

Teaching Portfolio

Andrew Dilts, Ph.D.

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Pedagogical Statement

My approach to teaching is centered on developing my students' skills of critical engagement of texts, phenomena, and discursive objects of analysis so that they can ultimately employ those skills to understand, interpret, and respond to the world around them, as well as their own selves. In this sense, I see my teaching as part of a larger project of enabling students to develop their entire selves, reflecting their own multiplicity, plurality, and difference.

Practically, this means that the most important thing that I want to impart to my students is that any text, practice, discourse, or object of thoughtful analysis that is worth thinking and writing about calls for a sympathetic critique. By this I mean that texts of all forms require something akin to what Nietzsche calls an "art of interpretation," and that the essence of this "art" is to provide careful support from one's reading first and foremost from within the text itself. My pedagogy is driven by a strong preference for teaching original and primary sources by reading them closely while attending to their historical, social, and political contexts. But above all, I want to teach my students that a critical engagement with a thinker begins with taking them seriously on their own terms, sympathetically and internally. I work for my students to appreciate the power and pleasure of such an approach, and to come away from any seminar, lecture, or advising session with the practical reading and writing skills to put this into practice in their own well-supported reading of a text.

This approach of critical but immanent interpretation means that my courses rely on original and primary sources if at all possible. All class sessions, whether lectures or seminars, work from these texts and are structured around my goal of developing an interpretative and evidence-supported reading of the text. This requires historical sensitivity and close attention to the contingency of political and social practices as well as theoretical discourses. In this sense, I do not teach "truth" or "facts" of a text, but instead teach my students to appreciate the meaning of "truth" and "facts" by questioning the value of truth itself. This is what it means for me to give a meaningful account of a text, idea, or practice. As such, I insist that the skill of argumentative interpretation is a crucial method, a necessary approach, a powerful language, and above all, a productive style of analysis for any branch of the humanities or social sciences. To the degree that there exist important facts about a system of thought or about the political world, these facts are presumed to be contingent and

open to interpretation, predicated on a certain regime of truth that must be rendered visible in order to be subsequently useful and productive for understanding.

The difficulty with this approach from a teaching point of view, however, is that it is incumbent on me to offer a reading of these texts in a way that is exemplary but never definitive. That is to say, while I want my students to understand what Aristotle or Hobbes “think” and know what Plato’s *Republic* or Du Bois’ *Souls of Black Folks* are “about,” I am far more concerned in giving them the ability to give their own account of why it can be said that they “think” any particular thing or these books are “about” anything at all. Any reading that we develop in class, any interpretation of the text that I present, has to be taken as provisional, and only as good as the textual evidence we can marshal. I understand my role in this process as a guide, as someone who can model this method of reading and writing for them. This is not to say that I do not end up giving my students a specific reading of a text (this is especially unavoidable in lecture-based courses), but I work to present my reading as an illustration of how to build an interpretive argument supported with primarily internal textual evidence.

I realize these principles practically with two devices that keep my students grounded in close reading and centered on arguing for an interpretation of the texts. First, we belabor short passages, often spending entire class sessions on the opening paragraphs of texts. For example, the preface to *On the Genealogy of Morality* perfectly shows the necessity of close and careful reading, and gives students a taste of what close reading is like. In the preface are both the incredibly dense and difficult first section and the relatively straightforward assertion in the final section of how the book must be read. We work through each section, showing students the painstakingly slow way that a few lines can and must be unpacked. As a second example, this method of “belaboring” also works well with the first five paragraphs of Du Bois’ *Souls of Black Folks*, whose poetic character, philosophical density, and literary and mythological allusions can motivate far more than a single seminar session. When we include the musical “texts” that mark the openings of each chapter, it becomes even clearer that close reading of texts can be much broader than students may have previously thought.

Second, I routinely shift the interpretive burden onto the students with an agenda-setting practice, beginning class sessions by collecting questions about specific passages from each student in turn. Each student offers their question while I stay at the chalkboard and record them, noting the specific passages they point to. In contrast to the “belaboring” session, where I directly guide the discussion through a linear reading of the text, I pull back in these sessions, asserting my control only by connecting their questions. What quickly emerges is a visual map of the day’s reading, bringing together passages, page numbers, characters, and concepts that require our attention. We then try (usually in vain) to move through as much of the map as possible. For the students, even if we cannot possibly cover the entire agenda in class, they at least get a sense of what their classmates see as important, and (if they are taking good notes), they are building their own index of important passages and concepts from the text. Overall, the hope is that students come to see the value in analyzing a text through questions about it, rather than passively recounting its main points or searching for definitive answers.

In a larger lecture course, I adapt these two methods, self-consciously presenting my lectures as readings of the texts that are open to interpretation and refutation. I move between the two devices, alternating between close literary readings of short passages, and building a visual map of key moments, terms, and questions from the text either with slides or on the board. In both a lecture or seminar setting, the method of evaluation is essentially the same: my students must demonstrate through their own writing that they realize that it is insufficient to merely assert a claim, but that they

must argue for it as an art of interpretation. I want students to see that the point of writing about hard books is not simply to be able to recount what the author says, but to argue that they are correct in their interpretation of what the author says. The quality of an interpretive argument rests upon the student's ability to offer a persuasive case that they understand the text, and understand the ways in which reading it might be contentious.

The demands of graduate education do not differ here in substance, but perhaps only in form. That is, the role of the canon takes on greater importance at this level, in that what I teach graduate students is self-consciously a disciplined and organized regime of knowledge. I do not understand my position to be to authorize or endorse this literature, but to enable my students to learn this literature. As such, the skills of interpretative argument and close reading are essentially the same. I also understand that my primary goal in graduate education is to teach pedagogy itself. The work of graduate education is always also about teaching teachers, and training them, above all, in the same skills of critical and sympathetic interpretation but with a constant eye toward their future roles as teachers themselves.

Teaching History

<p>Loyola Marymount University <i>Bellarmino College of Liberal Arts, Assistant Professor</i></p>	<ul style="list-style-type: none"> • Foundations of Political Thought (POLS 220), Fall 2011, Spring 2012. • Contemporary Political Theory (POLS 327), Fall 2011. • The Politics of “The Wire”: America at War With Itself (POLS 392), Fall 2011, Spring 2012. • Society and its Discontents (HONS 130), Spring 2012.
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<p>University of Chicago <i>The College, Collegiate Assistant Professor</i></p>	<ul style="list-style-type: none"> • Classics of Social and Political Thought I, II, & III (Social Sciences 15100, 15200, 15300), 2008-2011. <i>“Classics” is a part of the University of Chicago’s “Common Core” curriculum, emphasizing Socratic pedagogy in a yearlong small seminar format, focusing on the skills of interpretation and argument through the close reading of primary texts and extensive written work.</i>
<p><i>The College, Lecturer</i></p>	<ul style="list-style-type: none"> • Classics of Social and Political Thought III (SOSC 15300), Spring 2007, 2008. • Classics of Social and Political Thought II (SOSC 15200), Winter 2007.
<p><i>Department of Political Science, Lecturer</i></p>	<ul style="list-style-type: none"> • Politics of Punishment (Political Science 20702 / Comparative Race Studies 20702), Autumn 2006
<p><i>The College, Teaching Intern</i></p>	<ul style="list-style-type: none"> • Classics of Social and Political Thought I (SOSC 15100), Professor Nathan Tarcov, Autumn 2006. • Classics of Social and Political Thought II (SOSC 15200), Professor Jacob Levy, Winter 2006. • Classics of Social and Political Thought III (SOSC 15300), Professor Patchen Markell, Spring 2006.
<p><i>Department of Political Science, Teaching Assistant</i></p>	<ul style="list-style-type: none"> • Political Nature of the American Judiciary, Professor Gerald Rosenberg (PLSC 22515), Winter 2007. • Intro. to Data Analysis (PLSC 30500, <i>Graduate Course</i>), Professor Eric Oliver, Autumn 2005. • African-American Politics (PLSC 22100), Professor Cathy Cohen, Winter 2005. • Intro. to American Government (PLSC 20500), Professor Melissa Harris-Lacewell, Spring 2004, 2006.
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<p>Indiana University, Bloomington <i>Department of Economics, Teaching Intern</i></p>	<p>Introductory Microeconomics (ECON 201), Professor Elyce Rotella, Fall Semester 2000, 2002; Professor James Walker, Fall Semester 2001.</p>

Selected Comments from Teaching Evaluations

Note: The following is a representative sample of student comments from the 2009-2010 academic year, in which I taught two sections of Classics of Social and Political Thought running throughout the Fall and Winter Quarters (I was on research leave during the Spring Quarter of 2010).

I have tried to include comments that are both substantive, and which reflect both positive and negative evaluations of my teaching. In the interest of brevity, I have selected only ten comments from each quarter. Complete copies of the original evaluations, published online on the University of Chicago's internal computer network, are available upon request.

Fall Quarter, 2009 – Classics of Social and Political Thought, I:

Andrew is a fantastic instructor. Every discussion we had was riveting and often completely changed my opinion of the reading we'd just done. He was able to make completely clear books that had utterly eluded me when I'd read them the night before, while simultaneously being extremely funny and encouraging the participation of almost the entire class. The only weakness I could think of is that he's kind of a harsh grader, but never to an extent that I'd consider unfair.

Very dedicated, very engaged in class discussion. He was timely and gave adequate feedback. Sometimes it wasn't entirely clear what he was looking for in a paper's thesis.

Dilts is an amazing discussion leader, he takes the input of all the students and creates for us a framework for understanding the reading.

The instructor seemed to have a great knowledge of the texts that were covered because he did not use specific notes but he kept discussions going in a fluent manner. Though there did not seem to be one goal or point the instructor aimed to prove, all the discussions did a good job of laying out a lot of what was "at stake" in each text which was extremely useful in seeing all the themes that the text incorporated. I would like to see the instructor do a better job of "beating home" some of the ideas he felt were critical to understand in the text, but I can't complain too much. Also it would be nice to get the papers back faster so as to have more time to make adjustments on our weaknesses for the next paper, but I respect that a thorough job grading which is necessary for these papers, takes time.

Wonderful instructor. My favorite was when he mentioned a talk he was having with a friend at a bar, and the new insight he got on Aristotle then. Wonderful class!

Professor Dilts is an amazing teacher. I enjoy every minute in his class. I am so glad I will have him for the rest of the year. He is erudite, passionate, witty, and clear. Fabulous professor. No weaknesses.

Professor Dilts was very engaging and knowledgeable. I went into Sosc thinking that it would be dull and the readings dense. Professor Dilts made these worries dissipate, and I quickly realized the allure of the topics ahead of us.

