

Prof. Laura Hengehold  
203C Clark Hall  
Office hours: MW 4:00-5:30, and by appointment  
email: laura.hengehold@case.edu  
phone:368-2633

**PHIL 334/POSC 354**  
**Political and Social Philosophy – Fall 2005**  
**Nord 204, MWF 3:00-3:50 pm**

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 a 96%, ultimately 25% of your final grade. To keep track of your overall grade, simply add the points you receive as assignments are returned.

Grading scale:	90-100 points	A	Papers (x2)	45% (45 pts)
	80-89 points	B	Short assgts (x3)	18% (18 pts)
	70-79 points	C	Summaries	24% (24 pts)
	60-69 points	D	Class participation	<u>13% (13 pts)</u>
	< 60 points	F		100%

### **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 Seech'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**

<b>Week 1</b>	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, <i>Moral Politics</i> , part 1 (3-37)
	Fri., Sept. 2	Strict Fathers vs Nurturant Parents: Moral Conceptual Systems Reading: Lakoff, <i>Moral Politics</i> , part 2 (41-140)
<b>Week 2</b>	Mon., Sept. 5	LABOR DAY – NO CLASS

	Wed, Sept. 7	“Varieties of Liberals and Conservatives” Reading: Lakoff, <i>Moral Politics</i> , 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?”
<b>Week 3</b>	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, <i>Politics</i> , 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, <i>Politics</i> , Book 3 (61-91)
<b>Week 4</b>	Mon, Sept. 19	Is the science of government one that deals with uniformity and regularity or plurality and variation? Reading: Aristotle, <i>Politics</i> , 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, <i>Politics</i> , Book 5 (119-152)
	Fri., Sept 23	What are the necessary elements of democracy and oligarchy? Reading: Aristotle, <i>Politics</i> , Book 6 (152-166)
<b>Week 5</b>	Mon., Sept. 26	What conditions lead to a state’s excellence? Reading: Aristotle, <i>Politics</i> , Book 7 (166-194)
	Wed., Sep. 28	Education and culture: who is the ideal citizen? Reading: Aristotle, <i>Politics</i> , Book 8 (195-207)
	Fri., Sep. 30	Discussion of Aristotle
<b>Week 6</b>	Mon, Oct. 3	What political functions does religion serve? Why can the state permit religious freedom without danger? Reading: Spinoza, <i>TTP</i> , 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, <i>TTP</i> , Chs 2-4 (22-59)
		Students are encouraged to attend Prof. Alek Toumi'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 Toumi, Univ. of Wisconsin Stevens Point
<b>Week 7</b>	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, <i>TTP</i> , 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, <i>TTP</i> , 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 <b>PAPERS DUE</b>
<b>Week 8</b>	Mon, Oct 17	Why does Locke reject a "patriarchal" justification of sovereignty? Reading: Locke, <i>Second Treatise</i> , 6-18
	Wed., Oct.19	Where does property come from? Reading: Locke, <i>Second Treatise</i> , 18-51
	Fri., Oct. 21	NO CLASS – Students are required to attend presentation by visiting Kenyan novelist Ngugi Wa Thiongo – time TBA
<b>Week 9</b>	Mon., Oct 24	NO CLASS – FALL BREAK
	Wed., Oct. 26	Conquest and/or the rule of law Reading: Locke, <i>Second Treatise</i> , 91-124
	Fri., Oct. 28	Conquest and/or the rule of law

