**Course Overview and Structure**

This seminar is the beginning of the yearlong STPEC Junior Seminar sequence. Junior 1 focuses on major currents and applications of political, social, and economic theories and the context in which they rose. Through the reading and discussion of texts that were key to foundational Western thought as well as articulated critiques of these by postcolonial subjects, we will analyze the connection between culture and power. Starting in the XVI Century, we will examine liberalism in its different approaches, historical materialism, anarchism, cultural studies, post-colonial theory, post structuralism, post modernism, and feminist theoretical interventions. Throughout the course, our focus will be the understanding of how these theories relate to power constructions within societies and on a global scale, as we decode these texts as embodied manifestations of the cultural, economic, and class struggles of the time.

**Attendance Policy**

Because this class is based on our discussions attending every class is crucial. Make every possible effort to not skip classes as the theories we are analyzing build on each other. It would be hard to understand what comes next if you did not participate in the class discussions of the previous theories.

*Excused Absences:* If you will be forced to miss all or part of a class period due to a known conflict, please email me in advance. If you are forced to miss a class due to an emergency (illness, family crisis, etc.), contact me as soon as possible.

*Unexcused Absences:* You are allowed 2 unexcused absences. Unexcused absences beyond these will severely affect your grade.

*Lateness:* Arriving to class late is disruptive to the instructors and to other students, and puts you at a disadvantage during the class. Unless you have cleared it with me
previously, each 2 classes you are late will count as an unexcused absence. Arriving to class more than 30 minutes late also counts as an absence.

*Thanksgiving:* The break is certainly a short one, but we cannot cancel the Thursday class, so please plan to attend.

**Students with Disabilities**

STPEC is committed to providing successful learning opportunities for every student. If you have a documented physical, psychological or learning disability on file with one of the university disability service offices, you may be eligible for academic accommodations to help you succeed at UMass. Please talk to me immediately so we can make appropriate arrangements to support your learning and success.

We also understand that there can be barriers to receiving documentation, or that psychological or learning disabilities may present themselves in the course of adapting to the college environment and heightened academic expectations. Students are urged to be proactive and meet with me if they feel they are experiencing such barriers to their success in this course.

**Class Dynamics**

We expect students to engage in class discussions respectfully, thinking critically about your own perspective and maintaining openness to ideas and experiences that are in conflict with your own.

The content of this course will lead to a number of discussions about “hot topics” such as class, gender, and racial constructions. Students are expected to engage in these conversations sensitively and with openness to critique. If you feel you cannot speak in class, please talk with me privately after class and we’ll figure out strategies that might help.

**Grading**

- Attendance and Participation: 30%
- Weekly MOODLE Responses: 20%
- Midterm Paper: 20%
- Final paper: 30%

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<th>Grade</th>
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<td>A 94-100</td>
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*Attendance and Participation:* This includes thoughtful comments and questions
during class time to support discussion, contribution to small groups, and attendance.

**Weekly MOODLE Responses:** Each week, students will post questions and comments pertaining to their readings for the following week. Students will be expected to post to Moodle a short (one to two paragraph) response. When critiquing or appraising an argument, you are expected to use direct citations. Questions and comments must be posted by Sunday night at 10 PM. Students should review their classmates’ responses prior to class. Students must complete at least 8 responses throughout the semester for full credit.

**Midterm Paper:** The midterm paper is an analytical piece in which the student articulates his or her reaction to the readings assigned during the first part of the course. The student is expected to think about the different approaches of the authors, put them in conversation, and analyze them in context. At least three texts need to be analyzed in this way for this assessment.

**Final Paper:** The process for the final paper includes an abstract and an annotated bibliography, which must be presented two weeks before the final paper is due (dates listed below under Course Calendar). The paper itself should be 10-12 pages (double spaced, Times New Roman/Cambria font 12) and should demonstrate your ability to analyze texts, support your arguments with quotations from texts, and make broader connections with other materials of the course centered on a relevant theme of your choice.

**Note on Lateness:** Unless arrangements are made before the deadline, late papers will not be awarded credit.

**Technology Policy**

This class will rely heavily on texts posted online in Moodle. If you can annotate and underline texts online, you can bring your laptop to class for reference, but you cannot use the computer for any other task, except that of taking notes. Checking email, FB, twitter, etc., will amount to being absent from the class and will be graded accordingly. Attendance and participation amount to 30% of your overall grade.

