

POLI 405.001
Spring 2017
MW 2:00-3:15 p.m.
Office Hours: MW noon-1:30 p.m.
TR 2:00-3:30 p.m. and by appointment

John Creed
26 Coming Street (201)
953-8137
953-5724 (messages)
Email: creedj@cofc.edu

Capstone Seminar: Fear (and Hope)

“Fear cannot be without hope nor hope without fear”

Spinoza, Ethics, 1677

“When the buffalo went away, the hearts of my people fell to the ground and they could not lift them up again. After this, nothing happened”

Chief Plenty Coups, Crow Nation, 1932

“In the twentieth century, the idea of human universality rests less on hope than on fear, less on optimism than on dread of human capacity for evil, less on a vision of man as maker of his history than of man the wolf toward his own kind”

Michael Ignatieff, The Warrior’s Honor, 1997

“What is possible would never have been achieved if, in this world, people had not repeatedly reached for the impossible”

Max Weber, The Profession and Vocation of Politics, 1919

What is a Capstone? Course Objectives

The Capstone seminar in Political Science is designed to be a culminating experience for students. As majors, you all complete a common set of courses early in your program of study that establishes the foundation of the discipline and initiates processes of skill building. You then branch off into different subfields (American Politics and Process, Global Politics and Space, Politics of Ideas) and take a variety of courses with different substantive and skill emphases in the “middle” of the major. The Capstone provides a venue where you will be able (and expected) to draw upon the ideas and skills you have gained thus far to explore a new and overarching topic or set of related topics in Political Science that has relevance to your futures. Capstone seminars provide an integrative experience that substantively allows you to employ insights, ideas from work in different subfields and includes skill intensive writing, critical thinking, independent research, oral presentation, opportunities to apply theories and concepts to new problems and cases, as well as practice in articulating and defending your own views.

This seminar seeks to use the concepts of “fear” and “hope” to accomplish the Capstone’s goals. It will allow you to employ critical thinking and analytical skills while using the ideas of fear and hope (as developed by many disciplinary traditions) -- along with other concepts and theories specific to Political Science -- to evaluate pressing contemporary concerns as a pathway

to forming and substantiating your own perspectives on these issues. As part of this effort, you will engage in independent research, investigating a contemporary topic of concern and evaluating different components of fear and hope as you complete your work.

Another driving force behind this Capstone is to encourage you to see and contemplate the political nature of “fear” and “hope”, concepts that are more often associated with disciplines like psychology and economics than political science. Whereas eight years ago, the political landscape in America and abroad was anticipating change as a byproduct of the “audacity of hope”, today it might be said that the “politics of fear” prevail, whether we are talking about building walls and careening over “fiscal cliffs” in the U.S. or confronting the unknowns of political change in regions like the Middle East. But hope has not been abandoned in these quarters and increasingly it is individuals with backgrounds in Political Science and exposure to other disciplines through the liberal arts who are optimally positioned to assess problems confronting societies and develop solutions to them. This is something worth keeping in mind as you contemplate your work in this Capstone and your own professional futures.

Course Content

As suggested above, this course will utilize the concepts of *fear* and *hope* to evaluate a number of contemporary political issues and assess larger trends in U.S. and global political life. The course will essentially be divided into two parts, with three common components making up each of the two portions of the course. After starting with a brief introduction and exploration of both guiding concepts, the course will delve first into the concept of “political fear”, including a thorough historical consideration of the idea itself. It will then move to applying the concept, first historically using the events of McCarthyism in the U.S. and then in a contemporary context thinking about the role fear plays in shaping societal responses to terrorism. Other contemporary applications of “political fear” will be investigated based on your collective efforts. The second half of the course will then mirror the first, but with the concept of “hope” structuring the discussions. A substantive investigation of the concept itself will be followed by a historical application (the perpetuation of hope among disenfranchised Native American tribes) and a contemporary application (the role of hope in responding to climate change). Again, other contemporary applications will emerge as a result of your collective efforts.

Method of Presentation

This course will be run as a seminar. Formal presentations by the instructor will be rare. Class sessions will serve as a venue for exploration and informed discussion of the materials we are reading and otherwise considering. We will also spend considerable class time working on aspects of your research throughout the semester.

