

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

NO PROJ. SEP15 16:44:32

Department: History, Philosophy, and Political Science Date: 9/15/2016

Title Of Course Or Degree: PHI XXXX: Political Philosophy

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| | <input checked="" type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input checked="" type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

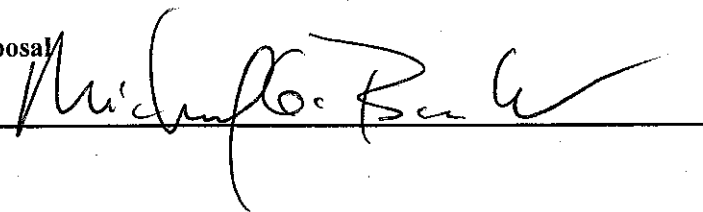
Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 9/15/16 Signature, Committee Chairperson: 

I have reviewed the attached material/proposal
Signature, Department Chairperson: 

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

NEW COURSE PROPOSAL FORM

1. DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT): **Philosophy XXXX: Political Philosophy**

2. DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

3. DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET: This course should transfer as an elective philosophy course. Political Philosophy is an elective philosophy course at John Jay College (Phi 203), Brooklyn College (Phi 3703), and at many other colleges and universities. If it becomes a permanent course offering, this course will meet the Pathways requirements for the Flexible Common Core's areas of Individual and Society and World Cultures and Global Issues.

BULLETIN DESCRIPTION OF COURSE:

This course provides students with a broad and solid theoretical grasp of political problems. As a result, students who take the course will be better positioned to make educated and adequate choices in the innumerable political situations of everyday life. The course relies on conceptual analysis, reading and interpreting texts, and writing clearly and effectively. The result is an enhanced ability to think critically, understand the sophisticated and nuanced political discourse, and intervene in it for the sake of civic engagement and communal life.

4. CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field
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- 2 hours lecture, 4 hours lab/field
- 1 hour lecture, 6 hours lab/field
- 8 hours lab/field

More than 4-credits: Number of credits: _____ (explain mix lecture/lab below)

_____ Lecture _____ Lab

Explanation: _____

***Hours are hours per week in a typical 12-week semester**

5. **NUMBER OF EQUATED CREDITS IN ITEM #5:** 3

6. **COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)**

A. **PREREQUISITE(S):** NONE

B. **COREQUISITE(S):** NONE

C. **PRE/COREQUISITE(S):** None

7. **BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:**

A. **ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER):** The class was offered as an 82 in Spring 2016, and it had 36 enrolled students.

B. **PROJECTED ENROLLMENT:** It should be similar to the enrollment of Spring 2016, from 35 to 40 students.

C. **SUGGESTED CLASS LIMITS:** 41

D. **FREQUENCY COURSE IS LIKELY TO BE OFFERED:** Twice a year, Fall and Spring. Depending on student and faculty interest, the course may be offered in the Winter and Summer Modules as well.

E. **ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION:** This course serves as an introduction to the basic concepts and problems of political philosophy and as a means to be better prepared in the practice of political life.

As a central offering in the liberal arts, this course provides students with a broad and solid theoretical grasp of political problems. As a result, students who take the course will be better positioned to make educated and adequate choices in the innumerable political situations of everyday life. The course relies on conceptual analysis, reading and interpreting texts, and writing clearly and effectively. The result is an enhanced ability to think critically, understand the sophisticated and nuanced political discourse, and intervene in it for the sake of civic engagement and communal life.

8. **LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE):** None

9. **IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:** NA

10. **PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):** At the discretion of the individual instructor, any text or collection of texts that emphasizes primary material as well as secondary sources relating to political philosophy can be used.

