

McMaster University
Department of Political Science

POLSCI 757 / GLOBALST 741
Theories of Political Community
Winter 2018, Term 2

Seminar: Tuesday, 2:30 – 5:20
Start term: January 9, 2018
End term: April 3, 2018
Classroom: KTH 709

Instructor: Catherine Frost
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Office hours @ KTH 510
Wednesdays 2:30-4:30pm
Tel: 905-525-9140 ext

Course Overview:

This course is organized around key themes for political community with a special focus on the idea of 'the people' as 'constituent power,' meaning the sovereign author of the law with the power to make or break the political order. It considers questions such as who are "the people"? Is law above the people, or are the people above the law? What happens when populism or political leadership becomes self-defeating? And is violence the beginning or end of politics?

At completion students will be ready to:

- deliver informed judgments on political events by placing them in a wider context of social, historical and normative developments, and to defend this position in written and verbal form;
- investigate a specific historical case using relevant questions about the role of political community derived from these theories; and
- Identify and anticipate challenges to political communities that arise with regard to issues of representative authority.

Assignments:

Assignment 1: Reflection Papers

- Submit a one-page, single-spaced (500 word) reflection paper on that week's course readings, **every other week** beginning **Jan 16** (papers will be staggered, with half of the students starting **Jan 16**, the other half **Jan 23**) for a total of 6 papers each. Papers should be dropped to my mailbox in KTH or posted on avenue by 1pm on the day of class.
- At the end of the course the three best grades will be selected and used to calculate the final grade for the assignment.
- Worth 30% of total mark (10% each).

Assignment 2: Research Design

This assignment is designed to: 1) encourage creative thinking that focuses you on the paradoxes, problems or inconsistencies that you detect in a given case, and 2) help you identify gaps in your own knowledge that further research would be designed to address. It is not a complete paper, so focus on the design element in the exercise.

- **Section 1: Case Selection (4-6pp)** Choose a case study that presents problems in terms of sovereignty, popular authority or political temporality. Explain and defend your case selection while demonstrating background knowledge of the case.
- **Section 2: Research Problem & Significance (2pp)** Clearly identify why this problem is significant for political community? What gaps in understanding, or what misunderstandings or false assumptions does this case reveal?
- **Section 3: Four Major Questions (2pp)** Based on your background research into this case, clearly identify (i.e., put in bold font, underline, or use as section headings, it's up to you) four major questions that this case presents.
- Worth 20% of total mark.
- Due: **Feb 13.**

Assignment 3: Major research paper

- A major 20-25 page paper that examines a specific case and that draws on a theoretical perspective from the class readings. Requirements will be discussed further in class, and I am happy to discuss with students how different theoretical approaches might work for their specific case.
- Worth 50% of total mark.
- Due: **Apr 3.**

Expectations:

- 1) Students are expected to attend scheduled classes, and arrive prepared to discuss the week's readings. An environment of mutual respect among students is to be maintained at all times.
- 2) Students are expected to complete course assignments on schedule. The only exceptions being in cases of illness (with medical documentation) or immediate personal trauma. Coinciding assignments is not grounds for an extension, so prepare accordingly.
- 3) Students are expected to provide legible copies of the assignments. Submission by e-mail is not acceptable unless specifically requested by the instructor.
- 4) Assignments are due by 4pm on the date indicated. Late penalties of 5% per day will be assigned to work that arrives after the date indicated as the assignment deadline.
- 5) Grade appeals can be made no sooner than 24 hours after the work is returned. Assignments returned for grade appeal must be accompanied by a one-page statement setting out the grounds for re-evaluation, and must be submitted to my mailbox in the Political Science Department Office. If sufficient grounds exist, an assignment will be re-evaluated. Please note that re-evaluation may also result in a grade being lowered.
- 6) A consistent citation system is crucial. I recommend the **Chicago in-text** system. If you do not choose to follow that system please indicate at the end of your paper what citation system you used for the paper.

