Syllabus

PS 362 – Modern Political Thought

e-campus: Fall 2018

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Syllabus Version 0.9 – 09/19/2018 – living syllabus / subject to change

1. COURSE INTRODUCTION

This course is an introduction to Modern Political Thought and covers the development of Western political theory from the 16th to the 21st century. We will discuss core concepts of political thinking of Early Modernity, Modernity proper, and Post-Modernity. Central authors under discussion include Hobbes, Rousseau, Locke, Marx, Popper, Arendt, Habermas and Foucault, amongst others.

The time period covered spans the period from the Renaissance, the English Civil War and the Glorious Revolution, through the Enlightenment, the Industrial Revolution, the World Wars, the Cold War and its aftermath. Each of these raised fundamental political and philosophical questions: the basis of political authority, the limits on the power of the state, the character of human nature, the costs and benefits of the new emerging modern society, and how best to understand the new possibilities but also the potential conflicts generated by the radical and rapid changes that were occurring. We will read and discuss some of the most important texts that reflect on these developments and that elaborate theoretical responses to them. Students are provided with a selection of theoretical texts and other materials, but are required to find some source materials of their own in order to finish the class with a brief research paper of their own.

The principal goal is to develop an understanding of the complex history and theory of the origins of political thinking in the Western World and beyond. We will relate the ideas from historical periods to contemporary

discussions. Even though we are talking about historical times, these ideas are still relevant today. Students will be invited to relate today's political discussions and controversies to questions asked by these ancient political thinkers.

Furthermore, students will be reading and presenting research articles, in order to develop own research interests and skills. A concluding research paper will be based on research draft papers presented to the entire class.

2. COURSE PHILOSOPHY & POLICIES

2.1. Class Objective

The **main objective** of this course is to foster critical thinking on the basis of increased domain knowledge and advanced theoretical reflections on the topic of the class. The readings offered are academic articles or political documents. Students are required to conduct own research and participate actively in the discussion in order to create a peer learning community.

2.2. Assignment Rationale

Assignments in this class are meant to develop student research and discussion on the topic. These are the assignments – see also below for a detailed description. Assignments 3+5 should also be sent via e-mail to the instructor to preempt technical issues with the online class system. Presentations are posted on Canvas.

1. Ongoing assignment: active participation in the discussion. Graded will be the extent of activity, but not its content. You should aim to post regularly, at least once a week. If that is not possible, post whenever you can, and let me know about a possible individual schedule.
2. One presentation of one assigned text (due depending on when the text is scheduled).
3. Midterm response essay that collects preliminary ideas for student research.
4. Presentation of preliminary research ideas to class towards the end of term, in order to gather peer and instructor feedback for final research paper.
5. Final research paper, based on the research presentation.

2.3. General Guidelines

- You are required to **read this syllabus in full**. Please direct any questions directly to the instructor in person or via e-mail. Please also monitor announcements in case the schedule needs to change.
- Typically, **following all instructions** will lead to successful participation in class. For more detail, see below for the schedule, as well as on p. **Error! Bookmark not defined.** for descriptions of assignments, and p. 21 for student learning outcomes.
- A seminar thrives on the regular participation of every single member of the group. You are expected to participate actively in the discussions, and you should feel free to do so. **This is a place to learn, not a place to be perfect.** You do not need to be intimidated. Everyone is in the same boat.
- **Respect your fellow students**. Everybody should feel safe to be as honest as possible. People are indeed able to **see things differently**, even though they have the same facts. If somebody makes what could be seen a mistake, be patient and understanding. Focus any **critique** on the argument and the issue, not on the person making the statement. We are all learning, and we will never be perfect.
- Language skills should not distract from your message. I do not grade language and style per se, but if writing mistakes distract too much from your argument, so that any reasonable reader would have difficulties understanding it, your grade may be affected. Writing is difficult for everyone, and takes years of practice and skill. Feel free to ask for help if you feel that your writing needs improvement.

The **Writing Center** provides students with a free consulting service for their writing assignments, see http://cwl.oregonstate.edu/owl.php.

- In the case that I feel **attendance/participation and reading progress** are below reasonable expectations, I reserve the right to do a quiz in order to check on reading progress.

2.4. Discussions

- Over the years, I have seen that whenever there is a strong instructor presence in a discussion board, **student participation in the discussions** goes down. Therefore, I will limit my contributions in the discussion forum. I will read student entries and respond whenever I feel there is a need to correct something or add a perspective that has not been addressed so far, or when discussion participation is low. But the main point of the discussion board is student peer discussion, and not overwhelming instructor input.
- For every assignment posted in the discussion board (text presentation, research presentation), there is also a mandatory **Q&A** component. I will wait a while till I grade such assignment to incorporate how the presenter handles peer responses.
- **Regular participation** in the class is mandatory.

2.5. Communication with Instructor

- Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.
- **Please let me know in advance** if you cannot complete assignments on time. We will find a way.
- If you feel you need **additional feedback** about how you are doing in class, do not hesitate to write me an e-mail. Usually, if you are posting regularly, and turn in all the required assignments on time and following instructions, you will be successful in this class.
- Given that this is an online class, I am very flexible in helping you manage your time, and to find an individual route through the class if necessary.
- Please feel free to contact me about any aspect of the course, or your performance. Let me know as soon as possible if there are any issues that might need my immediate attention. I'm always willing to learn myself, and improve the class whenever necessary.

2.6. Course Credits

This course combines approximately 90 hours of instruction, online activities, and assignments for 4 credits. This course has no prerequisites.

2.7. Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

2.8. Learning Resources

Ability to Skype with instructor (Webcam & Software for example)

Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

2.9. Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

3. SCHEDULE

3.1. Abbreviated Schedule – Everything on One Page

UNIT 1: THE BIRTH OF MODERNITY

- ***Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation). Post to the discussion board during the relevant week when you can, I allow for maximum flexibility.***
- ***Assignment 2: Present one Text of your choice in the week the text is assigned (5 points)***

Week 1: ***The Breaking Point: The End of the Middle Ages:*** *Reformation, America and Utopia*

Week 2: ***The State of Nature:*** *Hobbes*

Week 3: ***Enlightenment:*** *Locke, Montesquieu, Rousseau, Kant*

UNIT 2: MODERNITY

Week 4: ***Revolution:*** *Jefferson, Burke, Kant, Hegel, Clausewitz*

Week 5: ***Seeking Utopia.*** *Marx, Thoreau, Mill, Engels, Nietzsche, Weber*

- ***Assignment 3: Response Essay "What does it mean to be Modern?" due Monday of Week 5, by 8 PM PT; via Canvas and e-mail to philipp.kneis@oregonstate.edu (10 pts.)***

Week 6: ***Cataclysm.*** *Lenin, Schmitt, Heidegger, Hayek*

UNIT 3: POST-MODERNITY

Week 7: ***Renewal and Revision.*** *Adorno, Arendt, Fukuyama, Popper, Strauss. Foucault.*

Week 8: ***The End of History and Beyond.*** *Habermas, Butler, Agamben, Taylor, Rorty, Benhabib, Kymlicka.*

UNIT 4: REFLECTION AND STUDENT RESEARCH

Week 9:

- ***Assignment 4: Research Presentations (10 points)***

Present your own research anytime this week on-line; Continue with the discussion

Week 10: ***Own Research for Paper (Dead Week)***

Write your paper, Continue with the discussion

Week 11: ***Submit Your Paper (Finals Week):***

- ***Assignment 5: Final Research Paper on Topic of your Choice, Based on your Research Presentation. Due Monday of Finals Week, by 8 PM PT via Canvas and e-mail to philipp.kneis@oregonstate.edu (15 points)***

Total Points: 50

Detailed Schedule as follows.