Recommended Texts:

- Guignon, Charles, ed., *The Good Life*. Hackett Publishing, 1999. ISBN: 978-0-87220-438-6. [This volume is an excellent collection of Western and non-Western primary sources in political philosophy from its emergence up to our times.]
- Strauss, Leo and Joseph Cropsey, eds. 1987. *History of Political Philosophy*, third edition. Chicago and London: The University of Chicago Press.
- Risse, Mathias. 2012. *Global Political Philosophy*. New York: Palgrave Macmillan.
- Miller, David. 2003. *Political Philosophy: A Very Short Introduction*. Oxford and New York: Oxford University Press.
- Zwolinski, Matt. 2009. *Arguing about Political Philosophy*. New York: Routledge.

11. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION? No

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A “CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS” AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A “CURRENT” DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A “PROPOSED” DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION: NA

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

Students will be able to analyze political discourse, understand political situations, and participate in political practice in ways that are both critical and innovative. They will acquire a more adequate sense of the nature of political society and the idea of justice.

To meet these objectives, we will focus on the following specific goals and outcomes.

Learning Goals:

The purpose of this course is to:

1. Expose students to the basic concepts, questions, and problems of political philosophy with an emphasis on the application of classic theories (including the traditions originating with Plato, Aristotle, and Hobbes) to the significant political issues that arise in contemporary social, political, and everyday life. These issues include the relationship of the individual to society and the state, authority and autonomy, sovereignty and (bare) life, the defense of human rights, freedom, identity and difference, poverty, inequality, alienation, and the use and abuse of ideology.
2. Foster the skill needed to read and critically interpret texts.
3. Foster the skills needed to analyze arguments.
4. Foster the skill needed to write an essay explaining and defending a position.
5. Enable students to locate and/or develop their own position in relation to important political issues.
6. Foster tolerance toward a variety of perspectives and toward difference.

Learning Outcomes:

As a result of taking this course, students will learn or be able to do the following:

1. Read and comprehend source texts.
2. Identify and understand key vocabulary terms and concepts.
3. Identify and analyze arguments.
4. Explain and defend their positions on political issues.
5. Write more clearly, critically, and effectively.

15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS; GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.: Lectures based on assigned readings, using a close reading of the text and the Socratic method to engage students. The lectures will be complemented by in-class writing assignments, group studies and presentations, online video contents, and blackboard tests and activities.

16. ASSIGNMENTS TO STUDENTS: Reading assignments will be combined with low stakes and high stakes writing assignments. These may include:

- Summaries of readings
- Outlines of the arguments presented
- Assessments such as
 - “One Minute Summaries”
 - Identification of the “Muddiest Point,” and
 - “Knowledge Mapping” will be used where appropriate.
- Periodic participation in online discussion forums related to case studies.

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT. Strategies (activities, tools, instruments of measurement) to be used in demonstrating that students’ learning has been achieved will include:

- Classroom discussion: 10%
- In-class (“low-stakes”) writing assignments: 10%
- Group discussion and presentations: 10%
- Take-home writing assignments: 10%
- Examinations (essay and objective/factual): 30%
- Short papers: 30%

18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):

1. Why Study Political Philosophy?

Student learning objectives:

- *Identify the reason why studying political philosophy is important;*
- *Explain the nature and meaning of political philosophy;*
- *Explain the difference between political norms and other norms;*
- *Clarify the difference between politics and ethics;*
- *Describe the distinction between public and private;*
- *Distinguish between the personal and the political;*
- *Identify political issues within a case description.*

2. Political Theory

Student learning objectives:

- *Understand the basic categories and concepts of political theory;*
- *Define the notion of the autonomy of the political sphere;*
- *Explain the political notion of sovereignty;*
- *Explain the relation between the political and theological notions of sovereignty;*
- *Describe the relation between politics and the law as command;*
- *Clarify major challenges to the theory of sovereignty;*
- *Explain the difference between the state of nature and the political state;*
- *Understand Aristotle's notion that the human being is a political animal by nature;*
- *Explain the relation between the concepts of politics and life;*
- *Explain the relation between (bare) life and the good life.*

3. The Individual, Society, and the State

Student learning objectives:

- *Understand the link between the individual and society;*
- *Describe the difference between individuality and individualism;*
- *Define the notion of the social (or political) individual;*
- *Understand and describe the relationship between the Self and the Others;*
- *Describe the relationship between the Self and the World;*
- *Explain the origin of the state;*
- *Describe the position of the individual within the state;*
- *Understand the difference between society and the state.*

