Spring 2020

POT 4003: Political Theory

Instructor: Debidatta Aurobinda Mahapatra
Class Meetings: Monday, 6 PM-8:50 PM, Room no. NSC O110
Credit hours: 3
Office Hours: HPH Room no. 102 (Monday 5 PM to 6 PM or by appointment)
Instructor E-mail: Debidatta.Mahapatra@ucf.edu

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 state, sovereignty, authority, liberty, equality, property and justice.
2. Students will be able to link the concepts with 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, discussion, directed readings, papers, group projects, occasional audiovisuals, and informal discussion. 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 lectures and class discussion and lectures may go beyond the readings. You are responsible to engage in both and in case of doubts raise questions.

Assignments
Class Attendance – 5 %
Class Preparation and Participation – 5%
Quizzes – 10%
Short essays – 15%
Critical Thinking Paper – 15%
Mid-Term Exam – 25 %
Final Exam – 25%
Total – 100%

<u>Class Attendance, and Preparation and Participation: 10%</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 class discussion, making evident that you have read and thought about the issues at hand.

Students are encouraged to attend every class and participate in class discussion. Missing one class will result in missing almost 10% of the instruction. Unless there is an emergency and the instructor is duly informed, students are required to attend every class. Students must inform in advance if they are going to miss a class. Missing three classes will result in a lower letter grade.

Quizzes: 10%

In total, there will be 10 quizzes. There will be no quiz in the first and last weeks, in the week of the presentation, in the weeks of the midterm and final exams, and during the holidays. You will have the option to skip one quiz without affecting your grade. I will drop the lowest quiz grade if you do not skip one. The quiz questions will be based on the reading material and class discussion. For example, the quiz on the class of January 13 will be based on the reading material for that class and discussion that day.

You will need a pink Scantron sheet and pencil for the quiz. You will use the same Scantron sheet for all the quizzes (for example the first quiz will be from 1 to 10, the second from 11 to 20, and so on). You can use your class notes for the quiz, but no books or electronic items.

Short essays (150-200 words. The word limit has to be followed strictly): 15%

There will be 10 short essays. There will be no essay in the first and last weeks, in the week of the presentation, in the weeks of the midterm and final exams, and during the holidays. You will have the option to skip one short essay. I will drop the lowest essay grade if you do not skip one. 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. The short essays and comments are due by Saturday. For example, you should post your essay and comments on the class discussion of January 13 by January 18. The essay must connect the reading material and class discussion in a meaningful way. Students who miss three exercises (out of 10) will receive a lower letter grade. Students who miss more than five such exercises will receive a grade further below the lower letter grade.

The class will be divided into groups, with four students in each group. Each group will study essays and comments of one week and present a report in the next class. The report will focus on common trends in the essays and comments, any ideas that are out of box and creative, and any connection of essays and comments with contemporary debates or events.

The quizzes and essay questions will be provided in the class and uploaded on the Canvas.
It is your responsibility to check your internet connection and Canvas to ensure that you submit essays before deadline. There will be no late acceptance of essays.

The accumulated knowledge from working on the quizzes and short essays will be helpful in writing the critical thinking paper and the mid-term and final exams.

Mid-Term Examination: 25%, March 2
The mid-term examination will consist of 25 quiz questions and three short essay type questions (150-200 words each). All these questions will be based on reading material and class discussion. You will bring a pink Scantron sheet for the quizzes and a blue book for essays. Out of 25 quiz questions, 15 questions will be from the quizzes you have already done in the class, and the remaining 10 questions will be from chapters and class discussion not covered in earlier quizzes. For quiz and essay type questions, students will be allowed to bring five index card notes (3in. x 5in.) to the class (no electronic items or typed material). In the essays, I am interested to see the analytical skills of students, how they offer their perspectives on a particular situation – not quotations from books or articles.

Critical Thinking Paper: 15%, Presentation – March 30, Paper – April 13
The class will be divided into groups. Each group will examine one case study, but group members will write their papers separately. Each group will make a presentation in the class. They will present the case, its various dimensions and linkage to human rights concepts. They will incorporate the feedback from the class into the paper. The goal of the presentation is to improve your paper.

