

## Patriarchal Force and Political Power

PHIL298H.1, Spring 2009

202 Furguson, MWF, 10:10am-11:00am

### Instructor Information

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### Description

The central distinction around which this course is organized is that between force and power. *Force* involves a logic of dominion in which physical violence or the threat of it, compulsion, and domination are the modes by which political authority is established, maintained and legitimized. Genuine political *power*, on the other hand, involves what might be called a dialogic of communion in which words and deeds are brought together in an attempt to weave difference into community with an eye toward justice.

Traditionally, patriarchal authority has always operated according to a logic of dominion and force. Yet, from its very beginnings and despite its continuing persistence, patriarchal authority has shown itself to be inherently unstable. Although the roots of patriarchal authority can be traced to the earliest ancient Greek thinkers, they were also well aware of this instability. The epic and tragic poets in particular gave voice to the dangers that come along with the logic of force on which patriarchal authority is based.

Beginning with the ancient Greek texts of Hesiod, Aeschylus and Sophocles, the first half of this course traces the origins and limitations of patriarchal politics. The second half of the course engages the feminist critiques of patriarchal politics by reading the work of Luce Irigaray in conjunction with Freud and Hegel and the works of Judith Butler and Julia Kristeva in dialogue with Sophocles.

Tracing the history of patriarchal politics back to the Greeks and engaging these feminist critiques of that politics will allow us to uncover another possibility for politics operating already at the beginning of the tradition of patriarchal dominion.

### Goals

In this course, students will:

- Develop an ability to read, interpret, analyze and evaluate challenging literary and philosophical texts.
- Participate in thoughtful and respectful dialogue in class and using digital expression.
- Use digital media (blogging and podcasting) and traditional media (a paper) to formulate, express and disseminate their own judgment on issues of historical, philosophical, political and personal importance.
- Use the library for scholarly research.
- Relate the philosophical issues discussed in class to contemporary social/political events and concerns.
- Think critically about the world of human politics and community.

### Requirements

10%	<b>Attendance</b> Students are expected to be in class <i>on time</i> and remain in the classroom <i>throughout</i> the entire period. Attendance will be taken. Students have 3 free absences for the semester. If a student is absent <i>for any reason</i> after the 3 free absences, s/he will receive a zero for the attendance grade. Two late appearances will constitute one absence.
10%	<b>Participation</b> The participation grade will be based on a qualitative impression of the student's in-class participation over the course of the semester.
40%	<b>Digital Expression via Blog Posting and Commenting</b> Much of the written work and exchange of philosophical ideas in this course will take place online.

Students are required to write regular posts to the course blog on the material covered in the course and to comment frequently on the posts of others.

Assessment of these contributions to the online dialogue will be assessed four times during the semester according to the blog rubric outlined below.

#### 15% **Weekly Roundup Podcasts**

A team of two students will be assigned a date on which to produce a podcast that gathers the highlights of the course from the past week. The podcast can focus on specific readings, in-class discussions, blog posts, comments, interesting connections that were made to issues of contemporary politics, society and culture.

The podcasts must be submitted on the Sunday evening at 6pm following the week assigned to the team. Assessment of the podcasts will be based on the following:

Podcasts must:

- Highlight substantive aspects of the past week of class
- Be at least four minutes in length, posted by 6pm Sunday after the assigned week
- Be produced in a well-organized and thoughtful way
- Add something of its own beyond the mere summarizing of the week—push the discussion forward in some substantive way
- Connect the material discussed during the week to some issue of contemporary concern

To learn more about how to create and post a podcast, make an appointment with the Penn State Digital Commons: <http://digitalcommons.psu.edu/>.

#### 25% **Final Project**

A final research project, culminating in a 10-12 page paper, is due on Wednesday, May 6th. Students are permitted to develop their own thesis for the paper in conjunction with the professor. The final project is composed of three parts: Research Progress, Thesis Statement, Final Paper. Please see the Assignment page of the course blog for details about each part. Final papers must include at least two peer reviewed scholarly secondary sources. Consult the scoring rubric for information on how the paper will be graded.

**Note on Paper Submissions:** All papers must be written in either Word (\*.doc) or Rich Text Format (\*.rtf) format and submitted BOTH to the [ANGEL](#) page for this course and to <http://www.turnitin.psu.edu>. Be sure you are able to log on to the [ANGEL](#) site and please update your email address under System Settings/Forwarding Address as I will use [ANGEL](#) to communicate with the entire class when necessary. A handout describing how to submit papers to <http://www.turnitin.psu.edu> is available on [ANGEL](#).

## Academic Integrity

*Definition and expectations:* Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Students are expected to be familiar with the academic honesty policies of the Pennsylvania State University and with the logic and mechanics of bibliographic documentation. Please visit [http://www.la.psu.edu/CLA-Academic\\_Integrity/integrity.shtml](http://www.la.psu.edu/CLA-Academic_Integrity/integrity.shtml) to familiarize yourself with The College of Liberal Arts and University policies related to academic integrity.

