

## SOSC 11600: Power, Identity, and Resistance III

Section 21 – Social Sciences Research Bldg 108 M/W 1:30-2:50 PM

Section 26 – Social Sciences Research Bldg 108 M/W 3:00-4:20 PM

Phillip Henry

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Office Hours: Friday 2:00-4:00 PM or by appointment (held over zoom)

Zoom Office Hours Classroom:

<https://uchicago.zoom.us/j/97251011136?pwd=Y3F2aUE2NEFWcmFwZHYyQnFjMkpZQT09#success>

### Course Description

This class is the third quarter of a year-long sequence dedicated to the critical exploration of the ways in which power has been organized and theorized in the modern era. Over the sequence, we will consider how different forms of power have shaped our personal and collective identities as well as the various means by which individuals and groups have selectively resisted power. This spring, we will bring the theories and critiques of liberal individualism and political economy of the previous two quarters to bear on the problems that define our world. In particular, we will explore the relationship between democracy, capitalism, and those forms of social domination that are neither simply economic nor simply political, such as racism, imperialism, and sexism. What cultural forces motivate and maintain these relations of power? How do they shape, or undermine, efforts to create a more just world?

### Expectations

#### Attendance and Participation

This course is a discussion class, which means that your **consistent attendance and active participation** are essential. You are expected to come to class having completed the assigned readings and prepared to engage thoughtfully in discussion. If, for whatever reason, you find it difficult to participate actively, please come speak to me and we can work to develop strategies for you to contribute to the conversation.

Over the course of the quarter, you are **allowed to miss one class** without it affecting your grade. You do not need to contact me in advance when you are taking your absence. Any further absences, however, will require documentation (e.g. a doctor's note, confirmation of an interview, etc.) to be excused.

Finally, I ask that you **refrain from using laptops, tablets, and cell phones** in class. It is essential for our collective discussions that you be fully present in class in both mind and body. Based on past experience, I have found that the presence of computers in the classroom detracts from this goal more than it advances it. I am of course willing to accommodate those with special circumstances that necessitate the use of a computer or other technology in class, including students who have a registered disability and students who serve as note takers for students with registered disabilities. If this applies to you, please come talk to me.

## Assignments

1. Discussion Questions. Beginning in Week 2 and **excepting Weeks 5 and 9** you will post a discussion question in Canvas Discussions **every week by Tuesday (before midnight)**. The discussion questions should come out of your close reading of the text, and they are meant to generate conversation and debate in class. Posts do not need to be lengthy, but you should provide any summary, information, or quotations necessary to pose your question. Please make an effort to review other students' discussion posts before class.

2. Midterm essay. This first essay will be a **six to seven-page** paper focusing on a close reading of one of the assigned texts and on the diligent reconstruction and critical analysis of its argument.

Prompts will be distributed ten days beforehand.

3. Final Paper. The final assignment for the class will be a longer **eight to ten-page** paper that will ask you reflect on a central question, theme, or problem of the course with the help of several of the authors we have read.

WRITING ADVISOR – Our class is fortunate to have a designated writing advisor, **Michael Eastwood**, who can be contacted at [mwestwo@uchicago.edu](mailto:mwestwo@uchicago.edu). Michael has extensive experience with writing pedagogy and will hold regular office hours throughout the term to assist students with their writing assignments. I strongly encourage you to reach out to the advisor and arrange an appointment if you have any writing-related concerns.

POLICY ON LATE PAPERS: Late papers will not be accepted without grade deduction unless an extension is requested **no less than five days** before the due date of the paper, and I give you permission to submit the paper at a specified later date. Papers submitted late without advance permission will be penalized one grade [e.g. A to A-] for each day the paper is late.

Please familiarize yourself with the University policies on academic honesty:

<http://college.uchicago.edu/policies-regulations/academic-integrity-student-conduct>. Ignorance of these policies does not provide a license to violate them. Any case of plagiarism will automatically lead to a failing grade in the course and will obligate me to report the incident to the College.

