Course Description and Objectives

Against the background of long-standing diagnoses of a crisis of Western modernity, this course examines conceptions of, and the relationship between, politics and the political in a selective survey of (mostly) continental political thought from the early twentieth to the early twenty-first century. Whether conceived in terms of “disenchantment” or a “dialectic of Enlightenment,” a “colonization of the lifeworld” or the violence of actual colonization, empire and patriarchy; a “rise of the social,” “disciplinary society,” “biopolitics” or “post-politics,” the crisis of modernity arguably exposes a chasm, and reconfigures the relationship between politics (understood as the “ontic” sphere of official political institutions and discourses) and the political (understood as the “ontological” problematization of community, subjectivity, truth, and ethics informing politics). The course investigates different configurations of this nexus as well as a number of related questions revolving around identity and difference, conflict and consensus, power and resistance, society and the state, and the national and the global in selected works of contemporary liberal, conservative, Critical-theoretical, neo-republican, feminist, poststructural, postfoundational, and postcolonial thought (albeit without much attention to these classifications). In conjunction with their intellectual merits, we will consider how different theorizations are situated in their historical settings, and how they may operate as interventions in contemporary political practice. Each week we will focus on a particular thinker, while keeping in mind the broader intellectual and political context in which his or her work emerged.

Apart from the critical consideration of its subject matter, the objective of the course is to familiarize students with important concepts, debates, and intellectual fault lines in contemporary political thought. In class discussions and assignments, students are expected to formulate their own views on the merits and limitations of different theoretical approaches. Doing so should hone students’ analytical, interpretative, and critical skills in speech and writing. Students are encouraged to draw on their broader knowledge of the history of political thought and contemporary social and political issues as a background for the theoretical discussions. As a seminar, the course has a mixed format putting the main emphasis on class discussion but
alternating this with student presentations and short introductory or synthetic presentations by the instructor.

Readings

You could consider purchasing all assigned books from your favorite bookseller, and especially the following ones (since we are reading substantial portions from them):


These books have been ordered at the CU Bookstore. However, with the exception of Schmitt (2007) all books from which required readings have been assigned are also available as free pdf-files online. All books containing required readings have also been placed on reserve at the CU Library. The readings marked with an asterisk (*) are available through the CU Library’s E-journals.

Requirements and Evaluation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>20%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Discussion Questions and Discussion Lead-off for one Class</td>
<td>15%</td>
<td>(Sign up for a date in the first class)</td>
</tr>
<tr>
<td>Two Reading Responses (600-900 words each)</td>
<td>25%</td>
<td>Sign up for dates in the first class)</td>
</tr>
<tr>
<td>Term Paper (4500-5100 words)</td>
<td>40%</td>
<td>Dec. 7</td>
</tr>
</tbody>
</table>

As per early feedback guidelines, the first of the two Short Essays will be returned by October 15.
Attendance and Class Participation (20%). Attendance is mandatory. Please notify me in advance (in person or by email), if you have to miss a class for compelling reasons (e.g. medical or family emergency, observance of a religious holiday). Absences incurred for these reasons will be excused. All other absences are unexcused. Unexcused absences will lower your grade for class participation. Three or more unexcused absences will additionally lower your grade for class participation by one third of a letter grade (e.g. from A- to B+). Six or more unexcused absences will additionally lower your grade for class participation by a full letter grade (e.g. from B to C). To benefit from the course, it is essential that you read the assigned texts prior to class meetings, and that you participate actively and regularly in class discussions. Your class participation will be evaluated based on the quality and frequency of your contributions, with greater weight given to quality. It is expected that you engage with other students’ and the instructor’s ideas constructively, critically, and respectfully. Quality contributions to class discussions (questions, comments) demonstrate that you have read and comprehended the assigned materials; that you can analytically reflect and critically comment on the central ideas of the readings; and that you can make connections between these ideas and other themes or readings in the course.

Discussion Questions and Discussion Lead-off for one Class (15%). Each student has to prepare two to three discussion questions related to the required reading(s) of one class meeting. These questions must be circulated by email to the entire class at least 24 hours prior to our seminar (i.e. by Sunday, 2:30 p.m. at the latest). The students preparing the questions will also be responsible for leading off the class discussion by briefly explaining the intellectual, political, or pedagogical rationales of their questions. You will be asked to sign up for the class in which you will present discussion questions in the first class.

Two Reading Responses (25%). Each student has to write two short (600-900 word) reading responses on the required reading(s) for a particular class; the first one for one of the classes from September 17 to October 1, the second one for one of the classes from October 15 to December 3. You will be asked to sign up for dates for the two reading responses in the first class. You cannot write a reading response for the class in which you are presenting discussion questions. The reading responses are due in class on the day the reading(s) in question will be discussed. Late submissions of the reading responses will not be accepted except in cases of an excusable absence (e.g. medical reason, family emergency, religious observance) for which you provide appropriate documentation. The reading responses should identify central arguments or ideas of the assigned texts, elucidate their meaning, and assess their persuasiveness. This elucidation and assessment can take (or combine) different forms including (but not limited to)
- an “interpretation/analysis,” i.e. an analytical dissection, interpretative commentary, or “consistency test”/critique (e.g. discussion of internal tensions or contradictions) and assessment of the coherence of the text(s);
- a “contextualization” of the text(s) within a (or several) particular tradition(s) of political thought and an assessment of its/their contribution(s) to that tradition (e.g. pitfalls, improvements, refinements, etc.);
- a “critique,” i.e. a critical assessment of the normative status of the text(s) and/or critique of its/their political/practical, ideological, or ethical implications.
The reading responses should be coherent but do not require the organization of an essay or the use of outside sources. However, when you refer to (or quote) specific points in the reading(s) you must provide the corresponding page reference(s).

