

PLSC 017W Introduction to Political Theory (Summer 2004)

POLITICS, MEMORY, HISTORY

Weekdays 30 June—11 August, 12:45—2:00 pm; 167 Willard

The thematic focus of this course is memory and its relation to politics. We will broach two broad, related, questions: What is the role of memory in politics and political theory? What is the politics of memory? Primarily, this requires beginning with recognising memory as one of our fairly common human capacities, in order to appreciate its role in our political actions. How do political beings (such as us) deal with the past? What (and whose) memory is at work in the stories we tell ourselves and in those that are told us? How can and do we imagine a future that is different from the past and the present?

The course is clearly not conceived as a comprehensive survey of the history of political thought. Instead, we will learn about how history and memory are practised *in* political theory, and also try our hands at these practices. I have arranged things in a way that may facilitate our treatment of the problem of memory and, in doing so, get at some issues at work in the practice of political theorising. (It also violates chronology for the most part—weird, you may say, for a course on memory and history!). We will begin with something as fairly benign as *memory*—and over the course of the summer, develop connections to history, identity, ideology, violence, memorials, urban life, political change, struggle and hope (and whatever else you can think of). We will see, in short, how *memory* mediates the personal and the political, and what this can tell us about our abilities and capacities as political animals. We will read select thinkers of the 19th and 20th centuries whose work explores this mediation—dealing both with the politics of memory and the memory of politics.

Focusing on learning political theory *by doing*, we will together chart out a route beginning with our current understandings of memory in relation to our own selves, and then move through the following issues: (1) how and when memory becomes political; (2) various orientations to the past; (3) collective memory; (4) memorials and urban memory; (5) ideology and amnesia. Through these topics, we will continually engage the question of who we are as subjects and what we are capable of being, doing, and hoping for.

There will be no exams. You will spend your summer days reflecting on your reading, writing a memoir (parts of which will correspond to the various sections of the syllabus), and reflecting on your writing. It is my hope that this excursion, full of lazy, nostalgic afternoons and film nights where possible, will furnish some tools to understand, and respond to, the realities that we inherit and create for ourselves.

REQUIRED TEXTS

A course packet for this class is available at the Student Bookstore. The following texts are required apart from the course packet, and a copy of each will be placed on reserve at the library.

Kundera, Milan. *The Book of Laughter and Forgetting*. Harper, 1996 (any edition will do)

Marcuse, Herbert. *An Essay on Liberation*. Beacon Press, 1969 (any edition will do)
Minow, Martha. *Between Vengeance and Forgiveness*. Beacon Press, 1998

EXPECTATIONS & REQUIREMENTS

Participation and Attendance

a note on the readings: Much of what we will read and write on is probably like nothing you have read before, unless you have taken courses in philosophy. That should not make this course ominous or any more intimidating than it needs to be—it should free you up in so many ways to have fun, experiment, and develop new relationships and ways of relating. I strongly believe that how we approach a text or a film or an image for that matter reflects our ethics in our human relationships—and you don't have to think too hard how this relates to politics!! I would strongly encourage you to treat these writings independently, perhaps like meeting a new person. There is a delight in making something of these thinkers on our own. I do realise, however, that some form of guidelines will be helpful, and I will post them on ANGEL regularly for our readings of the major thinkers.

Needless to say, you are required to attend class having done the assigned reading for the day.

You may think of this class as a seminar—in order to fathom how important class discussions and participation will be. The point is not to have understood everything before coming to class—your treasure is the questions, difficulties and issues that arise from what is read, because they eventually determine what course the class will take. So, try to have as many of those as possible when you come to class.

Each of you will choose a day to deliver a 2-3 minute opening monologue.

There are 30 scheduled class days. Your grade will be adversely affected by tardiness and flaky attendance. More than 3 absences will lower your grade by one whole letter. With every additional absence, you will lose one letter grade. (That is, if you are getting an A- without factoring in the attendance, your grade will drop to B- if you have 4 absences, C-/D if you have 5). Absences beyond 3 will be condoned only if an official excuse is provided. It is my belief that your grade will suffer anyway if you are not present in class.

Written Work: The Memoir

There will be no exams. I have divided the syllabus into sections, roughly corresponding to each week that we will spend together. Your work in this course is to write a memoir. Each week, you will write a 3-page segment of the memoir, corresponding to the themes discussed during the week. The unique feature of these is that each week you will be required to revisit and rework an issue raised in any prior segment, with the help of some newly acquired tool. You are not required to work on the same theme every week, but you must choose aspects of earlier discussions to take up anew, in conjunction with newer reading and also something exciting going on in your life or around you. You may keep your memoir entirely

personal/autobiographical, or hone in on contemporary or historical issues of your interest, or decide on a combination of both. You cannot go wrong here!!

In terms of ideas and skills, this project is meant to test: (1) your understanding and treatment of issues being discussed; (2) your ability to make substantial connections between your readings and your experience; (3) your ability to be an independent thinker, to incorporate new knowledge, and to use new tools creatively and imaginatively; (4) your intellectual curiosity and responsibility in relation to other writers and conversants; (5) your appreciation of the personal nature of politics, and the political nature of our personal lives.

I am attaching a sample cover-sheet to be handed in with every segment. It will include a checklist of requirements—for you to assess the ground you have covered before you submit your piece, and for me to respond accordingly. This way, you and I will evaluate you jointly at every stage. Also, I will try to suggest some aspects of one segment that may be usefully addressed in a later segment. I will consider your segments a work-in-progress until you submit the complete version—so you must take my comments and suggestions seriously and try to respond to them.

It will be my responsibility to give you timely feedback on your memoir-segments and to respond to you as effectively as I can; it is yours to make sure I do that by giving me things to respond to! Your first assignment (due on Friday, 2 July) will be your starting point, and all your subsequent written work (due on dates mentioned on the reading schedule) should be placed together in a file folder or scrapbook. You will write a total of six 3-page segments, and append an introduction and conclusion to your complete memoir. The complete memoir should be 20-22 pages long, and you will hand it in on Friday, 13 August.

For each of your memoir-segments, I have included some broad themes in the reading schedule to orient you *only* as much or as little as you need. Ultimately, you are entirely free to choose the material that you will subject to your thematic discussions.

