

## Political Theory 2000: Global Political Theory

---

Florida Atlantic University, Spring 2026

Course Credits: 3.000 Prerequisites/Corequisites: None

TR 11:00AM-12:20PM, Social Science Boca 250

**Instructor:** Dr. Rebecca LeMoine

**Contact:** rlemoine@fau.edu or (561) 287-3691

**Office:** Social Science 384C

**Office Hours:** Tues./Thurs. 1:00-3:00PM,  
or by appt.

**GTA:** Grace Eid (geid2022@fau.edu)

**GTA Office Hours:** Wed. 11:00AM – 1:00PM

**GTA Office Location:** SO 381

### Catalogue Description

An exploration of core questions in political theory from a global perspective. Examines texts from a variety of cultural traditions, using the methods of comparative political theory to study universal problems relating to justice, governance and political identity. This is a General Education course.

### Course Description

Used in the fourth century B.C. to describe the practice of philosophy, the word “theory” (from the ancient Greek θεωρία) originally referred to a journey outside the boundaries of one’s political community undertaken to observe and report upon the great spectacles. Animated by this understanding of the philosophical endeavor as a form of travel, we will challenge some of our assumptions about politics by engaging with a selection of major works in political theory from across the globe. “Global” political theory therefore refers to the fact that the study of political theory in this course will be global in nature, covering a variety of cultural traditions rather than focusing exclusively on one tradition of political thought.

Traditionally, “political theory” has been synonymous with European and North American political thought. The readings in this course will problematize this restrictive view of the political theory canon, demonstrating how the narrow focus on certain traditions of thought to the exclusion of others has limited the possible range of answers to universal questions in political theory concerning the nature of justice, the best form of government, and the rights and duties of political membership. As the recent emergence of the “comparative political theory” subfield shows, there is much to be learned by broadening our horizons or “deparochializing” political theory.

The effort to engage with differently situated political perspectives from across the world necessarily involves restrictions of its own. This course will not examine in-depth any particular tradition of political thought (e.g., Indian political thought, African political thought, Indigenous political thought, and so on). Rather, the course aims at provoking contemplation of core political theory questions by exploring a sampling of works from various traditions. In other words, this course offers a *beginning* to the study of political theory in global perspective; it neither aspires to be, nor can be, comprehensive. The hope is that this experience will be eye-opening and perhaps even inspire further reflection.

### Course Delivery Mode

This class is designated as an “**In-Person**” course. Attendance on campus is required.

### Objectives

- 1) Become familiar with major questions, areas of study, and methodologies in the field of comparative political theory.
- 2) Examine differing approaches to a selection of core political theory questions by comparing works drawn from a variety of cultural traditions, including “Western” and “non-Western” political thought.
- 3) Enhance awareness of global connectedness by examining the influence of cross-cultural engagement on the development of political ideas and practices, including the historical processes that have informed the field of political theory itself.
- 4) Learn to read and interpret political theory works.
- 5) Strengthen ability to construct persuasive arguments, both verbal and written.
- 6) Practice a more contemplative and self-aware form of citizenship, and consider its effects on political life and personal fulfillment.

### General Education – Social Science Outcomes

This course fulfills 3 credit hours towards the Social Science (Group B) general education requirement. Social science courses afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. Students who satisfy the Social Science requirement will demonstrate the ability to:

1. Describe patterns of human behavior.
2. Describe how institutions influence human behavior and how humans influence these institutions.
3. Apply appropriate disciplinary methods to the analysis of social, psychological, ethical, political, technological, or economic issues.

### Classroom Expectations

To be successful in this course (i.e., to meet the course objectives and to receive a passing grade), you should:

#### 1. Regularly attend lecture.

Regular attendance is vital for success in this course. Therefore, attendance will be taken at every class meeting. Arriving late, leaving early, or repeatedly leaving and re-entering the room is disruptive both to me and your peers; if you cannot regularly be present for the duration of the class, then you should reconsider your enrollment. Please note that if you are being too disruptive, you may be asked to leave.