3.2. Extended Introduction to the Topic of the Class

This class provides an overview of political and social theory from the Renaissance to Postmodern times. There are a few key questions that will accompany us throughout this class:

- What does it mean to be "modern"? What are continuities / discontinuities between classical and modern political thought?
- How do you form the (perfect) state / society / city?
- How does the individual relate to the community? What is the value of an individual human life in modernity?
- How are religion, political ideology, and the state intertwined?
- What is the impact of history on political theory?
- How do we realize the difference of political thought in historical times as compared with today, while also seeing continuities?
- How has political thought developed from the Renaissance through Early Modernity, Modernity, and Post-Modernity? What, if anything, unites all these different cultures and times, what distinguishes them from today, what are similarities? Is it possible to speak of "modern" as a period at all?
- Is the debate over the perfect society still continuing, aka, is history at an end? What comes after modernity / postmodernity?

There will be ample material to illustrate that political thought is not a "dead" topic, but it is one that continues to engender active theoretical debate.

We will frequently be reading research articles rather than the original works of the political theorists under discussion. The prime reason for this is that these works are very extensive, and studying them in detail and in full historical and political context would require more time than we have for this brief introductory class. Relying on interpretative and analytical works thus ensures that you will be successfully guided through materials from essentially foreign worlds. You will also be able to make connections between various key authors – and, hopefully, find plenty of inspiration for your own research.

3.3. Detailed Schedule

UNIT 1: THE BIRTH OF MODERNITY

"The past is a foreign country; they do things differently there." –– L. P. Hartley, *The Go-Betweens*, 1953. 1.

We all are being taught that history is part of our culture. We are taught that ideas evolve over time, and that we "now" are more "advanced" than "then." There may be some truth to that, but it also diminishes what the past actually means, and what happened in history. In order to take history seriously, in order also to understand "our" culture, we need to understand history and historical political theory in their own right.

As much as it is true that our political system has roots in the past, these societies were very complex, and, to a certain degree, alien worlds as compared to ours. We will visit them now, starting with the Renaissance.

Ongoing Assignments:

- ***Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation is ideal). Post to the discussion board during the relevant week when you can; I allow for maximum flexibility.***
- ***Assignment 2: Present one Text of your choice in the week the text is assigned (5 points)***

Welcome Week +	***Sept 20-23***
Week 1: The Breaking Point: The End of the Middle Ages	***Sept 24-30***

The Middle Ages are a time of transformation. When exactly the middle ages begin and end, depends on how they are defined. Typically, late antiquity (beginning roughly with the introduction of Christianity as state religion in the Roman Empire around 300 AD) is seen as the beginning of the "middle ages", and the end point is a time characterized by a variety of dates – such as (but not limited to) the following:

- the invention of printing with movable type by Johannes Gutenberg in 1439,
- the Fall of Constantinople and the end of the (Eastern) Roman Empire in 1453,
- the end of the Reconquista and the arrival of Columbus in America in 1492,
- the publishing of Martin Luther's 95 theses and the beginning of the reformation in 1517,
- the Westphalian treaty marking the end of the 30 Years War in 1648,
- or as late as the defeat of the Holy Roman Empire (the successor state to the Western Roman Empire) by Napoleon in 1806.

All these theories have one thing in common: an implied understanding of what it means to be modern, and a resulting change thinking about the state and politics.

Materials:

- Audio Lecture 0: Major Themes of the Seminar
- Audio Lecture 1
- Powerpoint: The European Space from the Middle Ages to Now. Historical Overview

Activities:

- Work through the introductory PowerPoints and Lectures
- Write your first introductory discussion points
- Select the texts you would like to present

Guiding Discussion Questions:

- What are key theological origins of modernity?
- What makes the renaissance distinctly different from the preceding period?
- What role does science play in modernity? What role should it play?
- What other myths about the Middle Ages do you know about? What is the point of such myths?
- How is Thomas More's political critique in his *Utopia* informed by what is called the "New World"?
- Can what happened to Bruno and Galilei happen again?

Texts to be Discussed:

1. Gillespie, Michael Allen. "The theological origins of modernity." *Critical Review* 13.1-2 (1999): 1-30.
2. Greenblatt, Stephen. "The Answer Man." *The New Yorker* (2011). 1-12.
3. Hinch, Jim. "Why Stephen Greenblatt is Wrong–and Why It Matters." *Review of The Swerve, by Stephen Greenblatt. lareviewofbooks. org* (2012). 1-6.
4. Polanyi, Michael. "Science and Reality." *The British Journal for the Philosophy of Science* 18:3 (Nov., 1967): 177-196.
5. Cormack, Lesley B. "That Medieval Christians taught that the earth was flat." In: Numbers, Ronald L. *Galileo Goes to Jail and Other Myths about Science and Religion. Cambridge: Harvard University Press. p* (2009): 28-34.
6. Cave, Alfred A. "Thomas More and the New World." *Albion* 23.2 (1991): 209-229.

Recommended additional texts:

1. Martin, John. "Inventing sincerity, refashioning prudence: The discovery of the individual in Renaissance Europe." *The American Historical Review* 102.5 (1997): 1309-1342.

2. Lerner, Lawrence S., and Edward A. Gosselin. "Galileo and the Specter of Bruno." *Scientific American* 255.5 (1986): 126-133.
3. Miller, David Marshall. "The thirty years war and the Galileo affair." *History of science* 46.1 (2008): 49-74.
4. Johnson, Jerah. "The Concept of the" King's Two Bodies" in Hamlet." *Shakespeare Quarterly* 18.4 (1967): 430-434.
5. Gillespie, Michael Allen. *The theological origins of modernity*. Chicago: U of Chicago P, 2010. (Book Version)

Week 2: The State of Nature *October 1-7*

While medieval times are oftentimes depicted with a great tendency to overemphasize crisis and conflict, the Renaissance and Early Modernity are oftentimes not seen for the tumultuous and oftentimes brutal times they indeed were. The political theory of Thomas Hobbes though fittingly comments about his own times when depicting a life that is "nasty, brutish, and short." Under the guise of fighting over religious differences, political power is the real target. We will be reading texts from Hobbes himself, and about the historical and philosophical influences on political theory and culture of the time.

Materials:

- Audio Lecture 2

Activities:

- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- What is the state of nature model? How does it describe human life and human interactions? What is the solution that Hobbes offers in his *Leviathan*?
- How does that align with religious depictions of a state of nature, and consequences thereof?
- What was the purpose of the religious wars influencing Hobbes?

Texts to be Discussed:

1. Cavanaugh, Mr. William T. ""A fire strong enough to consume the house:" the wars of religion and the rise of the state." *Modern Theology* 11.4 (1995): 397-420.
2. Moloney, Pat. "Hobbes, savagery, and international anarchy." *American Political Science Review* 105.1 (2011): 189-204.
3. Philpott, Daniel. "The religious roots of modern international relations." *World Politics* 52.2 (2000): 206-245.
4. Hobbes, Excerpts: Chapter 13-14; 17-19

Recommended additional texts:

1. Ocker, Christopher. "The German Reformation and Medieval Thought and Culture." *History Compass* 10.1 (2012): 13-46.
2. Gunther, Karl, and Ethan H. Shagan. "Protestant radicalism and political thought in the reign of Henry VIII." *Past and Present* 194.1 (2007): 35-74.
3. Cox, John D. "Shakespeare and political philosophy." *Philosophy and Literature* 26.1 (2002): 107-124.

