PS 201: Political Deliberation and the Passions
University of Wisconsin, Madison

Term: Fall 2013
Instructor: Michelle A. Schwarze

Day/time: T & Th, 11:00am-12:15pm
Office: 416 North Hall (4th Floor)
Location: 1125 Nancy Nicholas Hall
Office hours: T 1:00pm-3:00pm and by appointment
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Course Objectives

This course explores the role of passions in political life. Some political theorists have maligned the passions as dangers to the quality and stability of government, but both recent and canonical theorists have sought to defend them as useful (and likely ineradicable) impulses for political and moral deliberation. Given their potential utility and their ubiquity, this class broadly investigates politically relevant passions, including both their problems and promise as motives for individual and group deliberation. In order to understand how the passions might be beneficial or harmful to politics, we will investigate the following questions in this class: 1) What are political passions (and what is a passion generally)? 2) Are reason and passion opposing or complementary faculties? 3) Which passions aid deliberation and which passions are problematic for deliberation? 4) How might institutions harness or prevent the passions?

Our approach to answering these questions will be multifaceted, though primarily exegetical. We will spend the majority of the semester carefully reading a variety of modern political texts, from Hobbes to early American political thinkers, but the final part of the course will link these theoretical discussions to recent empirical studies of political passions across the social sciences.

Course Materials

Required texts:


**You must have the editions listed of these books for this class.**
Highly recommended:

Readings marked with an “a” are available on Learn@UW

Readings marked with an “b” can be found through a JSTOR or Google Scholar search

Expectations

In order to achieve the goals of this course, there are a few things you *must* do. First, you will need to complete the readings assigned for each day *before* class begins in order to prepare and submit your discussion questions (more on these in the assignments section below), as well as to facilitate in-class discussion. Second, you will need to complete your assignments on time, as *I will accept no late work* without an approved accommodation prior to the due date. Accommodations will be made for those students who have documented proof of an emergency. Finally, *I strictly adhere* to the UW Academic Misconduct Process and will report all incidents of academic misconduct (e.g., plagiarism, fabrication) to the Dean of Students Office – a prerequisite for maintaining academic integrity in our class. To avoid plagiarism, be sure to use APSA-style citations unless otherwise stated (http://www.apsanet.org/media/PDFs/Publications/APSAStyleManual2006.pdf).

Assignments & Grading

Your grade will be calculated according to your score(s) on assignments in the five following categories:

- **Short paper** [& optional rewrite] (20%)
- **Final paper** (20%)
- **Final presentation** (10%)
- **Midterm exam** (15%)
- **Final exam** (20%)
- **Quizzes** [4] (5%)
- **Participation** (10%)

= Final Grade (100%)

**Short paper**

Your first assignment will be a **one-page single-spaced** (12 pt. Times New Roman font) response paper designed to allow you to critically engage with our texts and to develop your writing skills. You will be given a paper prompt during Week 3. This assignment is designed to help you learn how to read *carefully* by giving you an opportunity to evaluate some of our texts under a close lens. I will provide you with a grading rubric and written feedback when I return your work.

But I also want to give you the opportunity to improve. David Hume, when reflecting on the quality of his own work, emphasized a particularly important part of
the learning process: “A man who is free from mistakes can pretend to no praises except from the justness of his understanding. But a man who corrects his mistakes shows at once the justness of his understanding and the candour and ingenuity of his temper” (T App.1). I couldn’t agree more with Hume’s claim and therefore want to reward those of you who are interested in exercising your candor and ingenuity in this class. To do so, I allow all students the option to resubmit one-page papers. I will only include the higher score of the two submitted papers in your grade, so no student will be penalized for resubmission.

Midterm exam

Your midterm exam will be held on 10/22/13 from 11:00am-12:15pm in 1125 Nancy Nicholas Hall. The exam will cover all material assigned from Weeks 1-7, including the film we will watch in class, Barry Lyndon. It will consist of identification questions (IDs) and a short essay.

Final paper and presentation

Your final paper (7-10 double-spaced pages, 12 pt. Times New Roman font), due Week 12, will allow you to further analyze the role of one of the political passions we have discussed in class in deliberation. For this paper, you will need to 1) define and evaluate the passion using support from at least two of the primary texts for this course (excluding Damasio), 2) discuss its relative strengths and weaknesses for various kinds of political deliberation, and 3) suggest one institution (e.g., military service, democratic elections) necessary for maintaining it. While you must make a sound theoretical argument to support your claims about the passion’s strengths and weaknesses, you may use empirical findings to buttress your claims.

You will also be required to give a 15-minute presentation on your final paper to the class at the end of the semester. By doing so, you will have the opportunity to cultivate your ability to present your research concisely and cogently. I will provide students with a handout with more information about your final paper and presentation at the end of Week 4.

