

**Political Science 250:
Twentieth Century Political Thought**

Spring 2006
T, TH 8:50-10:00

Professor Haddad
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Office hours: Wednesday 10-12, Thursdays 3:45-5:45, and by appointment
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This course provides a selective introduction to authors, texts, and concerns that shaped the political theory landscape during the twentieth century. From the point of view of the long tradition of political theory, the texts we will read are all quite recent. In the language of the discipline, they are *contemporary* as opposed to *modern*. The texts we will study represent a range of models for political analysis that have been successful enough to become shared points of reference for political theorists and political scientists in the past century. Although the political crises of mid-twentieth century Europe frame our inquiry, our concerns will be thematically diverse. Starting with Carl Schmitt's *Concept of the Political* (1932), we will end the course with a focus on texts and authors critical to the contemporary U.S. political discourse surrounding neo-conservatism.

Tuesday, January 17	Introduction, timeline
Thursday, January 19	Carl Schmitt, <i>The Concept of the Political</i> (1932)
Tuesday, January 24	Schmitt <i>Benito Mussolini, Fundamental Ideas</i> (TCPT, 191)
Thursday, January 26	Schmitt
Tuesday, January 31 Thursday, February 2	Hannah Arendt, <i>Origins of Totalitarianism</i> (1951) Arendt Adolf Hitler, <i>Nation and Race</i> (TCPT, 197)
Tuesday, February 7 Thursday, February 9	Arendt Arendt
Tuesday, February 14	Max Horkheimer, <i>The Tasks of Contemporary Philosophy and the Tasks of an Institute for Social Research</i> (TCPT, 209)
Thursday, February 16	Herbert Marcuse, <i>Liberation from Affluent Society</i> (TCPT, 226)

Friday, February 17	Paper #1 due at 4 p.m. to Mrs. Ortiz in Comenius 206
Tuesday, February 21 Thursday, February 23	Isaiah Berlin, <i>Two Concepts of Liberty</i> (on reserve) Charles Taylor, <i>What's Wrong with Negative Liberty?</i> (on reserve)
Tuesday, February 28	Michael Sandel, <i>The Procedural Republic and the Unencumbered Self</i> (on reserve)
Thursday, March 2	Michel Foucault, <i>Truth and Power</i> (TCPT, 242) Michel Foucault, <i>Discipline and Punish – The Birth of the Prison</i> , Chapter 1 “The body of the condemned” (on reserve)
	Spring Recess
Tuesday, March 14 Thursday, March 16	bell hooks, <i>Teaching to Transgress – Education as the Practice of Freedom</i> (1994) (selections) (on reserve) Leo Strauss, <i>What is Liberal Education?</i> Alan Bloom, <i>The Democratization of the University</i> (on reserve)
Tuesday, March 21 Thursday, March 23	Alan Bloom, <i>The Closing of the American Mind</i> (1987) Bloom
Tuesday, March 28 Thursday, March 30	Bloom Bloom
Tuesday, April 4	Paulo Freire, <i>Pedagogy of the Oppressed</i> (1970) (selections) (on reserve)
Thursday, April 6	In-class midterm
Tuesday, April 11	Irving Kristol, <i>Capitalism, Socialism, and Nihilism</i> (on reserve) Phyllis Shlafly, <i>The Power of the Positive Woman</i> (on reserve)
Thursday, April 13	Francis Fukuyama, <i>The End of History?</i> (TCPT, 368)
	Easter Recess
Tuesday, April 18	Selections from Strauss’ <i>Natural Right and History</i> (1950) (on reserve)
Thursday, April 20	Anne Norton, <i>Leo Strauss and the Politics of American Empire</i> (2004)

Tuesday, April 25	Norton
Thursday, April 27	Selected contemporary writings (copies)
Friday, May 3	Paper #2 due at 4 p.m. to Mrs. Ortiz in Comenius 206

Readings

- 1) All books are available for purchase at Moravian College Bookstore.
 - a) Hannah Arendt, *The Origins of Totalitarianism*
 - b) Allan Bloom, *The Closing of the American Mind*
 - c) Stephen Bronner, *Twentieth Century Political Theory: A Reader*
 - d) Carl Schmitt, *The Concept of the Political*
 - e) Anne Norton, *Leo Strauss and the Politics of American Empire*
- 2) Several texts are on reserve at Reeves Library. Be sure to make copies in advance.
- 3) I may distribute additional readings in class.

Learning how to use textual evidence is one of the top priorities of this course. We cannot work without the text. It is an explicit requirement that you bring your thoughtfully prepared texts to every meeting. The highest form of participation is to take the voice of the author seriously, to be able to reconstruct and reconsider the argument, and to direct others to critical passages. Unsupported answers will be less valued than those that draw the discussion back into the text.

Evaluation

Activity	Calendar	Requirement	Final Grade %
Paper #1	2/17	TBA	20%
Midterm	4/16	five pages	20%
Paper #2	5/3	ten pages	25%
Presentation	TBA	TBA	5%
Engagement			30%

Engagement

Political theory is a discipline that relies heavily on close readings of texts and argumentative and exploratory discussion. As a teacher of political theory, I am committed to helping students learn how to theorize, not just how to regurgitate the positions and arguments of others. It goes almost, but perhaps not quite, without saying that this requires a well-prepared, proactive, and energized group of students who take thinking out loud together seriously. Make it a point to keep the discussion strong and lively! This will be easy to do, if you come to every class with your prepared texts, highlighted passages, and good questions. Don't regard the text as a smooth surface; find the subtexts, contradictions, and implications that fuel political debate. When you speak, use the names of other students. Make it a habit to respond to or at least refer to their questions and comments. Learn how to differ respectfully, and don't be afraid to change your mind. Discussion is generative when it allows all participants to voice a position, to receive feedback from others, to reconsider, and to possibly revise the initial claim. That said, I was a student once, and I struggled mightily to participate in discussions. Please let me know if you are having difficulties of any kind. We can strategize together. Because I had a hard time speaking up as a student, I have many ideas for helping others. On a final note, I consider e-mail exchanges, discussions in office hours, and other forms of engagement when grading time rolls around.

General Housekeeping

- 1) Expect to work six hours on average outside of class per week. Some weeks the reading load will be lighter, some weeks it will be considerably heavier.
- 2) We will discuss all assignments at least two weeks in advance of a given due date. Please be in touch over e-mail and make use of my office hours with any questions and thoughts you may have about our work together. I am happy to help you with outlines, and I welcome the discussion of drafts.
- 3) I do not accept late assignments, except in appropriately documented emergency situations. For the sake of equity, please do not ask for special treatment.
- 4) Students with a documented learning disability who desire accommodations for this course must first visit the Office of Learning Services (ext. 1510) and follow college procedures on receiving accommodations.
- 5) Plagiarism will result in failure of the assignment in this class. Please see *Moravian College Student Handbook* for an account of academic honesty. See <http://www.moravian.edu/studentlife/handbook/academic2.htm>
- 6) Do not miss class. Undocumented absences *beyond the first* will harm your engagement grade at the rate of 5% per absence.
- 7) No food in the classroom, please.
- 8) Turn your cell phone off before class.