

PPLE 317: Political Judgment

Fall 2019

ART 210, MW 12:50-2:20

Prof. David Gutterman

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Office Hours: W 2:45-4:00, Th 1:00-2:30, by appointment

Course Description:

This course is a rigorous, upper-level seminar in ethics and politics – and the focus this semester is going to be on walls. We will be reading texts from a range of disciplines: landscape architecture, political theory, travel writing, ethnography, history, security studies, and recent works of journalism and punditry. And the questions we ask about walls – and borders, boundaries, barriers, identities – will also be suitably wide-ranging.

Together, through careful analysis of our texts, we are going to be discussing power, democracy, individual and collective identity, justice, freedom, equality, and the challenges of living together – of the human condition. And, individually every student will be required to choose a particular wall to study and will in turn share their research in written and oral forms.

Student Learning Objectives

In this course, students will:

- think critically and creatively about the politics and ethics of walls
- examine questions of politics and identity
- draw connections between political theory and political practice and behavior
- develop understanding of the intersection of culture and power
- Engage in independent research on a wall.

Primary Course texts

Thomas Oles, Walls: Enclosure and Ethics in the Modern Landscape. (University of Chicago Press, 2015).

Wendy Brown, Walled States, Waning Sovereignty, (Zone Books, 2010/2017).

Course Requirements

Reading and Participation Assignments:

This is a seminar class, not a lecture course. We are going to be talking and listening to one another, engaging in a collective enterprise of exploration. The issues touched by the texts we will be reading get to the very heart of how we understand ourselves and the world we share. Accordingly, we can and should expect that we will not all agree with one another regarding the topics we will be discussing. Indeed, there may well be moments in this course that some people will find deeply upsetting. This course should neither be seen as an opportunity to preach to the choir, nor as a space for proselytizing. Vital to the success of this class is the commitment we make to listening and speaking with one another with respect and thoughtfulness.

The reading assignments for this course are rigorous and challenging. You are required to *thoughtfully* read every assignment. When I say that you are required to read, I do not mean that you should mechanically scan every page, but that you should *grapple with the ideas*. Mark up your text, read with a pen and paper, and write down ideas, questions, quotations, and points of confusion or contention. *Read for comprehension rather than completion, pondering every idea rather than looking*

at every word. This means that you may need to read a section, think about it, read it again, write about it, discuss it, and then read it again. So, “do the reading” means “engage yourself with the ideas of the texts.” *We are going to do a lot of slow, deliberative, careful reading in this course – including in the class meetings, so please be sure to bring hard copies of your texts to class every day.*

The reading load will be quite heavy. To stay afloat, plan for a sufficient amount of time to complete the assignment, and read aggressively. Remember to make use of your resources. Come to my office hours and form reading groups with your classmates. Reading in this way will assist you in the second requirement: Your regular attendance, careful preparation, and active participation are essential. **Come prepared to participate by doing the reading, reflecting upon the course material, and bringing to class issues, questions, and passages for discussion.** Moreover, class participation does not simply entail speaking, but also listening in an engaged and respectful manner to the thoughts of your classmates.

If you miss a class, whether excused or unexcused, you must write a 500-word paper analyzing the reading that was assigned for the day you miss. Your participation grade in the course will be lowered by half a grade for every short paper you do not turn in within a week of your return to class. More than two unexcused absences will result in a full grade deduction from your final course grade; each additional absence will result in an additional deduction of one full grade from your final grade. Persistent lateness or failure to prepare adequately for class discussions can also result in deductions from the final grade.

One more note about reading and participation: Throughout the semester, I will be distributing additional articles, essays, poems, and other texts for us to read and discuss. These additional readings are not listed on the schedule of events below, but will be designed to complement the major reading assignments, pick up on themes from our class discussions, and keep us in touch with ongoing political developments. These supplemental texts and resources will contribute to the dynamism of the class, and let me add that *you are each strongly encouraged to suggest texts and resources that we can discuss as a class.*

Writing Assignments:

Reading Response Essays: Once the roster is settled, I will divide the class into groups. Every class, students in a particular group will be expected to post a responsive essay to the texts assigned for the day. These written responses are a component of class participation – and they will be used to help guide our class discussions.

Field Work: At the end September/beginning of October, everyone will engage in a small field work project. Students will be expected to choose a local “wall” and spend some time at the wall *paying attention* to how that wall shapes the spaces and the manner in which people behave. Every student will then submit a report on this field work project.

Analytic Essay: Students will be required to write an essay analyzing different conceptions/theories of walls evident in the texts we will be reading.

Independent Wall Project: In the coming weeks, every student will choose a wall that will be the subject of individual research throughout the semester. (There are many different ways of approaching this research – as we will be discussing in class.) This ongoing research project will be conducted in stages, will particular assignments throughout the semester. The research will culminate at the end of the semester with presentations in class and the submission of the final project in an appropriate form.

