 (2014): 1159–1168. In a nutshell, laptop note-takers “performed significantly worse on the conceptual questions” and wrote notes that had “more verbatim overlap with the lecture.”) But as importantly, it is distracting and too easily abused. The use of cellphones or laptops in class, or distracting or egregiously discourteous behavior, including arriving late, may

result in a mark of absent for that class.

Students who arrive more than five minutes late to class will be denied entry to the classroom for that session.

Mid-Term and Final Essays:

The midterm paper will be approximately 8-10 double-spaced pages (2500-3000 words) in length. The final paper (take-home exam) will be 10-12 pages (3000-3500 words) in length. Each paper will address one assigned question that will allow students to use their “toolbox” of concepts and theoretical approaches to address an important theme in the history of political thought. These are argumentative papers. Students will be called upon to defend a thesis and to support that thesis using evidence.

Services for Students with Disabilities

AUC seeks to maintain a supportive academic environment for students with disabilities. To ensure their equal access to all educational programs, activities and services, students with disabilities should notify the university, provide documentation, and request reasonable accommodations. If a student has a documented disability and wants to request special accommodations, please contact Student Disability Services (SDS) at extension 3918 or sds@aucegypt.edu (located in the Office of Wellbeing/Dean of Students). See: <http://in.aucegypt.edu/student-life/student-well-being/disability-services>

To be accepted, accommodation letters should be presented to the instructor well in advance of any assignment or exam and/or at the beginning (first or second week) of the semester.

AUC complies with the American Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973 and offers numerous facilities available to help you with your educational endeavors.

Policy on Academic integrity

Academic integrity includes a commitment neither to engage in nor tolerate acts of falsification, misrepresentation, or deception. Prohibited acts include cheating or copying, plagiarizing, submitting another person’s work as one's own, using Internet or other sources without citation, fabricating field data or citations, stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Plagiarism will result in a failing grade for the assignment in question. Cheating during an examination will result in a zero grade for this examination. Further action, according to university regulations, may also be implemented.

You should be aware that all written work will typically be submitted to “Turnitin.com,” the detection prevention software.

The University's statement on academic integrity, from which the above statement is drawn, is available online at:

<http://www.aucegypt.edu/academics/integrity/Pages/default.aspx>