Course Description:

This course will inquire into what, if anything, genealogical political theory might contribute to recent debates in political philosophy concerning the methodological orientations of “realist theory,” “nonideal theory,” and “ideal theory”. Political philosophy has traditionally been identified with ideal theory, a perspective according to which political philosophy ought to arrive at correct principles of justice, right, or legitimacy as a standard against which political reality should be measured. By contrast, recent contributions to realist theory and nonideal theory argue that we need to begin with the concrete terms of the political situations in which we find ourselves as the starting point of theorizing. What can philosophical genealogy, specifically Michel Foucault’s genealogies, contribute to these debates? Does genealogy’s commitment to a combination of philosophy and history position it as contributing something distinct to realist theory? Does genealogy evince further commitments, for instance to an
empirically-informed practice of philosophy, that offer distinctive contributions to realism? What, in light of all of this, is genealogy’s status as a practice of critical philosophy?

I offer an important note for students considering this course. First, this course will not presume endorsement of any particular conceptions stemming from genealogical, ideal, nonideal, or realist theory; but it will presume a willingness to rigorously engage the philosophical stakes of each of these approaches to political theory.

In terms of specific course content, we will begin the class with a brief review of recent journal articles assessing the terrain of realist political theory and the debate between ideal theory and realist theory. We will then move to a consideration of prominent offerings in realist theory (focusing on work by Raymond Geuss and Bernard Williams). The majority of the course will then focus on Michel Foucault’s genealogical political theory: we will read one of Foucault’s major published works in conjunction with some of his other more occasional writings, interviews, and lectures.

Student work will involve engaged seminar participation, regular (very short) reading responses, an in-class presentation of a supplementary writing, and a final research paper which must engage both primary and secondary literature.

Reading and Meeting Schedule

- Main required reading listed with filled bullets (read required materials before class meetings)
  - Recommended reading (required for presenters) listed with hollow bullets

<table>
<thead>
<tr>
<th>Introduction to the Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1 Introduction to the Class &amp; Overview of Syllabus</td>
</tr>
<tr>
<td>Student Introductions</td>
</tr>
<tr>
<td>Introduction to Political Realism (PR) and Genealogical Critique (GC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Political Realism (PR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/3 Early Engagements with PR:</td>
</tr>
<tr>
<td>- William Galston, “Realism in Political Theory” (2010), European J Political Theory</td>
</tr>
<tr>
<td>- John Horton, “Realism, Liberal Moralism &amp; … Modus Vivendi” (2010), EJPT</td>
</tr>
</tbody>
</table>

**Recommended Additional Readings on PR:**
- PR: Rossi & Sleat, “Realism in Normative Political Theory” (2014), Phil Compass
- PR & Non-ideal Theory: Baderin, “Two Forms of Realism in Political Theory” (2014), EJPT
- PR & Moral Phil: Larmore, “What is Political Philosophy?” (2012), J Moral Phil
<table>
<thead>
<tr>
<th>4/8</th>
<th>PR in the Work of Raymond Geuss:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Raymond Geuss, <em>Philosophy and Real Politics</em> (2008), Intro &amp; Pt I, pp. 1-55</td>
</tr>
</tbody>
</table>

**Recommended by/on RG & PR & GC:**

- Janosch Prinz, “Raymond Geuss’ Radicalization of Realism in Political Theory”

<table>
<thead>
<tr>
<th>4/15</th>
<th>PR in the Work of Bernard Williams:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Bernard Williams, <em>In the Beginning Was the Deed</em> (2005), Chs. 1-3</td>
</tr>
<tr>
<td>4/17</td>
<td>• Bernard Williams, <em>In the Beginning Was the Deed</em> (2005), Chs. 4-13</td>
</tr>
<tr>
<td></td>
<td>o Williams, “Philosophy as a Humanistic Discipline” (2000)</td>
</tr>
<tr>
<td></td>
<td>o or, alternatively, Williams <em>Truth &amp; Truthfulness</em> (2002)</td>
</tr>
</tbody>
</table>

**Recommended by/on BW & PR & GC:**

- Catarina Dutilh Novaes, “Conceptual Genealogy for Analytic Philosophy”