Presentations/Roundtables

You will break into groups of 4 or 5 on the first day of the class, and each group will carry out a roundtable discussion in the classroom on the days marked in the syllabus. At the roundtables, you will hash out important questions and issues related to a particular set of issues or text/s. I will work with you with themes for each of these roundtables. Members of the group will be the key presenters, and participation of all other students will be mandatory and graded. The presenters will summarise their written analysis in around 5 minutes, and then field questions. In many cases, the roundtables and memoir-segments may supplement each other to your liking and benefit.

Citizenship Responsibilities

1. Bringing your text to class, respecting it, and using it well.
2. Courteous participation. Do not be snide, if you can help it. Feel free to challenge anyone, including the instructor, and be able to explain your reasons or hunches. Waiting for someone to finish before speaking up.
3. Free expression of your thoughts, with an openness to be challenged. The classroom atmosphere in this class has always been very open and honest, and you should take advantage of that, but not forget your responsibility to be respectful to everyone.
4. We are coming to this class to understand the texts, their writers, and each other better—and if possible, grow through that experience. If you are offended by what someone says, try your best to point that out in a reasonable way—a little effort goes a long way. Understanding someone does not mean endorsing them—so don't feel that understanding a point of view different from yours makes you weaker. It doesn't.
5. You cannot get away with saying something and then defending it by waving the most flimsy of freedom-of-speech flags. You are free to hold an opinion, but a great deal of responsibility comes with it—you should be willing to be called out, and you should have reasons in support of your opinion. Don't insult these freedoms by equating them with laziness.
6. You should make it a point to meet with me *at least* twice in the semester to avoid any surprises regarding your appraisal—around the middle of the term and towards the end are good ideas.
7. Autobiographies are important. The classroom atmosphere is very personal. It is the intention of the course to have us engage political theory really personally and holistically, with all our senses, memories, and histories, if you may. (I want us to be able to understand our role as citizens in this light, and to bring in all aspects of our lives to thinking theoretically about politics. It isn't all bad, trust me). You will also be evaluated in a holistic way. I want us to appreciate the meaning of "the political" through various connections—to economics, society, relationships, personal lives—that do not immediately seem to have anything to do with politics.
8. Getting to know your fellow students. *Film nights* will be one way to build community around issues related to the course material. In the schedule below, I have inserted the weeks for our film nights. We will work together to see what days work best. You will get credit for these.

A sketch of your grade composition

Attendance [factored into overall grade]

Participation, Citizenship (incl. films), Roundtable 25%

Written work—*The Memoir* 75%

 Segments I-VI 60%

 Introduction, Conclusion, Final Version 15%

CLASS SCHEDULE

* All readings marked with an asterisk are in the course packet, available at the Student Book Store on E. College Avenue.

Most of the said films will be placed on reserve at the Music & Media Centre at the Arts & Humanities Library (West Pattee, 2nd Floor). The instructor reserves the right to modify the syllabus—you will be consulted for, and informed of, changes made.

A note on suggested themes for memoir segments: Please take the word “suggested” seriously, since by no means are you expected to or required to restrict yourself to any of the themes enumerated below. The topics you can write on are endless, and I encourage and reward original thought. You are *required* to address issues of your choice through the theoretical tools and benchmarks that the readings will provide you. I am here to help that process as much as I can.

Week One: Introduction

Wednesday, June 30	Breaking Ice,
Thursday, July 1	*Borges, Jorge Luis. “Funes, the Memorious”
Friday, July 2	Memory, Subjectivity, Identity; <i>Segment I Due</i>

Theme for Segment I: Personal Narrative/autobiography; remembering yourself, how you became who you are, how you are constructed, a genealogy of sorts (to be discussed in class)—numerous different ways to go about this...

Week Two: Political Theory and Story-telling

Monday, July 5	Day Off
Tuesday, July 6	Kundera, Milan. <i>The Book of Laughter and Forgetting</i>
Wednesday, July 7	Kundera. <i>The Book of Laughter and Forgetting</i> (contd.) <i>Fahrenheit 451</i> (Film)
Thursday, July 8	Kundera. <i>The Book of Laughter and Forgetting</i> (contd.)
Friday, July 9	Roundtable I: on Borges, Kundera, Bradbury; <i>Segment II Due</i>

Suggested Themes for Segment II: Write about any specific element of the film or the novel that strikes you as intriguing, and develop connections with some contemporary issue or any aspect of your personal narrative (Segment I). How does memory, such a personal thing, become political? What is the political nature of memory, as Kundera and Bradbury try to flesh out? How would you compare them? Do they clarify or mystify how you understand the role memory plays in politics? Does anything in your experience speak to it? Do societies and nations have memory like people do?
...

Week Three: The Past that Lives On

Monday, July 12	*Nietzsche, Friedrich. <i>On the Use and Abuse of History</i>
Tuesday, July 13	*Nietzsche. <i>On the Use and Abuse of History</i> (contd.)
Wednesday, July 14	*Nietzsche. <i>On the Genealogy of Morals</i> . Preface and Selections from 1 st Essay

Thursday, July 15	*Nietzsche. <i>On the Genealogy of Morals</i> . Selections from 2 nd Essay (TBA) <i>Eternal Sunshine of the Spotless Mind</i> (Film)
Friday, July 16	*Nietzsche. <i>On the Genealogy of Morals</i> . Selections from 3 rd Essay (TBA)

Week Four: Collective Memory—Battles with History

Monday, July 19	*Dienstag, Joshua Foa. "The Future of Pain" Roundtable II: On Nietzsche; <i>Segment III Due</i>
-----------------	--

Suggested Themes for Segment III: How does Nietzsche's discussion of origins, genealogy and of various types of history speak to your own genealogy, or to how you think you relate to the past? Is his typology useful? Perhaps you can allow Nietzsche's discussion of ideals to shed some light on an ideal you or a friend/foe hold dear, or use his claims about the sovereign individual to understand/assess/evaluate yourself as a sovereign individual. What does Nietzsche suggest about the personal and political uses of memory (including in law and government), and how does this speak to your earlier considerations (in Segment II) in dealing with Kundera and Bradbury? ...