Final exam

Your final exam will be held 12/17/13 from 2:45pm-4:45pm in 1125 Nancy Nicholas Hall. The exam will be a comprehensive exam on all course readings and lectures and will consist of identification questions (IDs) and both a short and long essay.

Quizzes

You will also have four (4) in-class reading quizzes, designed to improve your recall of information from the readings and to provide you with possible in-class notes to use on the final exam. Notes to use on the Final Exam, you ask? Yes! Graded quizzes (marked right or wrong) will be handed back to you during the final exam to use as notes. This means, of course, that all questions answered correctly will give you additional information to use when answering exam questions. Quiz dates will not be
disclosed in advance, so you will need to keep up on the readings (and read carefully!) to ensure you do well.

**Participation**

Your participation grade will be calculated based on two things: 1) the quality and completion of **daily discussion questions** submitted online through Learn@UW [tentatively: by email] and 2) the quality of your **participation in-class**. We will begin each class with a 5-10-minute group discussion, in which you will meet with prearranged discussion groups to talk about your submitted questions and to select the best question among the group to pose to the entire class. I will respond to these discussion questions throughout lecture, and I hope they will provide the groundwork for some thought-provoking in-class discussion as well!

**Policies**

You should expect our class discussions to provide you with an opportunity to thoughtfully participate and respectfully engage with both the course readings and the contributions of your peers. To ensure that these fruitful discussions are possible, I ask that you are courteous to your peers – this means you will need to **turn off cell phones and end conversation before class begins**, to **not use your laptops for anything besides notes**, and to **bring the relevant text to class each day**. You will also need to actively participate in class.

A successful course requires some things of me as well. Given that you may have questions about the material, assignments, school or political theory generally during the semester, I am available during weekly office hours, by personal appointment and through email to answer them. I **strongly encourage you to use my office hours** to come discuss substantive questions or to bring in paper outlines for review. If you email me, be sure 1) to address me like someone you may ask for a letter of recommendation some day rather than someone to whom you are sending a text message, 2) to expect a 24 hour response time, and 3) to restrict your questions to those about format or logistics. I believe it is far more valuable for students to **ask substantive questions in person** – whether in class or during office hours – so I can give you a comprehensive response and ensure you understand what we have discussed.

I am also firmly committed to encouraging equal learning access for all and therefore encourage individuals with disabilities to participate in the McBurney Center’s available programs and activities. If you need an accommodation, you should contact the center at(608) 263-2741 or mcburey@studentlife.wisc.edu to obtain documentation for your specific needs. You **must** do so by the end of Week 2 and you **must** contact me in advance to make appropriate arrangements for exams, etc.
Class Schedule

Week 1
9/3: Introduction
   In-Class: Class introduction, discussion group assignment, syllabus review
   Reading: Syllabus
9/5: What is a Passion?
   In-Class: Definition and classification of passions
   Read: Damasio, Descartes’ Error, Chapter 7 [pgs. 127-164]; Selections from Hume’s Treatise of Human Nature

DUE: SYLLABUS AGREEMENT

Week 2
9/10: Political Passions
   In-Class: Politically-relevant passions, passions and participation
   Read: Damasio, Descartes’ Error, Chapter 6 [pgs. 114-126]; Krause, Civil Passions, Introduction [pgs. 1-8], Chapter 5 [pgs. 142-155]
9/12: Are Reason and the Passions Opposed?
   In-Class: Motivation; cognitive processing
   Read: Damasio, Descartes’ Error, Chapter 8 [pgs. 165-201], Chapter 11 [pgs. 245-267]; Krause, Civil Passions, Chapter 2 [pgs. 48-63, top of page]

Week 3
9/17: Human nature for Hobbes
   In-Class: Imagination, end of reason, end of passion
   Read: Leviathan* Introduction [pgs. 3-5], Chapter 5 [pgs. 22-27, top of page], Chapter 6 [pgs. 26-35, top of page]
   *Be sure to look at the frontispiece!

SHORT PAPER PROMPT GIVEN
9/19: Hobbesian Political Passions
   In-Class: State of nature, causes of quarrel, causes of peace-seeking
   Read: Leviathan Chapter 11 [pgs. 57, bottom of the page-63, top of the page], Chapter 13 [pgs. 74-78]

Week 4
9/24: Seeking Peace
   In-Class: Natural right, natural law + covenants
   Read: Leviathan Chapter 14 [pgs. 79-88]
9/26: Problems with Deliberation in Hobbes
   In-Class: Natural law (and its ineffectiveness), commonwealth as political solution
   Read: Leviathan Chapter 15 [pgs. 89-100], Chapter 17 [pgs. 106-110, top of page]

