

Political Science 7499: Topics in Political Theory
TOWARD A RADICAL COSMOPOLITANISM
Derby Hall 2078
Friday 9-11.45am

(This version: August 20, 2015 | Please note: syllabus is subject to change)

Instructor: Prof. Inés Valdez (Tappatá)
Email: valdez.39@osu.edu

Office: 2072 Derby Hall
Office hours: By appointment

COURSE DESCRIPTION

The notion of cosmopolitanism has enjoyed a renewed interest among political and critical theorists in the last couple of decades. Its utility and limitations to think through our global, interconnected, and unequal world have been widely discussed. In particular, its Enlightenment roots and the exclusions associated with race and empire have been noted as reasons to scrutinize, critique, and reform the notion. These legacies are not absent from contemporary iterations of the notion, which have differently addressed the way in which our post-colonial neoliberal global condition affects the cosmopolitan quest for peace.

This course engages critically with Immanuel Kant's classic account of cosmopolitanism and examines its roots and anthropological commitments seriously. In particular, the linkage between Kant's cosmopolitanism and his infamous thinking on race is scrutinized. Next, W. E. B. Du Bois is recovered as a cosmopolitan thinker, and his writings from the first half of the twentieth century examined as critical interventions that have too often been ignored by anachronistic appropriations of Kant in the present. Neo-Kantian scholars and their critics are examined next, before turning to historical and theoretical accounts that seek to recover the radical potential of this idea.

Students new to the readings and thinkers listed below, as well as those more familiar with this work, should feel equally welcome to participate in the seminar.

COURSE REQUIREMENTS

1. Regular seminar participation and attendance: 25%.
2. Response paper: 20%. You will choose a week to write a *critical* essay (i.e., not a summary) on the assigned readings (one page, single spaced) to be shared with the class.
3. Seminar presentation: 20%. You will be responsible for leading discussion during one meeting (starting on Week 5), along with one of your peers. Your goal is to highlight and discuss key arguments from the assigned texts, and which you consider worthy of extended group attention.
4. Review essay: 35%. You will write a 2500 word review essay that evaluates critically at least two major texts from the seminar. For guidance, check out Laura Belcher's excellent handout

on book reviews: <http://www.wendybelcher.com/pages/documents/WritingtheAcademicBookReview.pdf>¹

GRADES

If you fulfill all the requirements for this course, as above, you will receive one of the five following letter grades:

A 93-100%
A- 90-92.9%
B+ 87-89.9%
B 83-86.9%
B- 80-82.9%

An “A” grade indicates truly outstanding performance and top prospects for future scholarships and academic careers. An “A-” grade indicates a good student who performs at the standard expected for graduate students with no particular concerns or weaknesses. Students with clear weaknesses or generally mediocre performance will earn a “B+” or lower. A “B” or lesser grade indicates major problems.

EXPECTATIONS

There is a good deal of reading for this course. I consider reading, as well as related discussion of the readings during seminar, to comprise the bulk of work for this course.² Hence, I have weighted your regular seminar participation and your seminar presentation to count for 45% of your grade.

My baseline expectation is that seminar participants will come every week having read the assigned readings in their entirety. I also expect seminar participants to come prepared with something substantive to say about the week’s readings.

Attendance for all seminars is required. If you miss a seminar, you must complete a response paper based on the readings for the day. The essay should not be a summary; it should raise substantive issues. Essays for missed classes will be due the following week, at the beginning of seminar. If you do not turn in your essay, I will automatically take 5% off your final grade.

If personal issues arise which make attendance (and active participation) difficult, please talk to me immediately.

Lastly, please participate actively in seminar. This will be a fun and rewarding seminar if

¹ Given that you’ll be looking at two books (or a series of articles) that are meaningfully paired and thus speak to the same theme or debate, you’ll have to adapt the model and devote a few paragraphs to a critical evaluation/comparison of the books.

² You can find some advice about reading for graduate school in this post: <http://miriamsweeney.net/2012/06/20/readforgradschool/>

everyone pitches in. On this, see also the next section on Discussion Ethics.