Tuesday, July 20	*Dienstag. "The Politics of Memory." Minow. <i>Between Vengeance & Forgiveness</i> . Chapters 1 & 2
Wednesday, July 21	<i>Earth-1947</i> (Film) (Replace morning class with evening film session)
Thursday, July 22	Minow. <i>Between Vengeance & Forgiveness</i> . Chapter 6 <i>Unchained Memories : Readings from the Slave Narratives</i> (In-Class Film Excerpts)
Friday, July 23	Roundtable III : on Collective Memory

Week Five: The Time of Space, and the Space of Time

Monday, July 26	*Weiss, Srdjan Jovanovic. "Loss of Memory?—New Urban Condition of Belgrade" *Kingwell, Mark. Review of Walter Benjamin's <i>The Arcades Project</i> .
Tuesday, July 27	Roundtable IV: On the Memory of Landscapes <i>Segment IV Due</i>

Suggested Themes for Segment IV: You may address the question of war, violence, torture, etc., in relation to historical or current events; or think of how communities and nations memorialise victory or defeat. Alternatively, or together with reflections on collective memory of violence, you may think of the memory of spaces—think of the way your own landscape has changed, either through your mobility over the years, or the changes that your hometown or neighbourhood has undergone. What is retained and what is lost, and what is created anew? Why is this significant, or why is it not? ...

Wednesday, July 28	*Marx, Karl. "Estranged Labour"
Thursday, July 29	*Marx. <i>German Ideology</i> . Selections. (TBA) [146-175 tucker]
Friday, July 30	*Marx. <i>German Ideology</i> . (contd.)

Week Six: The Matter(s) of History

Monday, August 2	*Marx. <i>German Ideology</i> . (contd.) *Marx. <i>The Manifesto of the Communist Party</i> . Selections (TBA)
Tuesday, August 3	*Benjamin, Walter. "Eduard Fuchs, Collector and Historian"
Wednesday, August 4	*Benjamin. "Theses on the Philosophy of History"

Thursday, August 5	Roundtable V: on Marx and Memory <i>Segment V Due</i>
--------------------	--

Suggested Themes for Segment V: The relation between alienation and memory; what we do with our time in capitalism; Marx's understanding of history and of ideology; historical materialists in Marx and in Benjamin (comparison & contrast)...

Friday, August 6	Herbert Marcuse. <i>An Essay on Liberation</i> . Introduction <i>Herbert's Hippopotamus (In-Class Film)</i>
------------------	--

Week Seven: The Recovery of Memory

Monday, August 9	Marcuse. <i>An Essay on Liberation</i> . Selections from Parts I & II (TBA)
Tuesday, August 10	Marcuse. <i>An Essay on Liberation</i> . Selections from Parts III & IV (TBA)
Wednesday, Aug. 11	Roundtable VI
Thursday, August 12	Study Day
Friday, August 13	<i>Segment VI Due</i> ; Completed Memoirs (Segments I-VI, introduction and conclusion) due in 224 Pond Lab., by 5 pm.

Suggested Themes for Segment VI: The relation of memory to sensibility...What is your "sensibility"? What memory figures in the "new sensibility"? How does Marcuse "remember" Marx, Nietzsche and Benjamin? How is a different form of society possible if all our capacities are moulded in one form? ...

[You are required to attach an introduction and concluding remarks (1-2 page each) to the complete memoir before handing it in.]

PLSC 017W Introduction to Political Theory (Spring 2004)

POLITICS AND THE PASSIONS

Tuesdays & Thursdays, 9:45—11:00 am; 102 Wagner

Welcome to political theory! The thematic focus of this course is the status and role of passion in politics. We will examine our inherited relationship to passions, emotions and sentiment by sampling some key philosophers of the modern and contemporary eras. We will ask questions like: Why is the body important in the study of politics? Why are thinkers constantly making claims about human nature, and in what ways do they make these claims? How do various thinkers understand our embodied lives and experience, and how does that contribute to their understanding of politics? What are some common assumptions about various human faculties, abilities, passions and emotions? Above all, why are these questions important? What is at stake in how we imagine politics and through what connections we understand it?

Much has been written on passion and sentiment in the history of political thought, but the scope of this course is restricted to some select thinkers of the 17th century onward. These thinkers will help us trace the route taken by our current political, economic and cultural sensibilities in their approach to passions. In what way did the relationship of lived experience, passions and politics come to be articulated in enlightenment political theory? It is my hope that this brief excursion will give us an insight into understanding the roots of some aspects of our current discourse of politics and political struggle.

REQUIRED TEXTS

Course packet available at Student Bookstore.

Herbert Marcuse. *An Essay on Liberation*. Beacon Press, 1969.

EXPECTATIONS & REQUIREMENTS

Attendance and Participation

a note on the readings: Much of what we will read and write on is probably like nothing you have read before, unless you have taken courses in philosophy. That should not make this course ominous or any more intimidating than it needs to be—instead it should free you up in so many ways to have fun, experiment, and develop new relationships and ways of relating. I strongly believe that how we approach a text or a film or an image for that matter reflects our ethics in our human relationships—and you don't have to think too hard how this relates to politics!! I would strongly encourage you to treat these writings independently, just as if you were reading a novel or a poem—or perhaps meeting a new person. There is a delight in making something of these thinkers on our own. I do realise, however, that some form of guidelines/discussion questions will be helpful, and I will post them on ANGEL regularly for our readings of the major thinkers beginning with Hobbes.

Needless to say, you are required to attend class having done the assigned reading for the day.

It may come in handy to think of this class as a seminar—in order to fathom how important class discussions and participation will be. Class discussions will be an opportunity for you to engage the readings. The point is not to have understood everything before coming to class—we will be honest about the questions, difficulties, issues, (in short, restlessnesses) that arise from what is read, and will try to wrestle with them together. Considering the course as an exploration and an adventure will allow you to appreciate the richness, breadth, depth and “fun” of political theory—there is an entire world of tangents and connections waiting! A look at the grading scheme will also indicate the importance of active class participation.

There are 30 scheduled class days. The usual expectations about medical excuses, etc., apply here.

Attendance is evaluated as follows: 1-2 absences / A; 3-5 B; 6-7 / C; 8-9 / D; >9 / F

(I do not like surprise quizzes—but you will help me, by reading regularly and participating in class, to keep this feeling intact.)

Tests and Written Assignments

There will be four take-home tests, corresponding to the end of each module. Questions will typically be handed out on a Thursday, due back on the following Tuesday unless otherwise noted. The final test must be handed in by Monday, 3 May 2004 latest by 5 pm.

In each case, you will answer one question from among a set of structured and semi-structured questions that will require a combination of exegesis and imagination. The expected length of the first three tests will be 3-4 pages each. The final test will be expected to be 7-8 pages long. Please remember: This course has a zero tolerance policy for plagiarism. Ignorance will not be a good excuse.