**Genealogical Critique (GC)**

<table>
<thead>
<tr>
<th>4/22</th>
<th>GC in the Work of Michel Foucault, focusing on <em>Discipline and Punish</em> (1975)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Assigned selections from <em>Discipline and Punish</em> (<em>D&amp;P</em>), paired with...</td>
</tr>
<tr>
<td></td>
<td>o additional recommended material, required for presenters (listed first)</td>
</tr>
<tr>
<td></td>
<td>o further literature of interest on topics in main reading (listed second)</td>
</tr>
<tr>
<td></td>
<td>• Michel Foucault, <em>D&amp;P</em>, pp. 3-69 (Method &amp; Problem)</td>
</tr>
<tr>
<td></td>
<td>o “Nietzsche, Genealogy, History” (1971) in <em>EW2</em> (cf. DP on history of the present)</td>
</tr>
<tr>
<td></td>
<td>o Selected statements on methodology for the analysis of power:</td>
</tr>
<tr>
<td></td>
<td>▪ <em>The Punitive Society</em> (CdF 1973), pp. 227-247</td>
</tr>
<tr>
<td></td>
<td>▪ <em>D&amp;P</em> (1975), pp. 23ff, p. 28ff.</td>
</tr>
<tr>
<td></td>
<td>▪ <em>Abnormal</em> (CdF 1975), pp. 42-52</td>
</tr>
<tr>
<td></td>
<td>▪ “Society Must Be Defended” (CdF 1976), pp. 27-34</td>
</tr>
<tr>
<td></td>
<td>▪ <em>History of Sexuality, Volume 1</em> (1976), pp. 94-96</td>
</tr>
<tr>
<td></td>
<td>See also the table produced by a previous iteration of CGC at:</td>
</tr>
<tr>
<td></td>
<td><a href="http://uocgc.blogspot.com/2016/02/wtr-2016-foucaults-transforming.htm">http://uocgc.blogspot.com/2016/02/wtr-2016-foucaults-transforming.htm</a></td>
</tr>
<tr>
<td>4/24</td>
<td>• Michel Foucault, <em>D&amp;P</em>, pp. 73-135 (Problems &amp; Responses)</td>
</tr>
<tr>
<td></td>
<td>o <em>The Punitive Society</em> (CdF 1973), chs. 8 &amp; 9, pp. 139-170 (cf. DP on illegalities)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4/25 @ 7:00p</td>
<td>Optional Additional Event: Book launch for <em>Foucault in California</em> (about Foucault’s LSD trip in Death Valley) by Simeon Wade at J. Michaels Books, 160 E. Broadway, Eugene; 7:00pm</td>
</tr>
</tbody>
</table>
| 4/29       | • Michel Foucault, *D&P*, pp. 135-195 (Discipline, Examination, and Normalization)  
|            |   o Selected accounts of discipline:  
|            |    ▪ *The Punitive Society* (CdF 1973), pp. 237-41 (MF’s first account?)  
|            |    ▪ *Abnormal* (CdF 1975), pp. 41-43, 48-52 (beginnings of a shift)  
|            |    ▪ “*Society Must Be Defended*” (CdF 1976), pp. 34-40  
|            |    ▪ *History of Sexuality, v. 1* (1976), pp. 135-150 (now part of biopower) |
| 5/1        | • Michel Foucault, *Discipline and Punish*, pp. 195-230 (Surveillance & Panopticism)  
|            |   o *Psychiatric Power* (CdF 1973-4), pp. 63-87  
|            |   o Selected analyses of the contrast between leprosy and plague:  
|            |    ▪ *History of Madness* (1961), pp. 3-8  
|            |    ▪ *D&P* (1975), pp. 195-200  
|            |    ▪ *Abnormal* (CdF 1975), pp. 43-48  
|            |    ▪ *Security, Territory, Population* (CdF 1978), pp. 8-11 |
| 5/6        | • Michel Foucault, *Discipline and Punish*, pp. 231-309 (Delinquency & Carcerality)  
|            |   o *Abnormal* (CdF 1975), pp. 11-26, 31-52 (MF’s first lectures after finalizing D&P)  
|            |   o Later analyses of exchanges between discipline (anatomo-politics) & bio-politics  
|            |    ▪ “*Society Must Be Defended*” (CdF 1976), pp. 239-254  
|            |    ▪ *History of Sexuality, v. 1* (1976), pp. 135-150 |
| 5/9        | GC Following Foucault  
|            |   • Assigned readings will be selected papers from the Critical Genealogies Workshop |
| 5/10-11 (Fri-Sat) | Required Additional Event: Critical Genealogies Workshop (UO, EMU, May 10th and 11th)  
|            |   • [Attend at least one session – signup instructions will be circulated in advance] |
| 5/13       | • Class meeting with guest visitor Dr. Verena Erlenbusch-Anderson  
|            |   • Michel Foucault “Questions of Method” (1978/1980) in EW3  
|            |   • Verena Erlenbusch-Anderson, “Philosophical Practice following Foucault” (2018), *Foucault Studies* |
|            |   o Nancy Fraser, “Foucault... : Empirical Insights & Normative Confusions” (1981) |
5/22
- CK, “Critique without Judgment In Political Theory” (2019), Contemporary Pol Thry
- Amy Allen, The End of Progress (2016), Chs. 5 & 6 [need scans]
- AA (w/ Rahel Jaeggi), “Progress, Normativity, ... Social Change” (2016), GFPJ