DISCUSSION ETHICS

Participants in the seminar are expected to conduct themselves with respect toward the others. This implies that we should approach dialogue constructively, listen attentively, and frame our interventions so that all members of the seminar benefit from our insights. Given that we come to the seminar from different backgrounds and with diverse training, a constructive conversation will imply keeping our references to authors and readings to those included in the syllabus.

I have a broad notion of participation; it includes attentive listening, asking questions of one another (including "what do you mean?"), reading relevant passages aloud, helping another person find the right page, explaining why you agree or disagree with what someone else has said, taking detailed notes, and engaging in and facilitating discussion. Everyone must experiment with a variety of forms of participation, rather than always playing the same role.

I understand that some people are nervous about speaking in public, but I still expect you to challenge yourself to do so. Writer and poet Audre Lorde's reminds that us that we (or some of us) have been socialized to respect fear more than our own needs, but waiting in silence for fearlessness only gets us further away from language and self-definition.³

ACADEMIC INTEGRITY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and in this syllabus may constitute "Academic Misconduct."

COURSE MATERIALS

You are in charge of ordering or otherwise obtaining all books assigned for this course. Plan ahead to obtain the book on a timely manner and contact me immediately if you are not able to find a particular book.

** Please note that there are readings assigned for the first session **

The following are required books (in *chronological* order of appearance in the course schedule):

Kant, Immanuel. 1991. *Political Writings*, ed. H. S. Reiss. Cambridge: Cambridge University Press.
(identified below as Kant CUP)

³Audre Lorde, "The Transformation of Silence into Language and Action," in *Sister Outsider* (The Crossing Press, 1984), p. 44.

- Du Bois, W. E. B. 2007. *Dark Princess: A Romance*. Edited by H. L. Gates. New York: Oxford University Press.
- Du Bois, W. E. B. 2014. *The World and Africa - Color and Democracy*. Edited by H. L. Gates. New York: Oxford University Press.
- Wilder, Gary. 2015. *Freedom Time: Negritude, Decolonization, and the Future of the World*. Durham: Duke University Press.
- Singh, Nikhil Pal. 2004. *Black is a Country: Race and the Unfinished Struggle for Democracy*. Cambridge: Harvard University Press.
- Cheah, Pheng. 2006. *Inhuman Conditions: On Cosmopolitanism and Human Rights*. Cambridge: Harvard University Press.
- Godrej, Farah. 2011. *Cosmopolitan Political Thought: Method, Practice, Discipline*. New York: Oxford University Press.
- Ingram, James D. 2013. *Radical Cosmopolitics: the Ethics and Politics of Democratic Universalism*. Columbia University Press.

Assigned articles or chapters not part of books above will be posted on the Carmen course site following “author_year” format in *alphabetical* order.

