

UCSD Department of Political Science
POLI 13 Power and Justice
Fall 2009

Professor Fonna Forman-Barzilai
ffb@ucsd.edu
Office hours Mondays 3-5
SSB 371

TAs:
Francisco Cantu — fcantu@ucsd.edu
SSB347, Mondays 10:30-12:30
Hans Hassell — hhassell@ucsd.edu
SSB 322 , Tuesdays 7:30-10:00
Patrick Rogers — pjrogers@ucsd.edu
SSB 350, Fridays 2-3
Matt Kearney — mckearney@ucsd.edu
SSB 323,

This is an introductory course in political theory. Through an examination of classic texts in political theory, news clippings and editorials, speeches, music, literature, documentary and film, we will explore two general themes: 1) the ways that individuals are consciously and unconsciously shaped by various modes of *power* embedded in the social and political worlds in which they move; and 2) theories and practices of resistance that have emerged to challenge modes of power perceived as *unjust*.

Books for purchase

John Stuart Mill, *'On Liberty' and Other Writings* (Cambridge)

Henry David Thoreau, *Civil Disobedience and Other Essays* (Dover)

All other readings are found in the Course Reader, available for purchase at:

University Readers <http://www.universityreaders.com/students/instructions> or 858-552-1120
3970 Sorrento Valley Blvd. Suite G San Diego, CA 92121

Once you pay for your reader online, you will get a link to a PDF containing 20% of the course readings, to use until your reader arrives.

** Please note: prior versions of my Course Reader for POLI 13 will not contain all of this term's readings. The reader has been substantially revised.

Requirements

One 5-7 page take-home mid-term project (30%) due Monday November 9; one in-class open-text quiz (20%); and one 6-8 page take-home final project due during exam week, Wednesday December 9, 10-11am (40%). The remaining 10% will be at the discretion of your TA, based upon your attendance and participation in section. You will notice that there are two in-class quizzes in our schedule (one during week 4, and one during week 10). You can elect to take just one, or both, but only your highest mark will be counted in your final grade. Significant improvement in written work will be considered when calculating final grade. Hate to mention it, but plagiarism will be prosecuted to the fullest extent of university policy.

Schedule

I. Power

Week 1: Introduction: Power and Obedience

W: Introduction; FILM CLIP: *Obedience*

Section: READ: Stanley Milgram, “The Perils of Obedience”

Introduction to three cases, located at the back of your reader (These are the basis of your mid-term project, due Monday November 9. Prompt attached to syllabus):

1. “The Manson Family: The Folklore Traditions of a Small Group”, Gary Alan Fine (1982). Explore Vincent Bugliosi’s account of the events in *Helter Skelter* (1974). Bugliosi prosecuted Manson at trial.
2. “How Psychology Can Help Explain the Iraqi Prisoner Abuse”. Explore Philip Zimbardo’s recent articles on the subject at <http://www.prisonexp.org/links.htm>
3. Amnesty International: “What is Female Genital Mutilation?”; See also Molly Melching, “You are an African Woman”. (both pieces are printed later in the reader) Please also explore the Tostan website: <http://www.tostan.org/>

Week 2: Surveillance and social tyranny

M: Michel Foucault, “Panopticism” (from *Discipline and Punish*)

W: John Stuart Mill, *On Liberty*, Chs. 1-3.

Section: Discussion of Foucault and Mill

READ: Plato, *Republic* 514a-517a

Week 3: Social tyranny continued: the case of gender

M: John Stuart Mill, *Subjection of Women*, Chs. 1-3

W: Mill, *Subjection of Women*, cont’d FILM selections from *Beyond Killing us Softly: The Impact of Media Images on Women and Girls*

Section: Is gender an “eminently artificial thing”?

READ: selections from Simone de Beauvoir, *The Second Sex*

Week 4: cont'd

**M: Class meets 7-9pm: Evening screening of *Ma Vie en Rose (My Life in Pink)* in WLH 2005
NOTE ROOM!!**

W: **First quiz** (Milgram, Foucault, Mill)

Section: Discussion of *Ma Vie en Rose*

READ: Gregory M. Herek, "Beyond 'Homophobia': Thinking about Sexual Prejudice and Stigma in the Twenty-First Century"