You will have the opportunity to rewrite any one of the first three tests, if you so choose (in order to improve your grade). Rewrites should be handed in with the final tests.

Your Rousseau assignment will be of a slightly different nature. Concurrent with our study of Rousseau, there will be a Rousseau conference at Penn State titled *Art, Nature, Will: Engaging Jean-Jacques Rousseau*. You will be invited to all aspects of the conference, including any receptions and performances. This is what you have to do: choose one panel that sounds interesting to you once you are given the schedule, and attend it. You will submit a journal that connects any aspect of what you read with what you hear at the panel.

Presentations/Roundtables

You will have the final word at the close of each section of the syllabus, in the form of FIVE roundtables where you will hash out important questions and issues related to the particular philosopher and text/s, making connections across readings and writers. I will suggest possible themes for each of these roundtables. Some of the themes in the past have included (1) the role of fear in our lives; (2) the language of interests, the relation between economics and politics, and the subsequent valuation of passion; (3) the place of emotion and passion in democracy; (4) commodification of passions and desire, etc. Each of you must sign up for presenting at one of the five roundtables. Those who sign up will be the key presenters, and participation of all other students will also be mandatory and will be graded. The presenters should summarise the written analysis in around 5 minutes, and then field questions. In many cases, the roundtables and tests can be used to supplement each other to your liking and benefit.

Citizenship Responsibilities

1. Bringing your text to class, respecting it, and using it well.
2. Courteous participation. Do not be snide, if you can help it. Feel free to challenge anyone, including the instructor, and be able to explain your reasons or hunches. Waiting for someone to finish before speaking up.
3. Free expression of your thoughts, with an openness to be challenged. The classroom atmosphere in this class has always been very open and honest, and you should take advantage of that, but not forget your responsibility to be respectful to everyone.
4. We are coming to this class to understand the texts, their writers, and each other better—and if possible, grow through that experience. If you are offended by what someone says, try your best to point that out in a reasonable way—a little effort goes a long way. Understanding someone does not mean endorsing them—so don't feel that understanding a point of view different from yours makes you weaker. It doesn't.
5. You cannot get away with saying something and then defending it by waving the most flimsy of freedom of speech flags. You are free to hold an opinion, but a great deal of responsibility comes with it—you should be willing to be called out, and you should have reasons in support of your opinion. Don't insult these freedoms by equating them with laziness.

6. I will prepare mid-term evaluations. You should make it a point to meet with me at least twice in the semester to avoid any surprises regarding your appraisal—around the middle of the term and towards the end are good ideas.
7. The classroom atmosphere is very personal—it is the intention of the course to have us engage political theory really personally and holistically, with all our senses, if you may. Thus, you will be judged in a holistic way as well. I want us to appreciate the meaning of the political through various connections—to economics, society, relationships, personal lives—that do not immediately seem to have anything to do with politics. It would be good to be open to your fellow students, and get to know them.
8. Film nights will be one way to build community around issues related to the course material. In the schedule below, I have inserted the weeks for our film nights. While the film night will be mandatory, the other two are optional—each is timed so as to give you another taste of theory and time for socialising around it after the film. We will work together to see what days work best. You will get citizenship credit.

A sketch of your grade composition

Attendance, Participation, Citizenship	20%
Roundtables	8%
Written work	
take-home tests +Rousseau journal	50%
final take-home test	22%

CLASS SCHEDULE

Week One	Introduction
Tuesday, January 13	Breaking Ice
Thursday, January 15	Thomas Hobbes. Leviathan. "The Introduction;" Part I "Of Man" Chapters I, IV, V
Week Two	The Body Politic, take one: Thomas Hobbes and the Force of Fear
Tuesday, January 20	Hobbes. Leviathan. Part I: VI, VII, VIII (until p. 24—refer to landscape pagination)
Thursday, January 22	Hobbes. Leviathan. Part I: XI, XII (selection)
Week Three	Hobbes (contd.)
Tuesday, January 27	Hobbes. Leviathan. Part I: XIII, XIV, XV, XVI
Thursday, January 29	Hobbes. Leviathan. Part II "Of Commonwealth," Chapters XVII, XVIII. First take-home test handed out.
Week Four	Hobbes to Rousseau
Tuesday, February 3	First take-home exam due. Roundtable discussion on The Politics of Fear: Hobbes today
Thursday, February 5	Jean-Jacques Rousseau. Discourse on the Arts and Sciences.
Week Five	The Body Politic—take two: Rousseau and Freedom
Tuesday, February 10	Rousseau. Discourse on the Arts and Sciences. (contd.)
Thursday, February 12	Rousseau. Discourse on the Origin of Inequality (Preface & Part I)
Week Six	Rousseau (contd.) [week of PSU Rousseau conference]
Tuesday, February 17	Rousseau. Discourse on the Origin of Inequality (Part I) contd. Rousseau. Essay on the Origin of Languages (selections)
Thursday, February 19	Rousseau. Discourse on the Origin of Inequality (Part II)
Week Seven	Rousseau (contd.) [film night: 28 Days Later]
Tuesday, February 24	Rousseau. Discourse on the Origin of Inequality
Thursday, February 26	Roundtable on Rousseau. Rousseau Conference Journal due
Week Eight	Our Bodies that Make and Unmake, and are Made and Unmade
Tuesday, March 2	Karl Marx. On the Jewish Question

Thursday, March 4	Karl Marx. On the Jewish Question
March 9 and March 11	SPRING BREAK
Week Nine	Of Bodies that Make and Unmake, and are Made and Unmade
Tuesday, March 16	Marx. The Economic and Philosophic Manuscripts of 1844: "Estranged Labour," and "The Power of Money in Bourgeois Society"
Thursday, March 18	Marx. "The Fetishism of Commodities"
Week Ten	Marx (contd.) [film night: American Movie]
Tuesday, March 23	Marx & Engels. The Manifesto of the Communist Party; Sections I, II, IV
Thursday, March 25	Roundtable on Marx. Second take-home test handed out.
Week Eleven	Passions and Morality
Tuesday, March 30	Second take-home test due. Friedrich Nietzsche. On the Genealogy of Morals (Preface)
Thursday, April 1	Nietzsche. On the Genealogy of Morals, Essay I
Week Twelve	Nietzsche (contd.)
Tuesday, April 6	Nietzsche. On the Genealogy of Morals, Essay II
Tuesday, April 8	Nietzsche. On the Genealogy of Morals, Essay II Third take-home test handed out.
Week Thirteen	Of Refusals, Big and Small
Tuesday, April 13	Roundtable on Nietzsche. Third test due.
Thursday, April 15	Herbert Marcuse. An Essay on Liberation. Introduction. In-class film: <i>Herbert's Hippopotamus</i>
Week Fourteen	Marcuse (contd.) [week of "required" film night—The Tin Drum]
Tuesday, April 20	Marcuse. An Essay on Liberation. Parts I and II (selections TBA)
Thursday, April 22	Marcuse. An Essay on Liberation. Parts III and IV (selections TBA)
Week Fifteen	Of danger, promise and hope...
Tuesday, April 27	Marcuse (contd.) Final take-home test handed out.
Thursday, April 29	Roundtable.