	Wed., Oct. 5	<p>How does Spinoza understand prophecy and revelation?          What is the difference between divine and human law?          Reading: Spinoza, <i>TTP</i>, Chs 2-4 (22-59)</p> <p>Students are encouraged to attend Prof. Alek Toumi's talk on Thurs, Oct. 6 or the play "Madah-Sartre" on Friday, Oct. 7, 7:30 pm, Clark Hall 309</p>
	Fri, Oct. 7	<p>Guest lecture on secularism and religious expression in Europe and North Africa: Prof. Alek Baylee Toumi, Univ. of Wisconsin Stevens Point</p>
<b>Week 7</b>	Mon., Oct. 10	<p>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, <i>TTP</i>, Chs 16-17 (179-211)</p>
	Wed., Oct. 12	<p>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, <i>TTP</i>, Chs 18-20 (212-238)</p> <p>Students are encouraged to attend Prof. Ife Amadiume's lecture on gender and political structure in traditional and modern Africa, time TBA.</p>
	Fri, Oct. 14	<p>Discussion of Spinoza  <b>PAPERS DUE</b></p>
<b>Week 8</b>	Mon, Oct 17	<p>Why does Locke reject a "patriarchal" justification of sovereignty?          Reading: Locke, <i>Second Treatise</i>, 6-18</p>
	Wed., Oct.19	<p>Where does property come from?          Reading: Locke, <i>Second Treatise</i>, 18-51</p>
	Fri., Oct. 21	<p>NO CLASS – Students are required to attend presentation by visiting Kenyan novelist Ngugi Wa Thiongo – time TBA</p>
<b>Week 9</b>	Mon., Oct 24	<p>NO CLASS – FALL BREAK</p>
	Wed., Oct. 26	<p>Conquest and/or the rule of law          Reading: Locke, <i>Second Treatise</i>, 91-124</p>

	Fri., Oct. 28	Conquest and/or the rule of law Reading: Locke, <i>Second Treatise</i> , 91-124
<b>Week 10</b>	Mon, Oct. 31	What is the racial contract? Is it conceptual or historical? Reading: Mills, <i>The Racial Contract</i> , 1-40
	Wed, Nov. 2	How does the racial contract organize space and bodies? Reading: Mills, <i>The Racial Contract</i> , 41-81
	Fri, Nov. 4	NO CLASS
<b>Week 11</b>	Mon, Oct. 7	The racial contract as scene of historical conflict Reading: Mills, <i>The Racial Contract</i> , 81-109
	Wed., Nov. 9	What is whiteness? Mills, <i>The Racial Contract</i> , 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, <i>Neopatriarchy</i> , Chs 1-2 (3-25)
<b>Week 12</b>	Mon, Nov. 14	What is “neopatriarchy”? Why does neopatriarchy “stand still” while patriarchy is historical? Reading: Sharabi, <i>Neopatriarchy</i> , Chs 3-4 (26-48)
	Wed., Nov. 16	Sociohistorical origins: what is the relationship between neopatriarchy and class formation? Reading: Sharabi, <i>Neopatriarchy</i> , 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, <i>Neopatriarchy</i> , Chs 7-8 (84-104)
<b>Week 13</b>	Mon, Nov 21	To which social groups does radical Islam appeal? What alternative paths to modernization does Sharabi propose? Reading: Sharabi, <i>Neopatriarchy</i> , 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, <i>Precarious Life</i> , Ch. 1 (1-18)
	Fri, Nov. 25	NO CLASS – THANKSGIVING
<b>Week 14</b>	Mon, Nov 28	What kinds of violence do we let ourselves mourn? Reading: Butler, <i>Precarious Life</i> , Ch. 2 (19-49)

	Wed., Nov 30	Debate over Israel in the United States: what makes a political idea “anti-Semitic”? Reading: Butler, <i>Precarious Life</i> , Ch. 4 (101-127)
	Fri., Dec. 2	What power relations make up a state’s sovereignty? Is the form of power exercised over detainees at Guantanamo sovereignty? Reading: Butler, <i>Precarious Life</i> , Ch. 3 (50-100)
<b>Week 15</b>	Mon, Dec. 5	Can a sovereign state engage in indefinite detention or indefinite war and remain within the rule of law? Reading: Butler, <i>Precarious Life</i> , Ch. 3 (50-100)
	Wed., Dec. 7	Who is human? Who deserves human rights? Reading: Butler, <i>Precarious Life</i> , Ch. 5 (128-151)
	Fri, Dec. 9	Wrapup and discussion of papers

**Final papers are due one week after the end of classes  
Fri, Dec. 16, at noon  
Use instructor’s mailbox in Clark Hall 203**