#### 2. Actively listen to and take notes during lecture.

Your physical presence at lecture is not enough; you must be an active listener and note taker to do well in this course. You cannot be psychologically present if you are checking email, texting, watching ESPN, etc. Accordingly, *electronic devices are strongly discouraged*. Research has shown that taking notes the old-fashioned way (i.e., with a pencil/pen and paper) is more effective for learning and retention of information. If you feel you must type your notes, consider doing so *after class*, as repeated exposure to the

information will help you prepare for exams. If you decide to type notes during class, I strongly recommend turning off your internet and using a focus app to reduce distractions.

**3. Complete all assigned readings prior to the start of lecture.**

While this course will be delivered in lecture format, you will find that my lectures are not substitutes for doing the course readings. Rather, I will assume throughout the lecture that you have completed the assigned readings and grasped the basic points; the purpose of lecture will be to augment your understanding by providing relevant background information, clarifying particularly difficult interpretive points, and raising further questions for your consideration.

**4. Practice “close” reading.**

As you will discover, political theory readings tend to be dense, requiring focused attention. There are no “abstracts” at the top, nor is it possible to skim these readings and retain much understanding. Rather, the readings are often similar to what you would expect from a philosophy course: a series of arguments you must closely follow. This means you should set aside ample time *before* class to read the material listed on the syllabus for that day, as you will likely find that you need to *re-read* parts of the text. You should also be an active reader. As you read, write a few words summarizing each paragraph in the margins, underline/highlight any phrases or passages that stand out to you, look up the definitions of unfamiliar words, write down any questions or reactions you have in response to the arguments the author is making, etc.

**5. Practice “sympathetic” reading.**

While “critical thinking” is valuable, before we can think “critically” we need to ensure that we have understood the text properly and given the arguments fair consideration. The practice of “sympathetic” reading, which entails approaching each text as though it were a friend, will therefore be encouraged throughout the term. Each class session, I will push you to think “sympathetically” about the text by taking on the voice of the author in defense of the arguments. This means at times I will appear to adopt some unsavory positions. If you are uncomfortable with teachers who play “devil’s advocate,” or don’t like it when teachers sometimes withhold their own opinions in an effort to get you to think for yourself, then you probably will not enjoy this class.

**6. Be pro-active with your education.**

With many students and limited class time, not every question will be satisfactorily addressed for every student. If you find yourself confused about anything, first try re-reading the syllabus or assigned reading. If you are still lost, please don’t hesitate to reach out to me or your GTA during office hours or via email.

**Required Texts**

The following books are available for purchase at the FAU Bookstore. **I highly recommend that you purchase paper copies of these exact editions.** Throughout each class session, you will be asked to turn to specific pages in the book. If you do not have the same edition or cannot easily turn to a given page, you will be lost and unable to learn as effectively. Keep in mind that copies of each book will be available on 24-hour reserve at the FAU library.

1. Alfarabi. *The Political Writings, Volume II: "Political Regime" and "Summary of Plato's Laws."* Trans. Charles E. Butterworth. Ithaca: Cornell University Press, 2020. ISBN: 978-1501746796.
2. Fanon, Frantz. *The Wretched of the Earth.* Trans. Richard Philcox. Reprint ed. New York: Grove Press, 2005. ISBN: 978-0802141323.
3. Hinton, David, trans. *The Four Chinese Classics: Tao Te Ching, Chuang Tzu, Analects, Mencius.* Berkeley: Counterpoint, 2016. ISBN: 978-1619028340.
4. Kautilya. *The Arthashastra: Selections from the Classic Indian Work on Statecraft.* Eds. and trans. Mark McClish and Patrick Olivelle. Indianapolis: Hackett Publishing Company, 2012. ISBN: 978-1603848480.