PLSC 017W Introduction to Political Theory (Autumn 2003)

POLITICS AND THE PASSIONS

Tuesdays & Thursdays, 8:00-9:15 am; 067 Willard

course description

The thematic focus of this course is the status and role of passion in politics. We will examine the relationship between politics and the human body—its passions, emotions and sentiments—by sampling some key philosophers of the modern and contemporary eras. Our central task will be to map the domain of this inheritance by asking questions like: How do various political philosophies understand and accommodate human passions? How do economic, political, social and linguistic structures coordinate their approaches to the passions, and to the body? How is the treatment of the passions emblematic of how politics relates to the body, and hence of our understanding of the meaning, extent and domain of “the political”?

Two basic riddles will animate our struggles this semester: the relation between passion (or emotion) and reason, and that between passion and action. Far too much has been written on passion and sentiment in the history of political thought, but the scope of this course is restricted to some select thinkers of the 17th century onward. In a rudimentary way, these thinkers will help us trace the route taken by our current political, economic and cultural sensibilities in their approach to passions. In what way did the relationship of passions to politics come to be articulated in enlightenment political theory? What can we make of our current discourse of politics and political struggle that privileges the “rational” calculation of utility, preferences and interests? What is the connection between capitalism, democracy and passion? What, then, is the power of the passions, and how can this help us think about the inextricability of danger, promise and hope?

readings (required and recommended)

Thiele, Leslie Paul. *Thinking Politics* (selections)

Hobbes, Thomas. *Leviathan* (selections)

Rousseau, Jean-Jacques. *Discourse on the Arts and Sciences*

Rousseau, Jean-Jacques. *Discourse on the Origins of Inequality*

Rousseau, Jean-Jacques. *Essay on the Origin of Languages* (selections)

Hirschman, Albert. *The Passions and the Interests* (selections)

Marx, Karl. "On the Jewish Question"

Marx, Karl. "Estranged Labour," "On the Power of Money in Bourgeois Society," "Private Property and Communism"

Marx, Karl. *The Manifesto of the Communist Party*

Nietzsche, Friedrich. *On the Genealogy of Morals*. (Essays I & II)

Marcus, George. *The Sentimental Citizen*. (selections)

Marcuse, Herbert. *An Essay on Liberation*

films

1947-*Earth, This is What Democracy Looks Like*, Herbert's *Hippopotamus*

PLSC 017W Introduction to Political Theory (Spring 2003)

POLITICS AND THE PASSIONS

Tuesdays & Thursdays, 9:45-11:00 am; 220 Thomas

readings (required and recommended)

Welton, Donn. "Introduction: Foundations of a Theory of the Body" in *The Body*.

Elshtain, Jean. "Bodies and Politics" in *Politics and the Human Body: Assault on Dignity*.

Hobbes, Thomas. *Leviathan*. (selections)

Locke, John. *Essay Concerning Human Understanding*. (selections from Bk II)

Locke. *Second Treatise of Government*. (selections)

Bentham, Jeremy. *The Principles of Morals and Legislation*. (selections)

Foucault, Michel. "The Great Confinement" and "The Birth of the Asylum" from *Madness and Civilisation*.

Rousseau, Jean-Jacques. *Discourse on the Arts and Sciences*

Rousseau, Jean-Jacques. *Essay on the Origin of Languages* (selections)

Rousseau, Jean-Jacques. *Discourse on the Origin of Inequality*

Hirschman, Albert. *The Passions and the Interests*. (selections)

Marx, Karl. *On the Jewish Question*

Marx, Karl. *The Economic and Philosophic Manuscripts of 1844: "Estranged Labour," "Private Property and Communism."*

"Power of Money in Bourgeois Society"; 1844-Notes, "Free Human Production"

Marx & Engels. *The Manifesto of the Communist Party*; Sections I, II, IV

Nietzsche, Friedrich. *On the Genealogy of Morals* (Preface and Essay I)

Nietzsche, Friedrich. *Twilight of the Idols* (selections)

Marcuse, Herbert. *An Essay on Liberation*.

Marcus, George. *The Sentimental Citizen*. (selections)

films

1947-*Earth, This is What Democracy Looks Like*

(In conjunction with Political Theory Film Series: *Willy Wonka & the Chocolate Factory*, *The Celebration*, *The Wild Child*, *Naked*, *Fight Club*, *Rashoman*, *Night of the Living Dead*)

PLSC 017W Introduction to Political Theory (Autumn 2002)

THE POLITICAL IMAGINATION—vision, hope & political theory

Tuesdays & Thursdays, 8:00-9:15 am; 269 Willard

This introductory course is woven around the theme of imagination and vision in politics. What are the processes that shape political thought and action, or allow that to even be a possibility? How do our varied exposures to various forms of art in our lives impact that process, and the meaning of politics, political thinking and action? How do the various ways of imagining, the products of our imagination and our embodied creative abilities relate to each other? The thinkers we read in the course may suggest some answers to these questions.

The readings planned for the semester do not even claim to be adequately representative of the enormous treasure of political thinking we inherit. We will mainly read selections from Plato, Jean-Jacques Rousseau, Karl Marx and Friedrich Nietzsche—and I will leave it to our combined efforts over the semester to figure out whether (and how or how not) these thinkers make sense together. A few other readings will help frame our conversations on these thinkers around our central themes. I expect that working with our theme will evoke a certain vocabulary—some of the words we can anticipate encountering with some frequency include: imagination, vision, idea, ideal, dream, illusion, reality, history, art, representation, the body, sentiment, affect, memory, experience, knowledge, dissent, hope, utopia, transformation, critique, theory, philosophy, escapism, nostalgia...etc. What we bring to the class regarding our relation to these words (and many more of the countless connections we can make!) is more than important—it is essential and critical to the very spirit of the course. It is my hope that by December, we are able to develop an understanding of the central ideas of the thinkers we will read, and to formulate our thoughts on some key questions about the role of the human imagination in politics and the envisioning, representing and transforming of reality.