Learning Objectives and Skills This Course Will Seek to Improve

This course has several learning outcomes and objectives. Substantively, you will emerge from this course with a deeper understanding of a number of pressing current and future concerns in domestic and international politics and, given the integrative intent of the course, that you will be able to apply insights developed by different subfields of political science to these issues, while appreciating the contributions made by other disciplines as well. You will also have a more sophisticated and rigorous appreciation for “fear” and “hope” as concepts and you

will be able to systematically employ these concepts to problems and issues that you face in the public sphere and in your own lives. By the end of the semester, you will be able to better and more substantively articulate these insights to others. From a practical standpoint, you will learn how to write effective resumes and cover letters, along with knowing where you can access help as you pursue your career and employment interests in the future.

This course will also attempt to challenge and improve a number of your skills that are considered vital for students of Political Science (and students of the Liberal Arts and Sciences more broadly) to master. These include:

- ** oral communication (through regular class participation and class discussions, group presentations);
- ** reading comprehension (through regular reading assignments that will provide the basis for many class discussions);
- ** critical thinking and analysis (through class reading, discussion of scholarly work about the course theme, group investigations, research paper assignment);
- ** effective, concise writing and development of critical analysis (through group investigations and accompanying critical analysis, research paper assignments);
- ** applying theories and concepts to new situations (through class discussions, group investigations and accompanying critical analysis, research paper assignments);
- ** research and hypothesis writing, testing (through research paper assignment);
- ** comprehending the views of others and articulating, defending one's own position (through class readings and discussions, group investigatory work, research paper assignment).
- ** working collectively to develop and communicate an idea through oral presentation (group investigatory work)

Intended Long-Term Impact of the Course

Beyond helping you refine your skills as a political science major, this course seeks to make a more lasting impact on your professional development in anticipation of your transition to the workplace. As one employer of college graduates recently observed, young employees “are very good at *finding information* but not as good at *putting it into context* ... they are really *good at technology*, but not at how to take those skills and *resolve specific problems*” (emphasis added). Skills and abilities that employers repeatedly say they most value in their young employees include: written and oral communication skills, adaptability and flexibility, the ability to deal with ambiguity and complexity, managing multiple priorities, collaboration and interpersonal skills, the capacity to make decisions and the ability to creatively solve complex problems. Firms want graduates with “soft skills” – people who can work well in teams, write and speak clearly, engage in critical thinking, adapt quickly to changing conditions, solve problems on the fly, handle pressure effectively, interact with colleagues from different countries

and cultures. As another employer said “soft skills tend to differentiate good college graduates from exceptional college graduates”.

This course seeks to work on many of those “soft skills” both directly and indirectly and it offers you space to improve in many of these areas. In addition, you should consider accessing the many underutilized resources available through the College of Charleston’s Career Center as you begin to think about and plan for life after college. For more information, consult the Career Center’s website at <http://careercenter.cofc.edu>, visit the office in the Lightsey Center, Room 216 or call (843) 953-5692.

Class Participation

Given the purposes of the Capstone and the way class sessions are structured, class participation is a vital component of this course and your **ACTIVE** involvement in all class sessions is **absolutely essential**. Participation in class discussion is expected and will be considered carefully in the final course evaluations. Such participation includes listening carefully and critically to the views expressed by classmates, as well as the expression of your own ideas. It is also expected that you will be willing to periodically take the lead in discussing issues and ideas based on the materials you are reading and researching. You should always be prepared during each class session to discuss current political events as they relate to the subject of the course.

Due to the structure of the course, you should not expect to do well without regular class attendance and consistent, active participation. *A general guideline is that any absence rate greater than fifteen percent (excused and unexcused – I make no distinction between the two) is excessive and will lower your participation grade.* If you do miss a class session, you are still responsible for all the material covered.

Special Circumstances

If you have any kind of special circumstances that I should know about, please make me aware **right away**. For example, if you have a diagnosed (or undiagnosed) learning challenge, if you have a physical condition of any kind that affects your learning, or if you are an athlete or a club member who will travel during the semester, I need to know that at the start of the term in order to make certain that your needs can be met. It will be infinitely more difficult to accommodate you sufficiently if you delay in disclosing your needs. Confidentiality will be respected in all instances. In addition, if you are a student who has problems writing papers, taking class notes, presenting material orally, etc., there are many resources and programs you can take advantage of to improve your class performance. All you have to do is ask and I can direct you to the appropriate help.

Please note: If you are a SNAP student eligible for accommodation, you MUST provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you MUST follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your request if I have not received proper notice.

Office Hours

I have designated sets of office hours that are established for you to use in order to meet with me outside of class. Do not be reluctant to come by my office at these times, especially if you have questions that are left unanswered from class or if you are experiencing any difficulties or uncertainties in the course. If these times conflict with your schedule, we can work out a mutually convenient time to meet. I am around a lot – do not hesitate to make use of me outside the classroom.

