Political Science 381-01: Democracy and Discipline

College of Charleston Department of Political Science
Fall Term 2021
T/Th, 10:50am-12:05pm
307 Maybank Hall

Instructor: Dr. Briana L. McGinnis
Email: mcginnisbl@cofc.edu

Office Hours: Wednesday 3-5 pm, additional hours available by appointment. Office Hours sign-up and Zoom information available on OAKS. Please note that office hours for the Political Science Department will be held via Zoom during the Fall semester.

Office Location: JC Long Building (9 Liberty Street) Room 225

Prerequisites: None

COURSE DESCRIPTION

Objectives

This is first and foremost a political theory course; as such, its focus will be normative. In this class, we will examine the relationship between democratic forms of politics and punitive social control practices. The first part of the class will raise basic issues connected to punishment, social discipline, and democratic politics. The second and third sections will closely engage influential texts in the history of social thought, familiarizing you with the core ideas related to the relationship between social organization and discipline. The fourth section will engage with current political theory scholarship on punishment and politics, including a particular focus on the injustices arising from (and inherent in) mass incarceration and mass conviction. The final section of the course will consider alternative models of discipline.

All readings are required unless otherwise noted.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

• Demonstrate knowledge of key thinkers and concepts over time (papers)
• Compare thinkers on similar concepts (papers and essays)
• Use concepts to analyze new situations (short writing assignments, papers, essays)
• Evaluate interpretations of concepts (papers and essays)
• Explain the nature and value of normative thinking about punishment (papers and essays)

POLICIES

Academic integrity
Note that written assignments in this course will be screened by plagiarism-detecting software. Please review the College of Charleston’s academic honor code, available here: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Please note that it is not permissible to turn in work for this class that was produced for another class without prior approval.

Technology usage
• Devices must be set to “silent” during class
• The usage of computers and tablets is permitted with instructor permission. Computers and tablets may be used on days with readings posted on OAKS, but this policy will change if they prove to be distracting.
• I encourage you to take notes by hand for this course – we will be interacting closely with the readings and you should be making notations on the text as you read and discuss.

Attendance
There is no formal attendance requirement; however, there is an engagement element of your grade. You cannot participate actively in this class if you are not present. As a guideline, you should miss no more than three class meetings.

Designated meetings will be used for class discussion of that week’s readings and themes. Everything in the class – including the content of class discussions – may appear in assessments, so be certain to be in class for those discussions and be engaged. For each meeting, come prepared with a passage from that day’s readings that you would like to discuss. Periodically, I will choose students at random to read their passage aloud to the class and explain briefly why they believe it to be significant.

Syllabus
This syllabus is a guide and it contains vital information about the class. Please read it carefully. This syllabus is subject to change.

GRADING AND EVALUATION

Grading scale
A (93-100)
A- (90-92)
B+ (87-89)
B (84-86)
B- (80-83)
C+ (77-79)
C (74-76)
C- (70-73)
D+ (67-69)
D (64-66)
D- (60-63)
F (0-59)

Papers must be turned in to OAKS by 11:59pm on the day they are due to be considered “on time.”

Late penalties: Late work may be submitted, but there will be a 5% reduction in your maximum possible grade per calendar day.

**Note on the Readings**
Because this course explores punishment in both a theoretical and a historical perspective, we will read texts that include **graphic and disturbing imagery** and that touch on topics that some students may find upsetting. When texts of this nature are included on the syllabus, they have not been chosen carelessly. The history of punishment encompasses a broad array of practices, many of which were extremely violent and quite grisly. Punishment is an inherently violent practice, and acknowledging that violence is necessary to understanding what we are doing when we, as citizens of societies that punish, endorse or oppose policies and discourses that support certain punitive forms.

**REQUIREMENTS AND EVALUATION**

There are 1000 points to be earned in this course. The distribution of the points is listed below.

Reflection: What is “democratic?” 100 [50/50] (10%)

Applying the ideas: Citizen or criminal? Pointergate Analysis 100 (10%)

Final research paper 600 (60%)
   
   Brainstorming memo 50

   Proposal 50

   Literature review 100

   First draft 200

   Final draft 200

Engagement 200 (20%) *This includes a reading introduction worth 10% of your final grade.
You should be an active part of this class.

