CAS CC 211: Power, Political Forms, and Economics
Fall 2019

WEBPAGE: www.bu.edu/core/cc211 (Kerberos password required)
LECTURES Thursdays 12:30-1:45, CAS Room B36, 685 Commonwealth Avenue

COORDINATORS Susanne Sreedhar, sreedhar@bu.edu, 745 Comm Ave, Room 514
Kimberly Arkin, karkin@bu.edu 232 Bay State Road, Room 410

SEMINAR SECTIONS

B2 Petrović WED 307 TR 11-12:15pm petrov@bu.edu
B3 Sreedhar WED 205 TR 2-3:315pm sreedhar@bu.edu
B4 Arkin CAS 119 TR 3-4:45pm karkin@bu.edu
C2 Tabatabai CAS 114A MWF 10:10-11am stabat67@bu.edu

Course Description. In this second semester social science course, we focus on the emergence of “society” as a distinctive object of political engineering, normative discourse, and social scientific inquiry. We begin in the European Renaissance (circa 17th century), with the rise of political theory and its attention to the nature, source, and justification of political power and political inequality. After exploring a variety of “social contract” theories of power and governance, we will read contemporaneous criticism of what these particular contracts exclude, as well as more radical critiques of the idea contract itself. We pursue these critiques in the second half of the syllabus, with the rise of industrial capitalism in the late 18th and early 19th centuries. This period of rapid and dramatic change fueled the emergence of what we now call the “social sciences,” much of which initially focused on analyzing the roots and consequences of the 19th century’s substantial economic—and not just political—transformations. We will examine a number of social scientific takes on the causes, as well as social and political consequences, of industrialization, ranging from laudatory liberalism to radical Marxism. In the process, we will address some of social science’s enduring questions: the nature and origin of the ties that bind and the conflicts that divide us, the existence and content of “human nature,” how social forces of various kinds shape human motivations and actions, the extent to which ideas have changed and continue to change the world, and the connection between political forms and economic systems.

Course Goals. By the end of this course, you will:
• Know some of the ways that social, economic and political shifts from the 17th through the early 20th centuries shaped theories about and descriptions of the social and political world.
• Know the difference between normative political theory and descriptive/analytical social science.
• Understand the assumptions about human nature and social worlds that underlie the arguments for (as well as institutions associated with) various forms of political organization, from authoritarian absolutism to liberal democracy.
• Have learned to read difficult original sources by putting them into social and historical context
• Have learned to compare and contrast texts about very different topics across different time periods by excavating shared and divergent foundational assumptions.
• Understand the relationship between social science research questions and the methodologies used to explore those questions.
• Have learned to write coherently and comparatively about complex texts.
BU Hub Outcomes. This course meets three Hub learning outcomes:

- **Historical Consciousness:** Students will be able to construct historical narratives, evaluate interpretations based on historical evidence, and construct historical argument. They will demonstrate an ability to interpret primary source material using a range of interpretive skills. And they will demonstrate knowledge of how intellectual paradigms, forms of political organization, and socioeconomic forms have changed over time.

- **Social Inquiry II:** Students will apply principles and methods from the social sciences based on collecting new or analyzing existing data in order to deepen understanding. They will understand the nature of evidence employed in the social sciences and will demonstrate a capacity to differentiate competing claims in such fields. This includes reflecting on and critically evaluating how social scientists formulate hypotheses, gather empirical evidence of multiple sorts, and analyze and interpret this evidence.

- **Writing Intensive:** Students will be able to craft responsible, considered and well-structured written arguments, using media and modes of expression appropriate to the situation. Students will be able to read with understanding, engagement, appreciation and critical judgment.

Course Structure. This syllabus outlines the schedule of lecture topics and the reading associated with those topics. Your section leader will also give you a syllabus that breaks down those readings session by session and gives you additional detail about writing assignments.