REQUIRED TEXTS

Plato. *The Republic*. (trans.) Benjamin Jowett. Vintage Books, 1991

Plato. *Phaedo*. (trans.) Eva Brann et al. Focus, 1998 (recommended)

Rousseau, Jean-Jacques. *The Basic Political Writings*. Hackett, 1987 or *The First & the Second Discourses Together With the Replies to Critics and the Essay on the Origin of Languages*. Harper-Collins, 1986

_____ *Reveries of the Solitary Walker*. Hackett, 1992

Marx, Karl. *Selected Writings*. ed. Lawrence Simon. Hackett, 1984

Nietzsche, Friedrich. *Basic Writings of Nietzsche*. Modern Library, 2000.

_____ *Untimely Meditations*. Cambridge, 1997

Please refer to the class schedule for all other readings. Each of those will be available to you via e-reserve or regular reserve. The reserves can be accessed via the internet, through the library website—you can search under course name or instructor name.

EXPECTATIONS & REQUIREMENTS

Attendance and Participation

Students are required to attend class having done the assigned reading for the day. Class discussions will be an opportunity for you to engage the readings. The point is not to have understood everything before coming to class—we will be honest about the questions, difficulties, issues, (in short, restlessnesses) that arise from what is read, and will try to wrestle with them together. Considering the course as an exploration and an adventure will allow you to appreciate the richness, breadth, depth and “fun” of political theory—there is an entire world of tangents and connections waiting! In short, once you take a look at the grading scheme, you will realise how essential class participation is (class participation here, along with your attendance for the course comprises 20% of your entire grade). It’s a bummer that we have to meet at 8 in the morning—but we must all live with that. I will try to come up with ways of ensuring that—after all, a course on imagination should be worth its name.

There are 30 scheduled class days.

Attendance is evaluated as follows: 1-3 absences / A; 4-6 / B; 7-9 / C; 9-11 / D; >11 / F

Journals/Critical Responses, and Surprise Quizzes

The suffix in the course title indicates that this is a writing-intensive course. So you must be prepared for a fair deal of writing. You are *required* to submit at least five (but as many as might be needed to satisfy or help you) journals responding to a set of thoughts, ideas or issues raised by the readings, or articulating issues you may want to raise with the thinkers. These journals must be no more than 3 pages long (double-spaced, 11-point font, standard margins). Do not fret if you have not done this before—it is easy, fun, and in my experience a good way of learning to relate to political theory.

You should be careful to space these journals out along the semester: for instance, you must hand in no less than 2 before Fall Break, and no less than 3 after it. It is your responsibility to check in with me regarding these quotas as the semester progresses! I will be happy to read as many journals you may want to write—and will select your five best grades which (along with any surprise quizzes that may become necessary) will count for 45% of your course grade.

I do not like surprise quizzes—but you will help me, by reading regularly and participating in class, to keep this feeling intact.

Final Paper

You will write one term paper, on a topic discussed with and approved by me.

Topics *must* be proposed and approved by Fall Break—Thursday, October 17, 2002. By this time you should have an inkling of what intrigues you most in what we would have read until then...and I will be here to work with you to anticipate how the rest of the semester’s readings may play into your final paper. I will be more than happy to generate paper topics with you—trust me, it is fun!

A draft of the paper should be handed in by Tuesday, December 3, 2002. I will return all drafts latest by Friday, December 6, 2002.

Final papers must be handed in by Friday, December 13, 2002, latest by 5:00 pm. They should be left in my mailbox in 112 Burrowes, or on my desk in N58 Burrowes.

At the end of the day, this is what your grade will be made up of...

Attendance and Participation	20%
Journals/Critical Responses & Quizzes	45%
Term Paper and related things (proposal, drafts etc.)	35%

CLASS SCHEDULE (Asterisks indicate readings on electronic and/or regular reserve).

Week One	Breaking Ice...
Tuesday, August 27	Introductions
Thursday, August 29	NO CLASS—not a soul to be found in the halls of poli. scis...
Week Two	Imagination and Vision in Political Thinking
Tuesday, September 3	*Aristotle. <i>Metaphysics</i> . Book One, Part I *Thiele, Leslie Paul. <i>Thinking Politics</i> . Chapter One: "Theory and Vision" *Wolin, Sheldon. <i>Politics and Vision</i> . Chapter One: "Political Philosophy and Philosophy." *Mumford, Lewis. <i>The Story of Utopias</i> . Chapter One
Thursday, September 5	*Levin, David. <i>The Philosopher's Gaze</i> . Introduction: "The Discursive Construction of the Philosophical Gaze." *Jay, Martin. <i>Downcast Eyes</i> . Introduction.
Week Three	Visiting Plato
Tuesday, September 10	Plato. <i>The Republic</i> . Books I and II (3-81)
Thursday, September 12	Plato. <i>The Republic</i> . Books III and IV (Selections TBA)
Week Four	More Plato
Tuesday, September 17	Plato. <i>The Republic</i> . Books V, VI, VII (entire V [166-213/449-480], selections from VI and VII)
Thursday, September 19	Plato. <i>The Republic</i> . Book X
Week Five	From Plato to other worlds.
Tuesday, September 24	The "Other" Plato, just for fun! Plato. <i>Phaedo</i> . (selections TBA)
Thursday, September 26	Here's looking at you, Liberalism! *Wolin. <i>Politics and Vision</i> . Chapter Nine. "Liberalism and the Decline of Political Philosophy."
Week Six	Setting the stage for Jean-Jacques Rousseau...
Tuesday, October 1	Anticipating Rousseau Rousseau. <i>Discourse on the Origins of Inequality in Men</i> . Letter to Geneva, Preface and Part One.
Thursday, October 3	Rousseau. <i>Discourse on the Origins of Inequality in Men</i> . Part Two
Week Seven	Imagination, Passion and Dreams in Rousseau
Tuesday, October 8	Rousseau. <i>On the Origin of Languages</i> . Chapters 1-3, 9-13, 15-16, 19-20. Rousseau. <i>Profession of Faith of a Savoyard Vicar</i> . Paragraphs 1-118
Thursday, October 10	Rousseau. <i>Reveries of the Solitary Walker</i> . (selections TBA)
Week Eight	Foreshadowing Marx

