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PSCI 7004: Graduate Seminar in Political Thought

Friday 1:30-4

Ketchum 1B31

The Graduate Seminar in Political Thought has two main purposes: (1) provide an overview of central issues and/or thinkers in the field of political theory, and (2) develop skills for interpreting, analyzing, and writing about key political ideas.

The Fall 2020 seminar will focus on the construction of the self, particularly consciousness and social identity, in Western political thought. Our overarching task will be to consider and compare different conceptions of the self, the roles of social identity in conceiving of and pursuing the good life, and the implications of self and identity for equity and democratic participation. Readings will be organized conceptually and chronologically.

Course Objectives

PSCI 7004 is intended to help graduate students cultivate the knowledge and skills to produce political theory and/or theoretically rich and theory-informed work in other areas. The course objectives therefore include:

- Developing critical reading skills through close engagement with primary source texts and secondary literature
- Developing analytical and interpretive skills through in-class discussion and written assignments intended to help students identify, understand, and test/critique/build on main ideas in important texts
- Developing academic writing skills through short and long written assignments that will ask students to articulate their understanding of and thoughts regarding a broad range of theoretical ideas

- Building towards a comprehensive understanding of important ideas in the theoretical canon
- Preparation for independent research, as students cultivate their ability to read independently, identify themes in and across theoretical texts, and articulate their ideas in written form
- Preparation for comprehensive exams, for students whose major or minor field is political theory.
- Professionalization through assignments designed to articulate and provide opportunities to practice scholarly engagement in line with the (often implicit and unspoken) norms and expectations of academe, as well as discussion of the limitations of academic norms and institutional structures.
- Building relationships with future colleagues through engaged, mutually respectful discussion and exchange of ideas.

Requirements

Participation (25%): Engaged, informed, respectful participation in seminar meetings. It is fine to come to class without understanding the reading as long as you have completed it, made a good faith effort to understand it, and brought your questions to class with you. It is also fine (and often very useful, and probably inevitable) to dislike the reading, as long as you are prepared to engage with it thoughtfully.

Response Papers (25%): 5 response papers, 1-2 pages, single spaced

- These are due via email, attached as a .doc, .docx, or .pdf file, by noon on the Thursday *before* our seminar meeting.
- Because these are meant to prepare you for seminar and help direct our seminar discussion, late work is not accepted.
- These papers should not summarize the text; rather, they should analyze an important point in the reading, whether critically or sympathetically.
- These papers should focus narrowly on asking one question or analyzing one aspect of the text, and should integrate textual evidence.

Situating the Reading (10%): Once over the course of the semester each student will write a 1-2 page paper and make a brief, informal presentation to the class exploring and explaining context that can help us understanding where our reading and its authors are coming from. This should include research into at least three of the following, and can include more/all: the

author's biography and academic training, the schools of thought with which the author identifies and/or was identified by others, the sources from which the author draws and how that informs their thought, the debates to which the author was responding, the veracity of the author's research (e.g. is their history right? do their footnotes check out?), and anything else that helps us understand how their ideas developed and how we might understand their perspectives. By noon on September 8th, please email me your top 3-5 choices for weeks/readings and I will do my best to assign each of you to one of the readings/authors you'd prefer.

Article-length seminar paper (40%): This assignment is designed to help you practice writing academic articles for publication. It will proceed in the following parts:

- *Summary of two academic journals (5%)* – due via email by noon on September 25th, and bring a copy to seminar if we are meeting in person – Write 2 one-page summaries of journals to which you might submit your theoretical or theory-driven work. These summaries should include a brief overview of the type of work the journal publishes, their submission guidelines, their reach, and anything else you find noteworthy. We will combine summaries into a shared class database to create an overview of the larger terrain. In order to avoid duplication, I will send out a list of potential journals before our second class meeting and ask you to send me your top 3-5 choices by noon on September 8th. You can also suggest journals that are not on the list.
- *Paper Abstract (5%)* – due via email by noon on October 13th – a 300-500 word abstract explaining the central question of your paper, situating it within a larger debate/literature, and giving a brief outline of how the paper will proceed.
- *Annotated Bibliography (5%)* – due via email by noon on November 3rd – a list of key sources for your project. You do not have to have read them all at this point, but do need to have surveyed the relevant literature and developed a sense for how you will focus your reading. You do not need to include a summary of each source, though you may. You could also list sources by common topic or theme and explain which point they are meant to support, cluster sources around a debate, or list sources in the rough order in which you anticipate using them in your final paper and explain how they will match up with the larger argument.

