Fall 2019

POT 4003: Political Theory

Instructor: Debidatta Aurobinda Mahapatra
Class Meetings: Monday and Wednesday, 6 PM-7:15 PM, Room no. BIO 209
Credit hours: 3
Office Hours: HPH Room no. 102 (Monday 3:30 PM to 4:30 PM or by appointment)
Instructor E-mail: Debidatta.Mahapatra@ucf.edu. Phone: 407-823-6023

UCF Catalogue Description
Political Theory: Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): ENC 1102. Examination of various normative approaches to the study of political science, stressing contemporary developments in the field.

Course Objectives
1. Students will have an understanding of political theory and concepts such as sovereignty, power and authority, liberty, equality, property and justice.
2. Students will be able to link the concepts with current debates on freedom, equality, property rights, diversity and inclusion, gender and other contemporary issues.
3. Students will be able to position them in a debate in political theory.
4. Students will improve their writing, communication and research skills.

Course Design
This course is a combination of academic activities involving lectures, discussions, directed readings, papers, group projects, and occasional audiovisuals. Each activity serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage will adversely impact your grade. For this reason, pre-class preparation is essential for this course. Students are expected to have read the assigned material prior to the class, and be prepared to discuss the same in the class. All the material may not be addressed in the class and discussions and lectures may go beyond the readings. You are responsible to engage in both and in case of doubts raise questions.

Assignments
<u>Class Attendance, and Preparation and Participation: 10% (5%+5%)</u>
Your active participation in the class is necessary if this class is to be a successful learning experience. This means you must come in prepared - having read the assignments and then actively participate in the class discussions, making evident that you have read and thought about the issues at hand.

Students are encouraged to attend every class and participate in the class discussions. Unless there is an emergency and the instructor is duly informed, the students are required to attend each class. The students must inform in advance if they are going to miss a class. Missing more than five classes will result in a lower letter grade.

<u>Quizzes: 10%</u>

Usually the last class of every second week except the weeks of exams and presentation. The quiz questions (approx. 10) will be based on the reading material and class discussions of the last two weeks. After the quiz, we will discuss quiz questions.

Discussion on the Web courses (150-200 words): 15%
There will be 12 discussions (No discussion during the first week, the presentation week, and the two exam weeks). You will post your essays on the discussion forum in the Canvas. You are also required to make at least one comment per week on another student's essay on this forum. I will pose the discussion question on Monday of the discussion week and cover its various aspects during the class discussion of that week. The short essays and comments are due by 11:59 PM of Friday of that week. For example, you should post your essay and comment for the first week of September by September 6. The essay must connect the reading material and class discussion in a meaningful way. The students who miss three exercises (out of 12) will receive a lower letter grade. The students who miss five such exercises will receive a grade further below the lower letter grade. The students who post 12 essays will have their lowest grade dropped.

The accumulated knowledge from working on the quizzes and short essays will be helpful in your presentation and the mid-term and final exams.

Mid-Term Examination: 20 %, October 21
The mid-term examination will consist of 20 multiple-choice questions and four short essay type questions (100 words each). All these questions will be based on previous quizzes, reading material and discussions. Students will not be allowed to refer to their notes (Index Cards, 3in. x 5in.) for the multiple-choice questions. The students will have their Scantron answer sheet for the multiple-choice questions. For essay type questions, students will be allowed to consult their notes.

Presentation and paper: 20%, November 18 and 20
The class will be divided into groups. Each group will examine an issue, provided by the instructor. Each group will make a presentation in the class. You will have to write a joint paper of 2500 words. Times New Roman 12 font, double-spaced). You will engage in group discussion and exchange ideas. While examining the issue and applying the concepts discussed in the class, you must bring your novel perspectives. While giving the grade, I will take into account the contribution of each group member. We will discuss this assignment in detail in the class.
While citing a source for the group paper, the students will use Chicago Manual of Style, 16th edition, author-date system. The details are available at
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html
Details will be discussed in the class.

You have to submit the joint paper by class time on December 2. The paper should be in hard copy. I do not accept electronic versions of assignments. For every 24 hours that pass thereafter, 5% of the credit is lost.

Final Examination: 20%, December 11

The final examination will consist of 20 multiple-choice questions and four short essay type questions (100 words each). All these questions will be based on previous quizzes, reading material and class discussions. Students will not be allowed to refer to their notes (Index Cards, 3in. x 5in.) for the multiple-choice questions. The students will have their Scantron answer sheet for the multiple-choice questions. For essay type questions, students will be allowed to consult their notes. What I am interested to see in the essays is the analytical skill of the student, how they offer their perspectives on a particular situation – not quotations from books or articles.

You will have to bring scantron sheet, green book, and .2 pencil for the quizzes, and for midterm and final exams.

Grades

The grade scale I use is below. All material is graded on its own terms, rather than through comparison with other students' work. Scores having .5 or higher will be rounded up.