One of the benefits of learning this material in a college class is the opportunity to discuss material with other students, under the guidance of the instructor. For everyone to get the most out of this experience, it is important that you remain current on the readings and come to class prepared to discuss them. In a discussion-based class like this one, students are co-contributors, and should act accordingly.

Engagement is worth 20% of your final grade. This class will include a great deal of discussion and the progress of the class is dependent on active, informed student participation. Every student is expected to make high-quality contributions to class discussions on a regular basis. Quality class participation encompasses regular presence and attention, as well as contributing informed, relevant analyses and observations during class discussion. You must be present to participate, so I strongly encourage you to attend every meeting. This class moves quickly and missing more than two class meetings will adversely affect your performance. Further, you must be current on the assigned readings to make high-quality contributions.

ACCOMMODATIONS

Religious Holidays

Every effort will be made to avoid conflicts between assignments and religious holidays. If, however, you encounter such a conflict, please notify me as soon as possible (and certainly within the first two weeks of class to allow time for accommodations to be made). Please review the College of Charleston’s statement here: http://academicaffairs.cofc.edu/documents/procedures-and-practices/statement-of-accommodation.pdf

Disability accommodations

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed. Please see me during office hours to discuss accommodations.

REQUIRED TEXTS


Other readings will be posted in PDF form on OAKS.

Please purchase these texts in the editions assigned, to avoid confusion arising from differing paginations or translations.

COURSE SCHEDULE
I. Foundational Considerations

Week 1

08/24 Intro to course, syllabus, overview of readings and assignments.

08/26 Why Punish?

Stanford Encyclopedia of Philosophy:

Legal Punishment


Recommended: Retributive Justice

Week 2

08/31 Justifying Punishment


“What is “democratic?” I DUE IN DROPBOX at 11:59pm 08/31

09/02 Punishment and Democracy I: Overview of Democratic Theory


Recommended: Ludvig Beckman, “Democracy and Exclusion” (OAKS); Adam Swift “Democracy” excerpts (OAKS)

Week 3

09/07 Punishment and Democracy II: Ancient Perspectives

Reading: Danielle Allen, *The World of Prometheus*, Introduction and Chapter 1 (OAKS)

Recommended: Allen, Chapter 2 (OAKS); Robert Parker, *Miasma* chapters 4 (104-143), 6 (191-206) and 9 (257-280), Available on OAKS; Sara Forsdyke Exile, *Ostracism, and Democracy* 178-181; Paul Ricoeur, *The Symbolism of Evil* (especially chapters 1-3); Nietzsche, *The Genealogy of Morals*, Essay II

“What is “democratic” II DUE IN DROPBOX AT 11:59PM ON 09/07

09/09 Punishment and Democracy III: Democracy as a Sensibility

Reading: George Kateb, “Punishment and the Spirit of Democracy” (OAKS)

Recommended: Michaele Ferguson, “This is What Democracy Looks Like,” (OAKS) from *Sharing Democracy*, Selections from Bernard Yack’s *Problems of a Political Animal* (OAKS)

Week 4
II. Crime and Security

09/14 Criminalization, not Criminality

Reading: “Understanding processes of criminalisation: Insights from an Australian study of criminal law-making” McNamara et al. 2019 (OAKS)


09/16 (Yom Kippur) The Figure of the Criminal

Reading: Dilts, Chapter 8, “(Re)figuring Justice

Week 5

09/21 Reconceptualizing Crime

Reading: Nils Christie, “Conflicts as Property,” (OAKS)

Recommended: Conflict is Not Abuse Sarah Schulman (CW: Addresses sexual and violent offenses)

Talk, Sarah Schulman: https://www.youtube.com/watch?v=F9bWvKLvqZc

09/23 Unsettling “Security”


Week 6

III. Foucault: The Punitive Society and the Birth of the Prison

09/28 Intro and Overview

Reading: The Punitive Society (Hereafter TPS) Lecture 1;

09/30 Foucault:

Reading: TBD

Week 7

10/05 Foucault:

Reading: TBD

10/07 Foucault:

Reading: TBD

Week 8
10/12 Foucault
   Reading: TBD
10/14 Foucault:
   Reading: TBD

IV. Punishment in the United States

Week 9
10/19 Fall break, no class.
10/21 Intro and overview, Murakawa
   Reading: Murakawa, Chapters 1 & 2

Week 10
10/26 The First Civil Right
   Reading: Murakawa, Chapters 3 & 4
10/28 The First Civil Right Wrap-Up
   Reading: Murakawa Chapter 5

Week 11
11/02 Mass Incarceration and Slavery I
   Reading: Loic Wacquant, “Slavery to Incarceration,” OAKS
11/04 Mass Incarceration and Slavery II
   Reading: Dilts, “Innocent Citizens, Guilty Subjects”

Week 12
11/09 Criminalization and Race
   Reading: Tommie Shelby, “Justice, Deviance, and the Dark Ghetto” (OAKS)

V. Possible Futures

11/12 Punitive Affect
   Reading: Martha Nussbaum, selections from *Anger and Forgiveness* (OAKS)

Week 13
11/16 Blame or accountability?
Reading: Mariame Kaba “Accountability is not Punishment: Transforming How We Deal with Harm and Violence,” from *We Do This 'Til We Free Us,”* 132-164 (OAKS)

11/18 Restorative Justice


Week 14

11/23 Final paper workshop I

11/25 Thanksgiving break, no class.

Week 15

Wrap-Up and Final Paper Workshop II

**POLICIES**

**Health and Safety:** For COVID-19 related updates, please see: [https://cofc.edu/back-on-the-bricks/](https://cofc.edu/back-on-the-bricks/). I, along with President Hsu and campus leadership, strongly encourage all members of the campus community to wear face coverings while around others indoors. The College of Charleston continues to strongly encourage all students to get vaccinated to mitigate the spread of COVID-19. For those students who are not vaccinated, health experts encourage monthly testing; the College offers free voluntary weekly testing on campus to facilitate this effort.

The College-wide requirement for wearing face coverings takes effect immediately, as of Tuesday, August 17, and the requirement will be reviewed on a monthly basis to determine its appropriateness and duration.

**Face coverings are required in the classroom at all times. If at any time any student does not comply with face-covering requirements, class will be canceled for that day. This policy will remain in effect so long as the mask requirement remains in effect.**

As a reminder, violations of health and safety regulations are also conduct violations and they will be referred to the Honor Board.

**Syllabus:** This syllabus is a guide and it contains vital information about the class. Please read it carefully. This syllabus is subject to change.

**Communication:** The best way to reach me is via email (mcginnisbl@cofc.edu). Class communications will be conducted via your College of Charleston email, so please be certain to check it regularly. I will read and respond to email within 48 hours, Monday-Friday, during regular business hours (9am-6pm). Response times will be longer on weekends, just prior to exams, and during breaks. Please first consult the syllabus to see if your question is answered here.
Etiquette: Please be respectful. We will discuss contentious issues in this class and there will be times when you may be upset, but you are expected to listen and respond thoughtfully to your colleagues – even when you vehemently disagree with them on matters of great importance to you.

Please address every person in this class as they specify – that means by the name, pronoun, etc. that they indicate (both verbally and in written communication). The convention at the College of Charleston is to address faculty as “Dr.” You should address me as Dr. McGinnis or Professor McGinnis.

Try to learn the names of your classmates. If you cannot recall someone’s name, you should refer to them as “my esteemed colleague.”

Time Commitment: We will move quickly in this class, and the reading load is substantial. You should expect to invest approximately 3-4 hours per week of active work in the course. I recommend you log into OAKS at least 2-3 days per week to stay current. Additionally, you should check your College of Charleston email regularly.

I am aware of and sympathetic to the many challenges that college student experience, especially now in the time of COVID-19. If you are experiencing personal or health-related challenges, please communicate with me (sooner is better than later!). There are numerous resources that I can recommend, and, to the best of my ability, I will work with you to help you complete the course successfully.

Depending on circumstances, sometimes withdrawing from the class is the best option. Please consult the Registrar’s website for withdrawal deadlines. Regardless of your circumstances, please reach out to me or somebody else for support before and/or after deciding to withdraw from the class.