## Grade Breakdown

Attendance and Participation: 20%

Discussion Questions: 10%

Midterm Essay: 30%

Final Paper: 40%

## Readings

The flowing books are available for purchase at the Seminary Co-op:

Alexis de Tocqueville, *Democracy in America*, trans. Harvey C. Mansfield and Delba Winthrop (Chicago, 2000 [1835/1840])  
Friedrich Nietzsche, *Genealogy of Morality*, trans. Carol Diethe (Cambridge, 2017 [1887])  
WEB du Bois, *Darkwater: Voices from Within the Veil* (Dover, 1999 [1920])  
Hannah Arendt, *Origins of Totalitarianism* (Harcourt, 1968 [1951])

## Reading Schedule

### Week 1

March 28: Course Introduction (No Reading)

March 30: Alexis de Tocqueville, *Democracy in America* (1835/1840)

Introduction (pp. 3–15)

Vol. I, Part 1, Chs. 2–4 (pp. 27–55)

Vol. I, Part 1, Ch. 8 excerpt (pp. 113–118) (“On the Executive Power” & “How the position of the President of the United States differs from that of the Constitutional King of France”)

Vol. I, Part 2, Ch. 1 (p. 165)

Vol. I, Part 2, Chs. 3–4 (pp. 172–186)

Vol. I, Part 2, Ch. 5 excerpt (pp. 187–190) (“On Universal Suffrage”)

### Week 2

April 4: Tocqueville, *Democracy in America*

Vol. I, Part 2, Chs. 7–9 (pp. 235–302)

April 6: Tocqueville, *Democracy in America*

Vol. I, Part 2, Ch. 10 excerpt (pp. 302–379 only)

### Week 3

April 11: Tocqueville, *Democracy in America*

Vol. II, Notice 399–400

Vol. II, Part 1, Chs. 1–5 (pp. 403–424)

Vol. II, Part 1, Ch. 8 (pp. 426–428)

Vol. II, Part 2, Chs. 1–8 (pp. 479–503)

Vol. II, Part 2, Chs. 13–14 (pp. 511–517)

April 13: Tocqueville, *Democracy in America*

Vol. II, Part 2, Chs. 19–20 (pp. 526–532)

Vol. II, Part 3, Ch. 21 (pp. 606–617)

Vol. II, Part 4, Chs. 1–8 (pp. 639–676)

### Week 4

April 18: Friedrich Nietzsche, *Genealogy of Morality* (1887), Preface and First Essay

April 20: Nietzsche, *Genealogy*, Second Essay

**Week 5**

April 25: Nietzsche, *Genealogy*, Third Essay

April 27: WEB du Bois, *Darkwater: Voices from Within the Veil* (1920) Postscript, Credo,

Chs. 1-5

**\*Midterm Essay due Friday, April 29\***

**Week 6**

May 2: du Bois, *Darkwater*, Chs. 6-10

May 4: Max Weber, "Politics as a Vocation" (1919)\*

**Week 7**

May 9: Hannah Arendt, *Origins of Totalitarianism* (1951)

Preface to the First Edition (pp. vii-ix)

Preface to Part 1 (pp. xi-xvi)

Part 1, Chapters 1-4 (pp. 3-120)

May 11: Arendt, *Origins*

Preface to Part 2 (pp. xvii-xxii)

Part 2, Chapters 5-6 (pp. 123-184)

Part 2, Chapter 9 (pp. 267-302)

**Week 8**

May 16: Arendt, *Origins*

Preface to Part 3 (pp. xxiii-xl)

Part 3, Chapters 10-11 (pp. 305-388)

May 18: Arendt, *Origins*

Part 3, Chapters 12-13 (pp. 389-479)

**Week 9**

May 23: Francis Fukuyama, "The End of History?" (1989)\*

May 25: Nancy Fraser, "Rethinking Recognition" (2000)\*

William Davies, "The Politics of Recognition in the Age of Social Media" (2021)\*

**\*Final Essay due Tuesday, May 31\***