Tuesday, October 15	NO CLASS (Fall Break)
Thursday, October 17	From Rousseau to Marx...
Week Nine	Putting the Karl Marx glasses on...they are neither heart-shaped nor rose-tinted. (all page numbers refer to the Hackett Edition of Marx's <i>Selected Writings</i>)
Tuesday, October 22	Marx. <i>On the Jewish Question</i> (pp. 1-26)
Thursday, October 24	Selections from the <i>Economic and Philosophical Manuscripts of 1844</i> —"Preface," "Alienated Labour," "Private Property and Communism." (pp. 54-78) "Theses on Feuerbach" (pp. 98-101)
Week Ten	Marx & Engels (contd.)
Tuesday, October 29	Marx & Engels. <i>Manifesto of the Communist Party</i> . (pp. 157-186)
Thursday, October 31	Excerpts from Marx's <i>The Eighteenth Brumaire of Louis Bonaparte</i> . (pp. 187-208)
Week Eleven	Adventures with Capitalism through the Looking Glass?
Tuesday, November 5	Marx & Engels. Selections from <i>The German Ideology</i> , Part One (pp. 102-156)
Thursday, November 7	Marx. <i>Capital</i> . (pp. 216-243)
Week Twelve	Shadows, Fog, and Friedrich Nietzsche's Corrective Lenses.
Tuesday, November 12	Nietzsche. "On the Use and Abuse of History" in <i>Untimely Meditations</i>
Thursday, November 14	Nietzsche. "Schopenhauer as Educator" in <i>Untimely Meditations</i> . (Parts I, II, III)
Week Thirteen	Nietzsche (contd.)
Tuesday, November 19	Nietzsche. "Schopenhauer as Educator." Parts IV-VIII
Thursday, November 21	Nietzsche. <i>The Genealogy of Morals</i> .
Week Fourteen	Concluding Thoughts on Marx & Nietzsche.
Tuesday, November 26	Nietzsche. <i>The Genealogy of Morals</i> .
Thursday, November 28	NO CLASS (Thanksgiving Break)
Week Fifteen	Literature, Music, Film, and the unsuspected visionaries all around us...
Tuesday, December 3 & Thursday, December 5	Read and watch Ingmar Bergman's <i>Persona</i>
Week Sixteen	Contemporary Vision
Tuesday, December 10	Postmodernism and Vision (could vary) *Flynn, Thomas. "Foucault and the Eclipse of Vision," in Levin, <i>Modernity and the Hegemony of Vision</i> . *Thiele. <i>Thinking Politics</i> . Chapter Seven. "Ideology and Irony." *Jay, Martin. "For Theory," in <i>Cultural Semantics</i> . *Kateb, George. <i>Utopia and its Enemies</i> . Chapter Two.
Thursday, December 12	Concluding Discussion and Review.

PLSC 003 INTRODUCTION TO COMPARATIVE POLITICS

Summer 2003/Session II (30 June—8 August 2003); Weekdays 11:10 am—12:25 pm; 108 Chambers

This course is designed as an introductory survey of the field of comparative politics. We will review some of the major concepts, themes, issues and approaches that populate the field. We will also try to situate comparative politics within the larger discipline of political science, and each in turn within the expansive world of the study of politics.

We will attend to the importance of questions in politics: What answers do questions give even before they are actually answered? What is at stake? Why and how are questions asked, and who asks what questions? This will involve a sustained look at the practices of comparing and theorising (their importance, mechanics and problems). Thus will we acquaint ourselves with the major concepts of comparative politics, and with the comparativist's toolbox that includes the various methods and approaches available to study various problems. Finally, we will consider a few important issues in comparative politics nowadays—development & underdevelopment, violence & terrorism, globalisation etc., and anything else that you may wish to talk about. This is to ensure that you leave nothing at the door, and that you bring to the classroom whatever you are thinking and feeling about the world we live in and our role as its citizens.

REQUIRED TEXTS

There are two textbooks assigned for the course.

Brown, Bernard (ed.) *Comparative Politics: Notes & Readings* (9th ed.) Wadsworth Publishing, 1999

Lim, Timothy. *Thinking Comparatively*. (unpublished manuscript, 2003)

Thinking Comparatively is only available in the form of a course pack, and it can be purchased at the Student Bookstore. The writer, Professor Timothy Lim (Assistant Professor, California State University-Los Angeles) has been generous enough to permit us to use his book.

Articles identified in the reading schedule with an asterisk are available through electronic course reserve. The reserves can be accessed via the internet, through the library website—you can search under course name or instructor name. The films that will be screened over the course of the semester will also be considered part of the course material.

EXPECTATIONS & REQUIREMENTS

Attendance and Participation

Students are required to attend class regularly having done the assigned reading for the day. Class discussions will be an opportunity for you to engage the readings. The point is not to have understood everything before coming to class—we will be honest about the questions, difficulties, issues, (in short, restlessnesses) that arise from what is read, and will try to wrestle with them together. Considering the course as an exploration and an adventure will allow you to appreciate the richness, breadth, depth and “fun” of studying politics—there is an entire

world of tangents and connections waiting! In any case, once you take a look at the grading scheme, you will realise how essential class participation is (class participation here, along with your attendance for the course comprises 15% of your entire grade). I know meeting everyday will get old really quickly, but we must all live with that—any suggestions to make it smoother and more lively, short of regularly cancelling class, will be welcomed. Good imagination will be rewarded (consider that a rule!). On that note, please remember that tardiness will *not* help you.

There are 28 scheduled class days. The usual expectations about medical excuses etc. apply here.

Attendance is evaluated as follows: 1-2 absences / A; 3-5 / B; 6-7 / C; 8-9 / D; >9 / F

Scribe/Gadfly

For 10% of the grade, each of you will have to perform two roles:

- (1) Be the scribe for the notes and the discussion during the class period. (Please see handout for instructions.)
- (2) Be responsible for raising a set of questions or initiating the discussion for that day.

Quizzes

You must be prepared for regular quizzes, so they won't be a surprise when they happen. There will be quite a few quizzes (let's call the number "n"), and "n-2" quizzes will count towards your final grade. It is realistic to expect a quiz or two for every week of the term. Sorry! But summer leaves few options in terms of activities to be included in your grade that do not require great time commitment and coordination on your part (such as extensive group projects...).