5/27 [No Class Meeting on Memorial Day Holiday]

5/29
- Verena Erlenbusch-Anderson, Genealogies of Terrorism (2018), Chs. 1 & 6 [need scans]

Concluding Thoughts

5/30 Research Paper due Thurs. of Week 9 by 3:30 [by hardcopy (under my door) & email]

6/3 & 5 Three Options for Last Two Days (we will determine this based on class interests)
- Add’l Readings by Geuss, Williams, and Foucault on Nietzsche
- Add’l Readings on Genealogical Method (Davidson, Veyne, Queloz, Dutilh Novaes)
- Student Paper Presentations (if so, this should be on Monday, not Wednesday)

6/11 Research Paper due Tues. of Exam Week by 12:00 [by hardcopy (under my door) & email]

Books to Purchase (or Procure)
Please use only the edition listed below (other editions are not to be used) during our seminars, except of course for those of you using original-language texts, but in that case please have the translation available at hand):
- Raymond Geuss, Philosophy and Real Politics (2008), Princeton University Press
- Bernard Williams, In the Beginning Was the Deed (2005), Princeton University Press

All assigned readings not listed above will be made available via our course website, as well some of the recommended literature above. As above, you must bring your reading to class (either as a hardcopy or in an electronic form) in the edition supplied online.

Additional Bibliographical Materials
Selected References on GC
Please refer to the bibliography in my book, Genealogy as Critique, or see me during office hour.

Selected Bibliography on PR
(See Erman & Moller [2018] + Rossi & Sleat [2014] for fuller bibliographies)

Summaries of & Contributions to PR:
Thaler, “Hope Abjuring Hope: On the Place of Utopia in Realist Political Thry” (2018), Political Theory, 46(5)
Pettit, “Political Realism Meets Civic Republicanism” (2017), Crit Rev of Int’l Social & Political Phil, 20(3)
Prinz & Rossi, “Political Realism as Ideology Critique” (2017), Crit Rev of Int’l Soc and Pol Phil
Runciman, “Political Theory and Real Politics in the Age of the Internet” (2017), J Pol Phil, 25(1)
Horton, “What Might It Mean for Political Theory to Be More ‘Realistic’?” (2017), Philosophy, 45 (2)
Finlayson, “With Radicals Like These, Who Needs Conservatives?...” (2017), Euro J Political Theory, 16(3)
Prinz, “Raymond Geuss’ Radicalization of Realism in Political Theory” (2017), Philosophy and Social Crit
Hall, “What Might It Mean for Political Theory to Be More ‘Realistic’?” (2017), Philosophia, 45 (2)
Scheuerman, “The Realist Revival in Political Philosophy...” (2013), International Politics 50.6
Horton, “Realism, Liberalism and Non-ideal Theory... Two Ways?” (2016), Political Studies
Rossi, “Facts, principles, and (real) politics” (2016) Ethical Theory & Moral Practice 19
Festenstein, “Pragmatism, Realism and Moralism” (2016), Political Studies Review
Bagg, “Between Critical & Normative Theory: Predictive... Deweyan Realism” (2016), Pol Studies Qtrly
Rossi & Sleat “Realism in Normative Political Theory” (2014), Phil Comp, 10(8)
Baderin, “Two Forms of Realism in Political Theory” (2014), Euro J Political Theory, 13(2)
Waldron, “Political Political Theory: An Inaugural Lecture” (2013) Journal of Political Philosophy 21(1)
Scheuerman, “The Realist Revival in Political Philosophy...” International Politics 50.6:13:
Larmore, “What is Political Philosophy?” (2012), Journal of Moral Philosophy
Philip, “Realism without Illusions” Political Theory (2012), 40(5)
Markell, “Philosophy and Real Politics,” Political theory (2010), 38
Rossi, “Reality and Imagination in Political Theory and Practice” (2010), EJPT, 9(4)
Horton, “Realism, Liberal Moralism and a Political Theory of Modus Vivendi” (2010) EJPT, 9(4)
Galston, “Realism in Political Theory” (2010), European Journal of Political Theory