- *Practice conference presentation (5%)* – in class on December 4th – During our last class, each student will give a conference-style presentation of their final paper. We will talk more in class about what conference presentations look like; generally speaking, anticipate a 10-13 minute presentation of the key ideas in your paper followed by a brief Q&A. The key ideas/thesis/argument/evidence of your paper should be developed by this point, but your paper does not need to be complete or in its final form. Rather, as is the case with conference presentations, you can use this as an opportunity to run your ideas past a knowledgeable audience and get useful feedback before you submit your paper. In addition to your own presentation, you will be assessed on your engaged participation as an audience member.
- *Article draft (25%)* – due via email by noon on December 9th – This paper should be 8,000-10,000 words in length *including* footnotes, endnotes, and bibliography. It can be related to a topic you are already working on (and especially for students approaching the dissertation, it would be wise to take this route) but cannot duplicate work for your QP, prospectus, dissertation, or other seminar papers. I do not expect that you will submit this paper for publication, nor do I expect that it would be ready for publication; early drafts rarely, if ever, are. Rather, the goal of this assignment is to help you get used to how it feels to develop an article-length idea, execute an article-length project, and write with an academic audience in mind.

Policies

Academic integrity and the Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the

faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

Attendance

It is my expectation that you will attend all seminar meetings, that you will be on time, and that you will be prepared. If you cannot attend a seminar meeting for any reason, please let me know in advance.

Classroom behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Disability Services and accessibility

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Electronics

Generally, I do not allow electronics in graduate seminar meetings. However, the circumstances around COVID-19 may necessitate exceptions to that policy as we navigate quarantine, remote learning, and the likely necessity of

some version of a HyFlex model. For the start of the semester, please bring a pen, paper, and paper copies of the readings (or good notes about them) to any in-class meetings. We will re-assess as the semester goes on. Please know that when we meet in person we will have a break partway through class to check phones, and that if you need to check your phone more frequently (e.g. care obligations, ongoing emergencies, etc.) you may generally do so as long as you let me know first.

Of course, if we are all remote or you are joining us remotely, the use of electronics will be essential. In that case, please think carefully about how you can minimize distractions and resist the temptation to check email and alt-tab, and take whatever steps are necessary and possible to facilitate a focused, present discussion. Please know that if we are meeting remotely or you are joining us remotely, there will also be a break partway through class to help mitigate Zoom burnout.

Email

I will respond to email from graduate students ASAP, usually within 24 hours, except on Sundays and Mondays. If it takes longer, it is probably because I am still thinking about your question and haven't had a chance to email you back yet, but you are welcome to email and check in again or to make an office hours appointment as needed.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Office Hours

During the Fall 2020 semester all office hours will be held remotely; please email to me make an appointment, rather than dropping by my office. I will have standing office hours on Tuesday from 3-5, but we can likely arrange to meet at other times as well. Even though arranging a meeting may feel more formal than stopping in, please know that the purpose of office hours remains the same: to talk through questions, clarify readings and ideas, develop paper topics, explore research agendas, and discuss future paths. These meetings do not need to be formal, and I encourage you to meet with me as often as is helpful for your intellectual and professional development.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Additionally, please note that I will treat your name and pronouns as fact rather than preference. Even if you have not updated your name and pronouns in the CU Boulder system, I am happy to use whatever name you give on the first day of class, via email prior to our first class, or via email or meeting at any point in the semester.

Religious holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If your religious observation conflicts with lecture and/or recitation attendance, please get in touch with me least a week in advance if you would like to talk about ways to go over the reading or two weeks if you will need an extension on written work.

See the [campus policy regarding religious observances](#) for full details.

Discrimination, Harassment, Sexual Misconduct, and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

In other words: I am a mandatory reporter, and am legally required to inform the OIEC when I am made aware of incidents of discrimination, harassment, sexual misconduct, or retaliation. The University's current interpretation of the law extends to incidents that take place off-campus and/or that happened before you were a CU Boulder student if they continue to affect you, and requires me to flag comments made in passing during class discussion, via email, in office hours meetings, and/or in your written coursework. Please note that this is *not* a punitive measure! Whenever possible, I will let you know that I am contacting them before I do so and will send you the content of my mandatory report so you know what information they have before you hear from them. Once I make the report they will reach out to you and any other involved parties as needed. Unless they understand the report to implicate you in causing discrimination, harassment, sexual assault, or sexual misconduct or believe there to be a risk of imminent violence (and I hope neither of these will be an issue!) you can decline to discuss the incident with them further (they have told me you can delete the email without response). You may also find it useful to read their email and/or speak to them about resources available through CU Boulder; the underlying purpose of this reporting system is to flag incidents that the University might be able to address and provide support for students whose education is impeded by discriminatory behavior, and they do aim to provide helpful resources.