Exams

There will be two exams: a mid-term (Friday, 18 July) and a final (Friday, 8 August). Each exam will have a short-answer/multiple choice section and an essay section. The dates for the exams are given in the reading schedule. We will have time for review prior to each exam, and it will be possible to organise additional review sessions if enough people want them.

PSU policy on plagiarism will be strictly adhered to in all cases at all times. Please refer to the statement attached at the end of the syllabus. Ignorance will not be an excuse.

A note on readings, lectures, class discussions:

Our foremost commitment is to the course material. While I understand that it may be convenient to skip readings for lecture classes, and to rely solely on the lectures to get by in exams, I don't think that will work well for you here. The exams will in no way be restricted to the class discussion nor simply to what you read in the textbooks—you will have to prove a consistent and holistic engagement with, and command of, the material. It should be stressed that a steady improvement over the term will be rewarded. So you will have to be responsible for class lectures, discussions, the texts, the films, as well as any of our additional adventures, in order to be in good shape for the exams. The regular quizzes and an open seminar-like format (for the most part) will ensure that you are in constant touch with the readings. Keeping abreast with current events will be extremely important. It is your responsibility to raise questions from the reading

material that may not have necessarily been explicitly dealt with in my overview at the beginning of the class—and I will be open to any plausible redirection of the class in relation to any day's proceedings. If something from the readings or lectures confuses you, irritates you, provokes you, or enlightens you, please raise it as an item for discussion. Trust me, I will do the same.

At the end of the day, this is what your grade will be made up of...

Attendance and Participation	15%
Quizzes	15%
Scribe/Gadfly	10%
Mid-term Exam	25%
Final Exam	35%

And, of course, you will be privy to any changes made to any of the above.

SCHEDULE OF READINGS AND FILMS

	WEEK ONE <i>Politics, Comparison and Comparative Politics</i>
Monday, June 30	Introductions and Icebreakers
Tuesday, July 1	Lim, Chapter One: "What is Comparative Politics," p. 1-12
Wednesday, July 2	Lim, Chapter One, p. 13-19; Brown, "Introduction: On Comparing Nations," p. 1-18
Thursday, July 3	Brown, #1: "Comparative Analysis: The Search for Focus," p. 20-28; Lim, Chapter Two: "Comparing to Learn, Learning to Compare," p. 22-48
Friday, July 4 NO CLASS
	WEEK TWO <i>Contentious Concepts in Comparative Politics</i>
Monday, July 7 <i>THEORY IN POLITICS</i>	Lim, Chapter Three: Thinking Theoretically, p. 50-66 Brown, Introduction to Part One, "Political Change," p. 43-49
Tuesday, July 8 <i>NATION, STATE, ETHNICITY, LEGITIMACY</i>	Brown, Chapter Four, #14, #15, p. 141-150
Wednesday, July 9 <i>DEMOCRACY & ITS "OTHERS"</i>	Brown, Introduction to Part Two, p. 135-140; Brown, Chapter Five, #19, p. 175-181 *Karl and Schmitter, "What Democracy Is...and Is Not," <i>Journal of Democracy</i> 2 (3) p. 75-88 [available on LIAS course e-reserve]
Thursday, July 10 <i>DEMOCRACY & ITS "OTHERS"</i>	Brown, Chapter Six, #22 p. 197-200
Friday, July 11 <i>DEMOCRACY & ITS "OTHERS"</i>	*O'Donnell. "The State, Democratisation, and Some Conceptual Problems," in Smith, Acuna & Gamarra (eds). <i>Latin American Political Economy in the Age of Neoliberal Reform</i> , p. 157-169 and concluding section
	WEEK THREE <i>Actors and Action in Politics</i>

Monday, July 14 <i>CIVIL SOCIETY</i>	Brown, Introduction to Part Three, p. 247-254; Brown, Chapter Eight, #28, p. 256-264
Tuesday, July 15 <i>POLITICAL PARTIES</i>	Brown, Chapter Nine, #32, p. 291-303
Wednesday, July 16 <i>POLITICAL PARTIES</i>	Brown, Chapter Nine, #33 & # 34, p. 304-321
Thursday, July 17	Review for Mid-term
Friday, July 18 <i>MID-TERM EXAM</i>
	WEEK FOUR <i>Political Performance & Political Change</i>
Monday, July 21 <i>NO CLASS</i>
Tuesday, July 22 <i>INSTITUTIONS</i>	Brown, Introduction to Part Four, p. 323-330; Brown, Chapter Ten, #35, p. 332-340
Wednesday, July 23 <i>PRESIDENTIALISM VS. PARLIAMENTARISM</i>	Brown, Chapter Nine, #36, p. 342-355
Thursday, July 24 <i>MOVEMENTS, PROTEST & REVOLUTION</i>	{To be decided} Brown, Chapter Three, #10, p. 98-110 <i>or</i> #13, p. 123-134 AND/OR *McAdam, McCarthy & Zald. "Introduction: Opportunities, Mobilising Structures, and Framing Processes: Toward a Synthetic Comparative Perspective on Social Movements." p. 1-17 (available on LIAS e-reserve)
Friday, July 25	Film/Presentation/Discussion <i>A Narmada Diary</i>
	WEEK FIVE <i>History, Politics and Economics</i>
Monday, July 28 <i>HISTORY & POLITICAL CHANGE</i>	Brown, Chapter Two, #6, #7 & #9, p. 56-65 & p. 91-96
Tuesday, July 29 & Weds., July 30 <i>THE POLITICS OF ECONOMICS I</i>	Lim, Chapter Four: "Why are Poor Countries Poor?" p. 69-94
Thursday, July 31 <i>THE POLITICS OF ECONOMICS II</i>	Lim, Chapter Five: "Why is East Asia Rich?" p. 97-120
Friday, August 1	Film/Presentations
	WEEK SIX <i>The Politics of Violence, or the Violence of Politics</i>
Monday, August 4 & Tuesday, Aug. 5 <i>VIOLENCE & POLITICS</i>	Lim, Chapter Six: "What Makes a Terrorist?" p. 123-148
Wednesday, Aug 6 <i>GLOBALISATION IN QUESTION</i>	Lim, Chapter Seven: "Globalisation and the Study of Comparative Politics," p. 150-174

Thursday, August 7	Film & Discussion Review for Final Exam
Friday, August 8 <i>FINAL EXAM</i>