Andrew was great at facilitating discussion and always managed to synthesize different perspectives into logical frameworks that helped make it easier to consider sometimes difficult works in relevant contexts.

Andrew is an excellent socs professor. He brings direction to every class and is great at guiding discussion, but also has students post discussion questions every night to build an organizational framework for the next class. He can clearly explain complex ideas and uses the board well. Also, he is extremely helpful during office hours with both general advice on paper writing and specific suggestions for improvement.

Andrew is always very dynamic and seems actually excited to be teaching Socs - which is not always the case with core classes! I would highly recommend him as a socs professor. The fact that he always seems to have an idea of where the class is going is both positive and negative: it's nice to have some sort of goal ahead of us, but sometimes interesting ideas are passed by because they don't fit the class plan.

Winter Quarter, 2010 – Classics of Social and Political Thought, II:

Dilts is a great teacher. Very interesting, very helpful essay grader and feedback giver. Very good at leading discussion and bouncing off of student ideas. He would also be a really good history lecturer.

I believe Andrew's reputation has been sufficiently outlined. I was drawn to this section in particular because I heard that Andrew was a great instructor, and I wasn't disappointed. I wish that all teachers possessed his enthusiasm and expertise on the material covered. I was in the second section that he taught each day, and even so Andrew was excited and interested in the discussion. One is truly lucky to get into his section.

Prof. Dilts is smart, funny, friendly, very familiar with the texts, and open to students' opinions. Everything one would want in a discussion leader. Maybe he talked and pushed his personal interpretation of the text a liiiiittle too much, but he never actively discouraged any student from making their own interpretation.

Professor Dilts was very enthusiastic and always brought stimulating discussions in class. He did a good job of keeping things flowing in discussion and not letting the discussion lull. He also did a good job of hammering home some of the main ideas of the writers, I wish he would have chosen I bit more of a direction to go with every class though.

Dilts is one of those instructors that gives an excellent name to young professors. Extremely talented at drawing useful points from the group while politely discouraging remarks lacking insight. Very eager to meet outside of class, and obviously devoted to constantly improving his undergraduate teaching abilities. It's a shame he's not teaching next quarter.

Professor Dilts was great at encouraging us to think independently. We were expected to analyze the texts ourselves with only minimum direction from the instructor. That said, class discussion was conducted through a process of bouncing ideas off of the Professor rather than open discussion among ourselves. This was often positive, but it would have been interesting to see how it would have worked if we were left entirely to ourselves once in a while. Another strength of Professor Dilts is that his grading was always detailed and rigorous, and he was always eager to help us with our assignments.

Professor Dilts is Amazing!!!! I love every minute in his class. The discussions are great, he is very knowledgeable about the material. I wish I could have him for third quarter. He is a difficult grader, but it makes you become a better writer.

Andrew is a terrific lecturer and was very good at explaining difficult portions of the text, particularly in Hobbes. He's also good at encouraging class discussion, but at times it seemed as though he hewed rather too closely to a script: some (to me) surprising or interesting insights were ignored, others were pursued for too long without going anywhere. The points he wanted to get across were emphatically conveyed, occasionally to the detriment of the books' richness. I really like Andrew as a professor, but I wish he would be more open to alternative viewpoints.

Dilts is a phenomenal lecturer and a great discussion leader. He can sometimes get sidetracked, but I don't think that detracts from the quality of the lecture at all. If anything, it makes the class flow more smoothly.

Professor Dilts is possibly the most effective professor I have had here so far. He always came into discussions enthusiastically and facilitated discussion in such a way that we would get the most out of it. He was always very approachable and willing to help outside of class. In all, he allowed this course to exceed my expectations and truly enjoy SOSC. I am so very upset that he won't be teaching next quarter, and if he taught anything other than SOSC, I would take another class from him in a heartbeat.

Summary Statistics from Teaching Evaluations

Andrew Dilts
 Summary Statistics for Teaching Evaluations
 University of Chicago, 2006-2010

	Politics of Punishment Autumn 06 n=23/24	Classics of Social and Political Thought I Autumn 08 (Sect. 2) n=10/19 Autumn 08 (Sect. 5) n=12/19 Autumn 09 (Sect. 4) n=17/19 Autumn 09 (Sect. 7) n=16/19				Classics of Social and Political Thought II Winter 07 (Sect. 2) n=13/21 Winter 09 (Sect. 5) n=15/17 Winter 09 (Sect. 5) n=13/19 Winter 10 (Sect. 4) n=13/18 Winter 10 (Sect. 7) n=15/19				Classics of Social and Political Thought III Spring 07 (Sect. 2) n=11/21 Spring 08 (Sect. 2) n=7/18 Spring 09 (Sect. 2) n=18/20 Spring 09 (Sect. 5) n=16/17				
THE INSTRUCTOR:														
... organized course clearly	4.61	4.60	3.80	4.88	4.56	4.85	4.73	4.32	5.00	4.80	4.55	4.71	4.73	4.88
... provided clear directions	4.64	4.59	3.90	4.39	4.62	4.40	4.60	4.83	4.69	4.80	4.40	4.40	4.70	4.90
... displayed enthusiasm and this course interesting	4.78	4.42	4.30	4.88	4.50	4.69	4.73	4.92	4.82	4.57	4.45	4.40	4.92	4.94
... stimulated and facilitated questions and discussions	4.63	4.58	4.20	4.88	4.69	4.77	4.75	4.93	4.92	4.73	4.64	5.00	4.75	4.84
... responded well to student questions	4.87	4.58	4.50	4.75	4.53	4.85	4.73	4.79	4.92	4.86	4.73	4.86	4.75	4.94
... was available outside of class	4.71	4.75	4.11	4.36	4.62	4.77	4.64	4.79	4.73	4.64	5.00	5.00	4.64	4.84
... was helpful during office hours	4.81	4.89	4.17	4.36	4.67	4.90	4.78	5.00	4.75	4.92	4.90	4.86	4.78	4.93
... motivated independent thinking	4.74	4.42	4.10	4.47	4.60	4.69	4.75	4.71	4.62	4.67	4.82	4.86	4.75	4.76
THE PEAKINGS:														
... fulfilled these objectives of the course	4.61	4.83	4.40	4.55	4.88	4.54	4.67	4.60	4.69	4.80	4.45	4.43	4.67	4.71
... were responsible in number	3.96	4.75	3.90	4.12	3.67	4.15	4.17	4.40	4.62	4.53	4.27	4.71	4.17	4.53
... were appropriately difficult	4.52	4.75	4.30	4.35	4.38	4.54	4.42	4.73	4.69	4.69	4.55	4.71	4.42	4.88
THE ASSIGNMENTS:														
How helpful were the lectures and discussions in preparing for exams and completing assignments?	4.33	3.67	3.90	3.94	4.38	4.42	4.80	4.23	4.54	4.53	4.18	4.67	4.80	4.53
How appropriately were the requirements of the course	4.61	4.64	4.22	4.35	4.57	4.62	4.82	4.50	4.69	4.60	4.64	4.83	4.82	4.71
How well did the requirements contribute to the goals of the course?	4.48	4.55	4.33	4.35	4.50	4.62	4.82	4.50	4.69	4.53	4.64	4.83	4.82	4.76
How timely and useful was feedback on assignments and exams?	4.57	3.92	2.90	4.29	3.80	4.38	3.92	4.00	4.38	4.33	4.27	4.83	3.92	4.18
How fairly were the assignments graded?	4.70	4.08	3.80	4.44	4.47	4.23	4.45	4.33	4.46	4.43	4.55	4.50	4.45	4.71
OVERALL:														
This course met my expectations	4.78	4.27	3.90	4.59	4.47	4.54	4.75	4.47	4.85	4.47	4.55	4.57	4.75	4.94
This course provided me with new insight and knowledge	4.87	4.25	4.20	4.76	4.81	4.54	4.91	4.53	4.92	4.60	4.45	4.86	4.91	4.88
This course provided me with useful skills	4.43	4.25	3.90	4.35	4.25	4.23	4.58	4.13	4.62	4.40	4.45	4.57	4.58	4.88
The content of this course was presented at an appropriate level	4.70	4.58	4.20	4.47	4.63	4.69	4.83	4.80	4.85	4.73	4.55	4.71	4.83	5.00
I put my best effort into this course	4.22	4.38	4.30	4.41	4.44	4.38	4.25	4.22	4.38	4.40	4.09	4.57	4.23	4.53
The class had a high level of moral/enthusiasm	4.61	4.50	4.20	4.47	4.44	4.58	4.58	4.60	4.69	4.71	4.36	4.86	4.58	4.76

This table summarizes the quantitative information from my undergraduate University of Chicago course evaluations, dating back to Autumn of 2006. The data are broken down by course and by section, based on summary tables reported on the College's course evaluation website. Students are asked to circle numbers from 1 ("strongly disagree" or "not at all") to 5 ("strongly agree" or "a great deal") in response to each item. They may also circle "N/A," and a few students circle nothing for some items. In this summary, I have treated "N/A" as a non-response, and removed it from calculation (meaning that for some items, the N varies). For purposes of this summary I have simply provided the mean of all reported numerical scores for each item. With only a few exceptions, the modal response for nearly every question was a 5. Copies of complete evaluations are available on request.

Sample Syllabi

In the following pages, I have collected a selection of sample syllabi that exemplify my pedagogical approach:

- “Contemporary Political Theory” – This is an upper-division course for Political Science majors at Loyola Marymount University. It is a broad survey of movements within political theory in the post-war period.
- “Classics of Social and Political Thought” – This is a year long undergraduate seminar that I taught annually at the University of Chicago between 2008 and 2011 as a Collegiate Assistant Professor, and which I taught previously as a Graduate Lecturer since 2007. I have condensed the three-quarter sequence into a single syllabus here.
- “Foucault’s Turn to Ethics” – This is a graduate political theory seminar focusing on the “late” Foucault and around the debate over his so-called “ethical turn.” This syllabus is easily adaptable for upper-level undergraduate course for majors in political theory.
- “Politics of Punishment” – This is the syllabus from an undergraduate seminar that I taught in 2006 as a Grodzins Prize Lectureship at the University of Chicago in the departments of Political Science and Comparative Race Studies.
- “African-American Politics in Theory and Practice” – This race and politics course offers a survey of empirical and theoretical approaches to understanding race and political theory, the history of black politics in the United States, and specific social and political “critical issues” facing all Americans today. Each unit of the course serves as the basis for in-depth field seminars on each of the 15 topics presented here.
- “Introduction to U.S. Politics: Institutions and Issues” – This is an introductory U.S. Politics course suitable for a lecture or seminar setting, which relies on primary historical documents and canonical texts in political science (rather than using a textbook) to study political institutions and problems in contemporary American politics.