Week 3: Enlightenment *October 8-14*

The Enlightenment is typically described as the high point of human development at its time, and as an ideal time for developing new ideas and new models of being. Presumedly, the world is seen anew, for the very first time with a new mind that is rational, ethical, and newly political. Revolutions are prepared. Liberation from

unjust yoke is just around the corner. Democracy will finally return. Kant will lay the groundwork, Rousseau the experiment, and Locke the libertarian pragmatic framework allowing for the creation of a new utopia.

Materials:

- Audio Lecture 3

Activities:

- Work through the PowerPoint
- Text presentations
- Continue with the discussion
- Develop thoughts on your response paper due Week 5

Guiding Discussion Questions:

- What is Enlightenment?
- What is the Categorial Imperative (you may need to look this up). How does this relate to politics? What model of political rule does this speak to?
- Are we now, or have we ever been, or should we ever be, tolerant?
- What is the social contract? In how far does or does it not make sense for building an utopian society?
- How is perpetual peace achievable, according to John Locke?
- What is the ideal form of rule, according to Locke?
- How do Locke's theses continue to provide help to disenfranchising native peoples?

Texts to be Discussed:

1. De Roover, Jakob, and S. N. Balagangadhara. "John Locke, Christian liberty, and the predicament of liberal toleration." *Political Theory* 36.4 (2008): 523-549.
2. Kleinerman, Benjamin A. "Can the prince really be tamed? Executive prerogative, popular apathy, and the constitutional frame in Locke's Second Treatise." *American Political Science Review* 101.2 (2007): 209-222.
3. McKenzie, Lionel A. "Rousseau's debate with Machiavelli in the Social Contract." *Journal of the History of Ideas* 43.2 (1982): 209-228.
4. Kant, Immanuel. *Perpetual Peace: A Philosophic Essay*. American Peace Society, 1897.
5. Locke, Excerpts: Book I Ch. 1, Book II Ch. 1-2, 8, 18-19
6. Rousseau, Excerpts: Book I

Recommended additional texts:

7. Ashcraft, Richard. *Locke's Two Treatises of Government (Routledge Library Editions: Political Science Volume 17)*. Vol. 17. Routledge, 2013.

UNIT 2: MODERNITY

Modernity "proper" typically denotes the time period from the time of revolutions (Industrial Revolution, American Revolution, French Revolution) to the end and aftermath of World War II. Intellectually, "modernity" it is understood as distinctly different way of living in the world that could be seen as characterized by a stronger removal of human life from nature, by an increased shaping of the world by human beings through industry, fueled by science, and transforming everything; or, as Marx has put it, ""All that is solid melts into air, all that is holy is profaned, and man is at last compelled to face with sober senses, his real conditions of life, and his relations with his kind" (Communist Manifesto, Chapter 1).

We will begin with looking at political ideas that aimed to bring about a revolution, to build utopia, and to drastically remake the world, and the consequences of some of these thoughts that inspired the horrible cataclysm of the world wars and totalitarian dictatorships of the 20th century.

Week 4: Revolution — *October 15-21*

The 18th and 19th century is a time of revolution – industrial, political, and social. We will be reading texts about Hegel's philosophy – as it was influenced by ideas about democracy – and from one of the principal commenters on the French revolution, Edmund Burke. We will also read an essay on Clausewitz, the famous theorist of war.

Materials:

- Audio Lecture 4

Activities:

- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- What was the French Revolution about?
- What is historicism?
- What is the dialectic?
- What is Hegel's position on democracy?

Texts to be Discussed:

1. Burke, Edmund. Reflections on the Revolution in France. 1790. Excerpt.
2. Redding, Paul. "Georg Wilhelm Friedrich Hegel." *Stanford Encyclopedia of Philosophy*, 2015. https://plato.stanford.edu/entries/hegel/
3. Beiser, Frederick C. "Hegel's Dialectical Method." Beiser, Frederick C., ed. *The Cambridge companion to Hegel*. Cambridge University Press, 1993. 130-170.
4. Beiser, Frederick C. "Hegel's Historicism." Beiser, Frederick C., ed. *The Cambridge companion to Hegel*. Cambridge University Press, 1993. 270-300.
5. Čajić, Jasmin. "The Relevance of Clausewitz's Theory of War to Contemporary Conflict Resolution." *Connections* 15.1 (2016): 72-78.

Recommended additional texts:

1. Beiser, Frederick C. "Hegel and the Problem of Metaphysics." Beiser, Frederick C., ed. *The Cambridge companion to Hegel*. Cambridge University Press, 1993. 1-24.
2. Wood. Allen W. "Hegel's Ethics." Beiser, Frederick C., ed. *The Cambridge companion to Hegel*. Cambridge University Press, 1993. 211-233.

Week 5: Seeking Utopia — *October 22-28*

Revolutions are fueled by the desire to make the world better, and by the assumption that the only way to do so would to remake the world anew, and to "overcome" the past. We will continue our reading about Hegelian thought and contrast it with Marx and Engels. Then we'll consider Henry David Thoreau's utopianism. We will further hear from critics John Stuart Mill and Karl Popper on matters of liberty, utopia and violence.

Materials:

- Audio Lecture 5

Activities:

- ***Assignment 3: Response Essay "What does it mean to be Modern?" due Monday of Week 5 (October 23), till 8PM PT via canvas and e-mail to philipp.kneis@oregonstate.edu***

- Work through the PowerPoint
- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- What does the Communist Manifesto say about Modernity?
- How does Engels relate to Rousseau (and to Henry Louis Morgan's Ancient Society – you may have to google that)? How does this relate to idealized perceptions of indigenous America?
- How has Thoreau inspired American politics on both the left and the right?
- What is Liberty?
- How can utopia be oppressive?
- Is a better world possible?

Texts to be Discussed:

1. Wood, Allen W. "Hegel and Marxism." Beiser, Frederick C., ed. *The Cambridge companion to Hegel*. Cambridge University Press, 1993. 414-444.
2. Marx, Karl, and Friedrich Engels. *The communist manifesto*. 1848. *https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf*
3. Engels, Fredrick. "The Origin of the Family, Private Property and the State." 1881. https://www.marxists.org/archive/marx/works/download/pdf/origin_family.pdf
4. Thoreau, Henry David. "Civil Disobedience." 1849.
5. Mill, John Stuart. 1859. *On Liberty.* Excerpts.
6. Popper, Karl. "Utopia and Violence." *World Affairs* 149:1 (Summer 1986): 3–9.

Week 6: Cataclysm — *October 29-November 4*

At the beginning of modernity stands the first war of global scope – the *Seven Years War* (1756-1763 – known in America as the French and Indian War, 1754-63), which ushered in the American and French revolutions. Various colonial powers would continue to fight over control over the world, until the "war to end all wars", *World War I* (1914-18) would be eclipsed by *World War II* (1939-45). These wars were also wars of political ideas – ideas which continue to this day.

