The first amendment to the US Constitution declares that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." But religion is just one of many traditions through which citizens bind themselves into communities, establish analogies between family order and civic order, and exchange or transmit property between generations. Political power, religious freedom, and economic freedom cannot be conceptualized in isolation from one another. Using key texts by Western thinkers who were aware of the diversity of cultures and religions at their time, this course will examine conceptual links between citizenship, tradition, and contract which structure today's conflicts between liberals and cultural conservatives. We will ask how colonialism shaped the political meaning of tradition in the United States and in newly modernizing nations. Finally, we will also ask how these conceptual links strengthen or weaken the American commitment to the rule of law in a security-conscious age.

REQUIRED TEXTS:

Lakoff, *Moral Politics*
Aristotle, *The Politics and Constitution of Athens*
Spinoza, *Theological-Political Treatise*
Locke, *Second Treatise on Government*
Mills, *The Racial Contract*
Sharabi, *Neopatriarchy*
Butler, *Precarious Life*

Handouts and readings available on Blackboard

RECOMMENDED READING:

Karen Armstrong, *The Battle for God*
Tariq Ali, *The Clash of Fundamentalisms*
Edward Said, *Orientalism*

REQUIREMENTS:

This class operates on the assumption that thinking and reflecting requires a thinker to be able to express his or her ideas and then stand back and polish those ideas from different angles. The assignments in this class are aimed at giving students the chance to clarify their own ideas
through reading, questioning, and sharing the process of their questioning with others through discussion and writing. In this class, we will read well-known philosophical texts as well as the work of lesser-known theorists and critics. But it is through the activities of discussing and writing, whether about texts or the world we live in, that we practice philosophy when those discussions and writing assignments take a certain form.

**Participation:** Students are required to participate in one of three ways: during class discussion, using Blackboard discussion, or by summarizing the contents of the preceding class each session. Participation will be worth 13 percent of the final grade.

**Summaries:** Students are required to submit short (no more than two page) summaries of reading material 8 out of the 14 weeks of the semester. Taken together, these will be worth 24 percent of the final grade.

**Themes:** Students are required to submit three longer (no more than five pages) explorations of a theme in the readings, to be turned in on Friday of the week involving those readings. Taken together, these will be worth 18 percent of the final grade.

**Papers:** Students are required to write two papers, one of which can be improved and revised in a group session. The first paper will be worth 20 percent of the final grade, the second worth 25 percent.

- You may pick which weeks to write these papers, but these and the short summaries must be turned in by class on Friday. Do not do a summary the week you are doing a longer theme. You will have some writing to do, therefore, a total of 11 weeks.
- Keep all of your assignments after they have been handed back — to use as reference, and in case there is any confusion about the amount of work you have done at the end of class.
- Assignments will be graded using points. The maximum points for an assignment equals its percentage value of the final grade. Thus for a long paper graded out of 25 points, a grade of 24 will be equivalent to 96%, ultimately 25% of your final grade. To keep track of your overall grade, simply add the points you receive as assignments are returned.

<table>
<thead>
<tr>
<th>Grading scale</th>
<th>90-100 points</th>
<th>A</th>
<th>Papers (x2)</th>
<th>45% (45 pts)</th>
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<tbody>
<tr>
<td>80-89 points</td>
<td>B</td>
<td>Short assgts (x3)</td>
<td>18% (18 pts)</td>
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<tr>
<td>70-79 points</td>
<td>C</td>
<td>Summaries</td>
<td>24% (24 pts)</td>
<td></td>
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<tr>
<td>60-69 points</td>
<td>D</td>
<td>Class participation</td>
<td>13% (13 pts)</td>
<td></td>
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<tr>
<td>&lt; 60 points</td>
<td>F</td>
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<td>100%</td>
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**Academic Integrity:**

Academic dishonesty is a serious matter. Especially in a discipline like philosophy, the act of putting ideas into *YOUR OWN WORDS* enables you to learn them "from the inside," to make them your own, and to illuminate perhaps hitherto unrecognized implications. This is how every writer and scholar contributes to a community of thought, and your written assignments
are no exception. If you have benefited from someone else's writing or speaking, whether they lived four hundred years ago or sit on the other side of the room, give them credit by noting when an idea or statement you discuss in a paper resulted from a discussion with someone or was drawn from a particular published essay (proper citation format will be discussed later in the semester). If you use Wikipedia or the World Wide Web, be aware that the quality of entries varies and may not be authoritative. Always give the http:// citation and the DATE for web pages. Following these guidelines will ensure that you get the most out of assignments as well as foster a respectful intellectual environment. Academic dishonesty is grounds for failure in this course.