Academic Integrity Statement: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://deanofstudents.cofc.edu/honor-system/studenthandbook/.”
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**ACCOMMODATIONS**

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**Resources and accommodations**

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Disability accommodations: The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. You can contact Center at SNAP@cofc.edu or 843.953.1431.

Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. Please see me during office hours to discuss accommodations.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of Addlestone Library and they can assist you with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts (in addition to other services).
Students can visit the CSL website to sign up for help by following the website's directions and go into a drop-in session with Writing Lab Consultants. For more information regarding these services please visit the CSL website at http://csl.cofc.edu.

Food & Housing Resources: Many students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support: (http://studentaffairs.cofc.edu/about/salt.php).

Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please do not hesitate to speak with me if you are experiencing issues that affect your ability to fully participate.

Inclusion: College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies. I will gladly honor your request to address you by the name and pronouns of your choice. Please advise me of any request early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

Mental & Physical Wellbeing: At the college, we take every student’s mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd floor, Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Inclement Weather, Pandemic or Substantial Disruption Policy: For your reference, the College’s disruption policy is below. This class is being offered fully online for the sake of safety and continuity. As such, it will proceed as scheduled unless the instructor notifies you otherwise.

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools. Additional Student Support Services: http://capp.cofc.edu/Support%20Services/index.php

Additional Policies: http://policy.cofc.edu/policy.php

Military members: Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible,
**Technology:** It is required that you have a computer with Internet access, microphone, and speakers. You must have a reliable Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can determine if this course will be manageable for you. I have also included resources below if you have concerns about course access or financial burdens. If you have technical problems, please contact Student Computing Support or Helpdesk using these methods:

- Student Computing Support at 843.953.5457 or via email studentcomputingsupport@cofc.edu
- IT Helpdesk at 843.953.3375 or helpdesk@cofc.edu.

It’s important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignment.

**OAKS:** OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

**Inclement Weather, Pandemic or Substantial Interruption of Instruction:** If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Face-to-face courses when students are quarantined/isolated due to Covid-19:** If one or more students are absent for an extended period of time due to COVID-19 (quarantine or isolation), instructors may, at their discretion, conduct the class exclusively online via OAKS for the duration of student quarantine/isolation, record class lessons to share with students, or choose an alternate accommodation that provides the impacted student(s) with the opportunity to continue in the course. The specific accommodation will vary depending on the number of students affected, the expected duration of their absence, and the needs of the class.

**Recording of Classes (via ZOOM):** Class sessions may be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

**Community Standards:** While parts of this class are online, you are sharing the experience of working through important political problems with other people – not just usernames on a discussion board or representatives of a political position. Please bear this in mind when engaging with each other and be thoughtful in your contributions and generous in your interpretations.

**Netiquette:** Please bear in mind that online communication precludes many of the non-verbal cues that normally facilitate face-to-face communication. This being the case, it is important to err on the side of generous interpretation. What was written as a simple statement can easily come across as aggressive or argumentative.

Vignette: “Texting Confusion” from Key & Peele (Content warning: some spicy language): https://vimeo.com/121923151
General Guidelines:

- Treat your instructor and classmates with respect in email, discussion posts, any other communication.
- Please be civil: address people by the names and pronouns they specify.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar (this includes discussion board posts).
- Avoid slang terms (they may be misunderstood or confuse others) and texting abbreviations such as “r” instead of “are” or “u” for “you.”
- Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10 or 12 pt. font.
- CAPS LOCK MAKES IT SOUND LIKE YOU ARE YELLING. PLEASE DO NOT YELL AT US.
- Avoid the use of emojis; they are not appropriate for academic writing.
- Be cautious when using humor or irony. Tone is difficult to convey in an email or discussion post and your message might be taken amiss or come across in an offensive or passive-aggressive fashion.

Inclusion: The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

- Preferred Name and Pronoun Information
- On Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CofC and LGBTQ+ Issues

Thank you for reading this syllabus. Below, please find a photo of my cat looking majestic, offered in appreciation of your effort.
Image: Brown tabby Maine coon cat (Magoo) playing with many toys, tongue extended from mouth, looking undignified