4. Legitimization of Authority and Political Power

Student learning objectives:

- *Understand the relationship between violence and the law;*
- *Understand the source of authority and political power;*
- *Describe the difference between power as potency and power as authority;*
- *Understand the difference between the use and abuse of power;*
- *Define the notion of power as domination;*
- *Describe ways through which power can be legitimated;*
- *Explain the difference between legitimate and illegitimate use of power;*
- *Integrate authority with personal autonomy and freedom.*

5. Sovereignty and the Law

Student learning objectives:

- *Understand the relationship between sovereignty and the law;*
- *Distinguish between the law-making and law-preserving activity;*
- *Describe the position and role of the sovereign within the framing of the law;*
- *Explain the difference between sovereign power and bare life;*
- *Define the right of the sovereign;*
- *Describe a framework for evaluating the sovereign decision;*
- *Describe the relationship between sovereignty and domination.*

6. Freedom and Servitude (Unfreedom)

Student learning objectives:

- *Define the concepts of freedom;*
- *Describe the relationship among freedom, right, and power;*
- *Distinguish between positive and negative freedom;*

- Explain the relationship between freedom and responsibility;
- Describe the difference between freedom and servitude;
- Understand the causes of servitude;
- ~~Illustrate ways in which servitude turns to resistance and rebellion;~~
- Explain the difference between servile and free work;
- Explain the difference between service and care;
- Describe the relationship between servitude and dignity.

7. Wealth and Poverty

Student learning objectives:

- Understand the causes of wealth;
- Understand the causes of poverty;
- Explain the relationship between wealth and poverty;
- Define the concepts of labor and capital;
- Distinguish between sustainable and unsustainable production;
- Distinguish between development and growth;
- Identify social classes;
- Describe a framework for evaluating the pros and cons of growth and degrowth;
- Understand the meaning of uneven distribution of wealth on a global scale.

8. Alienation and Autonomy

Student learning objectives:

- Understand the place of the individual in society;
- Understand the meaning of alienation as estrangement and homelessness;
- Explore the positive and negative sides of alienation;
- Understand the passage from alienation to autonomy;
- Explain autonomy as the nonsovereign establishment of the self;
- Define the limits of autonomy (and independence);
- Explain the concept of interdependence;
- Define the relationship between alienation and anxiety;
- Describe ways in which the modality of interdependence (being-with-others) can make sense of one's original anxiety.

9. Identity and Difference

Student learning objectives:

- Understand the relationship between identity and difference;
- Explore and analyze categories of political identity; for instance, ethnic, religious, racial, sexual, national identities.
- Consider Simone de Beauvoir's statement that "no one is born a woman; one becomes a woman," and extend and apply it to other forms of identities;
- Explain the political basis of one's sense of identity;
- Understand the ideology inherent in the construction of identities;
- Explain the difference between a positive and negative sense of difference.

10. Human Rights

Student learning objectives:

- Understand the concept of human rights;
- Describe the difference between human rights and other types of rights;
- Understand the meaning of international law and its difference from other types of law;
- Explain the place of human rights within international law;
- Describe the power and limits of the politics of human rights;

- Give illustrations of situations in which human rights are the last resort for the maintenance of human dignity;
- Define the politics of poverty, war, and genocide and the importance of institutions for the defense of human rights.

11. Ideology: Political Realism and Utopia

Student learning objectives:

- Understand various forms of political coercion;
- Explore the notions of hegemony, domination, and consensus;
- Explain the political state in terms of security and coercion;
- Describe the notions of the enemy and of war;
- Explore the concept of concrete utopia;
- Describe the theoretical possibility of a better and more just world.

12. Contemporary Problems in Political Philosophy

Student learning objectives:

- Identify and explore various issues in contemporary political philosophy (e.g., gender, race, discrimination, migration, and globalization).
- Understand the main movements and schools of thought in contemporary political philosophy (e.g., feminism, postcolonial studies, gender studies, disability studies, nationalism, anarchism, and cosmopolitanism).
- Give illustrations of the way in which the new arising issues are changing the political landscape at the local and global level.