Grading

Class Participation/Weekly Forum	20%
Analytic Essay on Texts	20%
Field Work Report	20%
Research Project	40%
<i>Total</i>	<i>100%</i>

* A crucial note about writing, editing, and rewriting: I strive to encourage all students in advanced classes to become careful and conscientious writers. ***My policy is simple: I can't take your work seriously if you don't. If, in reading your paper, I see multiple instances in which the work seems sloppy, or hasty, or lacking evidence of careful review and revision, I will have little incentive to keep reading, and it will be reflected in your grade.*** Like many of you, I have been guilty of not editing, proofreading, and revising my work carefully enough, and as such have submitted work that is sloppy. Falling into bad patterns is all too easy when so much of the writing we do is informal; this policy should make clear that written work for a class should be approached differently than email, texts, or tweets. I also know that editing one's own work can be very difficult – the words on the page can seem so familiar that it is easy to start skipping sentences and paragraphs when reviewing one's own work. Accordingly, I *strongly encourage* you to work with a partner in this editing and proofreading process.

** Note: A penalty of 1/3 grade per day will be imposed on assignments submitted late (one day's lateness would reduce a B+ to a B). I generally do not grant extensions, but if extraordinary circumstances arise, please consult with me as soon as possible -- *and certainly prior to the due date of the paper.*

*** Another note: I fully appreciate that students like fast and thorough comments on their writing assignments. Unfortunately “fast” and “thorough” do not often go together well. I will strive to return your final papers in a timely fashion. *As a general rule, you should receive your papers back within two weeks of turning them in.*

**** **Academic Integrity:** Students of Willamette University are members of a community that values excellence and integrity in every aspect of life. As such, we expect all community members to live up to the highest standards of personal, ethical, and moral conduct. Students are expected not to engage in any type of academic or intellectually dishonest practice and encouraged to display honesty, trust, fairness, respect, and responsibility in all they do. Plagiarism and cheating are especially offensive to the integrity of courses in which they occur and against the College community as a whole. These acts involve intellectual dishonesty, deception, and fraud, which inhibit the honest exchange of ideas. Plagiarism and cheating may be grounds for failure in the course and/or dismissal from the College. <https://willamette.edu/arts-sciences/catalog/policies/plagiarism-cheating.php>

Commitment to Positive Sexual Ethics: Willamette is a community committed to fostering safe, productive learning environments, and we value ethical sexual behaviors and standards. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including discrimination, harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success, and we encourage affected students to talk to someone about their experiences and get the support they need. Please be aware that as a mandatory reporter I am required to report any instances you disclose to Willamette's Title IX Coordinator. If you would rather share information with a confidential employee who does not have this responsibility, please contact our confidential advocate at confidential-advocate@willamette.edu. Confidential support also can be found with SARAs and at the GRAC (503-851-4245); and at WUTalk - a 24-hour telephone crisis counseling support line (503-375-5353). If you are in immediate danger, please call campus safety at 503-370-6911.

DACA/Undocumented Student Advocate: Willamette is committed to supporting our DACA/Undocumented students in a variety of ways. This year, Professor Michael Niño is the contact person for all DACA/undocumented students can provide those students with a number of external and internal resources that

are available. His contact information is email: mdnino@willamette.edu, Office: Smullin 213, Phone: 503-370-6643.

Diversity and Disability Statement: Willamette University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. My goal is to create a learning environment that is usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify me as soon as possible. Students with disabilities are also encouraged to contact the Accessible Education Services office in Matthews 103 at 503-370-6737 or Accessible-info@willamette.edu to discuss a range of options to removing barriers in the course, including accommodations.

Religious Practice: Willamette University recognizes the value of religious practice and strives to accommodate students' commitment to their religious traditions whenever possible. Please let me know within the first two weeks of the semester if a conflict between holy days or other religious practice and full participation in the course is anticipated. I will do my best to work with you to determine a reasonable accommodation.

SOAR Center Offerings: Food, Clothing, and School Materials The Students Organizing for Access to Resources (SOAR) Center strives to create equitable access to food, professional clothing, commencement regalia, and scholarly resources for WU and Willamette Academy students. The SOAR Center is located in the Putnam University Center's third floor (in the former Women's Resource Center and across from the Harrison Conference Room). The space houses the Bearcat Pantry, Clothing Share, and First-Generation Book Drive and is maintained by committed students and staff and faculty advisers. Hours of operation are M-F, 9am-5pm and weekends from 12-2pm. The Center opens for fall semester 2019 on Labor Day, Monday, Sept. 2 at 12pm.

Trans Inclusive Classroom Space: I will gladly honor your request to address you by your chosen name or gender pronoun. If I accidentally use an incorrect gender pronoun when addressing you, please let me know, in whatever manner makes you comfortable, what pronouns you use so that I can make every effort to correct that error.

Willamette's Credit Hour Policy holds that for every hour of class time there is an expectation of 2-3 hours work outside of class. Thus, you should anticipate spending 6-9 hours outside of class engaged in course-related activities. Examples include study time, reading and homework assignments, research projects, and group work. And the reality is that for you to succeed in this course, you should expect to dedicate much more than this required 6-9 hours per week.

***A final note about email and communication. *I will often communicate with the class through email.* I will try to respond to your messages as quickly as I can. However, I will only on the rarest of occasions respond after 9:00PM. In addition, I am planning on dedicating Fridays this semester to my own writing and research. I will likely be email-free during this time.

