

Political Science 5W:  
Political Ideologies  
Winter 2021  
Online

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Instructor: E. Stefan Kehlenbach

Email: ekehl001@ucr.edu

Office Hours: 3:00pm Tuesdays, Online

Teaching Assistants: Joseph Bergee, Sean Long, Eric Mackey, Alexander Ross

Writing Teaching Assistant: Dylan Rohr

The instructor reserves the right to modify, add, or remove any course requirement as the individual needs of the semester require. Should such modification occur, the instructor will provide documentation of the change and a new version of the syllabus.

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**Course Description Found on Course Record:** An introductory study of the ideologies of the modern era. Explores selected thinkers and texts representative of liberalism, conservatism, socialism, fascism, nationalism, nonviolence, and feminism, as well as various non-Western ideologies.

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**Specific Details:** In this course we will examine the background conditions that lead to our understanding of ideology, power and politics in the modern world.

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## **Course Materials:**

All Course Materials are available on the class canvas page or for a free download on the UCR Library website. You do not have to purchase hard copies if you do not want to.

*The Prince*

**Author:** Niccolo Machiavelli; **ISBN:** 978-0872203174

*The Leviathan*

**Author:** Thomas Hobbes; **ISBN:**978-0872201774

*Two Treatise of Government*

**Author:** John Locke; **ISBN:** 978-0521357302

*The Concept of the Political*

**Author:** Carl Schmitt; **ISBN:** 978-0226738925

*The Human Condition*

**Author:** Hannah Arendt; **ISBN:** 978-0226586601

*The Wretched of the Earth*

**Author:** Frantz Fanon; **ISBN:** 978-0802141323

*The Foucault Reader*

**Author:** Michel Foucault, Paul Rabinow; **ISBN:** 978-0394713403

*Necropolitics*

**Author:** Achille Mbembe; **ISBN:** 9781478006510

## **Class Assignments:**

Assignment	Importance
Final Paper/Revision	40%
Midterm Paper/Revision	40%
Discussion Section	10%
Self-Evaluations	5%
Writing Workshops	5%

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## **Instruction Information:**

This is a fully online, ASYNCHRONOUS course. The lecture portions of this course will be delivered through the use of pre-recorded lectures. There is no synchronous element of the lecture portion of this class. You are not required to log into Zoom or any other form of technology at a given time. You are free to work through the material of the course on your own time. However, your TA has the discretion to run their discussion sections however they like. They will communicate the details of their discussion sections to you directly. In addition to this, we are piloting the new UCR Learning Management System (LMS), Canvas. This is a move away from the older, iLearn system. Over the next few years, UCR will be moving away from iLearn completely and towards this new system, Canvas. In this class, we are part of an early pilot system. You can access the course Canvas page from this link <https://elearnhome.ucr.edu/>

## **Writing Workshop Information:**

In addition to this main lecture course and your discussion section, you MUST also register for ENGL 007-004. The CRN for this workshop practicum is 44177. This is the course for the writing workshops. Your writing TA will communicate with you through this course, and will facilitate the online writing workshops here. This is mandatory, you must register for this class and participate in the writing workshops.

## **Assignments Information:**

*"It was woven into [the school] through a constantly repeated ritual of power. The examination enabled the teacher, while transmitting his knowledge, to transform his pupils into a whole field of knowledge."*

*"The examination that places individuals in a field of surveillance also situates them in a network of writing; it engages them in a whole mass of documents that capture and fix them."*

*"In fact, power produces; it produces reality; it produces domains of objects and rituals of truth. The individual and the knowledge that may be gained of him belong to this production"*

(Michel Foucault, Discipline and Punish)

- *Grades are not good incentive or effective feedback*
- *Grades are not good markers of learning*
- *Grades encourage competitiveness over collaboration*
- *Grades pit students and teachers against each other*
- *Grades are mechanisms of institutional control*
- *Grades aren't fair*

(Jesse Stommel)

This class uses a qualitative approach, not a quantitative approach, to grading. We will discuss these approaches extensively in class, both in reference to your own work and to the work that we are studying. I will be giving you qualitative feedback in the form of comments, suggestions, and questions about your work throughout the semester.

