In this course we will explore some of the main themes of post-modern political thought: (i) the criticism of the Enlightenment and of the modern idea of universal and totalizing reason; (ii) the attempt to critically rethink modern humanism (the idea that human beings and their happiness are central to the world); (iii) the critique of technology and the re-conceptualization of its place and role in human life; (iv) the project of revealing the relationship between power and reason/knowledge, that is, the project to denounce the claim to scientific and objective truth as being just an attempt to dominate other human beings; and (v) the post-modern project to critically rethink the relationship between thinking and language, that is, the ways in which it is still possible to reinvent Western culture today, starting again from within its Greek, Judaic, and Christian ‘origins.’ The course will conclude with an attempt to apply Derrida’s idea of deconstruction to identity politics and to the relationships that the West and Islam could develop with each other.

Course Objectives

- To critically discuss and understand the controversial meaning of the term “post-modern,” as this appears, not only in the context of political thought, but also in philosophy and culture in general;

- To understand how post-modern discourse came into being through the criticism of modernity, modern culture and philosophy, and, consequently, to understand the main differences between modern and post-modern political thought;

- To explore and understand specific post-modern themes, such as the attack on grand narratives, the pluralization and decentralization of power, the attack on universal and totalizing reason, the critique of technology, but also the re-conceptualization of technology’s place and role in human life;

- To explore new and constructive ways in which post-modern culture can provide us with a new philosophical language and vocabulary, thus increasing our capacity to understand the most recent developments of the contemporary world, such as the need to build and protect peaceful coexistence in a world of increased plurality and differentiation.
Achieving the Course Objectives:

We will learn about the political role of memory and history, by carefully and closely reading (from) the following books:


Course requirements

1. **One three-page paper on Nietzsche** (due on April 23) (15%)

   On one of the following topics:

   (i) Present the conception of the role of art in human life that Nietzsche develops in the *Birth of Tragedy* and then show how he uses it to criticize the Socratic man and modern culture, in general.

   (ii) Explain the meaning of Nietzsche’s idea of genealogy and then choose one topic from *On the Genealogy of Morals* and show how the method works. At the end, explain in which ways Nietzsche’s idea of genealogy affects the meaning of morality.

2. **One three page paper on Heidegger** (due on May 26) (15%)

   On one of the following topics:

   (i) Present the main lines of Heidegger’s argument about the essence of (modern) technology? Provide one reason for which you agree with Heidegger’s argument and one reason for which you think Heidegger is wrong.

   (ii) Reconstruct Heidegger’s criticism of humanism and explain how the German philosopher recommends that this should be corrected (re-conceptualized). Evaluate Heidegger’s philosophical project by drawing one moral and one political consequence that you think could come out of it.

3. **One in-class presentation (20%). For this assignment, the students should:**

   (i) Post on Moodle a group of questions that will guide and structure the class discussion.

   (ii) Make sure to present in class the main ideas and points of the text.
(iii) Where relevant, the students need to show how the ideas and the argument of the text illustrate, clarify, or simply connect with the previous readings and authors that we have covered in class until that point in time.
(iv) Organize and lead class discussion.
(v) Answer the questions their colleagues might have about the text that is under discussion.

4. **Active and informed class participation** (10%) This includes: (i) attending classes; (ii) doing the readings for the day; and (iii) in class assignments that will test your degree of familiarization with and understanding of the reading that you were requested to prepare for the current day.

5. **Final take-home exam** (40%)

**What is expected from the students?**

Students will be expected to read, think, form arguments and counter-arguments, understand the fundamental concepts, and participate (in a critical and creative manner) in class discussion. This means that students must keep up with their reading assignments, watching the movies, and attending class regularly. Students must be fully prepared at all times to discuss the arguments and concepts from the previous readings. The best students will be knowledgeable, critical, but balanced in their critical assessments, and will develop coherent and sound arguments that they can defend in their quizzes, in their exams, and in class discussion.

**Academic dishonesty:**

"All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. You are allowed to use the Web for reference purposes, but you may not copy material from any website or any other source without proper citations. In short, all submitted work must be your own.

Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses.

The academic penalty for a finding of responsibility can range from a grade of zero in the specific assignment to an F in this course." (Office of the Dean)
SCHEDULE OF CLASSES AND READINGS:

March 30: Introduction: what is post-modern political thought?

April 1: The Apollonian and the Dionysian
Reading: Friedrich Nietzsche, The Birth of Tragedy, xvii-xxviii and 1-23

April 3: No class (I will attend the Western Political Science Association Annual Meeting in Las Vegas where I will present two papers)

April 6: The Greek tragedy
Reading: Friedrich Nietzsche, The Birth of Tragedy, 23-52

April 8: The Socratic man and the end of Greek tragedy
Reading: Friedrich Nietzsche, The Birth of Tragedy, 52-88

April 10: Nietzsche’s criticism of the Socratic man and of modern culture
Reading: Friedrich Nietzsche, The Birth of Tragedy, 88-107

April 13: The meaning of genealogy for Nietzsche
Reading: Friedrich Nietzsche, On the Genealogy of Morals, 15-35

April 15: The origins of ‘good and bad’ and ‘good and evil’
Reading: Friedrich Nietzsche, On the Genealogy of Morals, 35-56

April 17: The origins of conscience and guilt
Reading: Friedrich Nietzsche, On the Genealogy of Morals 57-96

April 20: The origins of philosophy
Reading: Friedrich Nietzsche, On the Genealogy of Morals, 97-129

April 22: The role moral and political role of the ascetic priest
Reading: Friedrich Nietzsche, On the Genealogy of Morals, 129-163
April 24: Foucault on genealogy
Reading: Michel Foucault, Nietzsche, Genealogy, History, 76-86

April 27: Rethinking the meaning of ‘origin’
Reading: Michel Foucault, Nietzsche, Genealogy, History, 87-97

April 29: Power and its nature
Reading: Michel Foucault, The Subject and Power, 326-348

May 1: Rethinking Enlightenment
Reading: Michel Foucault, What is Enlightenment? 97-119

May 6: Rethinking modernity and criticism
Reading: Michel Foucault, What is Critique?

May 8: Heidegger’s criticism of modern reason
Reading: Martin Heidegger, The Question Concerning Technology, 311-327

May 11: Rethinking the essence of modern technology
Reading: Martin Heidegger, The Question Concerning Technology, 328-341

May 13: Rethinking the meaning of humanism: Da-sein
Reading: Martin Heidegger, Letter on Humanism, 217-235

May 18: Being and thinking
Reading: Martin Heidegger, Letter on Humanism, 236-251

May 20: Language, poetry, and thinking
Reading: Martin Heidegger, Letter on Humanism, 252-261

May 22: Derrida: deconstruction and language
Reading: Jacques Derrida, Monolingualism of the Other or the Prosthesis of Origin, 1-18
May 25: What is to have a language?
Reading: Jacques Derrida, The Monolingualism of the Other or the Prothesis of Origin, 19-43

May 27: What is to have a culture? How does one belong to a community?
Reading: Jacques Derrida, The Monolingualism of the Other or the Prothesis of Origin, 44-73

May 29: Friendship, above all: East and West
Reading: Mustapha Chérif, A Conversation with Jacques Derrida, 1-54

June 1: The different other is indispensable to our lives
Reading: Mustapha Chérif, A Conversation with Jacques Derrida, 55-103

June 3: Final Review