Evaluation. The responsibility for grading lies with each section instructor. And every section is slightly different. All students will write a **midterm** (individual discussion leaders will decide whether you will write a paper or take a test), worth 15%, and a **final exam**, worth 20%. In addition, all section leaders will evaluate students’ **class participation**, including both attendance and engagement with the material and other students. In order to scaffold both the mid-term and the final exams, section leaders will assign additional papers/assignments at their discretion. Please consult your section syllabus for grading and assignment details.

Final Exam. This exam will take place Monday December 16th, from 12:30-2:30 PM. The final, which is collectively written by all faculty, will require you to answer a series of essay questions that will be drawn from material covered in Thursday lectures and discussion sections. It is cumulative and will be the same for all students, regardless of section.

Writing is an essential component of the Core Curriculum and is coordinated closely with the Boston University Writing Program. Students who successfully complete both semesters of the Core Social Sciences (CC 112 and /CC 211) will receive credit for WR 150. The Core Writing Fellows are graduate students familiar with the works read in the Core who are available to work with you one on one and support you at any stage of the writing process. To make an appointment, consult the online reservation instructions at www.bu.edu/core/writing. An online writing handbook is available at the same webpage.

On the Core website—www.bu.edu/core—students will find faculty office hours, reading lists, a departmental activities and academic calendar, syllabi, Writing Fellow contact information and writing FAQs, and other resources. We hope you will also take advantage of the Core Blog at blogs.bu.edu/core, where you can stay up to date with Core events and participate in a wide-open conversation with Core lecturers and faculty about the issues of the course. At www.bu.edu/core/cc211you will be able to access audio recordings of lectures, and archived versions of the media materials and handouts used by lecturers throughout the semester.
Readings: Required readings for each week have been limited to about 50 pages. This means that section leaders will expect students to have done ALL required readings prior to section discussions. Some of the required readings are part of a course pack that will be handed out during the first week of classes. Please also purchase the following books (editions matter!). Do not get ebooks; you will need the actual, physical hard copy of the books.

4. Emile Durkheim *The Division of Labor in Society* (Free Press, 2014: 9781476749730)

Learning and testing accommodation. Boston University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student who needs academic accommodations because of a documented disability, you should contact your seminar leader and present your letter of accommodation as soon as possible. If you have questions about documenting a disability or requesting academic accommodations, contact the Office of Disability Services at access@bu.edu and 617-353-3658. Letters of accommodations should be presented as soon as possible to ensure that student needs are addressed from the start of the course. Learn more at www.bu.edu/disability/policies-procedures.

Academic Conduct. All members of the University are expected to maintain the highest standards of academic honesty and integrity; we have the same expectations of each other in this course. Seminar leaders take the issue of plagiarism seriously and expect all the work you do in this course to be your own. If you have questions about what plagiarism is and how it differs from the appropriate use of other people’s work, consult the Academic Conduct Code at www.bu.edu/academics/cas/policies/academic-conduct or speak with your instructor.
## FALL 2019 CC 211 Lecture Topics and Readings