Recent Books & Anthologies Contributing to PR:
Sleat, Liberal Realism (2013)

Initial (& Influential) Contributions to PR:
Tully, Philosophy In A New Key (2008)
Geuss, Philosophy and Real Politics (2008)
Williams, In the Beginning Was the Deed (2005)

Mapping of Related Debates over Nonideal-vs.-Ideal Theory:
Valentini, “Ideal vs. Non-ideal Theory: A Conceptual Map” (2012), Philosophy Compass

Assessment and Required Work

1) Participation, 10% of final grade (this requirement also applies to auditors).

This course will be a seminar. It requires active participation in a series of discussions that will extend throughout the quarter. I will expect that everyone (including auditors) to be very well-prepared at the beginning of every class session.

- 5% of grade – I expect full attendance and active participation by all students. I will strive to facilitate the seminar in such a way that we have excellent conditions for excellent conversations. While I will do everything I can to make the class a welcoming environment for all, please let me know what I can do further.
• 5% of grade - On any given day, I may ask a small group of you (selected at random, or maybe not) to initiate a discussion by starting us off with this question. Be prepared for this.

2) Online Discussion Contributions, 10% of final grade (this requirement also applies to auditors).

I expect all participants to come to class prepared. You must be prepared with questions about and debates with the assigned readings for that session. Accordingly, everyone will post a single question or comment about each day’s reading to our course website by the following time: two hours prior to the beginning of each class session. Please keep your posts short so that everyone can review all comments in the time leading up to our meeting. The first post will be due prior to the second meeting of class.

• 10% of grade – These posts will cumulatively amount to 10% of your final grade (they will be graded pass/fail rather than for quality).

3) In-Class Presentation, 10% of final grade (probably will not apply to auditors)

You will develop and deliver a brief in-class presentation on recommended secondary literature. You should aim to be highly-specific and excavate contextualizing material including your text’s publication history, reception, and above all its conceptual location within the broader trajectory of its author. Presentations should aim to be 12-15 minutes in length (and under no circumstances should you present for more than 20 minutes).

• 10% of grade – These presentations will amount to 10% of your final grade

4) Final Research Paper (in two stages), 70% of final grade (does not apply to auditors)

You will write a final research paper, which will be developed and submitted in two stages as described below. I will grade both versions of your paper as if they are finalized and polished pieces of writing. I will assess your work according to a rubric of nine criteria of evaluation to be distributed in advance via a handout (please help remind me to get this to you in a timely fashion).

First Version of Final Paper (35% of final grade)

• 30% of grade – You will write an argumentative essay, due (as a hardcopy and via email) as per the schedule above.
  o You are expected to develop your own essay topic, with the sole constraint being that the essay must address some aspect of the subject matter of the assigned primary reading in the course. If you are unsure about your topic, please meet me with me in office hours at least one month before the paper is due.
  o The first version of your paper should be about 10-12 pages (or about 3000 words exclusive of notes and references; with 3500 words as an upper limit). Your essay should discussed assigned primary readings as well as secondary readings (which I can help you locate, so visit my office hour).
Although you will revise this essay and expand it into a longer final research essay due at the end of the term, this version of the essay should be highly-polished and well-argued. You are expected to turn in a finalized piece of writing, and not a draft. You will revise this finalized piece of writing once more, but that just shows that revision is an extensive process. Think of it this way: my written feedback on your paper will be more useful to you if you turn in to me a piece of work that you think is perfect; if you turn in something that you know to have shortcomings, then my written feedback will likely only reflect what you already know.