Additional course descriptions and syllabi are available on request.

CONTEMPORARY POLITICAL THEORY

Political Science (POLS) 327
Loyola Marymount University
Fall 2011, 4 Units

Instructor: Dr. Andrew Dilts

Office: University Hall 4203

Office Hours: MWF 11:00a-12:30p

Class Meetings:

MWF, 2:00p–2:50p

St. Robert's Hall 367

Email: andrew.dilts@lmu.edu

Phone: x85165

Course Website:

<https://mylmuconnect.lmu.edu/>

COURSE INFORMATION

DESCRIPTION: This is a survey course of late 20th and early 21st century political theory. We will cover a range of theoretical approaches in contemporary political theory, including: (1) social welfare liberalism, (2) libertarianism, (3) civic and humanist republicanism, (4) discourse ethics and deliberative democracy, (5) identitarian critiques, and (6) post-structuralism. Throughout the semester, we will pay special attention to two constellations of questions centered on the ideas of “freedom” and “critique.” What do we mean by freedom? Who is the “free agent” or “free subject” of political life? What is the relation between political freedom and freedom in social, economic, and moral spheres? Secondly, what is critique? What is the object of critique? What grounds critique? What role does critical analysis play in political theory? What does it mean to be a critical political thinker in our daily lives and in our multiplicity? What, in the end, is the relationship between freedom and critique?

INSTITUTIONAL MISSION: Loyola Marymount University’s mission is to encourage student learning, to educate the whole person, and to serve faith and promote justice. The Department of Political Science pursues this mission by encouraging and challenging students to be perceptive observers of political life in all its variety and richness; to seek a systematic understanding of the causes and consequences of political institutions, policies, and behavior; to develop a moral and ethical perspective that allows them to critically evaluate actions, institutions, and policies; and to prepare themselves for a life of active citizenship and involvement in creating a more just and humane world. “Contemporary Political Theory” serves these university and departmental missions by introducing students to the discipline of political theory, which draws a variety of moral values and political realities into a relationship of dialogue, challenge, compromise, and conflict. The course will serve to equip students with sharper analytical tools, and hopefully also greater moral sensitivity in perceiving and confronting the political dimensions of the world around them.

STUDENT LEARNING OUTCOMES:

1. Students will learn about key movements and thinkers in contemporary political theory.
2. Students will dramatically expand their understanding of *freedom* as a normative and descriptive idea in political theory.
3. Students will reflect on the method of political theory, and in particular, on the role that *critique* plays in contemporary political theory.
4. Students will improve their critical, argumentative, and interpretive writing skills.

5. Most importantly, students will develop their critical thinking skills and apply them to their political and social lives, allowing them to grow as persons and as reflective citizens.

PREREQUISITES/RECOMMENDED BACKGROUND: Students should have completed POLS 220 and be familiar with the history of political thought. Preference will be given to students who have taken some combination of POLS 323, 324, 325, and 326.

COURSE REQUIREMENTS

This course is a 4-unit, upper-division course, and this is reflected in the course requirements. In particular, has **intensive reading requirements** and you will be held accountable for that reading with weekly writing assignments; it will require **multi-draft writing** throughout the semester; it will substantively focus attention on **methodological training** in political theory (through its emphasis on *critique* as a practice); it includes a **significant individual mentoring component**. To reflect end, the course has the following requirements:

- (1) You will submit **write a substantial paper** during the semester. This paper must be formatted and submitted properly to receive full credit, as documented in the course paper requirements on the course website.
- (2) You will submit **multiple drafts** of this paper throughout the semester, both to the instructor and the your peers. You will take part in a formal **peer-review** session, editing and commenting on two of your colleagues' paper drafts.
- (3) You must schedule an **individual mentoring meeting** with the instructor **no later than 6th week** to discuss your planed term paper.
- (4) You will be held accountable to each other for the substantial course reading by **submitting a weekly written reading question** on the course website by the beginning of Wednesday's class session. Your reading question must demonstrate a) completion of the reading assignment and b) significant thought and reflection as the reading assignment. The grading criteria for these questions are discussed in detail below.
- (5) You must **respond in written form** to at least one of your colleagues reading questions by 5:00pm of Friday of each week.
- (6) You must **attend class** and be an **active participant** in discussion. Because this is a text-driven course, you must always bring a hard-copy of the day's reading to class and you must be prepared to publicly present your weekly reading question in class.

GRADE BREAKDOWN:

Term paper:	40%
Peer Review:	20%
Paper Abstract/Drafts	10%
Reading Questions:	10%
Reading Question Responses:	10%
Attendance:	5%
Participation:	5%

GRADING SCALE:

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	0-59

****Any student who receives a failing grade for attendance and participation will receive a failing grade for the class.*

*Any student who has not turned in all paper drafts will receive a failing grade for the class.****

READING QUESTIONS: A good reading question is one that directly and explicitly engages with the text. Your question should cite a specific passage, term, or concept that you are puzzled about, and it should offer your interpretation of the passage at hand. It should be focused on something that genuinely puzzles you in the reading, and which you can probably assume that others find puzzling or confusing as well.

You will submit one question per week (except during Thanksgiving Break) for a total of 14 reading questions. Questions must be submitted by the beginning of class on Wednesday of each week. Late questions will not be accepted.

READING QUESTION RESPONSES: Because your reading questions are sincere questions, you will also be required to offer a response to at least one of your classmates' questions each week. Your response should not be a criticism of the question itself, but an honest and good-faith response to your fellow students questions about the reading. You must post a response by the 5:00pm on Friday of each week.

COURSE POLICIES

ATTENDANCE: Timely, prepared, and engaged attendance is required. Absences will only be excused in the case of illness or emergency. If there is a conflict between course participation and religious observance, please contact me in advance. It is not necessary to obtain prior approval from the instructor when missing a meeting is unavoidable, but note that students bear the *entire responsibility* for the decision to miss class and for whatever effect that may have on their course grade and their learning experience. Repeated absences and lateness will directly affect the discussion and attendance portion of a student's grade, as detailed in the course requirements section.

LATE PENALTIES: Assignments must be turned in at the designated time and place. Failure to turn in an assignment on time is unacceptable except with the prior agreement of the instructor (which will be given only in exceptional circumstances). Except in documented cases of illness or emergency, a penalty of up to a full letter grade may be assessed for each day the assignment is late. However, each student may, at his or her discretion, take a 24-hour extension for *one* of the papers, no questions asked (if you are using your extension please indicate this on the first page of your paper).

PLAGIARISM & ACADEMIC HONESTY: Academic dishonesty will be treated as an extremely serious matter. Proven plagiarism of any kind may result in automatic failure of the course, and will be referred to the University for further disciplinary action. I reserve the right to submit your electronic document to plagiarism detection websites if necessary. It is **never** permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the "LMU Honor Code and Process" which appears in the LMU Bulletin 2011-2012. You should also refer to my own writing requirements posted on the course website.

GENDER NEUTRAL & GENDER SPECIFIC LANGUAGE, NAMES & ACCENTS: Academics no longer use the pronoun "he" to apply universally to all persons, nor do we use the term "man,"

when we are referring to humanity or people in general. In our writing, when we are making generalizations we should use gender neutral pronouns, that is, sie and hir, s/he, him or her, they/their, etc. When referring to a specific person or group of people, we should use the language and pronouns *that they prefer* if we know them. Further, we should be attentive to the spelling and accents of author's names. Finally, all authors must be referred to by their entire names, or only their last names, *not by their first names*, orally and in writing.

EMAIL COMMUNICATION: At times I will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address.

TECHNOLOGY USE DURING CLASS: You are welcome to bring a computer to class provided that it enables you to engage more in the class discussion. You may also use a computer to help you take notes. Email, Twitter, Facebook, or anything at all that is not directly related to the *conversation* we are having will not be tolerated. Using a computer in this way during a seminar is quite simply RUDE and deeply disrespectful to your classmates. If you want to use a computer in class, you will be expected to post copies of your class notes on the class website immediately following the class session to share with others. If you are not willing to do this, do not bring a computer with you.

There is simply no reason whatsoever for you to be using your phone/PDA/Kindle/iPad/whatever during class time.

Your phone should be turned off, or at least on silent mode. If your phone rings during class, it will be your responsibility to arrange for coffee service for every member of the class

OFFICE HOURS: I look forward to meeting with you all during regularly scheduled office hours, or by appointment when meeting during office hours is not possible. Students who would like to discuss issues raised in the course further than class discussions will permit, or students who encounter difficulties with the course or the assigned material, are especially encouraged to attend office hours.

ACCOMMODATION: Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall Room 224, 310-338-4535) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information.

TENTATIVE NATURE OF THE SYLLABUS: If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on MYLMU Connect.

REQUIRED TEXTS

These texts will all be available for purchase from the bookstore. You are welcome to purchase them wherever you please or borrow them from the library, but *please use these editions of the texts* so that we are all literally on the same page during class. You will be expected to come to class with the text in hand. Some readings will be made available via electronic reserve in PDF format. You must **print**

hard copies of these readings, i.e. do not bring your computer or e-reader in order to refer to the texts.

- John Rawls, *Justice as Fairness: A Restatement* (Belknap, 2001), ISBN: 978-0674005112.
- Robert Nozick, *Anarchy, State and Utopia* (Basic Books, 1977), ISBN: 978-0465097203.
- Hannah Arendt, *The Human Condition*, (Chicago, 1998), ISBN: 978-0226025988.
- Iris Young, *Justice and Politics of Difference* (Princeton, 1990), ISBN: 978-0691023151.
- Michel Foucault, *The History of Sexuality, Vol. 1* (Vintage, 1990), ISBN: 978-0679724698.
- Giorgio Agamben, *Homo Sacer* (Stanford, 1998), ISBN: 978-0804732185.

TENTATIVE COURSE SCHEDULE

Week 1: What is Contemporary Political Theory?

- M Aug. 29: Course Introduction
 W Aug. 31: Giorgio Agamben, What is the Contemporary? (E-reserve)
 F Sep. 2: NO CLASS

Week 2-4: Welfare Liberalism - Rawls

- M Sep. 5: LABOR DAY, NO CLASS
 W Sep. 7: Rawls, *Justice as Fairness*, Part 1, pp. 1-38.
 F Sep. 9: Rawls, *Justice as Fairness*, Part 2, pp. 39-79.
 M Sep. 12: Rawls, *Justice as Fairness*, Part 3, pp. 80-134.
 W Sep. 14: Review Day, Reread Parts 1 through 3.
 F Sep. 16: Rawls, *Justice as Fairness*, Part 4, pp. 135-179.

