

POWER

190.450

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Tuesdays 1:30 to 3:50 pm
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Power is a -- if not *the* -- key concept of international relations, yet there is no single definition of power that is accepted by all scholars in the field. In this course we will critically examine definitions of power from classic and contemporary works of international relations, political science, and related areas of study. Our goal for the semester will be to begin to look at the subject, not to exhaust it, since it is impossible to read all relevant works.

Among the definitions of power that we will consider are:

- ❖ Power as a divine gift
- ❖ Power as a capacity
- ❖ Power as a goal
- ❖ Power as a relation
- ❖ Power as an absolute quantity
- ❖ Power as material resources
- ❖ Power as influence
- ❖ Power as information
- ❖ Power as an institution.

As you read, bear in mind some key questions:

How does the author understand (implicitly or explicitly) what power is?

Where does power come from, and how might one acquire it?

Why is power desirable?

What is the purpose of power?

How could one evaluate or measure power?

Is power a characteristic of a subject/agent? If so, in what or in whom does power exist?

The organization of the course is roughly chronological. We will be looking at how ideas evolve over time and across cultures. The choice of readings is somewhat serendipitous, but this should not affect our inquiries because power is present (explicitly or implicitly) in all political texts.

I find this particular seminar extremely intellectually engaging because this is the subject that I find most fascinating as I conduct my research. Going back over the old classics is never "old hat." There is always something new to learn in texts and even the act of articulating my thoughts helps clarify and deepen my understanding. I learn from my students' insights and from the free flowing discussions that we have in class.

SEMINAR-STYLE LEARNING

This class will combine a little bit of lecture and a lot of discussion. Read carefully and critically and be prepared to discuss materials every week. Note: you are not expected to fully understand the readings prior to class, but you are expected to have read it and to have noted what makes sense to you and what you find puzzling or difficult.

The seminar format is geared toward collaborative learning. Class discussion is not simply a Q&A format with the professor asking the questions and the students volunteering an answer. Think of this as a conversation in which everyone should participate. Bring the assigned reading material to class so you can find the passage you marked and use it to help make your point. Usually you will not need to raise your hand to enter into the conversational fray, though sometimes, if multiple people want to speak, it's helpful to do so.

Taking notes in this class is different from the way you take notes in a standard lecture course. There is no final exam that you will need to study for with notes; however, notes will help you with the analytical components of your research paper. You may want to consider bringing your weekly short essay to class to help you think about how your pre-class insights match with or get challenged by the class discussion.

BOOKS

I have ordered the following books for purchase at the bookstore. I may suggest buying other books, as well. We will also be using web-based resources.

Berenskoetter and Williams (eds.), *Power in World Politics*, Routledge, 2007.

Clegg, *Frameworks of Power*, Sage, 1989.

Foucault, *Discipline and Punish: the Birth of the Prison*, Vintage, 1978.

Machiavelli, *The Portable Machiavelli*, translated by by Bondanella and Musa. Penguin, 1979.

Nietzsche, *Thus Spoke Zarathustra*, edited by Graham Parkes. Oxford University Press, 2008.

Scott, *Power, Polity*, 200.

Weber, *From Max Weber*, edited and translated by Gerth and Mills. Routledge, 2009.

REQUIREMENTS

Reading

The seminar format requires that you read closely. Assignments will vary in length and the difficulty of the texts will vary, as well. When the assignments are very long (200 pp in a week), it is acceptable (but not optimal) to try to identify the more important parts and read those more closely than other parts. There are, of course, Wikipedia entries on many of the assigned works. I encourage you to avoid reading the Wikipedia entries before you have read the texts on your own and have developed your own set of questions and opinions. The same advice

goes for reading a more traditional scholarly resource such as the *Stanford Encyclopedia of Philosophy*.