FINAL PAPER + PRESENTATION HANDOUT GIVEN
Week 5
10/1: **Human nature for Rousseau**
   *In-Class*: State of nature, perfectibilité
   *Reading*: Discourse on Inequality* Preface [pgs. 51-56], Notice on the notes [pg. 57], Exordium [pgs. 59, 61-63], Part I [pgs. 65-75, bottom of second paragraph]
   *Be sure to look at frontispiece and title page [pgs. 40-41] and to read Rousseau’s notes!*

**DUE: SHORT PAPER**
10/3: **Corruption of the Passions in Civil Society**
   *In-Class*: Corrupting social conditions, amour-propre, pitié and eros
   *Reading*: Discourse on Inequality* Part I [pgs. 75, third paragraph-90], Part II [pgs. 91-117]
   *Be sure to read Rousseau’s notes!*

Week 6
10/8: **How Passions Aid Citizen Deliberation**
   *In-Class*: Construction (and maintenance) of the general will (volonté générale)
   *Reading*: Social Contract Book I [pgs. 163-178], Book II Chapter 1-7 [pgs. 179-194, top of page], Chapters 11-12 [pgs. 200-203]

10/10: **Passions and the Loss of Political Freedom**
   *In-Class*: Decline/dissolution of the state, problems with passions and general will
   *Reading*: Discourse on Inequality Dedication [pgs. 50], Social Contract Book III Chapter 1-6 [pgs. 205-221], Chapter 10-18 [pgs. 228-241]

Week 7
10/15: **Barry Lyndon** [film]
   *In-Class*: Film
   *No reading assigned. Discussion question should cover material from Weeks 1-6.*

10/17: **Barry Lyndon** [film]
   *In-Class*: Film
   *No reading assigned. Discussion question should address first half of film using concepts from Weeks 1-6.*

Week 8
10/22: **MIDTERM EXAM 11:00am-12:15pm**
   *In-Class*: Exam
   *No reading assigned.*

10/24: **Smithian Sympathy and Impartial Spectation**
   *In-Class*: Sympathy, mutual sympathy, imagination
   *Reading*: Theory of Moral Sentiments Advertisement [pg. 3], Part I, Section I [pgs. 9-26], Section III, Chapter 1 [pgs. 43-49, top of page]
Week 9
10/29: **Smithian Passions and Justice**
   *In-Class:* Social and unsocial passions, justice as resentment
   *Reading:* Theory of Moral Sentiments Part I, Section II [pgs. 21-43], Part II, Section I-II [pgs. 67-108]

10/31: **Potential of and Problems with Ambition**
   *In-Class:* Economic ambition, political ambition, tranquility v. ambition
   *Reading:* Theory of Moral Sentiments Part I, Section III, Chapter 2-3 [pgs. 50-66], Part II, Section III [pgs. 92-108], Part IV, Chapter 1 [pgs. 179-187, top of page]

**DUE: OPTIONAL REWRITE**

Week 10
11/5: **Passion and motivation in Hume**
   *In-Class:* Utility, reason v. passions, benevolence
   *Reading:* Enquiry Concerning Principles of Morals Section I [pgs. 13-16], Appendix I [pgs. 82-88], Section II [pgs. 16, bottom of the page-20, bottom of the page], Section V [pgs. 38-51, top of the page]

11/8: **Humean Justice and the Passions**
   *In-Class:* Justice’s motivational dilemma, sense of common interest
   *Reading:* Enquiry Concerning Principles of Morals Section III [pgs. 20, bottom of the page-34], Appendix III [pgs. 93-98], Section IV [pgs. 34, bottom of the page-38], Conclusion [pgs. 72-82]

Week 11
11/12: **Passions and Natural Rights in Early American Political Thought**
   *In-Class:
   *Reading:* Franklin? Declaration of Independence

11/14: **Governing the Passions**
   *In-Class:
   *Reading:* The Federalist #10 [pgs.], #49 [pgs.], #51[pgs.]

Week 12
11/19: **Empirical Research on the Passions: Passionate Deliberation**
   *In-Class:* How have passions been empirically investigated? What do the findings suggest about deliberation?

   *In-Class:* How does sympathy (empathy) aid or harm cooperation?

**DUE: FINAL PAPER**
Week 13
11/26: **Empirical Research on the Passions: Resentment + Reciprocity**

*In-Class:* What are resentment and reciprocity? What are their effects?


**FINAL STUDY GUIDE GIVEN**

11/28: **No Class [Thanksgiving break]**

Week 14
12/3: **Student presentations [Discussion Group 1+3]**

*In-Class:* Short discussion; presentations
No reading assigned.

12/5: **Student presentations [Discussion Group 2]**

*In-Class:* Short discussion; presentations
No reading assigned.

Week 15
12/10: **Student presentations [Discussion Group 4]**

*In-Class:* Short discussion; presentations
No reading assigned.

12/12: **Final exam review + wrap-up**

Review study guide.

**Finals Week**
12/17: **FINAL EXAM 2:45pm-4:45pm**