5% of grade – You will append to your paper a bibliography that includes three short (100-word) abstracts of three pieces (individual journal articles or individual essays in collected volumes) of secondary literature relevant to your chosen topic. It is important that you craft your paper around a topic for which some secondary literature is available. Find three sources and summarize, or abstract, them in your own words. An abstract is an executive summary of the work written in the third-person. It is not a report on your judgment of, much less your experience of, the piece you have read. It is not a description of how you will (or do) use the piece in your essay.

Final Version of Final Paper (35% of final grade)

25% of grade – You will then take the first version of your research essay, along with my comments, and other peer comments (if you swap with a peer, which you should), and write a final research essay. This will be due (as a hardcopy and via email) early in exam week as per the schedule above.

This will be a revision of and improvement upon the first version of the paper you turned in late in the term. This essay should engage with one both the assigned primary literature and relevant secondary literature.

The final essay should be about 12 pages in length (aim for 3000-3500 words exclusive of notes and references, i.e. a conference-length paper). Note that 3500 words is a hard limit. I want you to do everything you can to stay within this limit because this is a typical conference-length paper limit in Philosophy; thus you need to get used to writing to this (sometimes impossibly short!) length.

5% of grade – In addition, you must turn into me a one-page (single-space) set of revisions notes (of the kind you will be expected to submit to a journal if you get a ‘revise and resubmit; I will supply an example if you request one). This will explain all major revisions you made in your paper. It will also explain any decision you have made to not institute revisions in light of reviewer (i.e., instructor, i.e., me!) comments. You should write this as a letter.

5% of grade – You will include at the front of your paper two short abstracts (of your paper) of different length, according to customary conference-submission and journal-publishing standards. The first abstract should be a 100-word summary describing the core argument of the paper. The second abstract should be a longer 250-word version of that. If you need to see a sample abstract please ask me for one.
Learning Outcomes

• Engage central contemporary debates in political theory; do so by way of both recent journal articles as well as more canonical material from the history of political theory.

• Compare, contrast, and critique representative writers whose work contributes to a variety of philosophical methodologies and traditions and whose contributions span a variety of historical periods.

• Develop and improve basic professional skills including preparing papers for conference submission, preparing article abstracts, and conducting respectful and engaged seminar discussions.

Additional Notes & Statements for this Class:

Devices in Class: You may use laptops and tablets in class. However, usage of cell phones in class is not permitted under any circumstances (unless I directly tell you otherwise for purposes of completing some class activity). If there is something that is so important that you cannot keep your cell put away during class, then you should probably not come to class.

Recordings: Unauthorized audio and/or video recording of this class is prohibited by law. Class sessions may be video or audio recorded only with the written permission of the instructor. If I am required to allow you this by written notice of the university, then you will be allowed to record class meetings, but only after you make a request (orally or in writing), I reply with written confirmation, and I am able to notify all students that our meetings will be recorded. In addition to being a legal violation, any unauthorized recordings will be considered a violation of class policy and will warrant an automatic failing grade in this class.

Late Work: Late work will not be accepted in this class.

Excused Absences: Attendance will be excused only for medical reasons, bereavement reasons, true emergency reasons, or if I am required to excuse attendance by order of the university.

Academic Honesty: The instructor reserves the right to assign a grade of ‘F’ for the course to students who engage in any acts of academic dishonesty.

Discrimination: Expression of bias with respect to race, ethnicity, gender, sexuality, or ability are unacceptable in an academic and professional context. As our class is meant to be a model of both academic and professional engagement, any such expressions of bias will not be tolerated.

Accommodations: If you anticipate any barriers to effective participation in this course and would like to request accommodations, please notify me as soon as possible.