Introduction to Political Theory  
POLSCI 10  
Time: T/Th: 12:30-1:45  
Location: Broad 2160E

Professor Davide Panagia  
Office: 4345 Bunche Hall  
davidepanagia@ucla.edu  
Office Hours: Tuesdays, 9 a.m.-12 p.m.

Section Instructors:

Jennifer Joines  
Kristofer Armstrong  
Anthony Norton  
Stephen Cucharo  
Nicholas Muench  
Rui Zhou

Introduction:

Among many other things, political theory involves the practice of critical thinking in everyday life and politics. Critical thinking takes various forms, like diagnostics (as in the medical professions), or argumentation and the dissection of case histories (as in the legal professions), or the imaginative creation or reinvention of value (as in marketing and business ventures). In short, political theory and political thinking is very much a part of your current life whether you’re aware of it or not. And it is the ambition of this course to prepare your critical thinking capacities for whatever future ambitions, professions, or goals you may have.

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 on in this class.

Course Resources:

- Spark Notes is not a legitimate source of reference for this class. It offers standardized summaries of works and not critical perspectives on them. If you chose to refer to it but do not cite it, you are in violation of the University rules for plagiarism and will receive a zero grade on your assignment. Your access and use of Spark Notes is verified by turnitin.com.
- Thus, your most relevant and helpful reference resources for your reading and writing assignments will not be Spark Notes but the following web sites:
  1. https://plato.stanford.edu
     This is accessible via the UCLA libraries.

Grading:

3 writing assignments = 25% each = 75% of final grade
Class participation = 25% of final grade

Grading Specifications:

- There are NO EXCUSES for late submissions and any late submission WILL NOT BE GRADED resulting in a FAIL grade for that assignment.
- Attendance to all lectures and seminar sections is mandatory and represents 25% of your final grade. This grade represents a sum of your performance and participation in class and in your sections and will be determined and assigned by your section instructors.
- Grading of your writing assignments is based on the criteria elaborated at the end of this document. Each writing assignment is worth 25% of your final grade. There are a total of 3 writing assignments making the writing component of this course worth 75%.
- No re-writes of writing assignments are permitted.
- There are no mid-term or final exams in this course.
- All writing assignments must be turned in via turnitin.com on our course website.
- 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. If you have difficulties with writing, please contact the Undergraduate Writing Center (http://wp.ucla.edu/index.php/home).

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 and TA sections without instructor consent.
• 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 turnaround for all email contact.
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. This includes Spark Notes.
- 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/APSASStyleManual2006.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:
9780872201361 – Plato: The Republic
9780375757990 - The Basic Works of Aristotle
9780199537822 – Augustine: The Confessions
9780521567978 – T. Hobbes: Leviathan
9780679783398 – Basic Writings of Nietzsche

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

Week 0: Thursday, 09/27/18 – Class Expectations, Grading, and Syllabus Review

Week 1: Truth and Falsity

Tuesday, 10/02/18: Course Introduction:
- What is Political Theory?
- What is close reading and the hermeneutic method?
- What is critical thinking and critical writing?
- Review of writing expectations.

Thursday, 10/04/18:
F. Nietzsche: “On Truth & Lying in a Nonmoral Sense (1873)”

Week 2: Politics and Truth
(Required Viewing: The Matrix, 1999 – available on your course website)

Tuesday, 10/09/18: Plato, Republic: Books V-VII
Thursday, 10/11/18: Plato and the Matrix (Or: Freedom, Truth, and Power)

Week 3: Political Forms

Tuesday, 10/16/18: Aristotle Poetics (Books 1-10)
Thursday, 10/18/18: Politics (Book 1) & Nichomachean Ethics (Book 2)

Week 4: Violence and the Law

Writing Assignment # 1 due Monday, 10/22/18 at 11:59 p.m.: When criticizing Truth, Nietzsche speaks of “the great edifice of concepts” that “exhibits the rigid regularity of a Roman columbarian.” (page 32) For the purposes of this writing assignment create your own “columbarian” of political concepts that you have discovered from reading Nietzsche, Plato, Aristotle. Here’s what to do:
1. Articulate 2 concepts per thinker.
2. Provide textual evidence from your readings that support the existence of these concepts.
3. Write a thesis statement and intro paragraph (total 350 words) per concept, as if each paragraph was the introductory paragraph for an essay that asks you to explain the concept.