### **Instructor Availability**

It is important to me to be accessible to students throughout the semester. Below are the ways you can contact me:

### **FAQ Discussion Board**

You should ask general, course-related questions in the FAQ discussion board on Canvas, which will be active throughout the semester. If you have questions of a personal nature, you should email me from your FAU email address or visit during office hours.

### **Email**

Except for weekends and holidays, I will typically respond to email within 48 hours. **Please use your FAU email address rather than the Canvas inbox system.** Follow basic norms of professionalism (don't start an email with "hey"). If you have questions about what is appropriate, this is a helpful resource <http://www.wikihow.com/Email-a-Professor>

### **Office Hours**

On the day(s)/time(s) indicated at the top of this syllabus, I will hold office hours. Office hours are first-come, first-serve. No appointment is necessary. Office hours are an excellent opportunity for extended discussion of the material, assignments, and your academic aspirations. They also give me a chance to get to know you better, which helps with requests for letters of recommendation. I encourage each student to attend office hours at least once during the semester.

### **Course Requirements**

Participation:	20%
Question Board:	10%
Reflection Papers:	20%
Midterm Exam:	20%
Final Exam:	30%

### **Participation (20%)**

- Attendance will be taken at each class meeting starting the second week of classes. Excluding the first week of classes and the dates of the midterm and final exams, there are 25 class meetings. To receive a perfect participation grade, you must attend at least 20 of these classes. That means you may miss up to *five* classes without any deductions to your participation grade. For each additional absence, you will lose 1 point (e.g., 6 total absences = 19/20 participation grade). Keep in mind, however, that I will give you ½ point of extra

credit for each class you attend beyond the required 20 classes, allowing you to receive up to a 22.5/20 for participation. That's a potential 2.5% bump to your overall course grade!

While the “participation” grade will be based solely on attendance, students are expected to be good classroom citizens. If you are being disruptive during lecture, the instructor or GTA will first communicate privately with you to try to address the issue. Beyond that, disruptive behavior may result in deductions to your participation grade at the instructor’s discretion.

Please note I will abide by *FAU's official attendance policy*: “Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.”

### **Question Board (10%)**

Sometimes it can be difficult to find the courage to ask questions in a large lecture course. To encourage you to engage more closely with the course material and to voice any confusion you might have about it, you will be required to post a question on the Canvas Question Board for at least **ten** class sessions. Each post is worth 1% and is due by midnight the night before the relevant class session. *You can only receive credit for one post per class session, so be sure to spread out your posts throughout the semester.* Your posts should be well-written in standard English and should be approximately 50-100 words, though you may go *slightly* over the word limit if absolutely necessary. Further instructions will be posted on Canvas and discussed in class.

### **Reflection Papers (20%)**

In this course, you will write two, short (approx. 1500 words) reflection papers worth 10% each. The first paper will involve reflecting on which tradition of political theory covered in the remainder of the course (Sections II-IV) you are most excited to learn about, why you are drawn to learn more about this tradition, and how you can responsibly engage with this tradition. You will be expected to cite at least two of the texts from Section I in this paper.

The second paper will involve reflecting on what you learned from reading a text from the tradition of political theory chosen in your first reflection paper. Specifically, you will be asked to assess how this text addressed a major political theory question and how its approach conformed to or deviated from your original expectations. You will also make an argument as to why this text’s approach is stronger or weaker than that of another text read in Sections II-IV of the course. You will thus be expected to cite two texts from Sections II-IV in this paper. Further instructions for both assignments will be posted on Canvas and discussed in class.

### **Exams (50%)**

Two exams will be administered to test your knowledge of and ability to analyze course material. The midterm will cover material from the first two sections of the course. The final exam will be

cumulative, but will stress material from the third and fourth sections of the course. Each test will contain a mixture of multiple choice, short answer, and essay questions. A review sheet will be distributed and discussed in class prior to each exam.