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<tr>
<th>Week/Date</th>
<th>Topic and Lecturer</th>
<th>Reading</th>
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<tr>
<td>1. September 5</td>
<td><strong>Historicizing equality and social engineering.</strong> Denaturalizing universal human equality as an organizing social and moral principle. Lecturer: Tom Barfield, Anthropology</td>
<td>Louis Dumont, Introduction to <em>Homo Hierarchicus</em> (in course pack)</td>
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<td>Colonialism, the state of nature, and the rise of political theory. Lecturer: Susanne Sreedhar, Philosophy</td>
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<td>2. September 12</td>
<td><strong>Human nature and the radical critique of “natural” inequality.</strong> Building a radically inclusive and yet abject political world Lecturer: Susanne Sreedhar, Philosophy</td>
<td>Hobbes <em>Leviathan</em> (in course pack)</td>
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<td>3. September 19</td>
<td><strong>Critiquing Hobbes’ vision of human nature and re-envisioning the political world.</strong> Political equality and the naturalization of private property. Lecturer: Susanne Sreedhar, Philosophy</td>
<td>Locke <em>Second Treatise</em> (in course pack)</td>
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<td>4. September 26</td>
<td><strong>Beginning where Hobbes ended.</strong> Linking private property, moral depravity, and social misery. Lecturer: David Roochnik, Philosophy</td>
<td>Rousseau <em>Second Discourse</em> (in course pack)</td>
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<td>5. October 3</td>
<td><strong>Political theory meets romanticism and reality.</strong> Rousseau’s influence on the French revolution, particularly its violent excesses and exclusions. Lecturer: Kimberly Arkin, Anthropology</td>
<td>Rousseau <em>The Social Contract</em> (in course pack) AND “La déclaration des droits de l’homme et du citoyen” (Declaration of the Rights of Man and of the Citizen) (in course pack)</td>
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7. October 17  The problem of social engineering. Social science meets normative political theory in a great democratic experiment—newly independent America.

Lecturer: Stephen Kalberg, Sociology

De Tocqueville *Democracy in America* Volume 1, Introduction; Part 1, Chapter 2 pages 15-21; 30-32; Chapter 3 pages 40-41; Volume 1 Part 2, Chapter 5 pages 82-85, Chapter 6 pages 91-96; Chapter 7, pages 106-109; Chapters 9-10; Volume 2 Part 2, Chapters 5-8

8. October 24  The problem of social engineering. It’s the economy, stupid—generating and improving the social world through transactional individuals.

Lecturer: David Swartz, Sociology

Smith *Wealth of Nations* Book 1: Introduction, Ch. 1, 2, Ch. 7, Ch. 8 (para 1-21), Ch. 10 para 1-2, Conclusion para 1-10; Book 5: Ch 1, part 3 para 1-2 and article 2 from “were there no public institutions for education” to the end.

9. October 31  The industrial revolution and the new ideologies. What was Marx’s world like and how did he envisage its change?

Lecturer: Vlado Petrović, International Relations

Tucker’s *Marx and Engels Reader*, Contribution to the Critique of Hegel’s *Philosophy of Right* (1843), pages 53-54, 64-5; Estranged Labor (1844), pages 70-81; German Ideology (1845) pages 146, 172-175; Eleven Thesis on Feuerbach (1845), pages 143-145; The Manifesto of the Communist Party (1848), pages 473-500


Lecturer: Vlado Petrović, International Relations

Tucker’s *Marx and Engels Reader*, The Eighteenth Brumaire of Louis Bonaparte (1852), pages 594-5; Capital (1867) Volume 1, pages 303-8, 319-329; 344-361; Friedrich Engels, Speech at the Graveside of Karl Marx” (1883) pages 681-682; Socialism: Utopian and scientific (1880), pages 700-717

11. November 14  Is social solidarity in an industrializing world chimerical? Arguing against both Marx and Smith. And how might you empirically study “social ties” anyway?

Lecturer: Kimberly Arkin, Anthropology

Durkheim *Division of Labor in Society* Introduction, Book 1: Chapter 1 (all), Chapter 2 section IV, Chapter 3 section 1; Chapter 6 last paragraph of section III and section IV, Chapter 7 section I and IV; Book 2: Chapter 2, section IV Book 3: Chapter 1 section III; Chapter 2 Section I until the first paragraph on page 296 and Section II AND *Suicide* excerpt (in course pack)
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<tr>
<th>Date</th>
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<tr>
<td>December 5</td>
<td>Concluding Lecture</td>
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<td>Monday, December 16</td>
<td>Final Exam: 12:30-2:00</td>
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Weber “Science as a Vocation” excerpt (in course pack) AND *The Protestant Ethic* Chapter 1, Chapter 2, Chapter 3 pages 99-102, Chapter 4 pages 113-115; 119 (2 paras); pages 123-125; 128-130; Chapter 5