This week, we will be reading about reflections on some of the thoughts leading to the great cataclysms of the 20th century, and the political theories behind them, specifically nationalism, communism, fascism, national socialism, and even modernism itself.

Materials:

- Audio Lecture 6

Activities:

- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- Can there be a revolution without violence?
- What strategies have been used historically to justify revolutionary violence?

- What strategies have been used historically to justify colonialism?
- What strategies have been used historically to justify genocide?
- Where do you see traces of Julius Evola's ideas in the world today?
- What is a state of exception? What has been the purpose of declaring such a state?
- Do a scholar's political affiliations matter if you look at their work? What does the Heidegger case mean for you?
- Is there a place for morality in political thought?

Texts to be Discussed:

1. Finlay, Christopher J. "Violence and Revolutionary Subjectivity: Marx to Žižek." *European Journal of Political Theory* 5.4 (2006): 373-397.
2. Wolff, Elisabetta Cassina. "Apolitìa and Tradition in Julius Evola as Reaction to Nihilism." *European Review* 22.2 (2014): 258-273.
3. Bredekamp, Horst, Melissa Thorson Hause, and Jackson Bond. "From Walter Benjamin to Carl Schmitt, via Thomas Hobbes." *Critical Inquiry* 25.2 (1999): 247-266.
4. Faye, Emmanuel, Alexis Watson, and Richard Joseph Golsan. "Nazi Foundations in Heidegger's Work." *South Central Review* 23.1 (2006): 55-66.
5. Marcuse, Herbert, Martin Heidegger, and Richard Wolin. "Herbert Marcuse and Martin Heidegger: An Exchange of Letters." *New German Critique* 53 (1991): 28-32.
6. Arendt, Hannah. "Thinking and moral considerations: A lecture." *Social Research* (1971): 417-446.

Recommended additional texts:

1. Habermas, Jürgen, and John McCumber. "Work and Weltanschauung: The Heidegger controversy from a German perspective." *Critical Inquiry* 15.2 (1989): 431-456.
2. Pan, David. "Against Biopolitics: Walter Benjamin, Carl Schmitt, and Giorgio Agamben on Political Sovereignty and Symbolic Order 1." *The German Quarterly* 82.1 (2009): 42-62.

UNIT 3: POST-MODERNITY

Whether postmodernism is a separate phenomenon or just an extension of modernism is frequently a point of debate. Yet it could be argued that the catastrophe of World War II and the Holocaust was so great that it did lead to a period of sustained reflection of the very merits of the guiding theoretical assumptions that led us down this path. Modern thinking already has and inherent questioning bias built in, something that Marx called a "criticism of everything existing" (in Marx to Ruge). Post-modernism, you could argue, is just another turn of the screw, a criticism of criticism, if you like.

Especially the Frankfurt School has critiqued some of the core assumptions of both the enlightenment and also classical Marxism. Postmodern scholars have followed up by continuing to question the nature of knowledge production itself, and investigating power relations, especially during the time of decolonization of the world, but also during the time of the Cold War, the separation of the world into basically two giant power blocks, dominated by the United States and the Soviet Union.

After the Cold War, a phase of renewed optimism was cut short by the terror attacks on 9/11/2001, which have heralded a time of new uncertainty characterized by shifting power balances, the questioning of traditional alliances, and a renewed ideological battle between democracy and autocratic government.

None of this happens in a vacuum, and we will revisit familiar ideas even in a new setting.

Week 7: Renewal and Revision *November 5-11*

We will familiarize ourselves with key theorists such as Jürgen Habermas, Friedrich Hayek, Michel Foucault, Carl Schmitt, Giorgio Agamben and others, in attempting to derive useful political "lessons learnt" from the aftermath of World War II.

Materials:

- Audio Lecture 7

Activities:

- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- What is enlightenment?
- Is there a "dark side" to the enlightenment?
- What is totalitarianism?
- Where do you see the idea of the state of exception in use today?
- What is an "open society"?
- Is an open society a good idea?
- Are we free?

Texts to be Discussed:

1. Habermas, Jürgen, and Thomas Y. Levin. "The entwinement of myth and enlightenment: Re-reading dialectic of enlightenment." *New German Critique* 26 (1982): 13-30.
2. Block, Walter. "Hayek's Road to Serfdom." *Journal of Libertarian Studies* 12.2 (1996): 339-365.
3. Wallenstein, S. O. "Introduction: Foucault, Governmentality and Biopolitics." *Foucault, Governmentality and Biopolitics. Stockholm: Södertörn Philosophical Studies* (2013): 7-34.
4. Nussbaum*, Martha C. "Beyond the social contract: capabilities and global justice. An Olaf Palme lecture, delivered in Oxford on 19 June 2003." *Oxford Development Studies* 32.1 (2004): 3-18.
5. Huysmans, Jef. "The Jargon of Exception—On Schmitt, Agamben and the Absence of Political Society 1." *International political sociology* 2.2 (2008): 165-183.
6. Niiniluoto, Ilkka. "The Open Society and Its New Enemies. Critical Reflections on Democracy and Market Economy." In: Geoffrey Brennan, ed. *Preconditions of Democracy, The Tampere Club Series 2*, Tampere: 2006. 171-186. http://www.tampereclub.org/e-publications/vol2_niiniluoto.pdf

Recommended additional texts:

1. Ojakangas, Mika. "Impossible dialogue on bio-power: Agamben and Foucault." *Foucault studies* 2 (2005): 5-28.
2. Peters, John Durham. "Distrust of representation: Habermas on the public sphere." *Media, Culture & Society* 15.4 (1993): 541-571.

Week 8: The End of History and Beyond *November 12-18*

In an all-out optimistic atmosphere after the end of the Cold War, Francis Fukuyama updated Hegel's and Kojève's concept of the "End of History", which was (simplistically) understood to mean the final victory of democracy over dictatorships. At the same time, Huntington warned of a coming "Clash of Civilizations". We will investigating the tension between those two positions.

Materials:

- Audio Lecture 8

Activities:

- Text presentations
- Continue with the discussion

Guiding Discussion Questions:

- What does the "End of History" mean?
- What is the "New Man" – what do different utopian conceptions mean by that?
- Is Fukuyama right or wrong? Why?
- What is illiberal democracy? Examples?
- Is there such a thing as "Western Civilization"? or "Eastern", or whatever?
- What is Sovereignty, and why is this discussion coming up recently?
- What can Hannah Arendt still say to us about refugees?
- Is modernity a complete project?

Texts to be Discussed:

1. Fukuyama, Francis. "The End of History." *The National Interest* 16 (Summer 1989): 3–18.
2. Stanley, Timothy; Alexander Lee. "It's Still Not the End of History." *The Atlantic* 09/1/2014.
3. Huntington, Samuel P. "The clash of civilizations?." *Foreign Affairs* (1993): 22-49.
4. Zakaria, Fareed. "The rise of illiberal democracy." *Foreign Affairs* (1997): 22-43.
5. Krasner, Stephen D. "Sovereignty." *Foreign Policy* (2001): 20-29.
6. Appiah, Anthony. "There is no such thing as western civilization." *The Guardian*, Nov 9, 2016. 1-8.
7. Arendt, Hannah. "We Refugees." *Menorah Journal* 31.1 (1943): 69-77.
8. Habermas, Jürgen. "Modernity—an incomplete project." *Postmodernism: A reader* (1993): 98-109.