- M Sep. 19: Rawls, *Justice as Fairness*, Part 5, pp. 180-198.
 W Sep. 21: Will Kymlicka, "Liberal Equality" in *Contemporary Political Theory* (E-Reserve).
 F Sep. 23: Writing Workshop

Weeks 5 & 6: Libertarianism - Nozick

- M Sep. 26: Nozick, *Anarchy, State and Utopia*, pp. 1-20 (top), 22 (bottom)-53.
****Brainstorming Writeup Due, 5:00pm****
 W Sep. 28: Nozick, *Anarchy, State and Utopia*, pp. 54-62 (middle), 65-91 (top), 93 (top)-119.
 F Sep. 30: Nozick, *Anarchy, State and Utopia*, pp. 149-164, 167-182, 189-209 (top), 228-231.
 M Oct. 3: Nozick, *Anarchy, State and Utopia*, pp. 297 – 299 (middle), 307-334.
 W Oct. 5: Will Kymlicka, "Libertarianism" in *Contemporary Political Theory* (E-Reserve).
 F Oct. 7: G.A. Cohen, "Robert Nozick and Wilt Chamberlain: how patterns preserve liberty" (E-reserve).

Weeks 7-9: Neo- "Republicanism" - Arendt

- M Oct. 10: Hannah Arendt, "What is Freedom?" (E-Reserve).
 W Oct. 12: Arendt, *The Human Condition*, Prologue & Chapter 1, pp. 1-21
 F Oct. 14: NO CLASS, AUTUMN DAY
 M Oct. 17: Arendt, *The Human Condition*, Chapter 2 (The Public and Private) , pp. 22-78.

W Oct. 19: NO CLASS
 F Oct. 21: NO CLASS

M Oct. 24: Arendt, *The Human Condition*, Chapters 3 & 4 (Labor and Work) pp. 79-174.
****Abstract, Outline, and Bibliography, 5:00pm****

W Oct. 26: Arendt, *The Human Condition*, Chapter 5 (Action) pp. 175-247.
 F Oct. 28: Arendt, *The Human Condition*, Chapter 6 (The *Vita Activa* and the Modern Age) pp. 248-325.

Week 10: Identitarian Critiques 1: Iris Marion Young

M Oct. 31: Young, *Justice and Politics of Difference*, pp. TBA.
 W Nov. 2: Young, *Justice and Politics of Difference*, pp. TBA.
 F Nov. 4: Young, *Justice and Politics of Difference*, pp. TBA.

Week 11: Identitarian Critiques 2: Charles Mills, Racial Contract, Domination Contract

M Nov. 7: Mills, *The Racial Contract*, Introduction and Overview (E-Reserve).
 W Nov. 9: Mills, "The Domination Contract" (E-Reserve)
 F Nov. 11: Robert Gooding-Williams, "Race, Multiculturalism, and Democracy" (E-Reserve)

Weeks 12 & 13: Post-Structuralism 1: Michel Foucault

M Nov. 14: Foucault, *The History of Sexuality*, Vol. 1, pp. 1-50.
 W Nov. 16: Foucault, *The History of Sexuality*, Vol. 1, pp. 51-132.
 F Nov. 18: Foucault, *The History of Sexuality*, Vol. 1, pp. 133-159.

****First Draft of Paper Due, 5:00pm****

M Nov. 21: Foucault, Lecture 4 of *Security, Territory, Population* (E-Reserve).
 W Nov. 23: NO CLASS, *Thanksgiving Break*
 F Nov. 25: NO CLASS, *Thanksgiving Break*

Week 14: Post-Structuralism 2: Giorgio Agamben & Jacques Derrida

M Nov. 28: Agamben, *Homo Sacer*, pp. TBA

****Peer Reviews Due, in class****

W Nov. 30: Agamben, *Homo Sacer*, pp. TBA
 F Dec. 2: Agamben, *Homo Sacer*, pp. TBA

Week 15: Post-Structuralism 3: Judith Butler

M Dec. 5: Derrida, *The Beast and the Sovereign*, Selections (E-Reserve).
 W Dec. 7: Butler, *Precarious Lives*, "Violence, Mourning, Politics" (E-Reserve).
 F Dec. 9: Butler, *Precarious Lives*, "Indefinite Detention" (E-Reserve).

****Final Draft of Paper Due, Dec. 12, 5:00pm****

Classics of Social and Political Thought

Social Sciences (SOSC) 15100, 15200, & 15300

University of Chicago

2007 - 2011

Instructor: Andrew Dilts

Office: Gates-Blake 317

Office Hours: Weds, 10:00a-12:00a

Email: dilts@uchicago.edu

Phone: 773-702-0354

Course Meetings: Tuesdays & Thursdays

Website: <http://chalk.uchicago.edu/>

COURSE DESCRIPTION: While *Classics of Social and Political Thought* might look very much like an introduction to political theory, or a “great books” course, it is more properly understood as an integral part of a broad liberal arts education animated by the manner of questions we will ask. These texts, not all of which you will probably find “great,” will be our objects of interpretive analysis, and will serve as tools to help us ask a wide range of questions about ourselves and the world we share in common. We will ask questions about justice, truth, value, happiness and the good life, individual and common good, the foundations of political societies, the origins and work of inequality, the value of freedom, subjection, subjectivity and citizenship, violence and morality, and many others. Perhaps above all, we will ask what it means to even think about a “canon” of political thought, and what makes anything “classic” at all?

COURSE REQUIREMENTS: This class is focused around reading, writing, and discussion, and this is reflected in the course requirements:

- (1) You will submit **three papers**. Papers **MUST** be formatted and submitted properly in order to receive full credit, as documented in the course paper guidelines, available on Chalk. Specific requirements for each paper will be given during throughout the quarter.
- (2) You will complete an **exam**. The exam will be a comprehensive, closed-book/notes “blue-book” style exam, held during the standard exam period.
- (3) You must **attend class** and be an **active participant** in discussion. You are required to post a prepared question about the day’s reading on the Chalk discussion board by midnight before each class session (detailed below). Be prepared to present your question at the beginning of class. This is a text-driven course, and as such, you must bring your copy of the day’s reading to class.

ABSENCES: Absences will only be excused in the case of illness or emergency. If there is a conflict between course participation and religious observance, please contact me in advance. The rule of thumb is simple: stay in touch with me. If you have more than two absences, you should come and see me. If you have more than four, you can expect me to contact your advisor.

LATE PAPERS: Except in documented cases of illness or emergency, late papers will be penalized by 5 percentage points per day. However, each student may, at his or her discretion, take a 24-hour extension for *one* of the papers, no questions asked (If you are using your extension please indicate this on the first page of your paper). Should you find yourself in the position that you have to turn in work late, stay in touch with me! I don’t really care *why* your work is late, but you are always better

off keeping me posted on what is going on.

DAILY DISCUSSION QUESTIONS: A good reading question is one that directly and explicitly engages the text. Your question should cite a specific passage, term, or concept that you are puzzled about, and it should offer your interpretation of the passage at hand. It should be focused on something that genuinely puzzles you in the reading, and which you can probably assume that others find puzzling or confusing as well.

GRADES: First paper: 15%; second 20%; third paper 20%; exam: 20%; discussion questions are worth 10%; class participation is 10%; daily attendance is 5%. *Any student who receives a failing grade for attendance and participation will receive a failing grade for the class. Any student who has not turned in all papers and taken the exam will receive a failing grade for the class.*

PLAGIARISM & ACADEMIC DISHONESTY: Proven plagiarism of any kind may result in automatic failure of the course, and will be referred to the University for further disciplinary action. I reserve the right to submit your electronic document to plagiarism detection websites if necessary.

COMPUTER USE DURING CLASS: You are welcome to bring a computer to class provided that it enables you to engage more in the class discussion. You may also use a computer to help you take notes. That is, email, twitter, facebook, or anything at all that is not directly related to the *conversation* we are having will not be tolerated. Using a computer in this way during a seminar is quite simply RUDE and deeply disrespectful to your classmates. If you want to use a computer in class, you will be expected to post copies of your class notes on the Chalk site immediately following the class session to share with others. If you are not willing to do this, do not bring a computer with you.

There is simply no reason whatsoever for you to be using your phone/PDA/kindle/iPad/whatever during class time.

ACCOMMODATION: Students in need of accommodation for an impairment and/or disability should contact me as soon as possible. You should also contact the Coordinator for Disability Services (773-834-4469), as outlined in the Student Handbook, to document your needs and determine a reasonable accommodation.

REQUIRED TEXTS: These texts will all be available for purchase from the Seminary Co-Op Bookstore. *Please use these editions of the texts*, so that we are all literally on the same page during class. You will be expected to come to class with the text in hand. Some readings will be made available via Chalk in PDF format. You should **print** hard copies of these readings, i.e. do not bring your computer in order to refer to the texts.

Autumn Quarter

- Anthony Weston, *A Rulebook for Arguments*, 4th ed. Indianapolis: Hackett, 2009).
- Sophocles, *Antigone*, in *Sophocles I: Oedipus The King, Oedipus at Colonus, Antigone*, trans. Grene/Lattimore Chicago: University of Chicago Press, 1992 [probably around 420 BCE].
- Plato, *The Republic*, trans. Bloom. New York: Basic Books, 1991 [probably around 380 BCE].
- Aristotle, *The Politics*, trans. C.D.C. Reeve. Indianapolis: Hackett, 1998 [probably around 350 BCE].
- Thomas Aquinas, *On Law, Morality, and Politics*, trans. & ed. Baumgarth & Regan, 2nd ed. Indianapolis: Hackett, 2003 [1265-1274].
- Niccolò Machiavelli, *The Prince*, trans. Mansfield, 2nd ed. Chicago: U of Chicago Press, 1998

[1513/1532].

Winter Quarter

- Hobbes, Thomas. *Leviathan*. Edited by Edwin Curley. Indianapolis: Hackett Publishing, 1994 [1688].
- Locke, John. *Two Treatises on Government*. Edited by Peter Laslett. Student Ed. Cambridge: Cambridge University Press, 1988 [1690].
- Rousseau, Jean-Jacques. *'The Discourses' and Other Early Political Writings*. Translated and Edited by Victor Gourevitch. Cambridge: Cambridge University Press, 1997 [1755].
- Rousseau, Jean-Jacques. *'The Social Contract' and Other Later Political Writings*. Translated and Edited by Victor Gourevitch. Cambridge: Cambridge University Press, 1997 [1762].