UNIVERSITY NOTICES

Academic Dishonesty

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity. The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

Faculty of Social Sciences E-Mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link
(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Course Modification Statement

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

COURSE WEEKLY TOPICS AND READINGS

JAN 9

- Introductory class

JAN 16: DICTATORSHIP

- Carl Schmitt (2005) *Political Theology*. Chicago: University of Chicago Press (66). Available online at: ebooks.bharathuniv.ac.in/gdlc1/gdlc4/Arts_and_Science_Books/arts/philosophy/Books/Political%20Theology.pdf

JAN 23: TOTALITARIANISM & REVOLUTION

- Hannah Arendt (1958) "A Classless Society: The Masses," *The Origins of Totalitarianism*. New York: Meridian Books, pp. 305-26 (21). Available online at: https://monoskop.org/File:Arendt_Hannah_The_Origins_of_Totalitarianism_1979.pdf
- Hannah Arendt(1963) "Foundation I: Constitutio Libertatis" & "Foundation II: Novus Ordo Saeculorum," *On Revolution*. New York: Viking Press, pp. 132-206 (78).

JAN 30: SURVIVAL

- Giorgio Agamben (1998) *Homo Sacer: Sovereign Power and Bare Life*. Daniel Heller-Roazen (trans.) Stanford, CA: Stanford University Press (105). Available online at: <http://www.thing.net/~rdom/ucsd/biopolitics/HomoSacer.pdf>

FEB 6: SOVEREIGNTY & CONSTITUENT POWER

- Jean Bodin (1576) Book 1, chapters 8 &10, Book 2, chapters 1 & 4/5. *Six Books of the Commonwealth* (30). Available online at: <http://www.constitution.org/bodin/bodin.htm>
- Abbé Sieyès (1798), *What is the Third Estate?* (17) Available online at: <http://pages.uoregon.edu/dluebke/301ModernEurope/Sieyes3dEstate.pdf>
- Andreas Kalyvas (2005) "Popular Sovereignty, Democracy, and the Constituent Power," *Constellations* 12 (5): 223-44 (21).

FEB 13: FUTURE HUNGER

- Thomas Hobbes (1651) "Of Man" chapters 1-7, 11-15, "Of Commonwealth" chapters 17-18, *Leviathan*. New York: Penguin Books (122). A different version is available online at: <https://socserv2.socsci.mcmaster.ca/econ/ugcm/3ll3/hobbes/Leviathan.pdf>

FEB 27: COLLECTIVE WILL

- J. J. Rousseau, (1968 [1762]) *The Social Contract*. Maurice Cranston (trans.) New York: Penguin, pp. 49-188 (139). A different version is available online at: <http://www.constitution.org/jjr/socon.htm>

MAR 6: SOVEREIGN SPEECH

- Jacques Derrida (1986) "Declarations of Independence" *New Political Science* 15: 7-15 (8).
- Bonnie Honig (1991) "Declarations of Independence: Arendt and Derrida on the Problem of Founding a Republic" *American Political Science Review* 85(1): 84-113 (29).

- Melissa Matthes (2000) "A Conversation Between Republicanism and Feminism" and "Livy and the Repetition of Republican Foundations" in *The Rape of Lucretia and the Founding of Republics*. University Park, PA: Pennsylvania State University Press, pp. 23-50 (27).

MAR 13: HIGHER LAW

- Hans Lindahl (2007) "Constituent Power and Reflexive Identity: Towards an Ontology of Collective Statehood" in Martin Loughlin and Neil Walker (eds) *The Paradox of Constitutionalism*. Oxford: Oxford University Press, pp. 9-24 (15).
- Bruce Ackerman (1991) "Dualist Democracy" in *We the People Volume 1: Foundations*. Cambridge, MA: The Belknap Press, pp. 3-33 (30).
- Andrew Arato (1995) "Forms of Constitution-Making and Theories of Democracy," *Cardozo Law Review* 17, 1-31 (31).

MAR 20: PAPER WORKSHOP

MAR 27: DEATH

- Sophocles (2007) "Antigone" in *The Theban Plays of Sophocles* David R. Slavitt (trans.) New Haven, CT: Yale University Press, pp. 1-59 (59). A different translation is available online at: http://education.cambridge.org/media/652823/sophocles_antigone.pdf.

APR 3: VIOLENCE

- Walter Benjamin "Critique of Violence" in *Reflections* Peter Demetz (ed.) New York: Schocken Books, pp. 277-300, (23). Available online at: http://english.columbia.edu/files/english/content/Critique_of_Violence.pdf.
- Michele Lowrie (2005) Vergil and Founding Violence. *Cardozo Law Review* 27(2): 945-76, (31).
- Simon Stow (2007) "Pericles at Gettysburg and Ground Zero: Tragedy, Patriotism, and Public Mourning," *American Political Science Review* 101 (2): 195-208 (13).