Recommended additional texts:

1. Fukuyama, Francis. "Identity, immigration, and liberal democracy." *Journal of democracy* 17.2 (2006): 5-20.
2. Appiah, Kwame Anthony. "Global citizenship." *Fordham L. Rev.* 75 (2006): 2375.
3. Sen, Amartya. "How to Judge Globalism," *The American Prospect* vol. 13 no. 1, January 1, 2002

UNIT 4: REFLECTION AND STUDENT RESEARCH

The remaining weeks will allow you to find a research topic, present it in the forum, and write your paper.

Week 9: Student Presentations ***November 19-25***

Finally, let us hear from you. You've burrowed through the theory, now it is time to look at maybe contemporary examples to apply your newly sharpened analytical tools to different kinds of information.

Activities:

- ***Assignment 4: Present your own research***

Week 10: Time for Writing your Research Paper (Dead Week) ***November 26-December 2***

Activities:

- Write your research paper

Week 11: Submit Your Paper (Finals Week) ***December 3-9***

Activities:

- ***Assignment 5: Send in Final Research Paper by Monday of Week 11 (December 3), 8 PM PT via canvas and e-mail to philipp.kneis@oregonstate.edu***

4. BIBLIOGRAPHY OF REQUIRED TEXTS

See Canvas for further reading assignments.

8.06 Arendt, Hannah. "We Refugees." *Menorah Journal* 31.1 (1943): 69-77.

6.05 Arendt, Hannah. "Thinking and moral considerations: A lecture." *Social Research* (1971): 417-446.

8.r02 Appiah, Kwame Anthony. "Global citizenship." *Fordham L. Rev.* 75 (2006): 2375.

8.05 Appiah, Anthony. "There is no such thing as western civilization." *The Guardian*, Nov 9, 2016. 1-8.

3.r01 Ashcraft, Richard. *Locke's Two Treatises of Government (Routledge Library Editions: Political Science Volume 17)*. Vol. 17. Routledge, 2013.

4.01 Burke, Edmund. Reflections on the Revolution in France. 1790. Excerpt.

4.r01 Beiser, Frederick C. "Hegel and the Problem of Metaphysics." Beiser, Frederick C., ed. *The Cambridge companion to Hegel*. Cambridge University Press, 1993. 1-24.

4.03 Beiser, Frederick C. "Hegel's Dialectical Method." Beiser, Frederick C., ed. *The Cambridge companion to Hegel*. Cambridge University Press, 1993. 130-170.

4.04 Beiser, Frederick C. "Hegel's Historicism." Beiser, Frederick C., ed. *The Cambridge companion to Hegel*. Cambridge University Press, 1993. 270-300.

7.01 Block, Walter. "Hayek's Road to Serfdom." *Journal of Libertarian Studies* 12.2 (1996): 339-365.

6.02 Bredekamp, Horst, Melissa Thorson Hause, and Jackson Bond. "From Walter Benjamin to Carl Schmitt, via Thomas Hobbes." *Critical Inquiry* 25.2 (1999): 247-266.

4.05 Čajić, Jasmin. "The Relevance of Clausewitz's Theory of War to Contemporary Conflict Resolution." *Connections* 15.1 (2016): 72-78.

2.01 Cavanaugh, Mr William T. ""A fire strong enough to consume the house:" the wars of religion and the rise of the state." *Modern Theology* 11.4 (1995): 397-420.

1.05 Cave, Alfred A. "Thomas More and the New World." *Albion* 23.2 (1991): 209-229.

1.05 Cormack, Lesley B. "That Medieval Christians taught that the earth was flat." *Numbers RL, Galileo Goes to Jail and Other Myths about Science and Religion. Cambridge: Harvard University Press. p* (2009): 28-34.

2.r03 Cox, John D. "Shakespeare and political philosophy." *Philosophy and Literature* 26.1 (2002): 107-124.

3.01 De Roover, Jakob, and S. N. Balagangadhara. "John Locke, Christian liberty, and the predicament of liberal toleration." *Political Theory* 36.4 (2008): 523-549.

5.03 Engels, Fredrick. "The Origin of the Family, Private Property and the State." 1881. https://www.marxists.org/archive/marx/works/download/pdf/origin_family.pdf

6.03 Faye, Emmanuel, Alexis Watson, and Richard Joseph Golsan. "Nazi Foundations in Heidegger's Work." *South Central Review* 23.1 (2006): 55-66.

6.01 Finlay, Christopher J. "Violence and Revolutionary Subjectivity: Marx to Žižek." *European Journal of Political Theory* 5.4 (2006): 373-397.

8.01 Fukuyama, Francis. "The End of History." *The National Interest* 16 (Summer 1989): 3–18.

8.r01 Fukuyama, Francis. "Identity, immigration, and liberal democracy." *Journal of democracy* 17.2 (2006): 5-20.

1.01 Gillespie, Michael Allen. "The theological origins of modernity." *Critical Review* 13.1-2 (1999): 1-30.

1.r05 Gillespie, Michael Allen. *The theological origins of modernity*. Chicago: U of Chicago P, 2010. (Book Version)

1.02 Greenblatt, Stephen. "The Answer Man." *The New Yorker* (2011). 1-12.

2.r02 Gunther, Karl, and Ethan H. Shagan. "Protestant radicalism and political thought in the reign of Henry VIII." *Past and Present* 194.1 (2007): 35-74.

6.r01 Habermas, Jürgen, and John McCumber. "Work and Weltanschauung: The Heidegger controversy from a German perspective." *Critical Inquiry* 15.2 (1989): 431-456.

8.07 Habermas, Jürgen. "Modernity—an incomplete project." *Postmodernism: A reader* (1993): 98-109.

1.03 Hinch, Jim. "Why Stephen Greenblatt is Wrong–and Why It Matters." *Review of The Swerve, by Stephen Greenblatt. lareviewofbooks. org* (2012). 1-6.

2.r04 Hobbes, Excerpts

7.04 Huysmans, Jef. "The Jargon of Exception—On Schmitt, Agamben and the Absence of Political Society 1." *International political sociology* 2.2 (2008): 165-183.

1.r04 Johnson, Jerah. "The Concept of the" King's Two Bodies" in Hamlet." *Shakespeare Quarterly* 18.4 (1967): 430-434.

3.04 Kant, Immanuel. *Perpetual Peace: A Philosophic Essay*. American Peace Society, 1897.

3.02 Kleinerman, Benjamin A. "Can the prince really be tamed? Executive prerogative, popular apathy, and the constitutional frame in Locke's Second Treatise." *American Political Science Review* 101.2 (2007): 209-222.

8.04 Krasner, Stephen D. "Sovereignty." *Foreign Policy* (2001): 20-29.

1.r02 Lerner, Lawrence S., and Edward A. Gosselin. "Galileo and the Specter of Bruno." *Scientific American* 255.5 (1986): 126-133.

3.05 Locke, Excerpts

6.04 Marcuse, Herbert, Martin Heidegger, and Richard Wolin. "Herbert Marcuse and Martin Heidegger: An Exchange of Letters." *New German Critique* 53 (1991): 28-32.

1.r01 Martin, John. "Inventing sincerity, refashioning prudence: The discovery of the individual in Renaissance Europe." *The American Historical Review* 102.5 (1997): 1309-1342.