If you are concerned about whether your research and writing practices may violate academic integrity, please consult the university’s Academic Integrity website at http://studentaffairs.case.edu/office/integrity/policy.html

Writing Skills:

Students with difficulty writing, especially those for whom English is not a first language, should contact the Case Writing Center as early in the semester as possible in order to improve their communication skills. Their website is http://www.case.edu/artsci/engl/writing/. Students are also encouraged to consult Zachary Seeh's excellent manual: Writing Philosophy Papers (on reserve in Kelvin Smith Library) for guidelines on how to construct an argumentative paper. Finally, come talk to the instructor. Putting ideas or inklings into words of any kind helps one to put words on paper, and expressing ideas in discussion or writing helps make them more real for yourself and others.

Eating, private talk, and tardiness are disruptive to the classroom dynamic and will not be tolerated.

Note: Although the proposed reading and assignment schedule should remain stable, circumstances may require the instructor to alter it slightly. Any changes will be announced in class and students are responsible for keeping current on the state of the syllabus.

CLASS SCHEDULE

Week 1  Mon., Aug 29  Introduction to the course

       Wed., Aug 31  How do Americans actually think about liberalism and conservatism? The empirical-cognitive approach

           Reading: Lakoff, Moral Politics, part 1 (3-37)

       Fri., Sept. 2  Strict Fathers vs Nurturant Parents: Moral Conceptual Systems

           Reading: Lakoff, Moral Politics, part 2 (41-140)

Week 2  Mon., Sept. 5  LABOR DAY – NO CLASS
Wed, Sept. 7  “Varieties of Liberals and Conservatives”
Reading: Lakoff, Moral Politics, part 5 (283-309)

Fri, Sept. 9  How do philosophers think about liberalism and conservatism? The theoretical/ideal approach.
Reading: Arendt handout, “What is Authority?”

Week 3  Mon, Sept. 12  Discussion of Lakoff and Arendt

Wed, Sept. 14  What are the necessary functions of a state and how do these differ from the functions of a household?
Reading: Aristotle, Politics, Book 1 (11-30), Bk 2 (31-42)

Fri, Sept 16  Is the excellence of a good person the same as that of a good citizen? What are the forms of government and the goals at which they aim?
Reading: Aristotle, Politics, Book 3 (61-91)

Week 4  Mon, Sept. 19  Is the science of government one that deals with uniformity and regularity or plurality and variation?
Reading: Aristotle, Politics, Book 4 (91-119)

Wed., Sept. 21  Why do states deteriorate or undergo revolution? What kind of justice does each type of government promote?
Reading: Aristotle, Politics, Book 5 (119-152)

Fri., Sept 23  What are the necessary elements of democracy and oligarchy?
Reading: Aristotle, Politics, Book 6 (152-166)

Week 5  Mon., Sept. 26  What conditions lead to a state’s excellence?
Reading: Aristotle, Politics, Book 7 (166-194)

Wed., Sep. 28  Education and culture: who is the ideal citizen?
Reading: Aristotle, Politics, Book 8 (195-207)

Fri., Sep. 30  Discussion of Aristotle

Week 6  Mon, Oct. 3  What political functions does religion serve? Why can the state permit religious freedom without danger?
Reading: Spinoza, TTP, Preface & Ch. 1 (1-21)
Wed., Oct. 5
How does Spinoza understand prophecy and revelation?
What is the difference between divine and human law?
Reading: Spinoza, *TP*, Chs 2-4 (22-59)

Students are encouraged to attend Prof. Alek Touni’s
talk on Thurs, Oct. 6 or the play “Madah-Sartre” on Friday,
Oct. 7, 7:30 pm, Clark Hall 309