The primary goal of this class is to encourage the creation of a scholarly environment where you, as a student, are empowered to learn in a meaningful and impactful way. A secondary element of this is to ensure that you receive a grade in accordance with the administrative requirements of this school. These two elements do not need to be in opposition to each other, although they often are. In this class, I am aiming to create an open, non-hierarchical learning environment where you, the student, aim to learn based on your own intrinsic motivations—your desire to know more, your innate curiosity, rather than imposed extrinsic motivations—the pressure of grades, the demands of the instructor, the social pressures of academic success (Ryan and Deci 2000)

Strict, quantitative grades have been shown to diminish a student's interest in what they are learning, incentivize a path of least resistance (where a student takes the easiest path to an "A", rather than the most interesting) and reduce the quality of a student's thinking. (Kohn 2011) It also serves to incentivize cheating (Anderman and Murdock 2011). Even when specific education is critically important, as is the case in Med School, removing strict quantified grades and replacing them with pass/fail options increased learning (White and Fantone, 2010).

In this class we aim to avoid these issues by engaging in a long-term dialogue about your learning in this class. You will complete a number of self-reflections and self-evaluations so that we can turn the one-sided conversation about grades into a discussion about learning. At the conclusion of the class, you will be asked to complete a final self-evaluation where you will give yourself an overall grade and justify why you deserve this grade. If all goes well, this will be the grade you receive in this class. However, I, and your TA, reserve the right to continue this conversation, and ultimately assign you the grade that I think is appropriate. But I hope that we will be able to come to an agreeable conclusion.

Such an arrangement requires a form of mutual trust and respect. Much of education is predicated on a one-way network of trust, you the student must trust that I, the instructor has your best interest at heart. That I am not going to play favorites or bog you down with unnecessary or irrelevant information. You also must trust that I will be fair in distributing my grades and not use arbitrary measures to assess your work. However, I, as the instructor do not need to have the same trust in you. In fact, much of education is predicated on this trust not existing. Multi-million dollar corporations bank on the distrust sown between instructor and student, offering me innumerable ways of turning this distrust in to surveillance, exploited data, or other money-making technologic enterprises. All of this is interwoven in a hierarchical web of discipline, punishment, categorization and power famously described by Michel Foucault. Moving towards a new way of teaching that eschews these traditional elements, a new critical pedagogy, requires the rebuilding of this mutual trust.

By empowering you to take control of your own learning, by attempting to remove the hierarchical power structures that dominate the traditional classroom, and by including you in the process of your own assessment, I hope to work towards a classroom environment that is built on trust rather than suspicion. But this also requires you to trust that I am doing the best that I can, and to come to me if you are feeling anxious about this development, or if you have any questions about anything in this course.

### **Major Papers and Revisions**

The main assignments in this class are two substantive papers. This course is a "W" course. This means that in addition to credit in the political science department, this class also fulfills an element of the University writing requirement. As part of this writing requirement, you are required to complete a set amount of writing (5000 words) in this course. We will be breaking this up into 2 main papers. A midterm paper and a final paper, each with a word minimum of 2500 words. Each of these papers will also require one formal revision. Your TA will return your initial paper back to you with comments, but no grade. You will then revise your paper, and write a memo describing the changes that you made to your paper. This second draft will then be formally graded.

### **Discussion Section**

Your TA will determine the content of the discussion section and provide a syllabus.

### **Writing Workshops**

In order to fulfill the university writing requirements, there will be a number of writing workshops held by the University Writing Program. You must attend these workshops, in accordance with the requirements laid out by the writing TA.

### **Self-Reflections**

You will complete quarterly self-reflection, reflecting on the work you did, the things that you learned and your plan for moving forward. I will provide a template for these reflections on Canvas. You will submit them on Canvas for my, and your TA's records, but also keep a copy for yourself. At the conclusion of the course you will complete a final self-evaluation, covering your participation in discussion section, and summarizing the entire class, including the work on the final paper. On the Final Self-Evaluation, you will be asked to give yourself a final grade and provide the justification for this grade. Ideally, this will be use to determine your grade in the course, but the TAs and I reserve the right to modify your self-assigned grade as appropriate.

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**Tips for Close Reading:** This course will be run in the form of a fully asynchronous on-line course. Therefore, doing the assigned readings in advance and being prepared is one of the most important requirements for the course.

### **Tips for reading thoroughly and successfully in advance of each class:**

- Preparing for each class session by reading thoroughly in advance is possibly the most important thing you can do to ensure your own success in this course. Each of the assigned readings will be addressed in depth during class, and seminar participants will be asked for their detailed reactions to and reflections upon each reading. I may call on people during the seminar to answer questions or share reflections, so be prepared for

this.