If a student submits plagiarized material for this course, s/he will receive an automatic "F" for the assignment and

all supporting documentation and evidence will be sent to the Academic Integrity Coordinator.

## Nondiscrimination Statement

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-2801, Tel (814) 865-4700/V, (814) 863-1150/TTY.

## Texts

### Required for Purchase

Aeschylus; and Lattimore, Richmond, *Aeschylus I: Oresteia* (Chicago: University of Chicago Press, 1953). ISBN: 0226307787.

Butler, Judith, *Antigone's Claim*, Columbia University Press, ISBN: 0231118958.

Caldwell, Richard, *Hesiod's Theogony*, (Focus Classical Library, Focus Publishing, 1987). ISBN: 0941051005.

Irigaray, Luce *Speculum of the Other Woman*, Cornell University Press, ISBN: 0801493307.

Sophocles. *The Theban Plays*. Translated by Ruby Blondell. Newburyport, MA: Focus Publishing, 2004. ISBN: 1-58510-0378.

### Provided through Handouts

Freud, Sigmund, James Strachey, Anna Freud, Carrie Lee Rothgeb, and Scientific Literature Corporation. *The Standard Edition of the Complete Psychological Works of Sigmund Freud*. 24 vols. London: Hogarth Press, 1955. (Lecture Selection: *Femininity*)

Hegel, G.W.F. *Phenomenology of Spirit*. Oxford: Oxford University Press, 1977. (Section Selection: Spirit: The Ethical Order)

Kristeva, Julia. *Powers of Horror: An Essay on Abjection*, European Perspectives. New York: Columbia University Press, 1982. (Chapter selection: "From Filth to Defilement")

## Schedule of Assignments

Session	Topic	Reading	Assignment
Mon., Jan. 12	Introduction	Thematic Introduction	
Wed., Jan 14	Introduction	Introduction to Technological Tools	
Fri., Jan 16	Hesiod	<i>Theogony</i> : ll. 1-451	
Mon., Jan 19	No Class	MLK Day	
Wed., Jan 21	Hesiod	<i>Theogony</i> : ll. 452-721	
Fri., Jan 23	Hesiod	<i>Theogony</i> : ll. 722-1020	
Mon., Jan 26	Aeschylus	<i>Agamemnon</i> (Complete Play Due)	WR1: Miller, Lewis
Wed., Jan 28	Aeschylus	<i>Agamemnon</i>	
Fri., Jan 30	Aeschylus	<i>Agamemnon</i>	
Mon., Feb 2	Aeschylus	<i>Libation Bearers</i> (Complete Play Due)	WR2: Huff, Movahedi-Lankarani
Wed., Feb 4	Aeschylus	<i>Libation Bearers</i>	
Fri., Feb 6	Aeschylus	<i>Eumenides</i> (Complete Play Due)	Digital Expression Eval. I
Mon., Feb 9	Aeschylus	<i>Eumenides</i>	WR3: Di Taranto, Curran
Wed., Feb 11	Aeschylus	<i>Eumenides</i>	
Fri., Feb 13	Aeschylus	<i>Eumenides</i>	
Mon., Feb 16	Sophocles	<i>Oedipus the King</i> (Complete Play Due)	WR4: Wiczorek, Becket; Craig
Wed., Feb 18	Sophocles	<i>Oedipus the King</i>	
Fri., Feb 20	Sophocles	<i>Oedipus the King</i>	
Mon., Feb 23	Sophocles	<i>Oedipus at Colonus</i> (Complete Play Due)	WR5: Bruno, Dombrow
Wed., Feb 25	Sophocles	<i>Oedipus at Colonus</i>	
Fri., Feb 27	Sophocles	<i>Oedipus at Colonus</i>	
Mon., Mar 2	Sophocles	<i>Antigone</i> (Complete Play Due)	WR6: Morrow, Manu
Wed., Mar 4	Sophocles	<i>Antigone</i>	
Fri., Mar 6	Sophocles	<i>Antigone</i>	Digital Expression Eval. II
Mar 9 – 13	No Class	Spring Break	
Mon., Mar 16	Freud	<i>Femininity</i> (online)	WR7: Leshak, Canagarahah
Wed., Mar 18	Freud	<i>Femininity</i> (online)	
Fri., Mar 20	Irigaray	<i>Speculum</i> , pp. 11-33	
Mon., Mar 23	Irigaray	<i>Speculum</i> , pp. 34-45	WR8: Kelly, Herling,
Wed., Mar 25	Irigaray	<i>Speculum</i> , pp. 46-60	
Fri., Mar 27	Irigaray	<i>Speculum</i> , pp. 61-72	
Mon., Mar 30	Irigaray	<i>Speculum</i> , pp. 73-97	
Wed., Apr 1	Irigaray	<i>Speculum</i> , 98-111	
Fri., Apr 3	Irigaray	<i>Speculum</i> , 112-129	Digital Expression Eval. III
Mon., Apr 6	Hegel	<i>Spirit: The Ethical Order</i> (online)	WR9: Kirkwood, Randol
Wed., Apr 8	Hegel	<i>Spirit: The Ethical Order</i> (online)	
Fri., Apr 10	Irigaray	<i>Speculum</i> , pp. 133-146	Research Progress Due
Mon., Apr 13	Irigaray	<i>Speculum</i> , pp. 214-226	
Wed., Apr 15	Kristeva	(Handout Online)	
Fri., Apr 17	Kristeva	(Handout Online)	
Mon., Apr 20	Kristeva	(Handout Online)	WR10: Plotzker, Van Maanen
Wed., Apr 22	Butler	<i>Antigone's Claim</i> : pp. 1-26	Thesis Proposals Due
Fri., Apr 24	No Class	Research Day	
Mon., Apr 27	Butler	<i>Antigone's Claim</i> : pp. 27-56	
Wed., Apr 29	Butler	<i>Antigone's Claim</i> : pp. 57-82	
Fri., May 1	Discussion	Butler, Kristeva, Irigaray on Antigone	Digital Expression Eval. IV
Wed., May 6	Final Papers Due		