While OIEC reporting requirements have many upsides, they can be especially complex in working with graduate students. As you are developing your professional voices – and living your lives – you may find it professionally productive and/or personally important to reflect on and explore experiences of discrimination, harassment, and sexual misconduct that may be part of your experience, perhaps especially in considering the development of the self and related topics. If that is the case, you have a few options. One is to go ahead and include those discussions in class and/or our discussions and/or coursework, knowing that I will have to flag that to OIEC as outlined above. Another option is to frame anecdotes hypothetically, if you find that the substance of a given experience is relevant to your work but you do not want to disclose (for this or any other reason) that it is a personal experience; talking about hypotheticals is common in theory, and giving such an example would not be unusual in the field or in our discussions (nor should you assume that a colleague's hypotheticals are rooted in personal experience). A third option – compatible with the first two – is to reach out to someone confidentially, which you can do on-campus through the Office of Victim Assistance (<http://www.colorado.edu/ova>), Counselling and Psychiatric Services (CAPS) (<http://www.colorado.edu/health/counseling>), or the Ombuds Office (<http://www.colorado.edu/ombuds>), or off-campus through a trained counsellor or therapist as well as resources like MESA (<http://www.movingtoendsexualassault.org> and a 24-hour sexual assault hotline at 303-443-7300) and Colorado Crisis Services (<https://coloradocrisisservices.org>, a 24-hour crisis hotline at 844-493-8255, and via chat through their website or by texting “TALK” to 38255).

Course Readings

Many readings for this course are available on Canvas. In addition to those, you will need to acquire copies of the following texts:

- Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life*. Durham, NC: Duke University Press, 2012.
- Gloria Anzaldúa, *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books, 2012.
- Kwame Anthony Appiah, *The Ethics of Identity*. Princeton, NJ: Princeton University Press, 2005.

- Judith Butler, *Bodies That Matter: On the discursive limits of “sex.”* New York: Routledge Classics, 1993.
- W.E.B. DuBois, *The Souls of Black Folk*. New York: Penguin, 1989.
- Frantz Fanon, *Black Skins, White Masks*, trans. Richard Philcox. New York: Grove Press, 2008.
- Michel Foucault, *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan. New York: Vintage Books, 1977.
- Michel Foucault, *The History of Sexuality, Volume 1: An Introduction*, trans. Robert Hurley. New York: Vintage Books, 1990.
- John Rawls, *A Theory of Justice*. Cambridge, MA: The Belknap Press of Harvard University Press, 1971.

You are not required to purchase these books. It is fine to borrow them from a library or share with colleagues. It is also fine to purchase used copies, though the page numbers may not always align; I have generally tried to give chapter numbers to minimize this potential issue.

Schedule of Readings

August 28

- Adrienne Rich, “Notes Towards a Politics of Location” in *Blood, Bread, and Poetry: Selected Prose*. New York: W.W. Norton & Company, Inc., 1986.
- Patricia Hill Collins, “The Social Construction of Black Feminist Thought.” *Signs*, Vol. 14, No. 4 (Summer 1989) 745-773.

September 4

- Charles Taylor, *Sources of the Self*. Cambridge, MA: Harvard University Press, 1989. Chapters 5, 6, 7, 8, 9, 13, 20
- Friedrich Engels and Karl Marx, *The Marx-Engels Reader*, ed. Robert C. Tucker. New York: W.W. Norton and Company, 1978. “Manifesto of the Communist Party” pp. 473-483 (Orig 1848), Economic and Philosophic Manuscripts of 1844 pp. 70-81 (Orig 1844)

September 8, noon: deadline to email your top 3-5 choices for the “situating the reading” assignment and your top 3-5 choices for the academic journal summary assignment.

September 11

- John Rawls, *A Theory of Justice*. Cambridge, MA: The Belknap Press of Harvard University Press, 1971. Chapters 3, 4, 9, 16, 19, 23-25, 33-35, 37, 60, 63, 67, 69-75, 77-86

September 18

- Kwame Anthony Appiah, *The Ethics of Identity*. Princeton, NJ: Princeton University Press, 2005.