Spring Quarter

- Alexis de Tocqueville, *Democracy in America*, Edited by J.P. Mayer, trans. George Lawrence. New York: Harper Perennial Modern Classics, 2006 [1835/1840].
- John Stuart Mill, *On Liberty and Other Essays*, Edited by John Gray. Oxford: Oxford World's Classics, 2008.
- Karl Marx & Friedrich Engels, *The Marx-Engels Reader*, 2nd ed., Edited by Robert Tucker. New York: W.W. Norton, 1978.
- Friedrich Nietzsche, *On the Genealogy of Morality*, trans. Clark and Swenson. Indianapolis: Hackett Publishing, 1998 [1887].
- W.E.B. Du Bois, *The Souls of Black Folks*, Edited by Blight & Gooding-Williams Boston: Bedford, 1997 [1903].

READING SCHEDULE:

Autumn Quarter

- 1.1: Introduction; Sophocles' *Antigone*, pp. 160-169.
 1.2: *Antigone*, pp. 169-212.

Plato

- 2.1: Plato's *Republic*, Book I (pp. 3-34); Weston, pp. 1-22; 37-47; 73-79.
 2.2: *Republic*, Books II & III (pp. 35-96).
 3.1: *Republic*, Book IV to Book V 471e (pp. 97-152).
 3.2: *Republic*, Book V 471e to Book VII 531c (pp. 152-211).
 4.1: *Republic*, Book VII 531d to Book IX 576b (pp. 211-256).
 4.2: *Republic*, Book IX 576b-592b to end of Book X (pp. 256-303); Weston pp. 49-65; 81-86.

Aristotle

- 5.1: Aristotle's *Ethics* Book I, chapters 1-2, 5, 7-9, 12-13 [e-reserve]; Aristotle's *Politics* Book I chaps. 1-7; Book II chaps. 1-2, 5.
 5.2: *Politics*, Book III.
 6.1: *Politics*, Book IV chapters 1-2, 4-9, 11-12; Book V chapters. 1, 8-9.
 6.2: *Politics*, Book VII chapters 1-5, 7-10, 13-15; Book VIII chapter 1.

Alfarabi

- 7.1: Alfarabi's *The Enumeration of the Sciences* and *The Political Regime* [e-reserve].
 7.2: Alfarabi's *The Attainment of Happiness* [e-reserve].

Thomas Aquinas

- 8.1: Aquinas (all selections are in *On Law, Morality, and Politics*) *Summa Theologica* I-II Questions 90-95 (pp. 10-59).
- 8.2: Aquinas, continued: *Summa Theologica* I-II Q. 96-Q. 97 (pp. 59-75); Q. 100 A. 1, 2, 8-9 (pp. 76-79, 81-86); Q. 105 A. 1 (pp. 93-96); II-II Q. 57 A. 2 (pp. 100-101); Q. 58 A. 2 (pp. 107-108); Q. 40 A. 1 (pp. 164-67); Q. 104 A. 5-6 (pp. 182-85); Q. 42 A. 2 (pp. 188-89); Q. 10 A. 8, 11, Q. 11 A. 3, Commentary on the Sentences Distinctions 44, 37 (pp. 190-96); On Kingship I 6 (pp. 207-210).

Niccollo Machiavelli

- 9.1: Machiavelli's *Prince*, Letter & Chapters I-VII; *Discourses* Letter, I Preface, 9-10, 19-20, 58, II 2, III 30.1 [e-reserve].
- 9.2: NO CLASS, THANKSGIVING
- 10.1: Aristotle's *Politics*, Book V Chapters 10-11; *Prince* Chapters VIII-XIX; *Discourses* I 11-12, 18.4, 27, III 40-42 [e-reserve]; 1 Samuel 17:12 to 18:9 [e-reserve].
- 10.2: *Prince*, Chapters XX-XXVI; *Discourses* III 9 [e-reserve].

Winter Quarter

- 1.1: Introduction and the farewell speech of Elizabeth I (e-reserve).

Thomas Hobbes

- 1.2: Hobbes, *Leviathan*, Frontispiece, Dedicatory Letter, Introduction, Chapters 1-6; pp. 1-35.
- 2.1: *Leviathan*, Chapters 7-12; pp. 35-74.
- 2.2: *Leviathan*, Chapters 13-19 (focus especially on 13 and 17); pp. 74-127.
- 3.1: *Leviathan*, Chapters 20-25; pp. 127-172.
- 3.2: *Leviathan*, Chapters 26-30; pp. 172-233.
- 4.1: *Leviathan*, Chapters 12 (reread), 31-32, 35-37, 38 (§§1-15), 42 (§§1-10 & 67-80), 43, 46, Review and Conclusion; pp. 233-250, 271-310, 333-338, 366-373, 397-410, 453-468, 489-497.

John Locke

- 4.2: Locke, *Second Treatise*, Chapters 1-4, & selections from the *Fundamental Constitution of the Carolinas* (e-reserve).
- 5.1: *Second Treatise*, Chapter 5.
- 5.2: *Second Treatise*, Chapters 6-10.
- 6.1: *Second Treatise*, Chapters 11-15.
- 6.2: NO CLASS
- 7.1: *Second Treatise*, Chapters 16-19.

Jean-Jacques Rousseau

- 7.2: Rousseau, *Discourse on Inequality*, Letter, Preface, & Part 1; pp. 111-160, 189-217.
- 8.1: Rousseau, *Discourse on Inequality*, Part 2; pp. 164-188, 218-222.
- 8.2: Rousseau, *The Social Contract*, Book I; pp. 39-56.
- 9.1: Rousseau, *The Social Contract*, Book II; pp. 57-81.
- 9.2: Rousseau, *The Social Contract*, Book III; pp. 82-120.
- 10.1: Rousseau, *The Social Contract*, Book IV; pp. 121-152.
- 10.2: **Reading Period**, review session.

Spring Quarter

Alexis de Tocqueville

- 1.1: Tocqueville, *Democracy in America*, pp. xiii-xiv; 9-20 [12].
- 1.2: *Democracy in America*, pp. 31–70; 173–208; 220–230. [86]
- 2.1: *Democracy in America*, pp. 231-315. [85]
- 2.2: *Democracy in America*, pp. 316–363; 395-400. [54]; Sojourner Truth, “Ain’t I a Woman?” and “Keeping the Thing Going While Things Are Stirring” (e-reserve).
- 3.1: *Democracy in America*, pp. 417–418; 429–436; 503–513; 555–558; 584-603; 665–705 [86]; Sarah M. Grimke, “Letter VIII: On the Condition of Women in the United States” (e-reserve).

J.S. Mill And Harriet Taylor

- 3.2: Mill, *On Liberty*, chaps. 1-2; pp. 5–61. [57]
- 4.1: *On Liberty*, chaps. 3-5; pp. 62–128. [67]
- 4.2: John Stuart Mill and Harriet Taylor Mill “Enfranchisement of Women,”; Elizabeth Cady Stanton, “The Declaration of Sentiments” (e-reserve). [34]

Karl Marx

- 5.1: Marx, “On the Jewish Question,” pp. 26–52. [27]; Emma Goldman, “The Tragedy of Women’s Emancipation” (e-reserve).
- 5.2: Marx, “Economic and Philosophic Manuscripts,” pp. 66–105. [40]
- 6.1: Marx & Engels, *Manifesto of the Communist Party*, pp. 469-500.
- 6.2: Marx, *Capital, Volume One*, pp. 302-343. [42]
- 7.1: *Capital*, pp. 376-384; 417-438 & “Crisis Theory,” pp. 450-465.
[**** skim *Capital*, pp. 344-364 before starting 7.1’s reading assignment ****]

Friedrich Nietzsche

- 7.2: Nietzsche, “Genealogy of Morality,” Preface and First Essay, pp. 1–33. [33]
- 8.1: “Genealogy of Morality,” Second Essay, pp. 35–66. [32]
- 8.2: “Genealogy of Morality,” Third Essay, pp. 67–118. [32]

W.E.B. Du Bois

- 9.1: Du Bois, *Souls of Black Folks*, Fore., ch. 1, 3-6; pp. 34–44, 62-102. [51]
- 9.2: *Souls of Black Folks*, ch. 9-14; pp. 133–195. [63]

Simone de Beauvoir/Zadie Smith

- 10.1: Simone de Beauvoir, Introduction to *The Second Sex* (e-reserve). [20]
- 10.2: **Reading Period**, Optional Review Session on Zadie Smith, “Speaking in Tongues” (e-reserve).

Foucault's Turn to Ethics

Instructor: Andrew Dilts

Office: Gates-Blake 317

Office Hours: Weds, 10:00a-12:00a

Email: dilts@uchicago.edu

Phone: 773-702-0354

Course Meetings: Tuesdays & Thursdays

Website: <http://chalk.uchicago.edu/>

COURSE DESCRIPTION: In 1976, when Michel Foucault published the introduction to the *History of Sexuality*, it was planned to be the first in a multi-volume series of texts on the development of sexuality in the modern era. In what turned out to be only a few months before his death in 1984, two additional volumes were published. These texts were, on Foucault's own appraisal, a significant departure from what he had intended to write. The 8-year gap between these works saw a transformation in Foucault's thought, which Foucault scholars have frequently identified as a turn away from analysis of discursive power to an ethical project. This seminar in Foucault's late thought takes up this ethical turn through a close reading of several lectures given during his period along with the entire 3 volumes of the *History of Sexuality*. We will focus particular attention on the 1982 lecture course at the College de France entitled *The Hermeneutics of the Subject*. This course will give students a fuller picture of Foucault's thought in the several years before his untimely death. We will take up the question of whether his late work is continuous with, or signals a break from, his early thought. Additionally, we will take this opportunity to explore the differences between writing and speaking, between the book and the lecture as genres of political theory.

COURSE PREREQUISITES: This course is intended for graduate students in political theory. Students must have a background in political theory, and are expected to have already read some Foucault's (preferably *Discipline and Punish* and *History of Sexuality Vol. 1*). Familiarity with the French language and ancient Greek philosophy will be helpful, but are not required. Advanced undergraduates may petition to enroll in the course with the instructor's consent.

COURSE REQUIREMENTS: Students will submit a seminar paper at the end of the quarter, approx. 20-25 pages in length. Each student will also be responsible for one in-class presentation. Class attendance and active participation in the seminar are mandatory.

GRADING: Seminar paper (50%); class presentation (25%); attendance and participation (25%).

ACCOMMODATION: Students in need of accommodation for an impairment and/or disability should contact me as soon as possible. You should also contact the Coordinator for Disability Services (773-834-4469), as outlined in the Student Handbook, to document your needs and determine a reasonable accommodation.