Weekly short essays

30% of the course grade

Due before class

Each week (except the first and the last) you will write a short essay (no more than 2 single spaced pages) on the readings and *turn it in (via Blackboard) prior to class*. The purpose of this essay is to have you think critically about the readings before we begin our class discussions. These essays will be graded on the quality of your engagement with readings. Does your essay provide evidence that you have read the work and that you have given careful thought to its meaning? You will NOT be graded on whether you “correctly” understood the material. You WILL be graded on the quality of the writing. I will drop the lowest grade in my calculation of your average.

Potential topics include:

- What I hated/loved about this reading
- Why this reading makes sense/makes no sense for the world today
- How this reading is consistent with/contradicts the reading from last week
- What this author should have considered but did not
- Why this reading is right/wrong
- The three most perplexing quotes from the work and what I think the author might mean
- How the author of this work would react to a story in today’s news

Please note: You cannot leave your reading until the last minute and expect to write a good essay. I recommend that you start your reading for the week by Wednesday so that you have time to write a good essay.

Research paper

40% of the grade Due 12/4/2012

Choose a manifestation of power, the Spaniard’s conquering of the New World, the Haitians successfully revolting against the French, Al Qaeda’s use of terror, spying by the National Security Agency, use of drones in military actions, etc. Research this topic, using the secondary scholarly literature (journal articles and books), as well as (to the extent possible), primary documents.¹ Write a critical analysis of it. How does your subject manifest power? Answer this question by using understandings of power from the assigned readings. You must evaluate the manifestation of power you have chosen by using at least three of the assigned readings. This paper should be about fifteen pages, double spaced, including reference list and any notes. The maximum number of pages is 20.

My main concerns with the mechanics of citations are **transparency** (Can I find the reference you are citing? Is all the relevant citation information included?) and **consistency** (Choose a style and stick with it.). A helpful source in the Chicago Manual of Style Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html. My preference is that you use the author-date system, which requires in text citations and a reference list of sources cited.

You must turn in your topic for my approval by 10/2/2012.

¹ Please consult the professor and/or the reference librarian on the meaning of “primary” and “secondary.”

Please note that turning in your topic for my approval is a requirement! If you wish to change your topic later in the semester, you must inform me. All students should protect themselves by keeping a log of their research activities and by saving prior drafts.

Class participation

30% of the grade

Come to class with questions to ask and topics to discuss. Listen well to your fellow classmates and respond to their comments and questions. In addition, on the last day of class we will have an informal discussion of everyone’s research. Come prepared to discuss what your paper.

IN THE EVENT OF UNUSUAL CIRCUMSTANCES, PLANNED OR UNPLANNED...

OK, **** can happen. As long as the **** comprises an excused absence, we can figure out a way to make up the missed time. HOWEVER, you must come see me and/or contact the office of the dean of students. If you simply do not show up to class, I will assume that you have (rationally) decided that other demands on your time are more important, and I will adjust your grade accordingly.

Class Calendar		
9/4	Introduction	No assigned reading
9/11	Ancient texts	<p>Selections from <i>Numbers, Joshua, and Judges</i> available on Blackboard</p> <p>Thucydides, <i>History of the Peloponnesian War</i>, the following sections: Funeral Oration of Pericles (Book II, The Debate at Sparta and the Declaration of War The Mytelenian Debate The Melian Dialog (Begin reading the selections from Aristotle)</p>
9/18	Rosh HaShanah	Class does not meet
9/20 ² 5-7 pm	Ancient texts	<p>Aristotle, <i>The Politics</i>, Books One, Three, and Seven</p> <p>Kautilya's <i>Arthashastra</i> (1915 Shamasastri translation), Selections on Blackboard. You may wish to follow the link and read more.</p>
9/25	Renaissance	<p>Ibn Khaldun, <i>The Muqaddimah</i>, introductory material and Chapters 1-4, available online at http://www.muslimphilosophy.com/ik/Muqaddimah/Int_Mat_Tran_Intro.htm</p>
10/2	Renaissance	<p>Machiavelli, <i>Discourses on Livy</i>, Books I and II (In my version of <i>The Portable Machiavelli</i>, Books I and II can be found on pp. 167-350.)</p> <p>Research paper topic is due</p>
10/9	Renaissance –	De las Casas, <i>A Brief Account of the Destruction of the Indies</i> ,