COURSE SCHEDULE

Date	Week	Topic	Readings
F, 8/28	1	Introduction Discussion Ethics Outline of the course	Moi, Toril Kant, “Idea for a Universal History with a Cosmopolitan Purpose” (1784) (in Kant CUP) Kant, “An Answer to the Question: ‘What is Enlightenment?’” (1784) (in Kant CUP)
F, 9/4	2	Kantian Cosmopolitanism	Kant, “On the Use of Teleological Principles in Philosophy” (1788) Kant, “Toward Perpetual Peace” (1795) (in Kant CUP) Kant, “The Theory of Right Part II: Public Right” (1797) (in Kant CUP)
F, 9/11	3	Kant and Race	Bernasconi, Robert. 2003. "Will the Real Kant Please Stand Up. The Challenge of Enlightenment Racism to the Study of the Story of Philosophy." <i>Radical Philosophy</i> 117 (January/February). ———. 2011. "Kant's Third Thoughts on Race." In <i>Reading Kant's Geography</i> , ed. S. Elden and E. Mendieta. New York: SUNY Press. Kleingeld, Pauline. 2007. "Kant's Second Thoughts on Race." <i>The Philosophical Quarterly</i> 57 (229):573-92. ———. 2014. "Kant's Second Thoughts on Colonialism." In <i>Kant and Colonialism</i> , ed. Flikschuh and L. Ypi. Oxford: Oxford University Press.
F, 9/18	4	Cosmopolitanism at the Turn of the Century	Morefield, Jeanne. 2015. "Urgent History: The Sovereignty Debates and Political Theory's Lost Voices." <i>Political Theory</i> forthcoming. Bell, Duncan. 2014. "Before the Democratic Peace: Racial Utopianism, Empire, and the Abolition of War." <i>European Journal of International Relations</i> 20 (3):647-70. Du Bois, W. E. B. 1915. "The African Roots of War." <i>The Atlantic Monthly</i> 115 (5):707-14. Du Bois, <i>Dark Princess</i> (1924), <i>select portions tbd.</i>
F, 9/25	5	Cosmopolitanism and Empire	Du Bois, <i>Color and Democracy</i> (1945) Du Bois, W. E. B. 1947. "Introduction." In <i>An Appeal to the World</i> , ed. W. E. B. Du Bois. New York: National Association of Colored People. Cooppan, Vilashini. 2007. "Move on Down the Line: Domestic Science, Transnational Politics, and Gendered Allegory in Du Bois." In <i>Next to the Color Line</i> , ed. S. K. Gillman and A. E. Weinbaum. Minneapolis: Minnesota University Press.

F, 10/2	6	Neo-Kantian cosmopolitanism	Anghie, Antony. 2006a. "The Evolution of International Law: Colonial and Postcolonial Realities." <i>Third World Quarterly</i> 27 (5):739-53. ———. 2006b. "Decolonizing the Concept of 'Good Governance'." In <i>Decolonizing International Relations</i> , ed. B. G. Jones. Lanham: Rowman & Littlefield. Benhabib, Seyla. 2009. "Claiming Rights Across Borders: International Human Rights and Democratic Sovereignty." <i>American Political Science Review</i> 103 (4):691-704. Rawls, John. 1993. "The Law of Peoples." <i>Critical Inquiry</i> 20 (1):36-68. Karatani, Kojin. 2014. <i>The Structure of World History: From Modes of Production to Modes of Exchange</i> . Durham: Duke University Press. Chapter 12: "Toward a World Republic."
F, 10/9	7	Neo-Kantian cosmopolitanism	Habermas, Jürgen. 1998. <i>The Inclusion of the Other: Studies in Political Theory</i> . Cambridge: MIT Press. Chapter 7: "Kant's Idea of Perpetual Peace at Two Hundred Years of Historical Remove." Spivak, Gayatri Chakravorty. 2001. "Can the Subaltern Speak?" In <i>Imperialism: Critical Concepts in Historical Studies</i> , ed. P. J. Cain and M. Harrison. New York: Routledge. Dhawan, Nikita. 2013. "Coercive Cosmopolitanism and Impossible Solidarities." <i>Qui Parle</i> 22 (1):139-66. Mouffe, Chantal. 2005. <i>On the Political</i> . London: Routledge. Chapter 5: "Which World Order: Cosmopolitan or Multipolar?"
F, 10/16	8	Autumn Break	No Class
F, 10/23	9	APT Meeting	No Class. Submit to Carmen a 500 word text specifying your choice of two authors for response paper and a brief explanation of the rationale of your interest in these authors
F, 10/30	10	Anti-colonialism and Cosmopolitanism	Wilder, <i>Freedom Time</i>
F, 11/6	11	Actually Existing Cosmopolitanisms	Singh, <i>Black is a Country</i>
F, 11/13	12	Contemporary Cosmopolitanisms	Cheah, <i>Inhuman Conditions</i>
F, 11/20	13	Contemporary Cosmopolitanisms	Godrej, <i>Cosmopolitan Political Thought</i>
F, 11/27	14	Thanksgiving Break	No Class
F, 12/4	15	Contemporary Cosmopolitanisms	Ingram, <i>Radical Cosmopolitics</i>
F, 12/6		Review Essay Due on Carmen	by 7pm