WR = Weekly Roundup Assignment Start Date= Podcasts are due the following Sunday at 6pm.

# Final Paper Scoring Rubric

Professor Christopher Long

This rubric is used to evaluate the final written project. Students are encouraged to use it to craft a strong final paper. Papers will be graded on the basis of this rubric.

Rating	Criteria
A (90-100) = Excellent	Focused, Succinct Thesis Organized from beginning to end to Support Thesis Effective, Germane Use of Textual Support Originality of Ideas Clear, Well Formulated Sentences Varied Sentence Structure Correct Mechanics and Paragraphing Correct Citation Form Effective Word Choice Fluid Transitions
B (80-89) = Good	Focused, Succinct Thesis Adequately Organized to Support Thesis Some Originality of Ideas Textual Support not always Effective, Germane Mechanical Problems that do not Interfere with Readability Clear, Well-formulated Sentences Correct Mechanics and Paragraphing Correct Citation Form
C (70-79) = Fair	Unfocused, Weak Thesis Partially Organized to Support Thesis Paucity of Original Ideas Ineffective Textual Support Incomplete, Poorly Formulated Sentences Informal, inappropriate Language Careless Editing, Incorrect Citation Form Mechanical Errors that do Interfere with Readability
D (60-69) = Poor	No Thesis Lack of Organization No Original Ideas Little Textual Support, Irrelevant Appeal to Text Mechanical Errors that Interfere with Readability Lack of Editing, Incorrect/Missing Citation Inadequate Length, Underdevelopment of Ideas
U (59 and below) = Unacceptable	Plagiarism Inappropriateness Unintelligibility No Thesis No Organization/Structure Failure to Submit

# Blogging Scoring Rubric

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This rubric is designed to facilitate a creative and lively philosophical dialogue online by encouraging strong writing in blog posts and comments. These criteria will be used for the qualitative evaluation of the blog posts and comments.

Criteria	Unacceptable (0-69 pts)	Acceptable (70-79 pts)	Good (80-89 pts)	Excellent (90-100 pts)
<b>Frequency</b>	No or infrequent participation	Participates once a week	Participates 1-2 a week, but postings are not distributed	Participates frequently and consistently
<b>Initial Posting</b>	No or few postings	Posts are adequate, but reflect superficial engagement with the material	Posts are well developed and engaged with the material; lacks conceptual clarity	Posts are conceptually sophisticated, engaged in a substantive way with the material
<b>Follow-up Postings</b>	No or few comments on blogs of others	Comments are shallow contributions to the discussion; does not enrich discussion	Elaborates on existing posts with further comment/observation	Analyzes the posts of other, extends the discussion in new directions, relates comments to previous online discussion
<b>Content Contribution</b>	Posts irrelevant, tangential to discussion	Repeats some previous content, does not add substantively to the discussion	Content is factually accurate, but does not include much conceptual nuance or development	Posts draw directly upon the material to make a creative and substantive point that extends beyond the material
<b>Clarity &amp; Mechanics</b>	Unclear, disorganized, unedited	Open and respectful tone, some typos, some organization	Organized, well-edited and thoughtfully composed	Organized around a central point/argument, concise, even striking formulations, clear, easy to read style
<b>Reference &amp; Support</b>	No or few references or support for position	Appeals to personal experience, but not to the work/experiences of others	Incorporates the work/experiences of other students, scholars and experts	Uses references to literature, readings, personal experience, experts, etc. in ways that strongly support the main position
<b>Connections</b>	Establishes no or few connections with other blogs, websites, articles, etc.	Infrequently establishes connections to other blogs, websites, articles, etc.	Regularly establishes connections to internet resources and other sources of contemporary culture, news and politics	Consistently draws course material into connection with issues of the day by integrating references to blogs, websites, articles, etc.