Course Ground Rules

Attendance: You are expected to be present for all of the class sessions in this course. Absence from more than three class sessions during the term, whether excused or unexcused, is excessive. Students missing more than three class sessions (including arriving late or leaving early from class sessions) will lose one full letter grade from the participation portion of their total average for each additional absence.

Late Work: Given the nature of this capstone and its structure, late work will not be tolerated. Work that is turned in after the date and time due will lose ten points off the total automatically (ie. a paper with a numerical grade of 85 becomes a 75) and an additional ten points will be subtracted for each subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested. All due dates and times are listed in the syllabus – you know right now when everything you are expected to produce should be finished so there should be no excuse for late work.

Electronic Submission: **NO** written work may be submitted to me electronically for credit under any circumstances. You must have legible printed copies of papers for me to collect when assignments are due.

Academic Honesty: You were bound by an Honor Code when you enrolled at the College of Charleston. I expect you to abide by that code. If you are found to have plagiarized any of your written work, you will automatically fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes plagiarism or cheating of any kind, ask before you act.

Courtesy and Tolerance: As this course progresses, you will doubtlessly find that your ideas about politics and the ideas of hope and fear do not always match the views of your fellow students, the authors of your texts, or your instructor. This is the stuff of politics. However, if this course is to prove rewarding for everyone, it is absolutely essential for each participant to respect and tolerate the ideas and opinions of others in the class. It is equally important for everyone to discuss issues on the basis of information and analysis rather than emotion and volume. By adopting such a posture, you will hopefully find the course will be a challenging and enlightening experience where you will have many opportunities to rethink what you know or believe to be true about politics today and in the future.

In keeping with courtesy and tolerance, I will insist that all cell phones and other personal electronic devices be **turned OFF** before class and remain OFF throughout the class session.

Time Spent Outside of Class: I have high expectations for you in this course and have crafted it with that in mind. Given the nature of a Capstone experience, you will need to spend at least two to three hours working outside of class for every hour you spend in the classroom in order to successfully complete the work in this course. Some weeks may require more time. Students who are not committed to spending that kind of time studying and preparing for class should expect to struggle. It is important to note that time alone does not automatically ensure success – the kind of time you devote to your work and how you approach the endeavor may be just as critical. You can devote time to preparing and studying that is effective and ineffective. If you ever wish to discuss these issues with me, feel free – there may be important changes we can make to your approach that can maximize your effort.

Warning: *There is really only one way you can get yourself into serious trouble in this course – and that is not to do the work. This would seem obvious – but it is telling how often it happens and how often the consequences turn out to be a surprise after the fact to students who chart this course. The way to assure you succeed in this course is simple – just do what is asked of you when it is asked of you – and if you begin to struggle in some way, come and see me and let's talk about it. If someone is burying themselves, I promise you I will not intervene. In the world you are about to enter, nobody will be coaxing you and prodding you to do what is asked of you; they will simply expect it of you and respond accordingly if you fail to produce. The same rules apply here.*

Readings and Texts

Reading assignments will be made out of the following books:

Corey Robin, Fear: The History of a Political Idea (New York: Oxford University Press, 2004)

Philip Roth, I Married a Communist, (New York: Vintage, 1998)

Kurt Eichenwald, 500 Days (New York: Touchstone, 2013)

Jonathan Lear, Radical Hope (Cambridge: Harvard University Press, 2006)

David W. Orr, Dangerous Years (New York: Oxford University Press, 2016)

All required texts are available at the College of Charleston Bookstore. Additional required readings are marked with an asterisk (*) in the course outline. These are available via the course content page on OAKS.

It is also important for you to keep up with current events as you take this course. Unfortunately, the Charleston Post and Courier will not be much help in this regard. **I am therefore urging you to subscribe to The New York Times and read it as often as possible.** You may purchase a discount subscription from the New York Times on their website that allows you to obtain copies of the paper Monday-Friday for a significant savings over the newsstand price.