REQUIRED TEXTS: These texts will all be available for purchase from the Seminary Co-Op Bookstore. *Please use these editions of the texts*, so that we are all literally on the same page during class. You will be expected to come to class with the text in hand. Some readings will be made available via Chalk in PDF format. You should **print** hard copies of these readings, i.e. do not bring your computer in order to refer to the texts.

- Foucault, Michel, and Arnold I. Davidson. 2005. *The Hermeneutics of the Subject: Lectures at the College*

De France 1981-82: New York: Palgrave Macmillan.

- Foucault, Michel. 1990. *The History of Sexuality Vol. I: An Introduction*. Vintage Books ed. New York: Vintage Books.
- Foucault, Michel. 1990. *The History of Sexuality Vol. 2: The Use of Pleasure* New York: Vintage Books.
- Foucault, Michel. 1988. *The History of Sexuality Vol. 3: The Care of the Self*. New York: Vintage Books.

READING SCHEDULE:

Part 1: Writing, Speaking, Power, and Sexuality, 1975-1976

1.1: Introduction and course overview

1.2: Books and Lectures

- “What is an Author” in *Language, Counter-memory, Practice* [E-Reserve]
- “What is an Author” in *The Essential Foucault* [E-Reserve]

These readings represent two versions of the same essay; one is a published article, while the other is a transcribed lecture.

2.1: Bio-Power and Governmentality

- *Society Must be Defended*, Lectures 1 and 11, and Course Summary [E-Reserve]
- Foucault, Michel. 1982. "The Subject and Power." *Critical Inquiry* 8 (4):777-795. [E-Reserve]

2.2: History of Sexuality I

- *History of Sexuality Vol. 1: An Introduction*

Part 2: Turning towards Subjectivity, 1980-1982 lectures

3.1: Dartmouth Lectures, November 1980.

- Foucault, Michel. 1993. "About the Beginning of the Hermeneutics of the Self: Two Lectures at Dartmouth." *Political Theory* 21 (2):198-227. [E-Reserve]

3.2: *Hermeneutics of the Subject* I

- Introduction and Lectures 1-6

4.1: *Hermeneutics of the Subject* II

- Lectures 7-12

4.2: *Hermeneutics of the Subject* III

- Lectures 13-16

5.1: *Hermeneutics of the Subject* IV

- Lectures 17-20

5.2: *Hermeneutics of the Subject* V

- Lectures 21-24, and course summary

6.1: Vermont University Lectures, Oct. 1982

- “Technologies of the Self,” in *Technologies of the Self*, ed. by L.Martin et.al, (Amherst: Univ. of Massachusetts Press, 1988), pp.16-49. [E-Reserve]
- “On the Genealogy of Ethics: An Overview of Work in Progress” (1983) [E-Reserve]

Part 3: The History of Sexuality, 1984

6.2: History of Sexuality II

- *The Use of Pleasure*, Introduction, Parts 1-2

7.1: History of Sexuality III

- *The Use of Pleasure*, Parts 3-5

7.2: History of Sexuality IV

- *The Care of the Self*, Parts 1-4

8.1: History of Sexuality V

- *The Care of the Self*, Parts 5-6

8.2: The Berkley Lectures

- *Fearless Speech*
- “The Ethics of the Concern of the Self as a Practice of Freedom” [E-Reserve]

Part 4: Critical Analysis of the Late Foucault

9.1: Sex and Sexuality

- Halperin, David M. 1989. "Is There a History of Sexuality?" *History and Theory* 28 (3): 257-274. [E-Reserve]
- Halperin, David M. 1998. "Forgetting Foucault: Acts, Identities, and the History of Sexuality." *Representations* (63):93-120. [E-Reserve]

9.2: Subjectivity

- Thompson, Kevin. 2003. “Forms of Resistance: Foucault on tactical reversal and self formation,” *Continental Philosophy Review* 36:113-128. [E-Reserve]
- McWhorter, Ladelle. 1999. “Self-Overcoming through Ascetic Pleasures,” Chapter 6 of *Bodies and Pleasures: Foucault and the Politics of Sexual Normalization*. Bloomington, IN: Indiana University Press. [E-Reserve]
- Sebastian Harrer. 2005. “The Theme of Subjectivity in Foucault's Lecture Series *L'Herméneutique du Sujet*,” *Foucault Studies*. 2:75-96. [E-Reserve]
- “Deep subjects: Foucault and the Return of the Individual” and “Arts of Living: Antiquity, Modernity, and the Experience of Self” in Paras, Eric. 2006. *Foucault 2.0: Beyond Power and Knowledge*. New York: Other Press. [E-Reserve]

10.1: Ethics I

- Réal Fillion. “Freedom, Truth, and Possibility in Foucault's Ethics,” *Foucault Studies* 2:50-64. [E-Reserve]
- Chapters 1-3 of O'Leary, Timothy. 2002. *Foucault: The Art of Ethics*. London; New York: Continuum. [E-Reserve]

10.2: Ethics II

- Selections from Oksala, Johanna. 2005. *Foucault on Freedom*. New York: Cambridge University Press. [E-Reserve]
- Luxon, Nancy. 2004. “Truthfulness, risk, and trust in the late lectures of Michel Foucault,” *Inquiry* 47:464-489. [E-Reserve]
- Paul Veyne. 1993. "The Final Foucault and His Ethics," *Critical Inquiry* 20:1-9. [E-Reserve]
- Neil Levy. 2004. “Foucault as Virtue Ethicist,” *Foucault Studies* 1:20-31. [E-Reserve]

The Politics of Punishment
Political Science 20702 / Comparative Race Studies 20702
University of Chicago
Autumn Quarter 2006

Instructor:

Andrew Dilts

Email: dilts@uchicago.edu

Office Hours: TBA, Pick Hall 406

Course Meetings:

Mondays and Wednesdays, 3:00 - 4:20

Cobb Hall 102

Course Description:

This is a seminar course asking what punishment means in a modern democratic state and what particular forms of punishment reveal about conceptions of personal responsibility and subjectivity. The first half of the course will explore the dominant modern approaches to understanding punishment, covering Durkhiem, Marxist interpretations, modern Anglo-American legal traditions, expressive retributivism, and culminating with a close reading of Michel Foucault's *Discipline and Punish*. The second part of the course focuses on incarceration as it is practiced in the United States in light of these theoretical approaches. The third part of the course asks how such practices play out in terms of collateral consequences and the importance of racial, gender, and sexual identities in relation to punishment.

Course Requirements/Grading:

Response Papers (30%): Each student must prepare three short response papers to the reading. These papers should be concise reflections on a single piece of assigned reading for a week. You should focus on a particular claim made, piece of evidence offered, or account provided by an author and critically assess that statement. I do not actually care if you agree or disagree with the author, rather, I want to hear what you have to think about the piece. These should be handed in at the beginning of class on the same day in which we are scheduled to discuss that reading.

The first of these papers should respond to material from the first 3 weeks of class (submitted no later than 10/11), the second must be a critical response to a section of *Discipline and Punish* (submitted no later than 10/25), and the final should respond to something in the last half of the course (submitted no later than 11/29).

These must absolutely be no longer than 3 double spaced pages in 12-point Times New Roman. I really mean this, actually, as part of the assignment is to learn how to constrain yourself to a narrow and specific point and work within strict limits.

Research Paper (40%): Each student will be expected to write a 12-15 page research paper, exploring an existing or historical form of state-based punishment or punitive state action that has not been taken up explicitly in the course readings. Some possible examples include sentencing, plea bargaining, appeals processes, private prisons, the death penalty, probation/parole, etc.

The paper should provide 1) an empirical account of the operation of the practice, 2) a theoretical account of how the practice is justified as punishment, and 3) a critical account of the meaning and significance of the practice. Topics must be submitted for approval by 10/30 (week 6).

Attendance and Participation (30%): This is a discussion seminar, and as such, active participation is mandatory. Students must come to class prepared to discuss the assigned reading, and are expected to have at least one well formed discussion question to offer to the class. We will routinely begin class by building a discussion agenda based upon these questions, so be ready to pose a specific question or point to a passage in the texts that begs discussion. Students with four unexcused and undocumented absences will fail the participation section of the course.

Please note that you must pass each component of the course in order to pass the course. For example, even if you turn in brilliant and amazing reading responses and an inspired final paper, but you fail the attendance portion of the course, you will fail the entire course.

Plagiarism: If you, even for a moment, think that you need to plagiarize, please come see me. If you think you can get away with it, you are wrong. Proven plagiarism of any kind will result in an automatic failure of the course, and will be referred to the University for further disciplinary action.

Texts Required for Purchase:

Conover, Ted. 2001. *New Jack: Guarding Sing Sing*. New York: Vintage Books.

Foucault, Michel. 1995. *Discipline and Punish: The Birth of the Prison*. Translated by A. Sheridan. 2nd ed. New York: Vintage Books.

Garland, David. 1990. *Punishment and Modern Society, Studies in Crime and Justice*. Chicago: University of Chicago Press.

Mauer, Marc, and Meda Chesney-Lind. 2002. *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. New York: New Press.

Parenti, Christian. 1999. *Lockdown America: Police and Prisons in the Age of Crisis*. London: Verso.

Tonry, Michael. 1995. *Malign Neglect: Race, Crime, and Punishment in America*. New York: Oxford University Press.

These texts have all been ordered through the Seminary CO-OP bookstore. All other required readings marked with an * will be made available via electronic reserve or found on the chalk website.

Tentative Schedule of Class Sessions:

Week 1:

Mon 9/25: Introduction and course overview.

Wed 9/27: Defining Punishment

- Hart, H.L.A. 1968. "Prolegomenon to the Principles of Punishment" in *Punishment and Responsibility*. Oxford: Oxford University Press. 1-27.*
- Feinberg, Joel. 1970. "Justice and Personal Desert." Chapter 4 in *Doing and Deserving*. Princeton: Princeton University Press. 55-94. *

Week 2:

Mon 10/2: How should we think about punishment?

- Garland. Chapter 1.
- Mead, Geroge H. 1918. "The Psychology of Punitive Justice" *The American Journal of Sociology*. Vol. 23, No. 5. 577-602. *

Wed 10/4: Functions of Punishment 1: Social Solidarity

- Durkheim, Emile. 1984. "Mechanical Solidarity, or Solidarity by Similarities." Chapter 2 in *The Division of Labor in Society*. New York: Free Press. 31-67. *
- Garland – Chapters 2-3.

