Introduction to Political Theory
POLSCI 10
Room: W.G. Young, CS50
T/Th 2:00-3:15

Course Professor: Dr. Davide Panagia
Office: 4345 Bunche Hall
davidepanagia@ucla.edu
Office Hours: T/Th 12:00-1:30
(in Bunche 4280; a.k.a. “the Blue Room”)

Course Instructors:
Eric Baldwin  Anthony Norton
Mack Eason  Lucy Williams
Jennifer Joines

Introduction:

In this course we will read and write about a rich variety of works of political theory spanning from the ancient Greeks to modern times. Likely, many of you will not have encountered such works before, and even more likely for many of you this is your first class in a Political Science department. This class focuses on two basic objectives: 1. The reading of political theory; and 2. The writing of and about political theory.

Reading and writing are the basic critical skills of political theory just like addition and subtraction are the building blocks of mathematics. But reading and writing are more complicated than just absorbing information and transmitting it. Thus, it is very possible that you will at first feel lost with the material you will engage in this class and with the expectations of reading and writing that this course has of you. I encourage you to not be discouraged and to rely on myself and all of your instructors for help.

On Reading:

Our guiding question is the following: what is political thinking? This is a very open-ended question, as we shall see, and each of the texts you will read attempts to engage a version of this question. But each of the works also is written in specific historical periods and with specific audiences in mind. And so our approach to asking the question “what is political thinking?” will also require an attentiveness to things like an author’s political context, his or her ambitions in writing, and the specific ways as to why authors write as they do. For instance, why do Marx & Engels write the Communist Manifesto as a manifesto, rather than as an essay or a newspaper article? What is a philosophical treatise and why is it political? For that matter, why does Plato choose to write a dialogue to address the political issues he wishes to address? And what kind of political work is the Bible? These are just some of the questions we will take up in this class.
Writing Assignments:

The bulk of your grade is based on the writing assignments. You are expected to write four, five-paragraph essays. The total length of your essays should be no longer than 1200 words.

There are NO EXCUSES for late submissions and any late submission WILL NOT BE GRADED resulting in a FAIL grade for that assignment.

Grading:

Attendance to all lectures and seminar sections is mandatory and represents 20% of your final grade. This grade is a sum of your performance and participation in class and in your sections.

Grading of your writing assignments is based on the criteria elaborated below. Each writing assignment is worth 20% of your final grade and will be given a grade out of 20. There are a total of 4 writing assignments making the writing component of this course worth 80%. There are no mid-term or final exams in this course.

All writing assignments must be turned in via turnitin.com on our course CCLE site.

Please Note: All pages of your assignments will have your NAME and PAGE NUMBER on the top right hand header of each page.

It is not our responsibility, as appraisers of your work, to try and decipher bad writing and/or poor grammar. Writing is both a skill and an art. And you are being given the opportunity to develop that skill and that art in this course. But this class is not a class in language instruction or grammar. Thus, as your evaluators, we will NOT GRADE a submission if we deem it unreadable because of poor grammar. We will simply hand it back to you, ask you to re-write and re-submit it, and invite you to do so by getting help from the Undergraduate Writing Center (http://wp.ucla.edu/index.php/home). All requests for re-writes are at the discretion of your section leader. You may request to rewrite no more than two essays.

On Content:

Your ideas matter, as do your insights about works. The ability to critically engage ideas and articulate your own position is crucial to the development of political thinking and judgment. And to do so does not mean rehearsing opinions that you may or may not have inherited from family and friends. It means thinking hard as to whether a particular way of organizing society, for instance, is compelling or not, and why or why not that is the case.

For your assignments you will be given a question prompt that you are expected to answer as the assignment, and each of the pieces of writing that you will do for this class will require of you the ability to articulate an answer with the class readings in mind. Thus, it is both unwise and unwarranted to approach a work assuming that you already know what it means. Your job will be to interpret, evaluate, and critically engage the work so as to answer the specific question at hand in the best way you can.
Finally, please note that if you have any concerns or disagreements regarding the assessments of your assignments, it is up to you to meet with us during office hours to discuss such matters. **Issues around grading and assessment of performance will not happen over email.**

**On Conduct:**

Students are expected to attend all lectures, be attentive, and be respectful during class sessions. As in all similar scenarios, there are certain rules. Please adhere to the following policies as your participation grade depends also on these:

- No use of computers, tablets, or cell phones during class sessions without instructor consent.

