

**UCSD Department of Political Science
POLI 13, Power and Justice
Spring 2007**

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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)

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

Requirements

One 5-7 page take-home mid-term project due in class Monday May 7 (30%); one in-class midterm (open text) on Wednesday May 16 (20%); and one 6-8 page take-home final essay due during exam week (40%). The remaining 10% will be at the discretion of your TA, based upon your attendance and participation in section. 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.

The course syllabus and all announcements will be posted on the course website:
<http://weber.ucsd.edu/~fformanb/P&J.htm>

Schedule

I. Power and Obedience

Week 1: Modes of Power

W: Introduction

Section: Introduction to four cases (basis of the mid-term project; prompt attached to syllabus):

1. Patricia Yancey Martin and Robert A. Hummer, "Fraternities and Rape on Campus" *Gender and Society*, Vol. 3 No. 4 (December 1989)
2. House of Representatives Report on Jonestown
3. "How Psychology Can Help Explain the Iraqi Prisoner Abuse"
4. "Why We Blow Ourselves Up" (Eyad Sarraj, *Time Magazine*, April 8, 2002); and Avishai Margalit, "The Suicide Bombers," *New York Review of Books* (Sept. 16, 2003). See also the Covenant of the Hamas (online at <http://www.library.cornell.edu/colldev/mideast/hamas.htm>)

Week 2: Authority

M: Modern political authority; selections from John Locke, *Second Treatise of Government*

W: Stanley Milgram, "The Perils of Obedience" FILM: *Obedience*

Section: Discussion of Milgram

Week 3: Discipline

M: Adam Smith, *Theory of Moral Sentiments*, selections

W: Michel Foucault, "Panopticism" (in *Discipline and Punish*); FILM selections from *A Clockwork Orange*

Section: Discussion of Milgram, Foucault, *Clockwork Orange*

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

Week 4: Tyranny of Opinion

M: John Stuart Mill, *On Liberty*

W: Mill, cont'd; FILM selections from *Ma Vie en Rose*

Section: Discussion of Mill, *Ma Vie en Rose*

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

Week 5: Tyranny

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. Power, Gender and Sexuality**Week 6: Opinion**

M: John Stuart Mill, *Subjection of Women* **Mid-term project due**

W: Mill, cont'd. FILM selections from *Beyond Killing us Softly: The Impact of Media Images on Women and Girls*; *Lovely and Amazing*

Section: Is gender an "eminently artificial thing"?

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

Week 7: Violence

M: Violence against Women: "Violence Against Women: Estimates from the Redesigned National Crime Victimization Survey," US Dept. Of Justice; Department of Justice Statistics (1995).

W: Midterm

Section: Discussion: Cross-cultural judgement and the case of "FGM"

Read: Amnesty International: "What is Female Genital Mutilation?"; Molly Melching, "You are an African Woman". Please also explore the Tostan website: <http://www.tostan.org/>

III. Justice and resistance:**Week 8: Conscience**

M: Henry David Thoreau, *On Civil Disobedience*

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

Section: Read: "Sugihara's List," *New York Times* Op Ed 1994

Week 9: Non-violence

W: No class – Memorial Day

M: Gandhi, selections on *Satyagraha* and passive resistance; VIDEO clips of King and X

Section: Read: Dr. Martin Luther King, Jr., *Letter from Birmingham Jail* and Malcolm X, *Ballot or the Bullet*

Week 10: Radicalism and violence?

Screening of: *The War at Home*, Wednesday June 6, 5-7pm

Section: Discussion of *War at Home*

Final Essay due on Wednesday June 13, 1-2pm, in our classroom.

Prompt for mid-term essay

The bases for your mid-term essay are the first four selections in your course reader

1. Patricia Yancey Martin and Robert A. Hummer, "Fraternities and Rape on Campus"
2. House of Representatives Report on Jonestown
3. "How Psychology Can Help Explain the Iraqi Prisoner Abuse"
4. Eyad Sarraj, "Why We Blow Ourselves Up"; and Avishai Margalit, "The Suicide Bombers"

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 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.

You are encouraged to do a bit of research on your case study to enrich your analysis. In the fourth case study, for example, you might look at the Covenant of the Hamas, to better understand the doctrine that underlies and justifies the behavior to those who practice it. Likewise, for the other cases, you might use the Internet to learn more about the reasons behind rape, about the psychological techniques used by cults, about extreme responses to desperate situations, and so forth. Feel free to be creative in your resources. And you should feel free to identify and explore modes of power that we did not address in the first weeks of class.

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

DUE IN CLASS, MONDAY, APRIL 30