Week 3:

Mon10/9: Functions of Punishment 2: Control

- Garland – Chapter 4
- Pashukanis, Evgeny. 1924. "Law and Violation of Law." Chapter 7 of *A General Theory of Law and Marxism*. Online at: <http://www.marxists.org/archive/pashukanis/1924/law/ch07.htm> *
- Garland - Chapter 5

Wed 10/11: Functions of Punishment 3: Expression

- Feinberg, Joel. 1970. "The Expressive Function of Punishment." Chapter 5 in *Doing and Deserving*. Princeton: Princeton University Press. 95-118.*
- Hampton, Jean. 1992. "An Expressive Theory of Retribution." In *Retributivism and Its Critics*, edited by W. Cragg.*

Week 4:

Mon 10/16: Functions of Punishment 4: Discipline, Normalization, and Power

- Garland, Chapter 6.
- Foucault, *Discipline and Punish*. Part 1: Torture, 3-69.

Wed 10/18: Discipline and Punish

- Foucault, Part 2: Punishment, 73-131.

Week 5:

Mon 10/23: Discipline and Punish

- Foucault, Part 3: Discipline, 135-228.

Wed 10/25: Discipline and Punish

- Foucault, Part 4: Prison, 231-308.
- Garland, Chapter 7.

Additional/Suggested Readings for Foucault:

- “*Prison Talk*” in *Power/Knowledge*
- *Abnormal, Lectures 1 and 2*
- *Society Must be Defended, Lecture 11*

Week 6:

Mon 10/30: Incarceration in the US.

- Patterson, Alexander. 1951. “Why Prisons?” Chapter 1 in *Patterson on Prisons*. London: Frederick Muller. 21-29.*
- Morris, Norval. 1995. “The Contemporary Prison: 1965-Present” In *The Oxford History of the Prison*, 202-231.*
- Parenti, Chapters 1-5.
- BJS Bulletin: Prison and Jail Inmates at Midyear 2005*

Wed 11/1: Incarceration in the US, Being in Prison

- Parenti, Chapters 8-10.
- Wright, Paul, and Tara Herivel. 2003. Section 5 of *Prison Nation: The Warehousing of America's Poor*. New York ; London: Routledge. 168-215.*

Week 7:

Mon 11/6: Being in Prison 2: Corrections Officers.

- Jacobs, James B with Norma Crotty. 1983. “The Guard’s World” in *New Perspectives on Prisons and Imprisonment*. 133-141.*
- Conover, Ted. 2001. *New Jack: Guarding Sing Sing*.

Wed 11/8: Incarceration and Health

- Torrey, E. Fuller. 1997. “Deinstitutionalization: A Psychiatric ‘Titanic’”. Excerpts from *Out of the Shadows* New York: Wiley and Sons. Online at <http://www.pbs.org/wgbh/pages/frontline/shows/asylums/special/excerpt.html>

Suggested Reading:

- Farmer, Paul. 2002. “The House of the Dead: Tuberculosis and Incarceration.” In *Invisible Punishment*. 239-257.
- BJS Bulletin: HIV in Prisons, 2003. Online at <http://www.ojp.usdoj.gov/bjs/pub/pdf/hivp03.pdf> *

Week 8:

Mon 11/13: Punishment and Race

- Tonry, *Malign Neglect*

Wed 11/15: Punishment and Race

- Wacquant, Loïc. 2001. "Deadly Symbiosis: When Ghetto and Prison Meet and Mesh." *Punishment and Society* 3(1). 95-133 *

Week 9:

Mon 11/20: Punishment and Gender/Sexuality

- Roberts, Dorothy. 1995. "Punishing Drug Addicts Who Have Babies." in *Critical Race Theory: The Key Writings that Formed the Movement*. Crenshaw et. al Eds. New York: The New Press. 384-426. *
- Chesney-Lind, Meda. 2002. "Imprisoning Women: The Unintended Victims of Mass Imprisonment" in *Invisible Punishment*. 79-94.
- Richie, Beth. 2002. "The Social Impact of Mass Incarceration on Women" in *Invisible Punishment*. 136-149.
- Richie, Beth. 2001. "Challenges Incarcerated women Face as They Return to Their Communities: Findings From Life History Interviews". In *Crime and Delinquency*, 47(3). 368-389. *
- Haley, Janet. 1995. "The Politics of the Closet: Legal Articulation of Sexual Orientation Identity" in *After Identity: A Reader in Law and Culture*. New York: Routledge. 24-38. *

Wed 11/22: Collateral Effects: Welfare/Economy/Etc.

- Rubinstein, Gwen and Debbie Mukamal. 2002. "Welfare and Housing - Denial of Benefits to Drug Offenders" in *Invisible Punishment*. 37-49.
- Braman, Donald. 2002. "Families and Incarceration" in *Invisible Punishment*. 117-135.
- Western, Bruce, et. al. "Black Economic Progress in the Era of Mass Imprisonment." In *Invisible Punishment*. 165-180.
- Huling, Tracy. 2002. "Building a Prison Economy in Rural America" in *Invisible Punishment*. 197-213.
- Miller, Teresa. 2002. "The Impact of Mass Incarceration on Immigration Policy." in *Invisible Punishment*. 214-238

Week 10:

Mon 11/27: Collateral Effects: Civil Rights

- Buckler, Kevin, and Lawrence Travis. 2003. "Reanalyzing the prevalence and social context of Collateral Consequence Statutes." *Journal of Criminal Justice* 31. 435-453. *
- Manza, Jeff, and Christopher Uggen. 2004. "Punishment and Democracy: Disenfranchisement of Nonincarcerated Felons in the United States." *Perspectives on Politics* 2 (3):491-505. *
- Clegg, Roger. 2002. "Who Should Vote?" *Texas Review of Law and Politics* 6:159-178. *

- Reiman, Jeffrey. 2005. "Liberal and Republican Arguments Against the Disenfranchisement of Felons." *Criminal Justice Ethics*. Winter/Spring 2005. 3-18. *

Wed 11/29: Punishment, Democracy, and Subject Formation.

- Garland, Chapters 11-12.
- Harcourt, Bernard. 2001. "The Implications of Subject Creation." in *Illusion of Order: The False Promise of Broken Windows Policing*. Boston: Harvard University Press. 160-184. *
- Wacquant, Loïc. 2005. "Race as Civic Felony." *International Social Science Journal*. 57 (183). *

African-American Politics in Theory and Practice

Instructor: **Andrew Dilts**

Office: Gates-Blake 317

Office Hours: Weds, 10:00a-12:00a

Email: dilts@uchicago.edu

Phone: 773-702-0354

Course Meetings: Tuesdays & Thursdays

Website: <http://chalk.uchicago.edu/>

COURSE DESCRIPTION: This course asks what it means to talk about African-American in both theory and practice over the course of the American experience. The first half of the course begins by focusing on the theoretical and philosophical foundations of race, asking how race figured into abstract notions of politics as well as in the founding of the United States during the late 18th century. We continue historically, asking how the end of the Civil War, reconstruction, redemption, and the rise of Jim Crow shaped black politics during those periods and how it has shaped black politics for future generations. In particular, we will explore the dramatic emergence of a black voting block and the “realignment” of black voters from the Republican to Democratic parties in the early 20th century. In the second half of the course, we will focus on the civil rights movement and its legacy of shifting from “protest to politics,” questioning the very idea of “black politics” itself. Challenged on the one hand by internal cleavages amongst African-Americans and on the other hand by external pressures of systemic racism in institutions such as the criminal justice system, we will ask if the idea of black politics even makes sense any longer. At the end of the course, we will ask what the future of black politics looks like, and how our own theoretical and philosophical commitments continue to form and shape our political praxis in the “Age of Obama.” A constant voice throughout the course we be that of W.E.B. Du Bois. If, as DuBois puts it, the problem of the 20th century is the “problem of the color-line,” we will force our selves to ask in what way it continues to be the problem of the 21st century as well.

COURSE REQUIREMENTS:

- (1) You will submit **one term paper** (15-20 pages in length) at the end of the semester. Papers **MUST** be formatted and submitted properly in order to receive full credit, as documented in the course paper guidelines, available on the course website. Paper topics must be approved in advance by the instructor or the Teaching Assistant.
- (2) You will complete a **midterm exam**. The exam will be a closed-book/notes “blue-book” style exam.
- (3) You must **attend class** and be an **active participant** in discussion. This is a reading intensive course, and as such, students should be prepared to cover a large amount of material each week, and should plan accordingly.
- (4) You will give **one in-class presentation** on the day’s material. The presentation should be no longer than 25 mins, and should focus offering both a specific question prompted by the readings as well as a preliminary answer to your own question.

GRADES: Term paper: 50%; midterm exam 20%; presentation 20%; class participation and attendance is 10%. *Any student who receives a failing grade for attendance and participation will receive a failing grade for the class.*

PLAGIARISM & ACADEMIC DISHONESTY: Proven plagiarism of any kind may result in automatic

failure of the course, and will be referred to the University for further disciplinary action. I reserve the right to submit your electronic document to plagiarism detection websites if necessary.

ACCOMMODATION: Students in need of accommodation for an impairment and/or disability should contact me as soon as possible. You should also contact the Coordinator for Disability Services (773-834-4469), as outlined in the Student Handbook, to document your needs and determine a reasonable accommodation.

READING SCHEDULE:

Week 1: What do we mean by Race?

- Selections from *Idea of Race*, Part I (Bernier, Voltaire, Kant, Herder, Blumenbach, & Hegel) pp. 1-44 & Part II (Gobineu, Darwin, Galton) pp. 45-79.
- W.E.B. Du Bois, *Souls*, Forethought, Chapter 1, and “Conservation of the Races”

Week 2: Race and Foundations of the Political Community

- John Locke, *Second Treatise of Civil Government*, Chapters 1-5.
- Jean-Jacques Rousseau, selections from the *Discourse on Inequality* and Book I of *The Social Contract*.
- Charles Mills, *The Racial Contract* (entire book).

Week 3: Race and the American Republic

- Alexis de Tocqueville, “On the Three Races that Inhabit America” in *Democracy in America*.
- Selections from Louis Ruchames (ed.), *Racial Thought in America*, pp.162-169, 307-315, 337-346, 380-382, 388-403 (Thomas Jefferson, William Lloyd Garrison, Catherine E. Beecher, Angelina Grimké, Abraham Lincoln, John C. Calhoun, Henry Clay, Supreme Court).
- Frederick Douglass, “What to the Slave is the Fourth of July?”, 1852.
- Michael Omi and Howard Winant, *Racial Formation in the United States*, in *Idea of Race*, pp. 181-212.

Week 4: What do we mean by “Black Politics?”