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

- Agamben, Giorgio. 1998. *Homo Sacer: Sovereign Power and Bare Life*, trans. Daniel Heller-Roazen. Stanford, CA: Stanford University Press.
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- Amin, Samir. 1997. *Capitalism in the Age of Globalization: The Management of Contemporary Society*. London and New York: Zed Books.
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 - _____, 1990. *The History of Sexuality*. Vol. 1: *An Introduction*, trans. Robert Hurley. New York: Vintage.
 - _____, 1997. "Society Must Be Defended": *Lectures at the Collège de France, 1975-1976*, trans. David Macey. New York: Picador.
 - _____, 2004. *The Birth of Biopolitics: Lectures at the Collège de France, 1978-1979*, trans. Graham Burchell. New York: Picador.
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Revised/Dec.2015/AK

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	Kingsborough
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	XXX
Course Title	Political Philosophy
Department(s)	History, Philosophy and Political Science
Discipline	Philosophy
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	An examination of foundational concepts and problems of political philosophy: the individual, society, and the state; sovereignty and the legitimization of authority and political power; freedom and servitude; wealth and poverty; alienation and autonomy.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
<p>Indicate the status of this course being nominated:</p> <p><input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed</p>	
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p>Required Core</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible Core</p> <p><input type="checkbox"/> World Cultures and Global Issues (A)</p> <p><input type="checkbox"/> US Experience in its Diversity (B)</p> <p><input type="checkbox"/> Creative Expression (C)</p> <p><input checked="" type="checkbox"/> Individual and Society (D)</p> <p><input type="checkbox"/> Scientific World (E)</p>

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a life or physical science. |
| | <ul style="list-style-type: none">• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
| | <ul style="list-style-type: none">• Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
| | <ul style="list-style-type: none">• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
| | <ul style="list-style-type: none">• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| | <ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | <ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies. |
| | <ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies. |
| | <ul style="list-style-type: none">• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
| | <ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none">• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none">• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none">• Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none">• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none">• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none">• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none">• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none">• Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none">• Use appropriate technologies to conduct research and to communicate.

D: Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

This is done by a close reading of selected passages from texts in the tradition of political philosophy as well as by an analysis of current political issues worldwide. Students are asked to write three one-page reaction papers, two longer term papers, and a final exam essay on the assigned material. In the first part of the semester (Weeks 1-3), students will read and analyze some of the central chapters in Thomas Hobbes's *Leviathan*, the chapters dealing with the concept of sovereignty, the emergence of the state and the law. In the second part of the semester (Weeks 4-6), they will consider the issues of servitude and freedom by reading selected passages from various works by Karl Marx, especially his accounts of alienation, reification, and accumulation. In the third and final part of the semester (Weeks 7-12), the focus will be on the recently formulated concept of biopolitics and on the relationship between sovereign power and bare life. The philosophers read and analyzed herein are Michel Foucault (selections from *Discipline and Punish: The Birth of the Prison*) and Giorgio Agamben (selections from *Homo Sacer: Sovereign Power and Bare Life*). The material for this last part of the class will be especially suitable for a philosophical analysis of current global political issues, such as the issues of migration, citizenship, nations and borders. In this sense sources such as clips from movies, documentaries and news will be added to the reading material.

- Gather, interpret, and assess information from a variety of sources and points of view.

This is done by a series of short papers and three longer essays on the assigned material. For instance, students will be asked to give an account of Hobbes' theory of sovereignty, the emergence of the state, political society, and the law. They will be also asked to consider whether Hobbes' theory is applicable, and in fact applied, to societies today. This will prepare the ground for the study of the society of control undertaken in the final part of the semester. In the second part of the class, on the basis of the reading of Marx but going beyond Marx, they will be asked to think and write about the relationship between work and life, wealth and poverty. They will also be asked to consider particular and extreme conditions of exploitation and oppression, such as so-called "women's work," where accumulation and dispossession may perhaps more silently, but certainly very systematically and systemically, take place. For the last part of the class, dealing with the society of control, students will evaluate evidence having to do with a series of concepts from normalization to the network of power relations that are both repressive and productive of obedient and useful bodies; they will also consider an array (from which they can choose) of situations in which these concepts are eminently found (e.g., war, displacement, the prison, the camp, the death penalty, and so on).