Tuesday, 10/23/18: The Bible, Genesis (Books 1-11)
Thursday, 10/25/18: The Bible, The First Epistle of Paul to Corinthians
Week 5: Augustine – On Political Evil

Tuesday, 10/30/18: Augustine: Confessions, Books II, VII,
Thursday, 11/01/18: Augustine: Confessions, Books VIII, XII

Week 6: Luther – Political Disobedience

Tuesday, 11/06/18: Lecture: Critical Thinking in the Modern Period
Thursday, 11/08/18: Luther: 95 Theses

***Extra Credit Assignment*** (worth an extra 5%): Attend the 2018 Political Science Department Wolfenstein Memorial Lecture given by Justice Lance Ito.
Date: Thursday, 11/08/18
Location: California Nanosystems Institute, UCLA
Time: 6:00 p.m.

Week 7: T. Hobbes – Political Representation

Writing Assignment # 2 due Tuesday, 11/13/18 at 8 a.m.: Select passages from the Bible, from Augustine, and from Luther’s Theses that discuss evil. For each passage provide a 500 word response that explains the passage’s political relevance. Make sure that each response has a clear thesis statement and an argument that justifies your thesis statement.

Thursday, 11/15/18: T. Hobbes: Leviathan, Part I, 10-16

Week 8: J-J. Rousseau – Political Equality

Tuesday, 11/20/18: J-J. Rousseau, “Discourse on the Origins of Inequality”, Part I
Thursday, 11/22/18: THANKSGIVING – NO CLASS

Week 9: Marx – Political Critique – Part I

Tuesday, 11/27/18: Karl Marx, The Communist Manifesto (All)
Thursday, 11/29/2018: Karl Marx, Capital, Ch. 1 (The Commodity)

Week 10 – Political Critique – Part II

Tuesday, 12/04/18: Nietzsche, Genealogy of Morals
• Read: “Second Essay: Guilt, Bad Conscience, & the Like”
Thursday, 12/06/18:
• Special Guest Speaker:
  Sam Fernandez, Senior Vice President and General Counsel, Los Angeles Dodgers, LLC
Final Writing Assignment (#3) due on Monday, December 10, 2018 at 11:59 p.m.:

Hobbes, Rousseau, Marx, and Nietzsche all give importance to critical thinking in their political theory writings. A central critical concept for political theory in Hobbes is language, for Rousseau it is equality, for Marx it is alienation, and for Nietzsche it is genealogy. This writing assignment asks you to define and engage each of these principals of critical political thinking in each of these four modern authors.

1. Select a passage that provides evidence for each thinker's critical concept.
2. Interpret that passage by showing what that passage signifies and how it offers evidence for the principal of critical thinking of each author.
3. Finally explain how this account of critical thinking is political?
4. You are expected to write 500 words per thinker/concept.
Grading Rubric for PS 10 Writing Assignments

<table>
<thead>
<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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<tbody>
<tr>
<td>Essays should be interesting and demonstrate sophistication of thought.</td>
<td>Thesis is clear and concise, well developed.</td>
<td>Establishes strong sense of purpose, either explicitly or implicitly.</td>
<td>Purpose or central argument is established initially, but inconsistently attended to.</td>
<td>Shows a basic understanding and ability to engage the substance of the text.</td>
<td>Fails to establish purpose for writing.</td>
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<tr>
<td>The central idea/thesis should be clearly communicated and worth developing. It should also be limited enough to be manageable.</td>
<td>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>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 established late in paper or not at all.</td>
<td>Goes beyond repetition or summary of the text.</td>
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<tr>
<td>Papers should both show that the author understands the sources being discussed and is able to critically evaluate them.</td>
<td>Papers should appropriately define and delimit key terms.</td>
<td>Shows only spotty understanding of issues, very limited analysis.</td>
<td>Repeats or summarizes source text without analyzing or critiquing.</td>
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<td>Papers should acknowledge the complexity of the issues they address by acknowledging contradictions, qualifications, or limits and following the logical implications of these complications.</td>
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## Grading Rubric for PS 10 Writing Assignments

<table>
<thead>
<tr>
<th>Evidence (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>
</tr>
</thead>
<tbody>
<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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<tr>
<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