### Grading Policies

- *Exams:* Make up exams will be administered only for university-approved absences (see attendance policy above), and in all but the most extraordinary of circumstances must be taken within 48 hours of the original exam at a time designated by the instructor. Note that I reserve the right to administer a different version of the exam.
- *Question board posts:* Question board posts are due by midnight the night before the relevant class session. Late posts will not be counted towards the 10 post requirement. If multiple posts are made for the same class session, you will only receive credit for the first post.
- *Papers:* Papers are due to the relevant Canvas folder at the beginning of class on the date listed. Late papers will be penalized 5% if less than an hour late. Beyond an hour late (even by a single minute), papers will be penalized 10% per every 24-hour period late. This means that your paper will not be accepted for any credit if it is 10 or more days late. The best way to avoid a late penalty is to make sure to submit your work well ahead of the deadline. **Note that copy-editing and revision are integral parts of the writing process. Papers that show an unacceptably high level of error or carelessness (for instance, five or more errors in a paragraph) will be returned for you to proofread before resubmitting them. You will have five business days to edit the paper and to resubmit it with an automatic penalty of 10%. After five days, the grade on the paper will automatically drop to an F.**
- *Graded Work:* I will not discuss grades on any assignments for 24 hours after they have been returned. If, after 24 hours reflection, you do not understand why you received a particular grade, send me a written memo via email and I will respond as soon as possible.
- *Extra Credit:* You can receive a 1% bump to your final course grade (which can mean the difference between an “A” and an “A-”) by meeting to discuss the material with me or your GTA. To receive the extra credit, you must: (1) prepare a few questions or passages from the readings you want to discuss and (2) complete the visit **before the start of the final exam (by 10:30AM on May 5<sup>th</sup>)**. You can only receive the extra credit points once, though additional office hour visits can help to supplement your participation grade.

### Grading Scale

A = 94-100	A- = 91-93.99	B+ = 87-90.99	B = 83-86.99
B- = 80-82.99	C+ = 77-79.99	C = 73-76.99	C- = 70-72.99
D+ = 67-69.99	D = 63-66.99	D- = 60-62.99	F = below 60

***Please be aware that you can track grades for individual assignments on the Canvas ‘gradebook’ but do not rely on the Canvas grade total. The percentages do not calculate correctly and many assignments cannot be inputted correctly into the interface. Throughout the semester, if you have any concerns you can ask me for an update on your grade.***

### Honor Code Violations

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an

unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://wise.fau.edu/regulations/chapter4/Reg\\_4.001\\_5-26-10\\_FINAL.pdf](http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf).

Please note that I take plagiarism very seriously. If I catch you plagiarizing on an assignment, you will receive an automatic “F” in the course and will be reported to the university, which will likely result in a permanent honor violation notation on your transcript. So that we are all on the same page, here is the university’s definition of plagiarism (found in the document linked above):

- “1. The presentation of words from any other source or another person as one’s own without proper quotation and citation.*
- 2. Putting someone else’s ideas or facts into your own words (paraphrasing) without proper citation.*
- 3. Turning in someone else’s work as one’s own, including the buying and selling of term papers or assignments.” (FAU Code of Academic Integrity, 2.B)*

Please note that ***the use of AI to assist in any work assigned in this course is prohibited.*** Unauthorized use of AI will be treated as a violation of the honor code.

### **Disabilities**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/). If you require a special accommodation, please make an appointment at the beginning of the semester to discuss the accommodation with me.

### **Counseling and Psychological Services (CAP) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

### **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is

prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct and/or the Code of Academic Integrity.

It should also be noted that one of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor’s personal beliefs or opinions on the subject matter.