- Evaluate evidence and arguments critically or analytically.

This is done by way of the writing assignments mentioned above as well as by means of class discussions and presentations.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

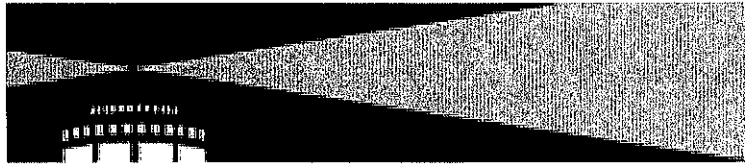
This is one of the main learning outcomes. The course is structured in such a way that students are constantly encouraged to establish links among various disciplines and bring this to bear on the fundamental

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural

<p>question of the relationship between individuals and the society in which they live. This is a philosophy course, but various links will be established between philosophy and disciplines such as psychology, political economy, criminal justice, anthropology, sociology, public health, and so on. In fact, the course will always operate at the interface between philosophy and these various discipline. This is also the reason for the choice of the material from Hobbes to Marx, from Foucault to Agamben. Already with Hobbes, the anthropological and psychological dimension of discourse is highlighted in and through the problematic notion of a state of nature and the transition from this to the political state. The problematization of this central tenet in Hobbes' theory will invite a confrontation with the Aristotelian view (at work in both Marx and Agamben and opposite to Hobbes' view) that the human being is a political animal by nature and that therefore no such transition is necessary (or even possible). Instead, it will be a question of understanding how bare (natural) life becomes a political issue (and this is the central question of biopolitics, a concept formulated by Foucault). In this sense, the problem of the nature and function of money will be very useful, and in the section on Marx, the relationship between philosophy, anthropology, and political economy will be tackled in the study of money (notably, the difference between money as money and money as capital). This will also open a window of inquiry into the pressing question today of the financialization of daily life, and thus a further link between philosophy (especially the philosophical notion of the logic of debt) and finance. Moving within this network of interfaces will become possible to highlight the very problematic nature of the relationship between the individual and society. Without reducing the whole relationship to one of the two terms and sacrificing the other, the task will be that of problematizing the relationship as such, especially in light of a concept—very useful in political philosophy, but also in psychology, anthropology, and sociology—such as that of transindividuality.</p>	<p>studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</p>
<p>Students are asked to consider this in a dialectical and dialogical way. The dialogical dimension is especially implemented during the semester through the review discussions before papers are due, as indicated in the syllabus. By dialectical, I mean that students are encouraged to consider how one's place in society conditions and determines one's experiences, values, choices, and actions, and how, in turn, these experiences, values, choices, and actions modify and remold one's sense of identity and place in society. In one of the lectures, in the section on sovereign power and bare life, we will deal with the tragic case of Kalief Browder, falsely arrested on suspicion of theft and jailed for over three years (most of the time in solitary confinement) before his case was dismissed. Kalief's ordeal was determined by his place in society, a young African-American man victim of the racial profiling typical of the control societies. His values, choices and actions transformed him just in the same way in which his objective condition had affected and determined his experience. Ultimately Kalief took his life. Yet, he remains a tragic example of the uneasy and problematic relationship between the individual and society. The same goes for some of the other examples considered during the course: the Guantanamo detainees, the prisoners abused at Abu Ghraib, the migrants and refugees. In all these cases, one can trace a genealogy that works dialectically, in the sense that a state of affairs turn into its opposite, and then again, by deepening the unfolding of a movement that greatly affects an individual's existential condition and place in the world.</p>	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.