5.02 Marx, Karl, and Friedrich Engels. *The communist manifesto*. 1848. *https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf*

3.03 McKenzie, Lionel A. "Rousseau's debate with Machiavelli in the Social Contract." *Journal of the History of Ideas* 43.2 (1982): 209-228.

5.05 Mill, John Stuart. 1859. *On Liberty.* Excerpts.

1.r03 Miller, David Marshall. "The thirty years war and the Galileo affair." *History of science* 46.1 (2008): 49-74.

2.02 Moloney, Pat. "Hobbes, savagery, and international anarchy." *American Political Science Review* 105.1 (2011): 189-204.

7.05 Niiniluoto, Ilkka. "The Open Society and Its New Enemies. Critical Reflections on Democracy and Market Economy." In: Geoffrey Brennan, ed. *Preconditions of Democracy, The Tampere Club Series 2*, Tampere: 2006. 171-186. http://www.tampereclub.org/e-publications/vol2_niiniluoto.pdf

7.03 Nussbaum*, Martha C. "Beyond the social contract: capabilities and global justice. An Olaf Palme lecture, delivered in Oxford on 19 June 2003." *Oxford Development Studies* 32.1 (2004): 3-18.

2.r01 Ocker, Christopher. "The German Reformation and Medieval Thought and Culture." *History Compass* 10.1 (2012): 13-46.

7.r01 Ojakangas, Mika. "Impossible dialogue on bio-power: Agamben and Foucault." *Foucault studies* 2 (2005): 5-28.

6.r02 Pan, David. "Against Biopolitics: Walter Benjamin, Carl Schmitt, and Giorgio Agamben on Political Sovereignty and Symbolic Order 1." *The German Quarterly* 82.1 (2009): 42-62.

7.r02 Peters, John Durham. "Distrust of representation: Habermas on the public sphere." *Media, Culture & Society* 15.4 (1993): 541-571.

2.03 Philpott, Daniel. "The religious roots of modern international relations." *World Politics* 52.2 (2000): 206-245.

1.04 Polanyi, Michael. "Science and Reality." *The British Journal for the Philosophy of Science* 18:3 (Nov., 1967): 177-196.

5.06 Popper, Karl. “Utopia and Violence.” *World Affairs* 149:1 (Summer 1986): 3–9.

4.02 Redding, Paul. “Georg Wilhelm Friedrich Hegel.“ *Stanford Encyclopedia of Philosophy*, 2015. https://plato.stanford.edu/entries/hegel/

3.06 Rousseau, Excerpts

8.r03 Sen, Amartya. "How to Judge Globalism," *The American Prospect* vol. 13 no. 1, January 1, 2002

8.02 Stanley, Timothy; Alexander Lee. “It's Still Not the End of History.” *The Atlantic* 09/1/2014.

5.04 Thoreau, Henry David. “Civil Disobedience.” 1849.

7.02 Wallenstein, S. O. "Introduction: Foucault, Governmentality and Biopolitics." *Foucault, Governmentality and Biopolitics. Stockholm: Södertörn Philosophical Studies* (2013): 7-34.

4.r02 Wood. Allen W. ”Hegel’s Ethics.“ Beiser, Frederick C., ed. *The Cambridge companion to Hegel*. Cambridge University Press, 1993. 211-233.

5.01 Wood. Allen W. ”Hegel and Marxism.“ Beiser, Frederick C., ed. *The Cambridge companion to Hegel*. Cambridge University Press, 1993. 414-444.

8.03 Zakaria, Fareed. "The rise of illiberal democracy." *Foreign Affairs* (1997): 22-43.

5. COURSE ASSIGNMENTS AND GRADING

General Remarks:

- All these assignments are **submitted in writing**. The two presentations have to be submitted to the entire class via the discussion forum (upload as PDF), the response and research paper are only sent to the instructor via canvas and e-mail (if you do not receive a confirmation that I have received it within 3 business days, please tell me).
- You are expected to use correct English. If there too many mistakes, text understanding may suffer, and you may also be downgraded for complexity. Perform a spell-check (not just via the computer!).
- Pages have to be numbered.
- Text formatting for **all** assignments except discussion posts: 12 point Times, 1.5-spaced, 1 in. margins. Include your name, assignment type, and date in the first line, second line title in bold, one free line, then the text, then works cited, such as:

> Name, First Name: Text Presentation, MM/DD/YYYY
>
> **Title of Your Presentation (either a topical title, or "Presentation on the Text by N.N.")**
>
> Text (of the length specified)
>
> **Works Cited**
>
> List the works you cited, either APA or MLA style

Researching Articles and Books:

- Any materials you find for use in your own research should be coming from **academic journals or books**. You may also use original sources (media examples), but need to find 2 research articles minimum.
- Research articles or books are basically distinguished from other materials in that they do not primarily focus on exposition but on **analysis**, and on commenting on other research. **The articles chosen for this class are supposed to serve as examples**.
- You can find such materials e.g. through the use of Google Scholar (http://scholar.google.com). Library catalogs will be available to you as well.
- News sources and statistics can be used – but only to supplement research articles, not to replace them.
- Internet sources are good if they are of a scholarly nature.
- Wikipedia can be a good starting point for research – it is never its ultimate end!

Explanation of individual assignments:

 # 1. Discussion Board (10 points / 20%).
Due Regularly / posted in the forum

Students will have to participate regularly in the discussion board.

Additional Guidelines:

- **Introduce yourself initially** to the discussion forum by saying who you are, what your study interests are, and whatever else you would like people to know about yourself.
- Discussions will be graded in terms of frequency of participation and quality of your contributions. Students need to participate on at least 2-3 days per week.
- You then need to write **at least 10 posts for the forum of substantial length and quality (2 paragraphs or more)**. Quality posts are those that are substantial in content and indicate that the

student is engaged with the course readings and content (i.e. posts are not "off the top of your head," but rather demonstrate that you have completed and understood the course readings). Such post cannot just be brief responses of twitter length, or a mere link, but have to be contributions for discussion of at least 2 paragraphs of length which open up a possible discussion topic and/or discuss or introduce a topic and/or provide a thoughtful response to a post opened by someone else earlier.

- You are **also expected to respond in other ways**, by briefly commenting on other people's comments. These will not be graded, as they are part of the class conversation.
- There are no due dates. If you cannot post during one week, you can post at a later time, but you should aim at regular participation as much as possible.

Grading: 10 points total

- 1 point per longer post (2 paragraphs or more), but only a maximum of 10 points.

 # 2. Presentation of one assigned text (5 points / 10%).
Due depending on when the text is assigned / posted in the forum

In the beginning of the quarter, the texts will be distributed amongst all participants. The presentation should introduce the main arguments of the text and briefly explain the historical background. The length of the presentation should be **approx. 1 page of text**. Presenters will then also be responsible for facilitating the class discourse by being the experts on the text. Whether you are presenting or not, **everybody is required to read all the texts**, unless they are marked as additional. You may upload texts as separate documents, or post in the forum. Mark it as "Text **Presentation**".

Additional Guidelines:

- You are the expert on the text. You can assume everyone else has read the text as well (they should). Nevertheless, recap the major arguments of the text.
- None of the texts holds absolute truth. All of them are written from a specific point of view, with which you may agree or disagree. If you voice any such judgment, you need to provide reasons.
- Prepare up to 2 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page 15.