- Cutting corners or skipping readings will most likely reflect in your participation during that week's session, so budget enough time accordingly to get through the readings for each week's session.
- Read in the precise order that items are listed on the syllabus. Every week, you will receive several questions to guide your reading for the following week. These will indicate which passages, ideas or concepts you should be focusing on as you read, so pay attention to these questions before you begin, and allow them to guide you.
- As you read, highlight and/or make marginal notes. Ask yourself (and be prepared to answer) the following questions: How should we interpret exactly what this author saying? What is the central point or idea of this reading? What are the important concepts within this reading? What are the implications of these ideas and concepts, if we take them seriously?
- If something strikes you as interesting/important/worth talking about, make a note of it. Chances are that this will be an important thing for you to bring up during discussion in class. We will often spend time focusing on interpreting specific passages or excerpts from the texts, so highlighting during reading will help you with this skill.
- If you encounter something you do not understand, flag it. Whether it is a proper name, a concept, a theory, or an idea, use the considerable resources available to you online to look it up. If you are still puzzled or unclear, bring your question to class. Chances are you are not the only one with that question, and at least some of your classmates will appreciate the chance to clarify it too.

**The Structure of the Course:** This course is structured to allow you to pursue your own intellectual fulfillment, within the broad structures of the course requirements. I will be providing weekly lectures, but these will be my own attempts to work through the questions and challenges posed by both the texts and their relationship to our current society. These lectures are intended to provide some clarity on both the readings and the broad themes of the class.

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**Course Outline:**

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments. All page numbers refer to page numbers in the text, not PDF pages.

Week 1 1/4	<ul style="list-style-type: none"> <li>• Introduction: Themes and Course Mechanics</li> </ul>
Week 2 1/11	<ul style="list-style-type: none"> <li>• Niccolò Machiavelli               <ul style="list-style-type: none"> <li>– Reading assignment: The Prince</li> <li>– Pages 1- 80</li> </ul> </li> </ul>
Week 3 1/18	<ul style="list-style-type: none"> <li>• Thomas Hobbes               <ul style="list-style-type: none"> <li>– Reading assignment: The Leviathan</li> <li>– Introduction, Chapter XII- Chapter XV, Chapter XVII- Chapter XIX, Chapter XXI</li> </ul> </li> </ul>
Week 4 1/25	<ul style="list-style-type: none"> <li>• John Locke               <ul style="list-style-type: none"> <li>– Reading assignment: The Second Treatise of Government</li> <li>– Page 267-318 (Chapter 1- V) Page 330-349 (Chapter VII-IX)</li> <li>– Midterm Paper Draft DUE 1/29</li> </ul> </li> </ul>
Week 5 2/1	<ul style="list-style-type: none"> <li>• Carl Schmitt               <ul style="list-style-type: none"> <li>– Reading assignment: The Concept of the Political</li> <li>– Pages 19-79</li> </ul> </li> </ul>
Week 6 2/8	<ul style="list-style-type: none"> <li>• Hannah Arendt               <ul style="list-style-type: none"> <li>– Reading assignment: The Human Condition</li> <li>– Chapters 28 - 34 (Pages 199 -247)</li> <li>– Midterm Paper Revision DUE 2/12</li> </ul> </li> </ul>
Week 7 2/15	<ul style="list-style-type: none"> <li>• Frantz Fanon               <ul style="list-style-type: none"> <li>– Reading assignment: The Wretched of the Earth</li> <li>– "On Violence" Pages 1- 62</li> </ul> </li> </ul>
Week 8 2/22	<ul style="list-style-type: none"> <li>• Michel Foucault               <ul style="list-style-type: none"> <li>– Reading assignment: Truth and Power and Discipline and Punish</li> <li>– Pages 171 - 205; 51-75</li> </ul> </li> </ul>
Week 9 3/1	<ul style="list-style-type: none"> <li>• Achille Mbembe               <ul style="list-style-type: none"> <li>– Reading assignment: Necropolitics</li> <li>– Chapter 3, Pages 66-92</li> <li>– Final Paper Draft DUE 3/5</li> </ul> </li> </ul>
Week 10 3/8	<ul style="list-style-type: none"> <li>• Work on Final Paper Revision               <ul style="list-style-type: none"> <li>– Reading assignment: None</li> </ul> </li> </ul>
Finals Week 3/13	<ul style="list-style-type: none"> <li>• Final Paper Revision Due 3/19</li> </ul>

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**College Policies and Resources:** I will post a list of college policies and resources on our class page. I highly encourage you to read the policies and take advantage of all of the resources provided by the school.