

POLI 13: Power and Justice
University of California, San Diego
Department of Political Science

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SSB 371
M 2-4

TAs:

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Through an examination of classic texts in political theory, news clippings and editorials, speeches, music, literature, documentary and film, we will explore two general themes: 1) the ways that individuals are consciously and unconsciously constrained by various modes of *power* embedded in the social and political worlds through which they move; and 2) theories and practices of resistance that have emerged to challenge modes of power perceived as *unjust*.

Books for purchase

John Stuart Mill, *'On Liberty' and Other Writings* (Cambridge)

Henry David Thoreau, *Civil Disobedience and Other Essays* (Dover)

All other readings are found in the Course Reader, available for purchase at:

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

Once you pay for your reader online, you will get a link to a PDF containing 20% of the course readings, to get you started until your reader arrives.

Requirements

Two in-class open-text midterm exams (30%); and one 6-8 page take-home final project due during exam week (30%). The remaining 10% will be at the discretion of your TA, based upon attendance and participation in section. Significant improvement in written work will be considered when calculating final grade. Hate to mention it, but plagiarism will be prosecuted to the fullest extent of university policy.

Schedule

I. Power and Obedience

Week 1:

M: Introduction

Section: Introduction Read J. R. P. French and B. Raven "The Bases of Social Power"

Week 2: Authority and Discipline

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

W: Michel Foucault, "Panopticism" (in *Discipline and Punish*)

Section: Discussion of Milgram, Foucault; READ: Plato, *Republic* 514a-517a

Week 3: Tyranny of opinion

M: NO CLASS: MLK, Jr. Day

W: John Stuart Mill *On Liberty*, Parts 1-3

Section: Mill, cont'd.

Week 4: Tyranny of opinion: the case of women

M: John Stuart Mill, *Subjection of Women*, Parts 1-3

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

Section: Read: Amnesty International: "What is Female Genital Mutilation?"; Molly Melching, "You are an African Woman"; Yael Tamir, "Hands Off Clitoridectomy"

Week 5: Culture, identity and freedom: a global perspective

M: Frédérique Appfel-Marglin "Smallpox in Two Systems of Knowledge"; Martha Nussbaum, "Women and Cultural Universals"; Amartya Sen "The Violence of Illusion" and "Freedom to Think"
FILM selections: *The Final Inch*

W: **Midterm I**

No Section

II. Power and Justice: The Case of Nazi Resistance**Week 6: Nazi power and genocide**

M. Bruno Bettelheim, "Remarks on the Psychological Appeal of Totalitarianism"; James Waller, "The Dead End of Demonization"

W. Alan Riding, "Leni Riefenstahl, Filmmaker and Nazi Propagandist, Dies at 101," *NYT*, Sept. 9, 2003
FILM selections from Leni Riefenstahl, *Triumph of the Will*

Section: Discussion of *Triumph of the Will*; Read: Ervin Staub, "Genocide and Mass Killing"

Week 7: Rescuers

M: NO CLASS: President's Day

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

Section: Read: Hillel Levine, "Sugihara's List"

III. Justice

Week 8: Conscience, resistance, violence

M: Henry David Thoreau, *On Civil Disobedience*; Gandhi, *On Satyagraha*

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

VIDEO CLIPS: MLK and X

Section: Compare/contrast Thoreau, Gandhi, King and X. READ: Eyad Sarraj, “Why We Blow Ourselves Up”; and Avishai Margalit, “The Suicide Bombers”

Week 9: Global power, global justice

M: Peter Singer, “Famine, Affluence and Morality”; Martha Nussbaum, “Patriotism and Cosmopolitanism”; Amartya Sen, “Individual Freedom as a Social Commitment”

T: Evening Screening of: *The End of Poverty?* 7-9pm in **WLH 2005 (Warren Lecture Hall)**

WE WILL MEET TUESDAY, NOT WEDNESDAY. NOTE ROOM!

Section: READ: Thomas Nagel, “Poverty and Food: Why Charity is Not Enough”; Kwame Anthony Appiah, “Kindness to Strangers”; and Jeffrey Sachs, “Millennium Goals at the Midpoint”; also explore: <http://www.un.org/millenniumgoals/>

Week 10: Power and Justice *redux*

M: Reflections, review, wrap-up

W: **Midterm II**

Section: Final project workshop

Final project is due in our classroom at our scheduled exam time – Friday March 18, 10-11am. You may make arrangements with your TA to submit your final project early.

Final Project Prompt

Locate a case study that richly illustrates a person, or a group of people, resisting something they perceive to be unjust. You might write on a case of political resistance, such as a protest movement, or a grass-roots political movement. Or a case of humanitarian advocacy or action. You might consider cases in which resistance is voiced through artistic, literary or other sorts of creative expression. The choice is yours -- but be sure that you have adequate resources to write an intelligent 6-8 page paper, based on the suggested questions below. Before you begin researching and writing, you should run your idea by your TA.

In the course of presenting your case study, you should address such questions as: What is the particular individual or group resisting, and why? In other words, what does the individual or group perceive as *unjust* and worthy of change? How is resistance expressed in your case study? Why does the individual or group in your case study engage in this particular form of action/expression, as opposed to others? What does the individual both gain and lose by engaging in the given behavior? Do you believe this is an effective way (or the most effective way) to resist power in this case? Why (or why not)?

You are encouraged to do some research on your case study to enrich your analysis. Since resistance is expressed and discussed in an increasingly diverse array of media, be open and creative in your use of resources. You can use traditional sources such as books, articles, and newspapers -- but also the internet, television and radio, advertisement, film and documentary, music, art, etc, etc...

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