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**The Pen Is Mightier Than the Keyboard:**

**Advantages of Longhand Over Laptop Note Taking**

Pam A. Mueller and Daniel M. Oppenheimer

Princeton University and University of California, Los Angeles

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**Abstract**

Taking notes on laptops rather than in longhand is increasingly common. Many researchers have suggested that laptop note taking is less effective than longhand note taking for learning. Prior studies have primarily focused on students' capacity for multitasking and distraction when using laptops. The present research suggests that even when laptops are used solely to take notes, they may still be impeding learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers' tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.

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- No reading of materials unrelated to our class or prolonged private conversations during class sessions.
- **Just like on planes, please switch your devices to “airplane mode” and turn off the ringer volume as soon as you come to class.**
- Avoid getting up during class sessions unless absolutely necessary. This is not only disruptive but shows a lack of respect for me and others in the class.
- Be on time for class.
- EMAIL CLASS POLICY: expect a 48-72 hour delay for all email replies.

**On Plagiarism:**

**Plagiarism** is NOT tolerated in this class. Please familiarize yourself with the University’s Code of Conduct on Academic Integrity (http://www.deanofstudents.ucla.edu/StudentGuide.pdf), (as well as www.library.ucla.edu/bruinsuccess) particularly as these relate to plagiarism, which includes:

- The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied verbatim or near
verbatim form.

- Improper or lack of acknowledgement of sources (including websites) in essays or papers.
- Best practice is to cite any outside material that you consult, even if you do not use it verbatim.
- If you cite a text, author, or idea, that citation must be documented according to the Chicago Manual of Style, as specified by the American Political Science Association Style Manual available here: http://www.apsanet.org/files/APSAStyleManual2006.pdf

Learning Outcomes:

This course is designed to address the following learning outcomes as stipulated by the Department of Political Science:

1. Think critically about basic political processes, institutions, and concepts as these operate in different national and cultural contexts. Evaluate arguments in an impartial fashion.
2. Locate, evaluate, and use information and scholarship needed to place particular political events in broader historical, cross-national, and theoretical contexts. Demonstrate familiarity with various approaches to the study of politics, and their application to specific questions, puzzles, and debates.
3. Acquire a knowledge of diverse theories of politics, by engaging critically with texts, media, and contexts. Learn to employ cultural, hermeneutical, normative and historical approaches.
4. Make written and oral arguments about significant political processes, events, and concepts using appropriate evidence, with sensitivity to opposing perspectives.

Required texts:

ISBN: Text:
97808772201361 – Plato: The Republic
9780375757990 – The Basic Works of Aristotle
9780199537822 – Augustine: The Confessions
9780521567978 – T. Hobbes: Leviathan
9780140445688 – K. Marx: Capital Vol. 1
9780142437476 – S. Freud: The Uncanny
9780679783398 – Basic Writings of Nietzsche

Course Reader (Required):
9780061990465 – F. Nietzsche: On Truth and Untruth : Selected Writings
9780199535941 – The Bible: Authorized King James Version
9780385098762 – Martin Luther : Selections from His Writings
9780521424455 – J.J. Rousseau: The Discourses and Other Early...
Course Reading List:

Week 0: Thursday, 09/28/17 – Class Introduction/Syllabus Review

Week 1: *Truth and Falsity*

  Tuesday, 10/03/17: Nietzsche: “On Truth & Lying in a Nonmoral Sense”
  Thursday, 10/05/17: Plato, *Republic*: Books V-VII

Week 2: Aristotle: *Political Essences*

  Tuesday, 10/10/17: *Politics* (Book 1) & *Nichomachean Ethics* (Book 2)
  Thursday, 10/12/17: *Poetics* (Books 1-10)

Week 3: The Bible (King James Version)

Tuesday, 10/17/17: NO CLASS

First essay Due at midnight: - use this time to work on your final edits and/or consult with your TAs during class time.

  *Essay 1 Due: When criticizing the power dynamics of Truth in the history of political theory, Nietzsche speaks of “the great edifice of concepts” that “exhibits the rigid regularity of a Roman columbarian.” (page 32) For the purposes of this essay, create your own “columbarian” of political concepts that you have discovered from reading Nietzsche, Plato, and Aristotle. Choose 2 concepts per thinker, and then using textual evidence from what you have read for class write a 1200 word essay about your columbarian, defining, explaining, justifying, and discussing the concepts you have selected.*

Thursday, 10/19/17: *Law, Violence, and Community*
  a) Genesis (Books 1-11)
  b) The First Epistle of Paul to Corinthians

Week 4: Augustine – *On Political Evil*

  Tuesday, 10/24/17: Augustine: *Confessions*, Books II, VII,
  Thursday, 10/26/17: Augustine: *Confessions*, Books VIII, XII

Week 5: Luther – *Political Disobedience*

  Tuesday, 10/31/17: Lecture: Critical Thinking in the Modern Period (A.K.A. – “It all starts to fall apart”)
  Thursday, 11/02/17: Luther: 95 Theses
Week 6: T. Hobbes – *Political Representation*

Monday, 11/06/17 - Essay 2 due: All of the readings from the Bible to Luther emphasize the role of judgment – whether the judgment of god or of the individual or of the community. Using textual evidence from the readings compare, contrast, and describe the role assigned to judgment in political life.