100>g≥94: A	89>g≥88: B+	79>g≥78: C+	69>g≥68: D+	59>g≥0: F
93>g≥ 90: A-	87>g≥ 84: B	77>g≥ 74: C	67>g≥64: D	
	83>g≥ 80: B-	73>g≥ 70: C-	63>g≥60: D-	

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>
In other cases, except medical emergencies, there will be no make-up assignments. For medical emergency cases, I will need documentary evidence.

Accessibility
The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu/
If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services. Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu

University Writing Center
Colbourn 105
407-823-2197
http://uwc.ucf.edu/
The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular

weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Changes to the Syllabus
In the event that there is a need for any changes to the syllabus, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar), and will be mentioned in the class meetings. Changes become effective immediately after their mention in the class, or the sending of the e-mail, whichever comes last.

Cancellation of Class
In the event that the instructor needs to cancel class, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar) prior to class time.

Readings
You should purchase Andrew Heywood's book *Political Theory* (Palgrave 2015, fourth edition). It is available in the bookstore and from a variety of online vendors. I will provide additional material from time to time.

Course Schedule

August 26
Introduction

August 28 and September 4
What is political theory?
Political Theory, Chapter 1.
G. H. Sabine. 1939. "What is a Political Theory?" *The Journal of Politics* 1(1): 1-16.

September 2
Labor Day, No class

September 9 and 11

Human nature, the individual and society
Political Theory, Chapter 2.
Herbert A. Deane. 1973. "Classical and Christian Political Thought." *Political Theory* 1 (4): 415-425.
"Hobbes's Leviathan," http://www.philosophypages.com/hy/3x.htm
James O. Hancey. 1976. "John Locke and the Law of Nature." *Political Theory* 4 (4): 439-454.

September 11 – quiz and quiz discussion

September 16 and 18
Politics, government and the state
Political Theory, Chapter 3.
Maurizio Viroli. 1992. "The Revolution in the Concept of Politics." *Political Theory* 20 (3): 473-495.

September 23 and 25
Sovereignty, the nation and transnationalism
Political Theory, Chapter 4.
Susan Moller Okin. 1982. " "The Soveraign and His Counsellours": Hobbes's Reevaluation of Parliament." *Political Theory* 10 (1): 49-75.
Joshua Miller. 1988. "The Ghostly Body Politic: The Federalist Papers and Popular Sovereignty." *Political Theory* 16 (1): 99-119.

September 25 – quiz and quiz discussion

September 30 and October 2
Power, authority and legitimacy
Political Theory, Chapter 5.
Matt Sleat. 2014. "Legitimacy in Realist Thought: Between Moralism and "Realpolitik"." *Political Theory* 42 (3): 314-337.

October 7 and 9
Democracy, representation and the public interest
Political Theory, Chapter 6.
Robert Dawidoff. 1993. "The Jeffersonian Option." *Political Theory* 21 (3): 434-452.
Roger Boesche. 1983. "Why Could Tocqueville Predict so Well?" *Political Theory* 11 (1): 79-103.
Thomas Pantham. 1983. "Thinking with Mahatma Gandhi: Beyond Liberal Democracy." *Political Theory* 11 (2): 165-188.

October 9 – quiz and quiz discussion

October 14 and 16
Law, order and justice
Political Theory, Chapter 7.
Russell Keat and David Miller. 1974. "Understanding Justice." *Political Theory* 2 (1): 3-31.

Shmuel Harlap. 1979. “Thrasymachus's Justice.” *Political Theory* 7 (3): 347-370.

October 21 and 23
October 21 – **mid-term exam**
October 23 – **discussion of the exam questions**

October 28 and 30
Rights, obligations and citizenship
Political Theory, Chapter 8.
Joseph H. Carens. 1986. “Rights and Duties in an Egalitarian Society.” *Political Theory* 14 (1): 31-49.

November 4 and 6
Freedom, toleration and identity
Political Theory, Chapter 9.
November 6 – quiz and quiz discussion
Gary Frank Reed. 1980. “Berlin and the Division of Liberty.” *Political Theory* 8 (3): 365-380.
Stephen G. Salkever. 1977. “Freedom, Participation, and Happiness.” *Political Theory* 5 (3): 391-413.

November 6 – quiz and quiz discussion

November 11
Veteran’s Day, No class

November 13
Equality, social justice and welfare
Political Theory, Chapter 10.
Michael B. Levy. 1983. “Liberal Equality and Inherited Wealth.” *Political Theory* 11 (4): 545-564.

November 18 and 20
Group presentation

November 25
Property, the market and planning
Political Theory, Chapter 11.
Alan Coddington. 1976. “Utilitarianism Today.” *Political Theory* 4 (2): 213-226.

November 27
Thanksgiving holiday, No class

December 2 and 4
Tradition, progress and utopia
Political Theory, Chapter 9.

Michael Walzer. 1984. “Liberalism and the Art of Separation.” Political Theory 12 (3): 315-330.
Neal Wood. 1978. “The Social History of Political Theory.” Political Theory 6 (3): 345-367.

December 4 – quiz and quiz discussion

December 11
Final Examination – 4 PM to 6: 50 PM