Grading: 5 points total

- complexity of the argument (3 points)
- correct rendition of the text's argument (½ point)
- correct citations (½ point)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

 # 3. Midterm Response Paper "What is Modernity?" (10 points / 20%).
Due Monday of Week 5 (October 22), 8 PM Pacific Time / via canvas and e-mail

This is an opinion piece which is based upon the seminar readings and discussions, and can already prepare ideas for your research. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You do not need to find additional research articles or books. Standard citation methods apply. The paper should be **approx. 2 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography.

Grading: 10 points total

- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 26, and stick to one method throughout your paper).

- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

 # 4. Research Presentation (10 points / 20%).
Due Anytime During Week 9 / posted in the forum

Students will present a topic of their own choice to the entire class. The presentation should be **2 pages of text and a PowerPoint (up to 10 slides)**. The presentation should ideally be a preparation for the final research paper. You are expected to find 3 scholarly sources for your research that are not part of the assigned reading in class.

Additional Guidelines:
- Find your own topic, and discuss it with the instructor in beforehand via e-mail.
- Find a minimum of 3 new scholarly articles for your research.
- Justify why you think your topic is of relevance.
- Put your own topic into its proper historical and/or political context.
- Structure your argument clearly.
- Prepare up to 3 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page 15.

Grading: 10 points total
- complexity of the argument (5 points)
- correct rendition of the your argument (1 point)
- additional scholarly sources (3 points)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

 # 5. Final Research Paper on a topic of your own choice (15 points / 30%).
Due Monday of Week 11 (December 3), 8 PM Pacific Time / via canvas and e-mail

This research paper can be based on the preceding research presentation. Unlike the response paper, your focus has to be on analysis rather than on opinion. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You need to use at least 2 of the texts discussed throughout the seminar, and to find at least 3 additional scholarly research articles or books. Standard citation methods apply. The paper should be a minimum of **5 pages of text**, no more than 6 (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography in addition to the allotted pages.

Grading: 15 points total
- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 26, and stick to one method throughout your paper).
- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- 1 point per cited article or book that was assigned for class (up to 2 points)
- 1 point per cited article or book that you individually researched (up to 3 points)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

6. FINAL GRADE DISTRIBUTION

Maximum possible points: 50 points

1. Discussion Board: 10 points
2. Text Presentation: 5 points
3. Response Paper: 10 points
4. Research Presentation: 10 points
5. Research Paper: 15 points

A	95%	to under or equal	100%	47.5	to under or equal	50	points
A-	90%	to under	95%	45	to under	47.5	points
B+	87%	to under	90%	43.5	to under	45	points
B	83%	to under	87%	41.5	to under	43.5	points
B-	80%	to under	83%	40	to under	41.5	points
C+	77%	to under	80%	38.5	to under	40	points
C	73%	to under	77%	36.5	to under	38.5	points
C-	70%	to under	73%	35	to under	36.5	points
D+	67%	to under	70%	33.5	to under	35	points
D	63%	to under	67%	31.5	to under	33.5	points
D-	60%	to under	63%	30	to under	31.5	points
F	0%	to under	60%	0	to under	30	points

7. STUDENT LEARNING OUTCOMES

7.1. Course Outcomes

The course seeks to develop and/or strengthen in students the ability to …

- explain the issues and theories central to Modern Political Thought
- discuss the complex development of ideas of political theory since the renaissance
- discuss the necessity to theorize history and politics, and apply different theoretical models to different circumstances
- read and analyze scholarly texts
- present the basic argument of a scholarly text
- work collaboratively on a presentation and on the discussion board
- conduct research and write a research paper based upon what was discussed in class, and the student's own research interest

7.2. Political Science Learning Outcomes:

1. Comprehend the basic structures and processes of government systems and/or theoretical underpinnings.

2. Analyze political problems, arguments, information, and/or theories.

3. Apply methods appropriate for accumulating and interpreting data applicable to the discipline of political science.

4. Synthesize experiential learning with political science concepts.

(http://liberalarts.oregonstate.edu/spp/polisci/programs/political-science-learning-outcomes)

7.3. General Learning Outcomes, as aligned with Political Science Learning Outcomes

Students who take this course will be able to

1. Identify, define and analyze some important concepts in political and cultural theory, specifically as they pertain to the central issues relevant to political and social dimensions of various forms of media. This included the ability to identify and evaluate core ideas of media theory, and the arguments that support them. This includes knowledge in political science theory and cultural studies, and is measured through coursework. (PS LO # 2+3)

2. Analyze current social issues and place them in historical context(s). Specifically, you will be given a genealogy of the ideas of the relationship between media and the state, and work with texts ancient and modern that help you situate current social issues.

3. Accumulate, contextualize, recall, analyze and critically interpret some of the major issues in political theory as well as critical domain knowledge with an interdisciplinary outlook by utilizing methods and approaches applicable to the disciplines of political science and cultural studies. (PS LO # 1+3)

4. Recognize the necessity to theorize culture and politics and to apply different theoretical models to different circumstances. Also follow the principle of a "ruthless criticism of everything existing" (Marx to Ruge, 1843) by critiquing the nature, value, and limitations of the basic methods of the social sciences. (PS LO # 2+3)

5. Express the basic argument of a scholarly text and use it as a resource (PS LO # 4)

6. Work collaboratively and collegially, by sharing ideas and analyses in a respectful but critical and mutually enriching manner (PS LO # 4)

Discuss and make arguments about these concepts and issues in writing by relating them to contemporary political debates as reflected in contemporary culture. Students will develop own scholarly approaches to a topic, and conduct own research.

8. GENERAL ARGUMENTATION RULES (FOR PRESENTATIONS AND PAPERS)

- If you refer to somebody or a text, always provide a detailed source. Never say "As Aristotle has said, …" but provide a concrete source. You will find that many quotes are continually misattributed. Do the research.
- Be respectful of others' opinions and arguments, no matter how harshly you may disagree. Any criticism must be aimed at the argument or subject matter ("*argumentum ad rem*"), not at the person ("*argumentum ad hominem*").
- If you disagree with a certain position, make sure you represent it accurately in all its scope, and not as a distorted caricature ("straw man argument").
- Base your argument on a solid database, not just on your own experiences or things you have heard ("anecdotal evidence").
- Just because a famous or influential person made a certain argument, does not automatically provide it with legitimacy ("argument from authority").
- Just because something occurs in nature, does not make it good ("naturalistic fallacy").
- See also: www.fallacyfiles.org

9. STUDENTS WITH DISABILITIES

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

10. STUDENT CONDUCT

Please review and adhere to the Expectations for Student Conduct, as posted on oregonstate.edu/studentconduct/offenses.

11. APPENDIX I: PRESENTATION GUIDELINES

11.1. When Introducing a Text

These questions need not be answered verbatim or in that order– but address them or be kept in mind.

- What is it about?
- Who is the author? (relevant if important person of history –– but no extended biographies)
- What is the context?
- What is the line of argument?
- What are the theoretical assumptions? Does the text speak to a specific school of thought?
- How is it written? What can you derive from the structure of the text?
- How was it perceived? What has it achieved? (relevant if this text is a historical source or has had a deep impact on a field of research)
- Provide own evaluations and analysis, briefly.

11.2. When Presenting Your Own Analysis or Argument

These questions need not be answered verbatim or in that order– but address them or be kept in mind.