September 25

- G.W.F Hegel, *Elements of the Philosophy of Right*, ed. Allen W. Wood, trans. H.B. Nisbet. New York: Cambridge University Press, 1991. (Orig. 1820) Introduction §§1-17, 23-25; Part One §§34-40, 41, 43-51, 72-75, 90-92; Part Three §§142, 150-51, 153-55, 158-172, 174-75, 18, 182, 209, 217, 238-40, 258
- G.W.F. Hegel, “The Independence and Dependence of Self-Consciousness: Masterdom and Slavery” in *Hegel’s Phenomenology of Spirit*, trans. Howard P. Kainz. The Pennsylvania State University Press, 1994. (Orig. 1807)

* Academic journal summaries due via email at noon, and bring a copy to seminar if we’re meeting in person

October 2

- Sophie Phoca and Rebecca Wright, excerpts from *Introducing Postfeminism*. New York: Totem Books, 1999. pp. 13-25, 37-45, 60-67
- Sigmund Freud, “Civilization and its Discontents,” trans. James Strachey. New York: W.W. Norton and Company, 1961. (orig 1930) Chapters II-end.

- Julia Kristeva, “Approaching Abjection” in *Powers of Horror: An Essay on Abjection*, trans. Leon S. Roudiez. New York: Columbia University Press, 1982. pp. 1-17 (top)
- Laura Mulvey, “Visual Pleasure and Narrative Cinema” in *Film Manifestos and Global Cinema Cultures: A Critical Anthology*, ed. Scott MacKenzie. Berkeley: University of California Press, 2014.

Recommended:

- bell hooks, “The Oppositional Gaze” in *Black Looks: race and representation*. Boston: South End Press, 1992.

October 9

- Frantz Fanon, *Black Skins, White Masks*, trans. Richard Philcox. New York: Grove Press, 2008. (Orig. 1952)

October 13, noon: paper abstract due via email

October 16

- Michel Foucault, “Part Three: Discipline” in *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan. New York: Vintage Books, 1977.
- Michel Foucault, “Part Two: The Repressive Hypothesis” in *The History of Sexuality, Volume 1: An Introduction*, trans. Robert Hurley. New York: Vintage Books, 1990. (Orig. 1976)

October 23

- Judith Butler, *Bodies That Matter: On the discursive limits of “sex.”* New York: Routledge Classics, 1993. Preface, Introduction, Chapters 1, 2, 3, 4, 7, 8

Recommended:

- Judith Butler, “From Parody to Politics” in *Gender Trouble*. New York: Routledge, 1990.

- “Paris is Burning,” dir. Jennie Livingston, 1991.

October 30

- Gloria Anzaldúa, *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books, 2012. (Orig. 1987)
- W.E.B. DuBois, *The Souls of Black Folk*. New York: Penguin, 1989. (Orig. 1903)

November 3, noon: annotated bibliography due via email

November 6

- Stephen Darwall, “Two Kinds of Respect.” *Ethics*, Vol. 88, No. 1 (1977) 36-49.
- Arto Laitinen, “Misrecognition, Misrecognition, and Fallibility.” *Res Publica*, Vol. 18 (2012) 25-38.
- Patchen Markell, “From Recognition to Acknowledgement” in *Bound by Recognition*. Princeton, NJ: Princeton University Press, 2003.
- Greta Fowler Snyder, “Multivalent Recognition: Between Fixity and Fluidity in Identity Politics.” *The Journal of Politics*, Vol. 74, No. 1 (2012) 249-261.

Recommended:

- Charles Taylor, “The Politics of Recognition” in *Multiculturalism*, ed. Amy Gutmann. Princeton, NJ: Princeton University Press, 1994.

November 13

- Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence,” *Journal of Women’s History*, Vol. 15, No. 3 (Autumn 2003) 11-48. (orig. 1980)
- Cheryl I. Harris, “Whiteness as Property,” *Harvard Law Review*, Vol. 106, No. 8. (June 1993), 1709-1791.

- Dean Spade, “What’s Wrong With Rights?” and “Rethinking Transphobia and Power – Beyond a Rights Framework” in *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Durham, NC: Duke University Press, 2015.

November 20

- Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life*. Durham, NC: Duke University Press, 2012.

December 4

- Practice conference presentations

December 9th, noon – article drafts due via email