Schedule of Events

M 8/26: Introduction, Syllabus, Vision/BIG QUESTIONS/possibilities.

Darcy Eveleigh, "What History Teaches Us About Walls." *The New York Times*, May 27, 2016

<https://www.nytimes.com/2016/05/28/upshot/what-history-teaches-us-about-walls.html>

W 8/28: How do we engage in research? Asking good questions. Refining those questions. Asking the next question. Searching for answers...

1. Why was the wall built? Was there opposition?
2. How was it built? Of what material?
3. To what extent did the wall fulfill its purpose?
4. What, if any, unintended consequences did the wall have?
5. What is the wall's legacy? How is it viewed today?

“Seven Questions to Ask When Reading Scholarly Work.” (WISE)

Booth, Colomb, Williams, Bizup, and Fitzgerald, The Craft of Research, Ch. 3 “From Topics to Questions” (WISE)

M 9/2: LABOR DAY

W 9/4: Thomas Oles, Walls: Enclosure and Ethics in the Modern Landscape University of Chicago Press, 2015. Prologue and Ch. 1, “Good Fences, Bad Walls.”

David Theo Goldberg, “Wallcraft: The Politics of Walling.” (2015)

M 9/9: Oles, Ch. 2, “What Walls Were” and Ch. 3, “Constructions of Sovereignty.”

Tom Vanderbilt, ‘The walls in our heads’, *New York Times* (4 November 2016), available at: <http://www.nytimes.com/2016/11/06/opinion/sunday/the-walls-in-our-heads.html>.

W 9/11: Oles, Ch. 4, Recovering the Wall.”

Andrea Mubi Brighenti and Mattias Kärrholm, “The life of walls – in urban, spatial and political theory.” May 2019, <https://www.researchgate.net/publication/332865760> (WISE).

M 9/16: Oles, Ch. 5, “Toward an Ethics” and Epilogue.

W 9/18: Marcello di Cintio, Walls: Travels Along the Barricades. Soft Skull Press, 2013. Introduction: The Wall Disease. “Drawing a Line in the Sand: The Western Sahara.” (WISE).

M 9/23: Marcello di Cintio, “Zero People of No Man’s Land: The Indo-Bangladesh Fence.” (WISE). TBA

W 9/25: Marcello di Cintio, “A Nabka of Olives: The West Bank Wall” (WISE).

M Alaa Mandour, “Inside-Outside: The Making of the West Bank Security Wall.” (2013) (WISE).

M 9/30: Marcello di Cintio, “The Mutilated City: Belfast” and “The Great Wall of Montreal: The l’Acadie Fence” (WISE).

Scott Tate, “Tinkering with Space: Heterotropic Walls and the Privileged Imaginary of the “New Belfast.” (2013) (WISE).

W 10/2: Field Work Day

M 10/7: Field Work Reports

W 10/9: Wendy Brown, Walled States, Waning Sovereignty, (Zone Books, 2010/2017) “Waning Sovereignty, Walled Democracy.”

M 10/14: Wendy Brown, “Sovereignty and Enclosure.”

W 10/16: Wendy Brown, “States and Subjects.”

Alexander D. Barder and Francois Debrix, “Bordering Violence? Natality and Alterity in Hannah Arendt’s Thought.” (WISE).

M 10/21: Wendy Brown, “Desiring Walls.”

Rich Lowry, “The Irrational Allergy to the Wall.” *National Review*, January 4, 2019 (WISE).

W 10/23: Writing Workshop

M 10/28: Matthew Longo, The Politics of Borders: Sovereignty, Security, and the Citizen after 9/11. Cambridge UP, 2018. Introduction and Ch. 1, “Borders: Thick and Thin” (WISE).

W 10/30: Longo, Ch. 2, “The Wall and Its Shadow: Security in the Borderlands” and Ch. 3, “One Border, Two Sovereigns?” (WISE).

M 11/4: Longo, Ch. 4, “Co-Bordering, Cosmopolitanism and the Specter of Empire.” (WISE).

Polly Pallister-Wilkins, “How walls do work: Security barriers as devices of interruption and data capture.” *Security Dialogue*, 2016, Vol. 47(2) 151–164. (WISE).

W 11/6: TBA

M 11/11: William Callahan, “The Politics of Walls: Barriers, Flows, and the Sublime,” *Review of International Studies*, Vol. 44, part 3, pp. 456–481. (WISE).

David Newman, ‘On borders and power: a theoretical framework’, *Journal of Borderlands Studies*, 18:1 (2003), pp. 13–25 (WISE).

W 11/13: Paulina Ochoa Espejo, “What is Wrong with Border Fences?” Draft for SELA 2013 Cartagena, Colombia. (WISE).

Franz Kafka, “The Great Wall of China.” (WISE).

M 11/18: Presentations

W 11/20: Presentations

M 11/25: Fall Break

W 11/27: Fall Break

M 12/2: Presentations

W 12/4: Presentations

Final Project Due Tuesday, December 10, 5pm.