**Course Schedule**

(CV) = reading on Canvas

**Section I: What Is Global/Comparative Political Theory?**

Date	Topic	Readings	Deadlines
13-Jan	Introduction	<ul style="list-style-type: none"> <li>Recommended: Plato’s cave allegory (CV)</li> </ul>	
15-Jan	Origins of Political Theory	<ul style="list-style-type: none"> <li>Watch film/documentary in class (Professor at SPSA conference)</li> </ul>	
20-Jan	Toward a Global Political Theory	<ul style="list-style-type: none"> <li>Fred Dallmayr, “Beyond Monologue: For a Comparative Political Theory,” <i>Perspectives on Politics</i> 2.2 (2004): 249-257 (CV)</li> <li>Susan McWilliams, “Introduction: Points of Departure,” in <i>Traveling Back: Toward a Global Political Theory</i>, pp. 1-24 (CV)</li> </ul>	
22-Jan	<i>Theoria</i>	<ul style="list-style-type: none"> <li>Roxanne Euben, “Traveling Theorists and Translating Practices: Theory and <i>Theoria</i>,” in <i>Journeys to the Other Shore: Muslim and Western Travelers in Search of Knowledge</i>, pp. 20-45 (CV)</li> </ul>	
27-Jan	Why Comparative Political Theory (CPT)?	<ul style="list-style-type: none"> <li>Melissa S. Williams &amp; Mark E. Warren, “A Democratic Case for Comparative</li> </ul>	

		<p>Political Theory,” <i>Political Theory</i> 42.1 (2014): 26-57 (CV)</p> <ul style="list-style-type: none"> <li>• <i>Recommended:</i> Eric Voegelin, “Equivalences of Experience and Symbolization in History,” in <i>The Collected Works of Eric Voegelin</i>, Vol. 12, pp. 115-133 (CV)</li> </ul>	
29-Jan	What Is CPT?	<ul style="list-style-type: none"> <li>• Michael Freeden &amp; Andrew Vincent, “Introduction: the Study of Comparative Political Thought,” in <i>Comparative Political Thought: Theorizing Practices</i>, pp. 1-23 (CV)</li> <li>• Diego von Vacano, “The Scope of Comparative Political Theory,” <i>Annual Review of Political Science</i> 18 (2015): 465-480 (CV)</li> </ul>	
03-Feb	What Is CPT?	<ul style="list-style-type: none"> <li>• Andrew March, “What Is Comparative Political Theory?” <i>Review of Politics</i> 71 (2009): 531-565 (CV)</li> <li>• Farah Godrej, “Response to ‘What Is Comparative Political Theory?’” <i>Review of Politics</i> 71 (2009): 567-582 (CV)</li> </ul>	
05-Feb	Methods of CPT	<ul style="list-style-type: none"> <li>• Fareh Godrej, “Towards a Cosmopolitan Political Thought: The Hermeneutics of Interpreting the ‘Other’” <i>Polity</i> 41.2 (2009): 135-165 (CV)</li> </ul>	
10-Feb	Methods of CPT	<ul style="list-style-type: none"> <li>• Leigh Kathryn Jenco, “‘What Does Heaven Ever Say?’ A Methods-Centered Approach to Cross-Cultural Engagement,” <i>American Political Science Review</i> 101.4 (2007): 741-755 (CV)</li> </ul>	

## Section II: What Is Justice?

Date	Topic	Readings	Deadlines
12-Feb	Domestic Justice (Western PT)	<ul style="list-style-type: none"> <li>• Rawls, <i>Justice as Fairness: A Restatement</i> excerpt (CV)</li> </ul>	Reflection Paper #1
17-Feb	Domestic Justice (Confucianism)	<ul style="list-style-type: none"> <li>• “The Analects,” Ch. I-V (pp. 234-262) in <i>Four Chinese Classics</i></li> </ul>	
19-Feb	Domestic Justice (Confucianism)	<ul style="list-style-type: none"> <li>• “The Analects,” Ch. XI-XIV (pp. 298-331) in <i>Four Chinese Classics</i></li> </ul>	
24-Feb	Domestic Justice (Confucianism)	<ul style="list-style-type: none"> <li>• “Mencius,” Books I-III (pp. 396-432) in <i>Four Chinese Classics</i></li> </ul>	