Each student will have to write a paper (10 pages double-spaced, 2000 words, Times New Roman 12 font). You will engage in group discussion and exchange drafts of your paper within the group. While examining the case and applying the theories as discussed in the class, you must bring your perspective in analyzing the case.

While citing a source for the critical thinking paper, 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
If you are not familiar with the Chicago Manual of Style, you can use other styles like MLA or APA, but you must be consistent throughout the paper while using that style.

Further details will be discussed in the class.

You have to submit the hard copy of the critical thinking paper by class time on April 13. You also have to upload a copy of the paper on the Canvas by that time. For every 24 hours that pass thereafter, 5% of the credit from this assignment will be lost.

Final Examination: 25%, April 27, 7 PM – 9:50 PM
The final examination will consist of 25 quiz questions and three short essay type questions (150-200 words each). All these questions will be based on reading material and class discussion. You will bring a pink Scantron sheet for the quizzes and blue book for essays. Out of 25 quiz questions, 15 questions will be from the quizzes students have already done in the class after the midterm exam, and the remaining 10 questions will be from chapters and class discussion not covered in earlier quizzes after the midterm exam. For quiz and essay type questions, students will be allowed to bring five index card notes (3in. x 5in.) to the class (no electronic items or typed material). In the essays, I am interested to see the analytical skills of students, how they offer their perspectives on a particular situation – not quotations from books or articles.

Extra Credits: 2%
As part of the extra credit, I will offer credits for attendance of events (at least two) offered during the semester on campus or outside. You must show proof of your participation. You will be required to submit a one page summary (12 point font, double spaced) on your activities and their significance for your learning.

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 case of medical emergencies, make-up exams can be arranged. Proper documentation must be provided in such cases. There will be no make-up in other cases.

Grades
The grade scale I use is below.

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 through Canvas. 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 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

Key dates
January 20, Martin Luther King Jr. Day -– No class
March 2, 6:00 PM to 8 PM – Midterm Examination
March 9 - March 14 – Spring Break
March 9 – No class, Spring Break
March 30 – Presentation
April 13 – Critical thinking paper submission deadline
April 27, 7:00 PM – 9:50 PM – Final examination

January 6
Introduction, and syllabus discussion

January 13
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.

January 20
No class, Martin Luther King Jr. Day

January 27
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.
Cristian Violatti, "Kautilya," https://www.ancient.eu/Kautilya/

February 3
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.
Leslie F. Goldstein. 2001. "Aristotle's Theory of Revolution: Looking at the Lockean Side." *Political Research Quarterly* 54: 311-331.
Plato's Republic, Book II, https://www.gutenberg.org/files/1497/1497-h/1497-h.htm
Aristotle. 1999. *Politics* (Kitchener: Batoche Books), 3-6.
Stanford Encyclopedia of Philosophy, "Confucius", https://plato.stanford.edu/entries/confucius/

February 10
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.

February 17
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.

February 24
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.

March 2, 6 PM – 8 PM
Mid-term examination

March 9
No class, Spring Break

March 16
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.

March 23
Freedom, toleration and identity
Political Theory, Chapter 9.
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.

March 30
Group Presentation

April 6
Equality, social justice and welfare
Political Theory, Chapter 10.
John Rawls .1971. *A Theory of Justice* (Cambridge: The Belknap Press of Harvard University Press), 207-221.
Michael B. Levy. 1983. "Liberal Equality and Inherited Wealth." *Political Theory* 11 (4): 545-564.

April 13, *Critical Thinking Paper* due
Property, the market and planning
Political Theory, Chapter 11.
Alan Coddington. 1976. "Utilitarianism Today." *Political Theory* 4 (2): 213-226.
Internet Encyclopedia of Philosophy, "Robert Nozick: Political Philosophy", https://www.iep.utm.edu/noz-poli/

April 20
Review of the Course

April 27, 7 PM – 9:50 PM
Final Examination

Online Resources
https://plato.stanford.edu/index.html
http://people.brandeis.edu/~teuber/polphil.html
https://libguides.usc.edu/c.php?g=234937&p=6621145
https://guides.library.harvard.edu/gov/theory