Method of Evaluation

Grades for this course will be determined as follows:

1. **Class Participation (20%):** Your constructive input is an essential component of this course. It is expected that you will attend class consistently and that you will be prepared to discuss the required readings on the day they are assigned. At the end of the semester, you will receive a grade based on the contribution you have made to class proceedings.
2. **Group Investigations and Analytical Essays (15%):** Twice during the semester, you will be working with classmates to develop a contemporary case of the “politics of fear” and the “politics of hope” respectively which you will analyze in writing and present orally to the rest of the class. The first of these efforts will arrive just before midterm and the second will culminate as the semester ends. Details on these group projects will be distributed in class.
3. **The Capstone Independent Research Assignment (65%):** Over the course of the entire semester, you will be engaged in your own independent research on some aspect of politics and fear/hope – the list of acceptable topics is endless but the one proviso must be that your issue and the way it is framed must make substantive use of one or both of the concepts under consideration – it is not enough to simply invoke the idea of “fear” or “hope” in the context of some issue and consider your assignment direction sufficient. After completing an initial reflection essay early in the term, you will be conducting your research in stages throughout the semester. Each of the components listed below will be graded and the final integrative paper will be turned in at the end of the semester. The components of the research paper include:
 - a. an annotated bibliography (5%)
 - b. a formal proposal (5%)
 - c. a literature review (10%)
 - d. an empirical essay (10%)
 - e. a normative essay (10%)
 - f. an integrated final research paper (20%)
 - g. active participation during in-class research work (5%)

Due dates for each of these assignments are listed below and in the course outline that follows. More information on the research project is contained in an accompanying handout and instructions/guidelines for specific portions of the paper will be distributed during the semester.

Opportunities for “extra credit” are not available.

Grades will be assigned consistent with the following scale:

A – Superior (100-92)
B plus – Very Good (88-86)
B minus – Promising (81-79)
C – Average (75-72)
D plus – Barely Acceptable (68-66)
D minus – Barely Passing (61-59)

A minus – Excellent (91-89)
B – Good (85-82)
C plus – Fair (78-76)
C minus – Acceptable (71-69)
D – Merely Passing (65-62)
F – Failing (58-0)

Dates to Remember (all assignments due by 4:30 in my office unless specified)

Friday, January 27	Exploratory paper due
Friday, February 10	Annotated bibliography due
Wednesday, February 15	“Fear” presentation issue ideas due (in class)
Friday, February 17	Research paper proposal due
Mon-Wed, February 27-March 1	“Fear” presentations (in class)
Friday, March 3	Literature review due
Friday, March 17	First analytical essay due
Friday, March 24	Empirical essay due
Wednesday, April 12	“Hope” presentation issue ideas due (in class)
Friday, April 14	Normative essay due
Mon.-Wed., April 24-26	“Hope” presentations (in class)
Monday, May 1	Second analytical essay due
Wednesday, May 3	Integrated Capstone Research papers due

Class Outline and Assignments

I. Class Introduction –The Whats and Whys of a Capstone (January 11)

Reading: None

January 16 – Martin Luther King Jr. Holiday (no class)
consider engaging in service

II. Introducing the Concepts of Fear and Hope (January 18-23)

Reading: (*) Peter Stearns, “Fear and Contemporary History: A Review Essay”

Journal of Social History (Winter 2006), pp. 477-484;

(*) Julian Edgeose, “Radical Hope and Teaching: Learning Political

Agency from the Politically Disenfranchised” Educational Theory

59 (1) 2009, pp. 105-121;

Robin, pp. 1-30.

Part One: Fear

III. The History of Fear as a Political Idea (January 25-February 1)

A. Political Fear and Terror (January 25)

Reading: Robin, pp. 31-72.

Friday, January 27 – Exploratory Papers due (in my office by 4:30 p.m.)

B. Fear, Anxiety and Total Terror (January 30)

Reading: Robin, 73-129.

C. Remains of the Day (February 1)

Reading: Robin, pp. 131-160.

IV. Fear, American Style – (February 6-22)

A. The Scourge of McCarthyism (February 6)

Reading: Robin, pp. 161-165;

(*) Ellen Schrecker, “McCarthyism: Political Repression and the Fear of Communism” Social Research 71 (4): 1041-1086;

Start Roth, I Married a Communist.

Wednesday, February 8 – Research Workday

Friday, February 10 – Annotated Bibliographies due (in my office by 4:30 p.m.)

B. Naming Names (February 13)

Reading: Robin, pp. 167-198;

(*) Victor Navasky, Naming Names 3rd edition (New York: Hill and Wang, 2003), pp. 3-5; 73-195;

Keep Reading Roth, I Married a Communist.

C. Consequences (February 15)

Reading: Roth, I Married a Communist;

(*) Victor Navasky, Naming Names 3rd edition (New York: Hill and Wang, 2003), pp. 333-383.