² tentatively scheduled make-up class

	Modern period	available in ascii download format at http://www.gutenberg.org/etext/20321 . Selections TBA. Bacon, <i>New Atlantis</i> , available at http://www.gutenberg.org/ebooks/2434
10/16	Modern period	Hobbes, <i>Leviathan</i> : Introduction; Part 1, chapters 10-14; Part 2, chapters 17-22, available online at http://www.gutenberg.org/ebooks/3207 Hobbes, <i>Behemoth</i> : pp. 44-59, posted on Blackboard and available online at through the JHU library. Search for Hobbes Behemoth, and you will find <i>Behemoth or the Long Parliament</i> . The page numbers refer to the Electronic Version via: the Internet Archive: Cornell. (It's a book scanned by Cornell University's library.)
10/23	Professor will be attending a conference	Class will not meet.
10/25³ 5-7 pm	Modern period	Nietzsche, Thus Spoke Zarathustra: Prologue; First Part, chapters 1-7 and 20; Third Part, chapters 1-2, 7, 12, 15-16
10/30	20 th Century	Carl Schmitt, selections from <i>The Concept of the Political</i> available on Blackboard Max Weber, <i>From Max Weber</i> , pp. 159-179, 180-181, 196-204, 221-235, 245-248, 253-264 (If your pagination differs from mine, I will have to revise the page numbers.)
11/6	20 th Century	Foucault, <i>Discipline and Punish</i> , pp. 3-69, 162-169, 184-194, 195-228
11/13	20 th Century	Dahl, R. A. The Concept of Power. <i>Behavioral Science</i> 2, no. 3 (1957): 201-15. Bachrach, P. and M. S. Baratz. "2 Faces of Power." <i>American Political Science Review</i> 56, no. 4 (1962): 947-952. Lukes, Power and the battle for hearts and minds: on the bluntness of soft power, in Berenskoetter and Williams, pp. 83-97 Gaventa, Levels, spaces and forms of power: analyzing opportunities for change, in Berenskoetter and Williams, pp. 204-224
11/20	20 th Century	Clegg, <i>Frameworks of Power</i> , pp. 1-20, 186-275
11/27	20 th Century	Barnett, Michael and Raymond Duvall. "Power in International Politics." <i>International Organization</i> 59 (2005): 39-75.

³ tentatively scheduled make-up class

		<p>Guizzini, The concept of power: a constructivist analysis, in Berenskoetter and Williams, pp. 23-42.</p> <p>Schmidt, Realist conceptions of power, in Berenskoetter and Williams, pp. 43-63.</p> <p>Bially Mattern, Why 'soft power' isn't so soft: representation force and attraction in world politics, in Berenskoetter and Williams, pp. 98-119.</p> <p>Sterling-Folker and Shinko, Discourses of power: traversing the realist-postmodern divide, in berenkoetter and Williams, pp. 244-264.</p>
12/4		Informal discussion of research, wrap-up and review

A Note on Academic Integrity

I take academic integrity extremely seriously. In the past, I have not hesitated to bring charges against students for cheating. The University provided the text below. The boldface material is my addition. More information can be found at <http://portalcontent.johnshopkins.edu/HmwdUG/NewStudent/Johns%20Hopkins%20Ethics%20Guide.pdf>

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

This course has some special requirements:

(1) You may consult with classmates and others on the writing of your papers for this class, but you must do the writing yourself. Friends and writing tutors are welcome to point out areas in the prose that are clunky or arguments that do not work well, but you must be the one who revises.

(2) Wikipedia may be used for background only.

Report any violations you witness to the instructor. You may consult the associate dean of student affairs and/or the chairman of the Ethics Board beforehand. See the guide on "Academic Ethics for Undergraduates" and the Ethics Board Web site (<http://ethics.jhu.edu>) for more information