<p>This is done by considering the applicability of examined texts and ideas to the current local, national, and global situation. For instance, the refugee crisis is taken as a moment of such engagement. In one of the lectures, toward the end of the course, in the section of biopolitics, the focus will be on migration on a global scale. One of the questions with which one may start is, Why do people leave their place of origin and undertake nightmarish and often deadly journeys over land and sea? Without preempting the issue, it will be useful to problematize and analyze realities such as those of displacement, dispossession, economic and political turmoil (often happening at a global level but felt in especially powerful ways in isolated and often unaware communities), ideological forces, and widespread and systemic violence. It will also be useful to consider whether the decision made</p>	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions. • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
<p>by individuals and collectives are ultimately true (i.e., free) decisions or whether they are the determined effect of forces operating, as it were, behind these individuals' and collectives' backs. This way of proceeding might be useful for two different but related reasons. On the one hand, it will highlight the fundamental philosophical (political and ethical) issue of freedom: What is it to decide? Are we free or determined in our choices and actions? That is the classic issue of freedom versus determinism. On the other hand, it will help students understand the impact of global issues on local communities and individual lives, on questions of security and insecurity (at the economic but also existential level), questions of happiness and misery, wealth and poverty, war and peace.</p>	
<p>E. Scientific World</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

KINGSBOROUGH



Kingsborough Community College
Of the City University of New York

PHI XXXX: Political Philosophy

3 Credits; 3 Hours

Instructor:

Office:

Tel:

Email:

Course description

This course examines some of the foundational concepts and problems of political philosophy: the individual, society, and the state; sovereignty and the law; legitimization of authority and political power; freedom and servitude; wealth and poverty; alienation and autonomy. We will start by reading sections from Hobbes's *Leviathan*, the chapters where he formulates the theory of sovereignty, the origin of the law and political society. We will then study some of the most important problems in Marx: value and surplus value as political power and the antagonism between living labor and capital. We will finally move to Foucault's *Discipline and Punish* and Agamben's *Homo Sacer: Sovereign Power and Bare Life*. In the process, we will consider basic concepts and problems in what today goes under the name of biopolitics. Accordingly, we will study the concepts of life and the good life, the body, bio-power and the construction of subjectivity.

The objective of the course is twofold. On the one hand, we intend to become familiar with some aspects of political philosophy and biopolitics. On the other, we intend to improve and sharpen our ability to think critically and independently about those issues as well as about problems of our everyday life and world.

Student Learning Outcomes

PHI XXXX falls under the "Individual and Society" group of CUNY Pathways requirements. In the course of the semester, we will be examining some of the major political theories and their applicability to society today. After completing it, students should be able:

- Produce well-reasoned written and/or oral arguments using evidence to support conclusions
- Gather, interpret, and assess information from a variety of sources and perspectives
- Evaluate evidence and arguments critically or analytically
- Make a critical assessment of political and social issues from a theoretical and philosophical point of view

- Identify and apply the fundamental concepts of philosophy and related disciplines, such as sociology, psychology and political economy, exploring the relationship between the individual and society
- Examine how an individual's place in society affects experiences, values, or choices
- Identify and engage with local, national, or global movements or ideologies and analyze their impact on individual and collective decision-making

Required Materials

- Thomas Hobbes, *Leviathan* (PDF file on blackboard)
- Karl Marx, *Selected Writings*. Hackett. 1994
- Michel Foucault, *Discipline and Punish: The Birth of the Prison*. Vintage
- Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life*. Stanford Univ Press

Grade Requirements

Students are required to attend regularly, participate in class discussions, write two term papers (from two to four pages in length) and take the final exam. **The two papers and the essay for the exam must be written in the student's own voice and words. All plagiarism must be avoided.** There will also be other preparatory, informal essays (one page in length) with critical comments on the covered material. These essays, which can be handwritten, will be read in class in order to generate discussion and review the covered material. The term papers can be emailed to me. The final grade will be determined by all of the above elements.