Fri, Oct. 7
Guest lecture on secularism and religious expression in
Europe and North Africa: Prof. Alek Baylee Touni, Univ.
of Wisconsin Stevens Point

Week 7
Mon., Oct. 10
Are communities formed on the basis of reason or a desire
for advantage? How can the state restrain the people’s
appetites and fears as well as those of their leaders?
Reading: Spinoza, *TP*, Chs 16-17 (179-211)

Wed., Oct. 12
What political lessons should Europeans learn from the
history of the Hebrews? What rights should a sovereign
have over the religion of his/her subjects?
Reading: Spinoza, *TP*, Chs 18-20 (212-238)

Students are encouraged to attend Prof. Ife Amadiume’s
lecture on gender and political structure in traditional and
modern Africa, time TBA.

Fri, Oct. 14
Discussion of Spinoza
PAPERS DUE

Week 8
Mon, Oct 17
Why does Locke reject a “patriarchal” justification of
sovereignty?
Reading: Locke, *Second Treatise*, 6-18

Wed., Oct. 19
Where does property come from?
Reading: Locke, *Second Treatise*, 18-51

Fri., Oct. 21
NO CLASS – Students are required to attend presentation
by visiting Kenyan novelist Ngugi Wa Thiongo – time TBA

Week 9
Mon., Oct 24
NO CLASS – FALL BREAK

Wed., Oct. 26
Conquest and/or the rule of law
Reading: Locke, *Second Treatise*, 91-124

Fri., Oct. 28
Conquest and/or the rule of law
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What is the difference between divine and human law?
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Week 9
Mon., Oct 24
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Wed., Oct. 26
Conquest and/or the rule of law
Reading: Locke, Second Treatise, 91-124
Fri., Oct. 28  Conquest and/or the rule of law  
Reading: Locke, Second Treatise, 91-124

Week 10  Mon, Oct. 31  What is the racial contract? Is it conceptual or historical?  
Reading: Mills, The Racial Contract, 1-40
Wed, Nov. 2  How does the racial contract organize space and bodies?  
Reading: Mills, The Racial Contract, 41-81

Fri, Nov. 4  NO CLASS

Week 11  Mon, Oct. 7  The racial contract as scene of historical conflict  
Reading: Mills, The Racial Contract, 81-109
Wed, Nov. 9  What is whiteness?  
Mills, The Racial Contract, 109-133

Fri, Nov 11  Does the West set the model for modernity and modernization elsewhere in the world? How are family structure and modernization linked?  
Reading: Sharabi, Neopatriarchy, Chs 1-2 (3-25)

Week 12  Mon, Nov. 14  What is “neopatriarchy”? Why does neopatriarchy “stand still” while patriarchy is historical?  
Reading: Sharabi, Neopatriarchy, Chs 3-4 (26-48)
Wed., Nov. 16  Sociohistorical origins: what is the relationship between neopatriarchy and class formation?  
Reading: Sharabi, Neopatriarchy, Chs 5-6 (49-83)

Fri, Nov. 18  How do class and educational differences reinforce neopatriarchy in the Arab world? In the United States?  
Reading: Sharabi, Neopatriarchy, Chs 7-8 (84-104)

Week 13  Mon, Nov 21  To which social groups does radical Islam appeal? What alternative paths to modernization does Sharabi propose?  
Reading: Sharabi, Neopatriarchy, Chs 9 –10 (125-158)
Wed., Nov. 23  How has the rhetoric of “with us or against us” limited public debate about foreign policy in the United States?  
Reading: Reading: Butler, Precarious Life, Ch. 1 (1-18)

Fri, Nov. 25  NO CLASS – THANKSGIVING

Week 14  Mon, Nov 28  What kinds of violence do we let ourselves mourn?  
Reading: Butler, Precarious Life, Ch. 2 (19-49)
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<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>Fri., Dec. 2</td>
<td>What power relations make up a state’s sovereignty? Is the form of power exercised over detainees at Guantanamo sovereignty? Reading: Butler, <em>Precarious Life</em>, Ch. 3 (50-100)</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td>Mon, Dec. 5</td>
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<td>Fri, Dec. 9</td>
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**Final papers are due one week after the end of classes**

**Fri, Dec. 16, at noon**

*Use instructor's mailbox in Clark Hall 203*