- W.E.B. Du Bois, *Souls*, Chapters 2-3.
- Michael C. Dawson, *Behind the Mule*, pp. 45-68.
- Cathy J. Cohen, *The Boundaries of Blackness*, pp. 33-77.
- Tommie Shelby, *We Who Are Dark: The Philosophical Foundations of Black Solidarity* (entire book).

Week 5: Black Political Ideology

- Michael Dawson, *Black Visions*, pp. 1-43.
- Melissa Harris-Lacewell, *Barbershops, Bibles and BET*, pp. 1-34.
- Cathy Cohen and Jamilla Celestine-Michener, “‘Minority Report’: Kany West, Barack Obama, and Political Alienation” in *Democracy Remixed*, pp. 108-155.

Week 6: Reconstruction

- W.E.B. DuBois, “Reconstruction and its Benefits” & “Reconstruction, Seventy-Five Years After” and selections from *Black Reconstruction*.
- Phil Klinkner and Rogers Smith, *The Unsteady March*, pp. 72-105.
- Paul Frymer, *Uneasy Alliances*, pp. 49-86.
- Douglas A. Blackmon, *Slavery by Another Name*, pp. 1-113.

Week 7: From Jim Crow to New Deal Black Politics

- W.E.B. DuBois, *Souls*, Chapters 4-9.

- Phil Klinkner and Rogers Smith, *The Unsteady March*, pp. 106-135.
- Nancy J. Weiss, *Farewell to the Party of Lincoln*, pp. 13-61; 78-95; 180-235.

*****MIDTERM EXAM*****

Week 8: Civil Rights Movement and the Black Power Movement

- Manning Marable, *Race, Reform and Rebellion*, 1-184.
- *The Black Panthers Speak*, Philip Foner, ed., pp. 1-37, 45-47, 81-87, 145-166.

Week 9: Voting Rights Act and Black Elected Officials

- Chandler Davidson, "The Voting Rights Act: A Brief History," pp. 7-51.
- William E. Nelson, Jr., "Cleveland: The Rise and Fall of the New Black Politics," pp. 187-208.
- Katherine Tate, *From Protest to Politics*, pp. 75-108.
- Malcolm X, "The Ballot or the Bullet."

Week 10: Voting and Representation

- Judith Shklar, *American Citizenship*, Part 1: Voting.
- Adolph Reed, Jr., "The Black Urban Regime: Structural Origins & Constraints," pp. 79-115.
- Carol M. Swain, *Black Faces, Black Interests: The Representation of African Americans in Congress*, pp. 3-44, 193-225.
- Lani Guinier, *The Tyranny of the Majority*, pp. 41-118.
- Paul Frymer, *Uneasy Alliances*, pp. 87-119.
- Cathy J. Cohen, "Fight the Power?: From Jena to the White House," in *Democracy Remixed*, pp. 156-200.

Week 11: A Divided Black Political Agenda? Poverty and Class

- W.E.B. DuBois, "The Economic Future of the Negro."
- Michael Dawson, *Behind the Mule*, pp. 15-44.
- William Julius Wilson, *The Truly Disadvantaged*, pp. 3-106.
- Adolph Reed, Jr., "The 'Underclass' as Myth and Symbol: The Poverty of Discourse about Poverty," pp. 179-196.
- Bart Landry, *The New Black Middle Class*, pp. 67-115.
- Henry Louis Gates, Jr., "Two Nations... both Black," pp. 132-138.

Week 12: A Divided Black Political Agenda? Religion, Gender, Sexuality and Black Feminism

- W.E.B. DuBois, *Souls*, Chapters 10-12.
- bell hooks, "Black Women: Shaping Feminist Theory" in *Feminist Theory: From Margin to Center*. pp. 1-15.
- Patricia Hill Collins, *Black Feminist Thought*, pp. 3-40.
- Johnetta Betsch Cole and Beverly Guy-Sheftall, *Gender Talk*, pp. 128-181.
- Phillip Brian Harper, *Are We Not Men?*, pp. 3-38.
- Kimberlé Williams Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color."
- Cathy Cohen, "Punks, Bulldaggers, and Welfare Queens." & "Baby Mama': Black Love, Black Deviance, and the Sexual Politics of Morality" in *Democracy Remixed*, pp. 50-107.

Week 13: Critical Issues, Black Popular Culture

- Stuart Hall, "What is This 'Black' in Black Popular Culture," pp. 21-33.
- Adolph Reed Jr., "The Allure of Malcolm X and the Changing Character of Black Politics," pp.

197-224.

- Tricia Rose, *Black Noise*, pp. 1-21, 99-145.
- Cathy Cohen, “‘Gangsta Rap Made Me Do It’: Bill Cosby, Don Imus, and Black Moral Panics” in *Democracy Remixed*, pp. 18-49.

Week 14: Critical Issues, Incarceration

- W.E.B. Du Bois, “The Negro Criminal” from *The Philadelphia Negro*.
- Marc Mauer, *Race to Incarcerate*, 1-14, 118-194.
- Richie, Beth. “Challenges Incarcerated women Face as They Return to Their Communities: Findings From Life History Interviews.”
- Bruce Western, “Punishment and Inequality in America” Chapters 1-3.
- Manza, Jeff, and Christopher Uggen. "Punishment and Democracy: Disenfranchisement of Nonincarcerated Felons in the United States." *Perspectives on Politics* 2 (3):491-505.
- Loïc Wacquant, "Deadly Symbiosis: When Ghetto and Prison Meet and Mesh."
- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Chapters 1 & 5.

Week 15: Which Way Forward?

- W.E.B. Du Bois, *Souls*, Chapters 13-14, and Afterthought.
- Shelby Steele, *The Content of Our Character*, pp. 149-175.
- Glenn C. Loury, *One by One from the Inside Out*, pp. 63-82.
- Orlando Patterson. *The Ordeal of Integration: Progress and Resentment in America's "Racial" Crisis*, pp. 171-203.
- Adolph Reed Jr., “Sources of Demobilization in the New Black Political Regime: Incorporation, Ideological Capitulation, and the Radical Failure in the Post-Segregation Era,” 117-159.
- Cathy J. Cohen. “Deviance as Resistance: A New Research Agenda for the Study of Black Politics,” 27-45.
- Cathy J. Cohen, “‘My President is Black’: Barack Obama and the Postracial Illusion” & “‘A Change is Gonna Come’: Policy and Politics,” in *Democracy Remixed*, pp. 201-240.
- Zadie Smith, “Speaking in Tongues”

Introduction to U.S. Politics: Institutions and Issues

Instructor: Andrew Dilts

Office: Gates-Blake 317

Office Hours: Weds, 10:00a-12:00a

Email: dilts@uchicago.edu

Phone: 773-702-0354

Course Meetings: Tuesdays & Thursdays

Website: <http://chalk.uchicago.edu/>

COURSE DESCRIPTION: This is an introductory course in the politics of the United States. We will cover a large range of topics, institutions, and issues driven by historical documents and supplemented by classic Political Science analysis.

COURSE REQUIREMENTS:

- (1) Two papers, each of 1250–1500 words (approx. 5–6 pages),
- (2) A Midterm Examination,
- (3) A final paper of 2000–2500 words (approx. 8–10 pages),
- (4) Regular class attendance and participation. Each class meeting will begin by setting a group agenda on the board. As such, are you required to come to each class with a *typed* reading question in advance to contribute get us started each meeting. Be prepared to present your question at the beginning of class and turn in the question at the end of each session.

LATE PAPER POLICY: Except in documented cases of illness or emergency, late papers will be penalized a half 5 percentage points per day. However, each student may, at his or her discretion, take a 24-hour extension for *one* of the papers, no questions asked (If you are using your extension please indicate this on the first page of your paper). Should you find yourself in the position that you have to turn in work late, stay in touch with me! I don't really care *why* your work is late (we're all adults here), but you are always better off keeping me posted on what is going on.

GRADES: First paper 15%; second paper 15%; midterm 20% final paper 35%; attendance and participation 15%. *Any student who receives a failing grade for attendance and participation will receive a failing grade for the class.*

PLAGIARISM: If you, even for a moment, think that you need to plagiarize, please come see me. If you think you can get away with it, you are wrong. *Proven plagiarism of any kind may result in automatic failure of the course, and will be referred to the University for further disciplinary action.*

CLASS SCHEDULE:

[Note: this syllabus assumes a 15-week semester, with course sessions meeting twice per week]

1) “Beginnings”

- Alexis de Tocqueville, *Democracy in America*, Book I, Chapters 1-3.
- John Locke, Fundamental Compact of Carolinas
- The Mayflower Compact

2) Founding

- Declaration of Independence of the United States of America, 1776.
- The Declaration of Sentiments, Seneca Falls Conference, 1848.

- Frederick Douglass, “What to the Slave is the Fourth of July?”, 1852.
 - Black Panther Party Platform and Program, “What we want. What we believe.” 1966.
- 3) Re-founding: The U.S. Constitution
- Articles of Confederation and Perpetual Union, 1777.
 - The Constitution of the United States, 1787.
 - Federalist Papers 10, 15, 39 & 51.
 - Anti-Federalist Papers, Essays of Brutus, II and V
- 4) Public Ideologies
- Tocqueville, “The Principle of Sovereignty of the People in America” & “Why it can strictly be said that the people govern in the United States” in *Democracy in America*.
 - Louis Hartz, *The Liberal Tradition in America*, Parts 1 and 2.
 - Rogers Smith, “Beyond Tocqueville, Myrdal and Hartz,”
- 5) Federalism
- Federalist Papers 44-46.
 - Thomas Jefferson, “The Kentucky Resolutions”
 - “Statement and Proclamation of Governor George C. Wallace, University of Alabama, June 11, 1963,”
 - United States v. Lopez, 514 U.S. 549 (1995), excerpts.
- 6 & 7) Individual and Group Interests
- The Amendments to the Constitution of the United States.
 - Abraham Lincoln, “The Perpetuation of Our Political Institutions”
 - Sojourner Truth, “Ain’t I a Woman?”
 - Reverend Henry McNeal Turner, “I Claim the Rights of a Man”
 - Martin Luther King Jr. “Letter from Birmingham Jail”
- 8) Congress 1
- Federalist Papers 52-53, 59, 62-63.
 - V.O. Key “The Voice of the People: An Echo”
- 9) Congress 2
- Richard Fenno, “U.S. House Members in Their Constituencies: An Exploration.”
 - Kahn and Kenney *Spectacle of US Senate Campaigns*.
- 10) Congress 3
- David Mayhew, *Congress: The Electoral Connection*
- 11) Congress 4
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