IMPORTANT *After one week from the due date, papers will not be accepted unless there is a demonstrated situation of emergency.*

Grading policy:

- **Attendance and participation** --attendance and participation in class activities are both required. **10%**
- **One-page reaction papers** (as mentioned below in the topical course outline) **15%**
- **Class discussions** **15%**
- **Term paper 1** (a two- to four-page paper showing a close reading of selected passages from the studied material as well as the student's own critical elaboration). **20%**
- **Term paper 2** (a two- to four-page paper showing a close reading of selected passages from the studied material as well as the student's own critical elaboration). **20%**
- **Final Exam** **20%**

Attendance Policy

Attendance is mandatory. It is college policy that if a student accrues **six** or more unexcused absences the student may earn a WU as his or her final grade. A WU is equivalent to an F and will impact your overall GPA accordingly.

Academic Integrity Policy

Please visit the following link:

http://www.kbcc.cuny.edu/studentaffairs/student_conduct/Pages/academic_integrity.aspx

Accessibility Statement

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation for the Access-Ability office (D-205). Please contact AAS for assistance.

Topical Course Outline

PART ONE: Weeks 1-3: Sovereignty and Law

Week 1

Tue, March 8: Introduction to political philosophy
Thu, March 10: Thomas Hobbes, an introduction

Week 2

Tue, March 15: The war of everyone against everyone
Thu, March 17: The social contract

**Tue, March 22: Follows Friday Schedule*

Week 3

Thu, March 24: Political power: sovereignty and coercion
Tue, March 29: Review/discussion before the paper

**The reaction paper for this part of the class is due on Thu, March 31*

Paper topic: Give an account of Hobbes' theory of sovereignty, the emergence of the state, political society, and the law. Do you agree with Hobbes' theory? Why or why not? Also explain how Hobbes' theory might still be applicable and applied to society today.

PART TWO: Weeks 4-6: Servitude and Freedom

Week 4

Thu, March 31: Marx on alienation

Tue, April 5: *Creative* versus *forced* labor: work and nonwork and "women's work"

Week 5

Thu, April 7: History and class antagonism

Tue, April 12: The commodity and the reification of life: the society of the spectacle

Week 6

Thu, April 14: Money as capital (chapter 4 of *Capital*)

Tue, April 19: Accumulation by dispossession

Review/discussion before the paper

**Wed, April 20 – Sat, April 30: No classes (Spring Recess)*

**The reaction paper for this part of the class is due on Tue, May 3*

Paper topic: What is alienation in labor and life? Why does labor end up in poverty if it creates wealth? What are some of the forms of exploitation and domination, historically and currently?

Think for instance about what is usually referred to as "women's work." Marx says that the origins of capitalist accumulation are to be seen in violence, conquest, and plunder, that is to say, in the process of dispossession. Do you agree? Explain.

PART THREE: Weeks 7-12: Biopolitics: Sovereign Power and Bare Life**Week 7**

Tue, May 3: Foucault and Agamben, an introduction

Thu, May 5: The body and subjectivity: The normal and the pathological

Week 8

Tue, May 10: Generalized punishment: Discipline and normalization

Thu, May 12: Obedience and utility. Docile bodies

Week 9

Tue, May 17: The prison extended to society: Surveillance and control

Thu, May 19: *Homo sacer*: the human being who can be killed but not sacrificed

Week 10

Tue, May 24: Biopower: Sovereignty and exception

Thu, May 26: The camp as a paradigm

Week 11

Tue, May 31: Life forms and the politics of death

Thu, June 2: The prison and the camp: Kalief Browder, Abu Ghraib and Guantanamo

Week 12

Tue, June 7: Migration on a global scale

Thu, June 9: Review/discussion before the paper

**Final exam (date tba)*

Exam topic: Discuss some of the main concepts and problems in Foucault and Agamben (e.g., torture, punishment, power, discipline, control, normalization, surveillance, bare life). What is the meaning of biopolitics and biopower? Do you agree with the idea that the prison is extended to all society or that the camp is the paradigm of political modernity? Use some examples (e.g., war, poverty, migration, police brutality, or the death penalty).