Wednesday, February 15 – “Fear” Presentation Ideas Due (in class)

Friday, February 17 – Research Paper Proposals due (in my office by 4:30 p.m.)

D. Lessons (February 20)

Reading: Roth, I Married a Communist;

(*) Victor Navasky, Naming Names 3rd edition (New York: Hill and Wang, 2003), pp. 387-440.

E. The Systemic Component (February 22)

Reading: Robin, pp. 199-252;

(*) Jeet Heer, “Republic of Fear” The New Republic (May 2016), pp. 42-45.

V. “Fear” in Contemporary America – Part I (February 27-March 1)

Group Presentations and Discussion of Research Directions

Friday, March 3 – Literature Reviews due (in my office by 4:30 p.m.)

March 6-10 – Spring Break (no class)

VI. Fear in Contemporary America – Part II (March 13-22)

A. What Just Happened? (March 13)

Reading: Eichenwald, pp. 1-112.

B. How Do We Respond? (March 15)

Reading: Eichenwald, pp. 113-198.

Friday, March 17 – First Analytical Papers due (in my office by 4:30 p.m.)

C. Losing Our Bearings (March 20)

Reading: Eichenwald, pp. 201-358;

(*) Cass Sunstein, “Fear and Liberty” Social Research 71 (4): 967-996.

D. The Never-Ending War (March 22)

Reading: Eichenwald, pp. 361-522;

(*) Wendy Pearlman, “Narratives of Fear in Syria” Perspectives on Politics 14 (March 2016), pp. 21-37.

Friday, March 24 – Empirical Papers due (in my office by 4:30 p.m.)

Part Two: Hope

VII. The Fabric of Hope (March 27-29)

A. The Value of Hope (March 27)

- Reading: (*) Luc Bovens, “The Value of Hope” Philosophy and Phenomenological Research 59 (September 1999), pp. 667-681;
- (*) Victoria McGeer, “The Art of Good Hope” Annals of the American Academy of Political and Social Science 592 (March 2004), pp. 100-127;
- (*) Philip Petit, “Hope and Its Place in Mind” Annals of the American Academy of Political and Social Science 592 (March 2004), pp. 152-165.

B. The Politics and Structure of Hope (March 29)

- Reading: (*) Glenn Tinder, “The Failure of Modern Hope” in The Fabric of Hope (Grand Rapids, MI: William B. Eerdmans Publishing, 1999), pp. 13-29;
- (*) Glenn Tinder, “The Politics of Hope” The Fabric of Hope (Grand Rapids, MI: William B. Eerdmans Publishing, 1999), pp. 151-208;
- (*) Peter Drahos, “Trading on Public Hope” Annals of the American Academy of Political and Social Science 592 (March 2004), pp. 18-38;
- (*) Sasha Courville and Nicola Piper, “Harnessing Hope through NGO Activism” Annals of the American Academy of Political and Social Science 592 (March 2004), pp. 39-61.

Friday, March 31 – William V. Moore Student Research Conference

VIII. Radical Hope (April 3-10)

A. After This, Nothing Happened (April 3)

Reading: Lear, pp. 1-52.

B. The Meaning of Radical Hope (April 5)

Reading: Lear, pp. 55-100.

C. The Relevance and Resonance of Radical Hope (April 10)

Reading: Lear, pp. 103-154;

(* Hubert L. Dreyfus, “Comments on Jonathan Lear’s *Radical Hope*”
Philosophical Studies 144 (May 2009), pp. 63-70;

(* Byron Williston, “Climate Change and Radical Hope” Ethics and the Environment 17 (Fall 2012), pp. 165-186.

IX. Contemporary Hope – Part I – Hope Confronts Climate Change (April 12-19)

A. The Politics of Nature (April 12)

Reading: Orr, pp. ix-xii, 1-98.

Wednesday, April 12 – “Hope” Presentation Ideas due (in class)

Friday, April 14 – Normative Papers due (in my office by 4:30 p.m.)

B. The Gift of Gratitude (April 17)

Reading: Orr, pp. 99-182.

C. Hope in the Face of Climate Destabilization (April 19)

Reading: Orr, pp. 183-232;

(* Robert Falkner, “The Paris Agreement and the New Logic of International Climate Politics” International Affairs 92 (September 2016), pp. 1107-1125.

X. Contemporary Hope – Part II (April 24-26)

Group Presentations and Discussion of Research Findings

Monday, May 1 – Second Analytical papers due (in my office by 4:30 p.m.)

Wednesday, May 3 – Integrated Research Papers due (in my office by 4:30 p.m.)