Week 5: Political Tyranny in the modern Western tradition

M: Hobbes, *Leviathan*, selections

W: Locke, *Second Treatise of Government*, selections

Section: Discussion of Hobbes and Locke; mid-term project workshop

Week 6: Political tyranny: The case of Nazism

M. Bruno Bettelheim, "Remarks on the Psychological Appeal of Totalitarianism"; James Waller, "The Dead End of Demonization"

W. Alan Riding, "Leni Riefenstahl, Filmmaker and Nazi Propagandist, Dies at 101," *NYT*, Sept. 9, 2003
FILM selections from Leni Riefenstahl, *Triumph of the Will*

Section: Discussion of *Triumph of the Will*

READ: Ervin Staub, "Genocide and Mass Killing"

II. Justice and resistance:

Week 7: Introduction: Conscience

M: Henry David Thoreau, *On Civil Disobedience*; **Mid-term project due; Final project prompt distributed**

W: Kristen R. Monroe, Michael C. Barton and Ute Klingeman, "Altruism and the Theory of Rational Action: Rescuers of Jews in Nazi Europe"; Hillel Levine, "Sugihara's List"
FILM: *Courage to Care*

Section: READ: Zeno Franco and Philip Zimbardo, "The Banality of Heroism"

Week 8: Civil Disobedience

M: Gandhi, *Satyagraha* and passive resistance; selections

W: Dr. Martin Luther King, Jr., *Letter from Birmingham Jail* and Malcolm X, *Ballot or the Bullet*
VIDEO CLIPS: MLK and X

Section: Discussion of Gandhi, King and X

Week 9: The question of violence I

M: Linda Churney, "Student Protest in the 1960s" **Class meets 7-9pm: Evening Screening of: *The Weather Underground* OR *The War at Home* (to be decided democratically by the class) in WLH 2005 NOTE ROOM!**

W: no class

No section: Thanksgiving

Week 10: The question of violence II: Terrorist or Freedom Fighter?

M: Eyad Sarraj, "Why We Blow Ourselves Up" (*Time Magazine*, April 8, 2002); Avishai Margalit, "The Suicide Bombers," (*New York Review of Books*, Sept. 16, 2003); Nelson Mandela, "I am Prepared to Die"
See also the Covenant of the Hamas (at www.library.cornell.edu/colldev/mideast/hamas.htm); FILM CLIP: *Inside the Mind of a Suicide Bomber*

W: **Second quiz** (Thoreau, Gandhi, King, X, Mandela)

Section: Discussion of violence; and final project workshop

There is no sit-down final exam. Final project is due in our classroom at our scheduled exam time – Wednesday, December 9, 10-11am. Arrangements to submit your paper earlier should be made in

advance with your TA.

Prompt for mid-term project, Due Monday, November 9

The bases for your mid-term essay are the following three case studies in your course reader

1. “The Manson Family: The Folklore Traditions of a Small Group”, Gary Alan Fine (1982). Explore Vincent Bugliosi’s account of the events in *Helter Skelter* (1974). Bugliosi prosecuted Manson at trial.
2. “How Psychology Can Help Explain the Iraqi Prisoner Abuse”. Explore Philip Zimbardo’s recent articles on the subject at <http://www.prisonexp.org/links.htm>
3. Amnesty International: “What is Female Genital Mutilation?”; See also Molly Melching, “You are an African Woman”. (both pieces are printed later in the reader) Please also explore the Tostan website: <http://www.tostan.org/>

You might think of these as case studies of people or groups who have been motivated somehow to behave in ways that may seem astonishing or perplexing or “abnormal” or self-destructive. In this assignment, you are asked to select one of these case studies, and to write a 5-7 page essay analyzing the modes of power that are motivating, coercing, encouraging, seducing, forcing, etc... the particular behavior.

You should address such questions as: Why does the individual engage in the given behavior? Who *or what* is exerting power over his/her choices? In other words, *what* is motivating the individual to behave as s/he does? *How* is that power is being exerted; in other words, what are the techniques being employed? *Why* is the individual/group in the case study susceptible to that particular mode(s) of power? What does the individual both gain and lose by engaging in the given behavior? Are there justice claims involved in the given behavior?

Moreover, bear in mind that modes of power tend to cluster, or swarm. In other words, modes of power often work in concert with one another. So you should be prepared to discuss a variety of modes of power at work in your case study. And you should feel free to identify and explore modes of power that we did not address in the first weeks of class.

You are encouraged to do a bit of research on your case study to enrich your analysis. Feel free to be creative in your resources.

Please cite all references in footnotes or endnotes. A bibliography is welcome, but not necessary.