<table>
<thead>
<tr>
<th>Structure/Organization (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>
</tr>
</thead>
<tbody>
<tr>
<td>Papers should be structured in a way that is appropriate to paper’s subject, purpose, audience, thesis, and disciplinary field.</td>
<td>Well organized, with a logical structure that develops the ideas one paragraph at a time, with appropriate transitions between segments. The central argument governs the development and organization of the paper.</td>
<td>Mostly well organized with each paragraph containing one idea, each idea related to the thesis, but with some elements vague, or minor links missing. Most supporting ideas help develop the central argument.</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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</table>
| Papers' structure should guide the reader through the chain of reasoning or progression of ideas. 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. | “I believe that”, “In my opinion”, or any derivative thereof do not count as acceptable arguments or evidence for propositions.
## Grading Rubric for PS 10 Writing Assignments

<table>
<thead>
<tr>
<th>Style/Mechanics (5 points)</th>
<th>Sophisticated - 5</th>
<th>Highly Competent - 4</th>
<th>Competent - 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Authors should choose words for their precise meaning and uses an appropriate level of specificity.</td>
<td>Student clearly controls the pace, rhythm, and variety of sentences. Sentence style is smooth and efficient. 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>Student uses variation in word choices, sentence lengths, and sentence transitions, but sentences are often wordy and cluttered. 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>
<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. Some typical mechanical errors and predictable use of passive voice. 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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</table>
The Undergraduate Writing Center offers UCLA undergraduates free, one-on-one feedback and support on their writing. The UWC is staffed by Peer Learning Facilitators (PLFs), fellow students who understand the challenges of writing at UCLA. PLFs are trained to help at any stage in the writing process, with writing assignments from any class, as well as research projects and application materials. They tailor meetings to the concerns of each writer.

**LOCATIONS & HOURS: FALL 2018***

<table>
<thead>
<tr>
<th>Location</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Main Location</strong></td>
<td>Monday-Thursday 10am-6pm</td>
</tr>
<tr>
<td>A61 Kaplan Hall**</td>
<td>Friday 10am-3pm</td>
</tr>
<tr>
<td>(for all UCLA undergraduates)</td>
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<tr>
<td><strong>Social Sciences Satellite</strong></td>
<td>Monday-Thursday 10am-6pm</td>
</tr>
<tr>
<td>238 Powell Library</td>
<td>Friday 10am-3pm</td>
</tr>
<tr>
<td>(for students in Social Science courses)</td>
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<tr>
<td><strong>History Writing Center</strong></td>
<td>Monday-Thursday 10am-6pm</td>
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<tr>
<td>A61 Kaplan Hall**</td>
<td>Friday 10am-3pm</td>
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<tr>
<td>(for students in History courses)</td>
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<tr>
<td><strong>Library Satellite</strong></td>
<td>Sunday-Thursday 6-9pm</td>
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<tr>
<td>238 Powell Library</td>
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<tr>
<td>(for all UCLA undergraduates)</td>
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<tr>
<td><strong>On The Hill</strong></td>
<td>Sunday-Thursday 7-9pm</td>
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<tr>
<td>115 Rieber Hall</td>
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<td>(for on-campus residents)</td>
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**WHAT WE OFFER**

**Scheduled Appointments**
- Book online up to one week in advance
- 50-minute and 30-minute appointments available
- In-person and online appointments available
- Online appointments via Google Hangouts, Skype, or Zoom; submit your draft in advance

**Walk-In Appointments**
- Walk-ins welcome during all open hours at A61 Kaplan and 115 Rieber
- Walk-in hours at other locations vary; see website for details
- Walk-in sessions are 25 minutes and first come, first served

**Waitlist**
- If appointments are not available when you try to book online, we have a waitlist. To get on it, contact us and provide your name, UID, phone number, and availability. You can also walk-in for a shorter session, first come, first served.

**WHAT TO BRING**
- A copy of the assignment/prompt
- A draft if you have one, preliminary notes, and/or readings
- Instructor or peer comments on your paper

*Most locations open for scheduled and walk-in appointments at the hours listed above starting Sunday, 10/7/18. See [http://tinyurl.com/uclaUWC](http://tinyurl.com/uclaUWC) for details and exceptions.  
**Formerly named the Humanities Building