**Term Paper (40%).** Each student is required to write a term paper on a topic of her or his choice in consultation with the instructor. The term paper is due as a hard copy on Friday, December 7 in class. The topic of the paper can either be

(a) a purely theoretical discussion elucidating the meaning and assessing the persuasiveness of a theoretical question, issue, approach, or debate broached by one or several of the course readings in greater depth; or
(b) a discussion of how the theoretical approach of one (or several) of the authors discussed in the course relates to a substantive political, social, or historical issue or phenomenon (whether in a global, national, transnational, or local context).

If you choose (a), you could rework and extend the discussion of one of your reading responses into a longer paper (relying on some of the strategies for interpretation and assessment outlined above) or, of course, write a longer paper on another question, issue, approach, or debate related to the course material. Apart from an “interpretation/analysis,” “contextualization,” or “critique” (or some combination thereof), you could also interpretatively/analytically and/or critically consider two (or three) theoretical approaches or authors discussed in the course comparatively.

If you choose (b), you have to discuss how the chosen theoretical approach(es) allow(s) for thinking about the issue or phenomenon you wish to consider, and/or what its/their implications might be for political practice. However, the focus of the paper should still be a theoretical discussion.

Whether you choose (a) or (b), the paper must present and defend a clear argument (i.e. a reasoned statement about the theoretical approach, question, issue, or debate at hand, or about the relationship between a theoretical approach and the substantive issue or phenomenon chosen for investigation). If you choose (a), some engagement with primary and/or secondary sources beyond the class readings is required. If you choose (b), some engagement with literature related to the issue or phenomenon under investigation is required in addition to the use of one or more class readings. The length of the paper should be 15-17 pages double-spaced (approximately 4500-5100 words) plus bibliography. All sources (class readings or outside sources including books, articles, internet sources, etc.) must be acknowledged and properly referenced in the text, with page citations where appropriate (and listed in the bibliography). Any recognized citation style is fine (parenthetical or footnotes), just be consistent. The paper should have an introduction which states your argument, a main part which develops the argument, and a conclusion which summarizes the analysis (and may point to its implications). Please include a word count. Evaluation of the paper is based on (in declining order of importance):
(a) the merits (originality, persuasiveness) of your argument;
(b) the logic and clarity of your argument;
(c) the appropriateness and relevance of the cited readings (including a consistent citation style);
(d) correct English grammar, spelling, and usage.
In preparation for writing the research paper each student is required to come to the instructor’s office hours, if necessary by appointment, (at least) once in the course of the semester to discuss the topic of the paper and how the student will approach the topic. To prepare for this meeting you should write some notes stating the proposed paper topic, your tentative argument about this topic, and how you will go about substantiating this argument (including a list of bibliographic references). It is strongly suggested that you hold this consultation with the instructor in September or October to give yourself sufficient time to work on the paper.

There will be no extension of the deadline for submission of the paper, except in cases of a documented medical or family emergency. Late submissions will be accepted but penalized by one third of a letter grade per day (e.g. from A- to B+) for up to seven calendar days. In case of a late submission you may send the paper as an email attachment (as a time stamp), but you must provide the instructor with an identical hard copy the following business day or as soon as possible thereafter. In the absence of circumstances warranting an extension, failure to submit the Term Paper on the due date (or within seven calendar days of the due date) will automatically result in a failing grade for the course.

**CuLearn**

The course has a CuLearn page which contains the course outline and electronic class handouts. Students’ discussion questions will also be posted on CuLearn.

**Class Schedule and Reading Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 10</td>
<td>Introduction</td>
</tr>
<tr>
<td>Sept. 17</td>
<td><strong>Max Weber and Politics as a Vocation</strong></td>
</tr>
<tr>
<td></td>
<td><em>Required</em></td>
</tr>
<tr>
<td></td>
<td><em>Further Reading</em></td>
</tr>
</tbody>
</table>

Sept. 24  
**Carl Schmitt, The Concept of the Political, and “New Nomos”**  
*Required*  


*Further Reading*  


Oct. 1  
**Virginia Woolf and Three Guineas**  
*Required*  

Oct. 8  
Thanksgiving Holiday (no class)

Oct. 15  
**Hannah Arendt and The Human Condition**  
*Required*  

*Further Reading*  


Oct. 22 Fall Break (no class)

Oct. 29 **Herbert Marcuse and *An Essay on Liberation***

*Required*


Further Reading


Nov. 5 **Jürgen Habermas, the Public Sphere, Critical Theory, and Constitutional Democracy***

*Required*


Further Reading


---

**Nov. 12**

**Michel Foucault, Discipline, Biopower, and Governmentality**

*Required*


*Further Reading*


---

**Nov. 19**

**Giorgio Agamben and Homo Sacer**

*Required*

Further Reading


Further Reading


Dec. 3  **Frantz Fanon and Political Violence**

*Required*


**Further Reading**


Dec. 7  **Conclusion**

***** Term Paper due in Class *****

---

**Academic Accommodations**

**Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Religious obligation**

Please contact your instructor with any requests for academic accommodation during
the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](http://carleton.ca/pmc)

**Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. [https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf)

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)

**Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
• submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
• using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
• using another’s data or research findings;
• failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
• handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work
Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading
Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
<td>4</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
<td>3</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
<td>1</td>
</tr>
</tbody>
</table>
Approval of final grades
Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts
All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society
"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook https://www.facebook.com/CarletonPoliticalScienceSociety/ and our website https://carletonpss.com/, or stop by our office in Loeb D688!"

Official Course Outline
The course outline posted to the Political Science website is the official course outline.