		<ul style="list-style-type: none"> <li>• <i>Recommended</i>: “Mencius,” Book IV (pp. 434-443)</li> </ul>	
26-Feb	Global Justice (Western PT)	<ul style="list-style-type: none"> <li>• Kant, <i>A Perpetual Peace</i> (CV)</li> </ul>	
03-Mar	Global Justice (Buddhism)	<ul style="list-style-type: none"> <li>• Theresa Der-Ian Yeh, “The Way to Peace: A Buddhist Perspective,” <i>International Journal of Peace Studies</i> 11.1 (2006): 91-112 (CV)</li> </ul>	
05-Mar	Midterm	Midterm Exam	

**Section III: How Should We Be Governed?**

Date	Topic	Readings	Deadlines
10-Mar	<i>Spring Break</i>	<i>No Classes</i>	
12-Mar	<i>Spring Break</i>	<i>No Classes</i>	
17-Mar	The Ideal Polity (Western PT)	<ul style="list-style-type: none"> <li>• Plato, <i>Republic</i>, Book V (CV)</li> </ul>	
19-Mar	The Ideal Polity (Western PT)	<ul style="list-style-type: none"> <li>• Plato, <i>Republic</i>, Book VI (CV)</li> </ul>	
24-Mar	The Ideal Polity (Islamic PT)	<ul style="list-style-type: none"> <li>• Al-Farabi, “Political Regime, Part I,” in <i>The Political Writings, Volume II</i></li> </ul>	
26-Mar	The Ideal Polity (Islamic PT)	<ul style="list-style-type: none"> <li>• Al-Farabi, “Political Regime, Part II,” in <i>The Political Writings, Volume II</i></li> </ul>	
31-Mar	Guidelines for Ruling (Western PT)	<ul style="list-style-type: none"> <li>• Machiavelli, <i>The Prince</i>, excerpts (CV)</li> </ul>	
02-Apr	Guidelines for Ruling (Indian PT)	<ul style="list-style-type: none"> <li>• Kautilya, <i>Arthashastra</i>, Ch. 1 (pp. 1-15), Ch. 2.7 (pp. 34-35), Ch. 5 (pp. 97-118)</li> </ul>	
07-Apr	Guidelines for Ruling (Indian PT)	<ul style="list-style-type: none"> <li>• Kautilya, <i>Arthashastra</i>, Ch. 6-7 (pp. 119-156)</li> </ul>	

**Section IV: How Should We *Not* Be Governed?**

Date	Topic	Readings	Deadlines
09-Apr	Critique of Modern Rule (Western PT)	<ul style="list-style-type: none"> <li>• Rousseau, <i>Second Discourse</i> excerpt (CV)</li> </ul>	
14-Apr	Critique of Modern Rule (African PT)	<ul style="list-style-type: none"> <li>• Césaire, <i>Discourse on Colonialism</i> excerpt (CV)</li> <li>• Frantz Fanon, <i>Wretched of the Earth</i>, Jean-Paul Sartre’s Preface (pp. xliii – lxii)</li> </ul>	
16-Apr	Critique of Modern Rule (African PT)	<ul style="list-style-type: none"> <li>• Frantz Fanon, <i>Wretched of the Earth</i>, “On Violence” pp. 1 - 36</li> </ul>	

21-Apr	Critique of Modern Rule (African PT)	<ul style="list-style-type: none"> <li>• Frantz Fanon, <i>Wretched of the Earth</i>, “On Violence” pp. 36-62 and “Conclusion” (pp. 235 – 239)</li> </ul>	
23-Apr	Critique of Modern Rule (Middle Eastern & Latin American PT)	<ul style="list-style-type: none"> <li>• Edward Said, <i>Orientalism</i> excerpt (CV)</li> <li>• Domingo Faustino Sarmiento, <i>Facundo: Civilization and Barbarism</i> excerpt (CV)</li> </ul>	Reflection Paper #2
<b>05-May, 10:30AM -1:00PM</b>	Concluding Remarks	Final Exam	