Week 7: J-J. Rousseau – *Political Equality*

Tuesday, 11/14/17: J-J. Rousseau, “Discourse on the Origins of Inequality”, Part I
Thursday, 11/16/17: J-J. Rousseau, “Discourse on the Origins of Inequality”, Part II

Week 8: Marx – *Political Emancipation*

Monday – 11/20/17 - Essay 3 due: In your own words and using textual evidence, explain how Hobbes and Rousseau understand the relationship between property and freedom. Then speculate on, and answer, the following question: Does a political society need to protect the right to property in order for it to be a free society?

Tuesday, 11/21/17: Karl Marx, *Capital*, Ch. 1 (*The Commodity*)

Thursday, 11/23/2017: THANKSGIVING – NO CLASS

Week 9 – *Political Critique*

Tuesday, 11/28/17: Karl Marx, *The Communist Manifesto* (All)
Thursday, 11/30/17: Nietzsche, *Genealogy of Morals* (Second Essay: Guilt, Bad Conscience, & the Like)

Week 10: *The Political Unconscious*

Tuesday, 12/05/17: Freud: “The Uncanny” in *The Uncanny*
Thursday, 12/07/17: Final Lecture: Suspicious criticism and political theory

**Monday, 12/11/17 - Essay 4 Due:** One of the characteristics of political thought in the modern period is an emphasis on the role of criticism in political life. Using textual sources read for class as evidence describe, compare, and contrast the strategies of critical thinking developed by Marx, Nietzsche, and Freud by focusing specifically on the following three themes: commodity fetishism, genealogy, and the uncanny.
The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by writing consultants who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer.

We open on Sunday, October 8th in Rieber 115 & Powell 238 Evening/Weekend Locations & Monday, October 9th at all locations

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<tr>
<th>LOCATIONS</th>
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<tr>
<td>A61 Humanities Location</td>
<td>Mon. thru Thurs., 10am-6pm; Fri., 10am-3pm</td>
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<td>Social Science Satellite (Powell 238)</td>
<td>Mon. thru Thurs., 10am-6pm; Fri., 10am-3pm</td>
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<tr>
<td>The History Writing Center (Powell 238)</td>
<td>Mon. thru Thurs., 10am-6pm; Fri., 10am-3pm</td>
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<tr>
<td>Rieber Hall 115 Evening/Weekend Location (for on-campus residents)</td>
<td>Sun. thru Thurs., 7 pm – 9 pm</td>
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<tr>
<td>Powell Library 238 Evening/Weekend Location</td>
<td>Sun. thru Thurs., 6 pm – 9 pm</td>
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Scheduled appointments: Work in person with a writing consultant
- 50-minute appointments in A61 Humanities & Powell 238 Evening/Weekend Location
- 50- and 25-minute appointments in Social Science Satellite, the History Writing Center & Rieber 115

Walk-in appointments: Walk in to discuss a small issue or an entire paper
- 30-minute appointments available at all locations during most weeks of the quarter
- first-come, first-served

Online Writing Consultations: Talk via Google Hangouts with a writing consultant
- 50-minute appointments (during A61 Humanities location hours), using Google Hangouts
- submit your paper online, using Google Docs

What you should bring to the Writing Center:
- A draft, if you have one
- Preliminary notes or writing if you don’t have a draft
- A copy of the assignment
- Instructor or peer comments on your paper
- Copies of readings or research related to the assignment
Grading Rubric for PS 10 Writing Assignments

<table>
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<tr>
<th>Thesis/Ideas (5 points)</th>
<th>Sophisticated - 5</th>
<th>Highly Competent - 4</th>
<th>Competent - 3</th>
<th>Fairly Competent - 2</th>
<th>Not Yet Competent - 1</th>
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<tr>
<td>Essays should be interesting and demonstrate sophistication of thought. The central idea/thesis should be clearly communicated and worth developing. It should also be limited enough to be manageable. Papers should both show that the author understands the sources being discussed and is able to critically evaluate them. Papers should appropriately define and delimit key terms. Papers should also acknowledge the complexity of the issues they address by acknowledging contradictions, qualifications, or limits and following the logical implications of these complications.</td>
<td>Thesis is clear and concise, well developed. Essay identifies key points or issues in the source text and then critically analyzes or synthesizes those ideas with the student’s own, thoroughly articulated ideas.</td>
<td>Establishes strong sense of purpose, either explicitly or implicitly. Writing clearly demonstrates that the student read and understood the text fully; however, the critique is underdeveloped, one-sided, or biased.</td>
<td>Purpose or central argument is established initially, but inconsistently attended to. Shows a basic understanding and ability to engage the substance of the text. Goes beyond repetition or summary of the text.</td>
<td>Purpose or central argument established late in paper or not at all. Repeats or summarizes source text without analyzing or critiquing. Shows only spotty understanding of issues, very limited analysis.</td>
<td>Fails to establish purpose for writing. Does not connect well to the source text. Lacks basic understanding of the issue or assignment, little or no analysis.</td>
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# Grading Rubric for PS 10 Writing Assignments