Please turn your cell phone off during class.

**Citations**

**Wikipedia** can and should be used as a general reference. It is a great way to get acquainted with different authors and ideas, but it does not work as academic citation. You can use the site but then you must check on the references and quote from the references read, not from the information supplied by Wikipedia.
When you cite an outside source, you must cite it in academically acceptable formats. This includes references to websites. Just the name of the author and the book is not sufficient, or mentioning that the text is online. If you do not know how to cite academically, you can consult the online guide by the American Anthropological Association, http://www.aaanet.org/pubs/style_guide.htm.

**Academic Honesty**

DO NOT PLAGIARISE. That means no copy and pasting, and no direct paraphrasing. Any form of academic dishonesty (including but not limited to plagiarism from another student's writing) will result in an automatic failure in this course, following Umass policies. In addition, Umass requests that instructors turn students to the University Academic Honesty Board for further academic discipline, a process that does not sound like fun for anybody involved. So.

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**Course Calendar**

**Week 1**  
**September 3** - Introductions and syllabus hand-out

**September 5** - Social Contract 1: Hobbes version  
[Link](http://www.uwplatt.edu/~drefcins/254hobbess.html) (selections Leviathan)

**Recommended bibliography**  

**Week 2**  
**September 10** - Social Contract 2: Locke's version  
[Link](http://faculty.tamuc.edu/jherndon/documents/LockeSecondTreatiseSelections.pdf) (selections Second treatise of Government)

**Recommended bibliography**  

**September 12** - Social Contract 3: Rousseau's version  
[Link](http://www.constitution.org/jjr/socon.htm) (selection of texts TBA)

**Recommended bibliography**  
**Week 3**

**September 17 – Enlightenment**

Immanuel Kant, "An Answer to the Question: What is Enlightenment?"

http://www.columbia.edu/acis/ets/CCREAD/etscc/kant.html

Declaration of Independence

http://www.archives.gov/exhibits/charters/declaration_transcript.html

Declaration of the Rights of Man and Citizen

http://avalon.law.yale.edu/18th_century/rightsof.asp

**Recommended Bibliography**

For an early “feminist” critique of the Declaration of the Rights of Man and Citizen

See Olympe de Gouge

http://chnm.gmu.edu/revolution/d/293/

**September 19 – Enlightenment as Colonialism**


**Week 4**

**September 24 – Alienation in Enlightened Times**


Video: http://critical-theory.com/marx-reloaded/

And


http://www.marxists.org/archive/marx/works/1845/theses/theses.htm

**September 26 – Theory of surplusvalue**


http://www.econlib.org/library/YPDBooks/Marx/mrxCpC1.html#Part%20I,%20C
hap%201

**Week 5**

**October 1 – Original Accumulation**


October 3 – The Communist Manifesto

http://www.marxists.org/archive/marx/works/1848/communist-manifesto/index.htm

Week 6
October 8 - Ideology

October 10 – Problematizing Ideology

Recommended bibliography

Week 7
October 15 – No class – Monday schedule

October 17 – Hegemony

Read also Glossary of Terms, Hegemony, Pp. 422-424. In Moodle.

Recommended bibliography
For an anarchist critique of the concept of hegemony, see

Week 8:
October 22 – Ideology and the State

October 24 - Power and Subjugated Knowledges

Week 9
October 29 - Power, Ideology and Discourse

October 31 – Governmentality

And


http://libcom.org/library/negri-on-foucault

Recommended Bibliography
For more on Foucault, ideology and repression

For Foucault and Neoliberal Governmentality

Week 10
November 5 – Double Consciousness

November 7 - The colonial subject talks back

**Recommended Bibliography**

**Week 11**
**November 12 - Postcolonial Thought and Modernity**

**November 14 - Postcolonial Feminisms**

**Recommended bibliography**

**Week 12**
**November 19 - Poststructural Theorists**

**Feminism/Queer Theory**

**Recommended bibliography**

**November 21 – Postcolonial Queer**

**Week 13:**
**November 26 – Looking Ahead**
Thanksgiving Break

Week 14

December 3 and 5– Reflections on our own positionalities: How does theory connect with us, as real people in the real world? Where do we situate ourselves to think from? How does where we come from and what we do impact what we think?