- Be transparent: name your sources, provide a handout with a bibliography and a structure of your presentation.
- Provide a clear line of argument
- Prefer analysis over opinion, personal experiences and anecdotal knowledge
- Be clear to differentiate between your own analysis and someone else's.

11.3. Q&A Rules

- Welcome critique as an opportunity to better yourself.
- When critiquing others, aim the argument at the issue, not the person, and remain respectful.
- When you don't know what to answer, offer to follow up with them later –– don't improvise.

11.4. General Presentation Rules

- Everybody is nervous. EVERYBODY.
- Everybody makes mistakes.
- Preparation always helps.
- Practice.
- A class presentation is supposed to help you to learn, you are not expected to be perfect.

11.4.1. Content

- The presentation is not about you. It is about the content.

11.4.2. Structure

- You are *communicating*, not talking *at* somebody.
- Make sure you do everything to get your message across in the short time you have.
- Tell them what you're about to tell them. –– Tell them. –– Tell them what you've just told them.
- Intelligent redundancy is good.
- Patronizing is bad.

11.4.3. Modes of Presenting

- Do what you feel is most comfortable to you.
- Talk loudly and clearly.
- Make eye contact as much as possible.
- Provide a handout with your most important points, central quotes or data (brief!), works cited, and your contact information.

Reading out a written text:
- pro: safety, you tend to forget less, you can formulate better
- contra: inflexible, less communicative

Speaking freely (without notes):
- pro: flexible, can adapt to audience quickly, communicative
- contra: needs experience, you may forget things, imperfect formulations
- you may compensate with a handout

Speaking freely with notes
- possibly best of both worlds
- you may even write an introduction & a closing to read out

11.4.4. Time

- Time yourself. You have limited time allotted. Test out your presentation beforehand; then add 2-3 minutes. You will always take longer than planned.
- Provide a handout collating your most important findings, central quotes, a bibliography, and your contact information. If you forget to say something important in the presentation, it'll be there.

11.4.5. Technology

- Use technology only if necessary.
- Only use technology that you know how to handle.
- Be sure to have reliable equipment. If possible, bring your own computer. Apple computer owners: bring an adapter cable for VGA. Assume no HDMI compatibility.
- Make backups of your presentation. Make a backup of the backup.
- Be only as fancy as absolutely necessary. Anything flashy that distracts from your message can go.
- Sometimes, a blackboard is enough.
- A paper handout may substitute or supplement a visual presentation. It gives people something to take away.
- Be prepared for tech to break down.

11.4.6. Attire

- Appear professional. This is work, it should look like that.
  Respect your audience.
- There will always be a question from the audience you won't like. Be cordial. Admit if you don't know something; promise to get back with more information.
- Know how to react: "Never answer the question that is asked of you. Answer the question that you wish had been asked of you." (Robert S. McNamara, *The Fog of War*, 87:11-87:19)

11.4.7. Remember Murphy's Law

- Nothing is as easy as it seems. –– Everything takes longer than expected. –– And if something can go wrong it will, –– at the worst possible moment.
- Well, hopefully not. But be prepared anyway. Presentations are always a test of how to react to unforeseen circumstances, and the more you practice, the more experienced you'll be. Good luck!

11.5. Netiquette: How to Present Yourself Online

- Always remember you are still talking to human beings – it is very easy to lose sight of that online.
- Try to build community with your fellow students by being active in the discussion, by responding to their posts, and by taking part in the Q&A peer critique process after uploaded assignments.
- Check your spelling --- mistakes in writing are unnecessary distractions from what you want to say.
- Name your sources.
- Be concise but substantial. Remember that people tend to read in an F-pattern online: first paragraphs are read, then beginnings oftentimes just scanned (sadly). Make it interesting.

12. APPENDIX II: CITATION GUIDE MLA

You can use MLA or APA style for citations, see: owl.english.purdue.edu/owl/resource/560/01. The major rules MLA style are summarized here, as follows:

Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with squared brackets to distinguish them from possible (round) brackets within the quotation:

  "*Falling Down* is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy 2000: 122)

Bibliographical reference in parentheses (Author Year: Page):

Blabla blabla (Soja 1989: 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

Blabla blabla (Soja 1989a: 37).

Blabla blabla (Soja 1989b: 1).

Footnotes should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

For articles in collective volumes:

Name, First Name. "Article". In: Name, First Name, ed. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g. Kennedy, Liam. "Paranoid Spatiality: Postmodern Urbanism and American Cinema." In: Balshaw Maria, Liam Kennedy, eds. *Urban Space and Representation.* London: Pluto, 2000. 116-30.

(use ed. for one Editor, eds. for multiple Editors)

For articles in journals or magazines:

Name, First Name. "Article". *Magazine Title*. Magazine Number (Year): Pages.

e.g. Foucault, Michel. "Of Other Spaces." *Diacritics* 16.1 (1986): 22-27.

For monographs:

Name, First Name. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g. Soja, Edward. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso, 1989.

For internet articles: Name, First Name. "Article." *Main Web Site Title*. URL. Retrieved MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g. Edmunds, R. David. "The US-Mexican War: A Major Watershed." *PBS.* pbs.org/kera/usmexicanwar/war/major_watershed.html. Retrieved 09/01/2009.

e.g. World Health Organization (WHO). *Active Ageing: A Policy Framework*. Geneva: WHO, 2002. who.int/ageing/publications/active/en. Retrieved 08/25/2011.

Some publication guides say you do not need to list the URL any more – I require you to do this nevertheless.

13. APPENDIX III: CITATION GUIDE APA

You can use MLA or APA style for citations, see: owl.english.purdue.edu/owl/resource/560/01.
The major rules for APA style are summarized here, as follows:

Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with [squared] brackets to distinguish them from possible (round) brackets within the quotation:

  "*Falling Down* is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy, 2000, p. 122)

Bibliographical reference in parentheses (Author Year: Page):

Blabla blabla (Soja, 1989, p. 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

Blabla blabla (Soja, 1989a, p. 37).

Blabla blabla (Soja, 1989b, p.1).

Footnotes should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

For articles in collective volumes:

Name, First Name. (Year). Article. In: Editor1FirstName Editor1LastName & Editor2FirstName Editor2LastName Editor (Eds.). *Larger Volume* (pages of chapter). Publishing Place: Publishing House.

e.g. Kennedy, Liam. (2000). Paranoid Spatiality: Postmodern Urbanism and American Cinema. In: Balshaw Maria & Liam Kennedy (Eds.). *Urban Space and Representation* (pp. 116-30). London: Pluto.

(use Ed. for one Editor, Eds. for multiple Editors)

For articles in journals or magazines:

Name, First Name. (Year). Article. *Magazine Title*. Magazine Number, Pages.

e.g. Foucault, Michel. (1986). Of Other Spaces. *Diacritics* 16.1, 22-27.

For monographs:

Name, First Name. (Year). *Larger Volume*. Publishing Place: Publishing House. Pages.

e.g. Soja, Edward. (1989). *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso.

For internet articles: Name, First Name. (Date of Publication). Article. *Main Web Site Title*. Retrieved from URL on MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g. Edmunds, R. David. (n.d.). "The US-Mexican War: A Major Watershed." *PBS.* Retrieved from pbs.org/kera/usmexicanwar/war/major_watershed.html on 09/01/2009.

e.g. World Health Organization. (2002). *Active Ageing: A Policy Framework*. Geneva: WHO. Retrieved from who.int/ageing/publications/active/en on 08/25/2011.

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