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<tr>
<th>Evidence (5 points)</th>
<th>Sophisticated - 5</th>
<th>Highly Competent - 4</th>
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<tr>
<td>Papers should use evidence appropriately and effectively, providing sufficient evidence and explanation to convince the reader.</td>
<td>Thoughtful use of well chosen evidence from source text, demonstrating a profound understanding of the text and its arguments.</td>
<td>Mostly good use of source text, showing a general understanding of its argument and relevance.</td>
<td>Some use of evidence, not clearly demonstrating relevance of text to argument.</td>
<td>Little support for argument, or misuse of source text (misunderstanding source text, using text in ways that are not relevant to argument).</td>
<td>No support for argument, misuse of source text (misunderstanding source text, using text in ways that are not relevant to argument).</td>
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<td>Papers must adhere to citation guidelines.</td>
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<td>Papers should avoid relying too heavily on direct quotes. Instead, authors should paraphrase important points clearly and concisely.</td>
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### Grading Rubric for PS 10 Writing Assignments

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<td><strong>Structure/Organization</strong> (5 points)</td>
<td>Well organized, with a logical structure that develops the ideas one paragraph at a time, with appropriate transitions between segments.</td>
<td>Mostly well organized containing one idea, each idea related to the thesis, but with some elements vague, or minor links missing.</td>
<td>Shows some organization, most ideas related to thesis, some parts of the argument muddled or contradictory.</td>
<td>Limited evidence of organization, several elements lacking connection to thesis and each other.</td>
<td>Little evidence of organization, many elements lacking connection to thesis and each other.</td>
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<td>Papers should be structured in a way that is appropriate to paper’s subject, purpose, audience, thesis, and disciplinary field.</td>
<td>The central argument governs the development and organization of the paper.</td>
<td>Most supporting ideas help develop the central argument.</td>
<td>Paper shows some unity of purpose, though some material may not be well aligned.</td>
<td>Paper drifts substantially from initial purpose or central argument.</td>
<td>No clear point, or purpose; no central argument to the paper. Thesis is a summary of source text.</td>
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<td>Papers' structure should guide the reader through the chain of reasoning or progression of ideas.</td>
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<td>Discussion of ideas and arguments should be clearly delineated, and authors should use transitional sentences in order to link one idea to the previous one discussed and identify how they are related to each other.</td>
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<td>“I believe that”, “In my opinion”, or any derivative thereof do not count as acceptable arguments or evidence for propositions.</td>
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## Grading Rubric for PS 10 Writing Assignments

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<th>Style/Mechanics (5 points)</th>
<th>Sophisticated - 5</th>
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<td><strong>Authors should choose words for their precise meaning and uses an appropriate level of specificity.</strong></td>
<td>Student clearly controls the pace, rhythm, and variety of sentences. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.</td>
<td>Student uses variation in word choices, sentence lengths, and sentence transitions, but sentences are often wordy and cluttered.</td>
<td>Style is competent, though not engaging or inventive. Shows reasonable command over phrasing and word choice. Some useful transitions and patterns of reference provide connections in the paper.</td>
<td>Requires the reader to backtrack to make sense of the organization. Uses awkward, though not necessarily incorrect phrasing. Overly reliant on passive voice.</td>
<td>Lacks control over sentence structure, difficult to follow, does not use appropriate transitions. Many mechanical errors (spelling, punctuation, verb tense, capitalization, punctuation, etc.).</td>
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<td><strong>Authors' sentence style should fit the paper’s audience and purpose.</strong></td>
<td>Words are well chosen and phrasing is precise. Sentences move smoothly from one to the next. No mechanical errors and only appropriate use of passive voice.</td>
<td>Economy in writing has not yet been developed. Student refrains from making typical mechanical errors, but errors arise as complexities in writing increase. Passive voice is used, but not in excess.</td>
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<td><strong>Papers should be almost entirely free of spelling, punctuation, and grammar errors.</strong></td>
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