

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Political Science	College/School	College of Liberal Arts
Prepared by	Dawn Durtsche	Phone	7609
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1. ACTION DESIRED (CHECK ONE):
 Trial Course New Course

2. COURSE IDENTIFICATION:
 Dept: Course #: No. of Credits:

Justify upper/lower division status & number of credits:
This course will be included in the political theory field of the Political Science baccalaureate degree program.

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING:
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

3

LECTURE
hours/weeks

0

LAB
hours /week

0

PRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

PS F414 Contemporary Political Philosophy
3 Credits Spring, even-numbered years

This course takes stock of recent currents in contemporary political thought, including readings from Carl Schmitt, Hannah Arendt, Frantz Fanon, John Rawls, Leo Strauss, Michel Foucault, and Theodor Adorno. We ask how these canonical thinkers influence feminist, environmental, postcolonial, anti-essentialist, democratic and post-human political theory today. PS F101, upper division standing or permission of instructor. Cross-listed with PHIL F414. (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,
Format 6

W = Writing Intensive,
Format 7

X = Baccalaureate
Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

X

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER:

X

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

PS F101, upper division standing or permission of instructor.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

No

16. PROPOSED COURSE FEES

\$0.00

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes

Yes/No

If yes, give semester, year, course #, etc.:

Was a permanent catalog listing as PS 415 offered Spring 1977, Fall 1978, Fall 1980 and Fall 1982 then deleted. Currently proposed as a Trail Course PS F494 for Spring 2014.

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This would become part of the workload of the political theory instructor. It would replace an offering of PS 300X every other year. This would have a minimal impact as when the core is revitalized we will be offering PS 300X less often.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

Proposed as a cross list with the department of Philosophy, see signatures for approval. There are no known impacts on any other departments.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.


There are no known negative or positive impacts on other courses, programs and departments.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Political Science once had such a course (which Dr. McBeath taught four times) but the theory faculty member that the department had for 25 years did not want to teach in this area. Because of the lapse in offering the course was identified as "moldy" and deleted at the request of the Provost's Office. The department now has a theory professor (newly hired in 2012-2013) who wants to teach it, and we have had many inquiries from students interested in the subject.

APPROVALS: Add additional signature lines as needed.

	Date	9/04/13
Signature, Chair, Program/Department of:	Philosophy	

	Date	9-17-13
Signature, Chair, College/School Curriculum Council for:	CLA	

	Date	9/18/13
Signature, Dean, College/School of:	CLA	


Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair Faculty Senate Review Committee:	<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	9/05/13
Signature, Chair, Program/Department of:	PHILOSOPHY	

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Reference #1-Trial, approved.

University of Alaska Fairbanks
Spring 2014
Email: ahirsch@alaska.edu

Dr. Alexander Keller Hirsch
Office: 601B Gruening Bldg
Phone: 907-474-5418

CONTEMPORARY POLITICAL PHILOSOPHY

Political Science 494 / Philosophy 494

Course Description

Our contemporary political world is a complex one, characterized both by tremendous promise and enduring human misery. Political theory is a realm of intellectual inquiry where we examine our most basic concepts and definitions, engage in normative judgment of our existing systems of government, and articulate and defend a vision of the system of political organization we envision to be ideal. The goal of this course is to familiarize you with important themes within contemporary political theory and the ways in which they relate to the world in which we reside. We will accomplish this through surveying the most influential political theorists of our time. To the extent that this course has an overarching theme, it is the issue of difference in contemporary political societies (whether that difference is encountered in the form of ascriptive identities such as gender and ethnicity, or simply deep disagreements in a more ideological sense). The goal of this class is to demonstrate the ways in which political theory provides us with not only the foundations of our political system, but guidance in understanding, evaluating, and coping with on-going navigation of difference in deeply pluralistic societies.

Organizationally speaking, the course is split into two parts. The first part reviews foundational works by thinkers writing in the historical period ranging from the inter-war years to the post-War and anti-colonial eras. Authors include Carl Schmitt, Hannah Arendt, Frantz Fanon, John Rawls, Leo Strauss, Michel Foucault, and Theodor Adorno. The second part of the course turns to more recent currents in political theorizing, taking up a genealogical study of the ways that these canonical thinkers influenced feminist, environmental, postcolonial, anti-essentialist, democratic, and posthuman political theory.

Learning Objectives

The goals for student learning in this course can be divided into two broad categories: one bearing on student knowledge, the other emphasizing student skills. The following list of objectives stresses both:

- Students should be fluent with the texts we have read, have a comprehensive view of the arguments presented, and understand the historical context within which those arguments are situated.
- Student should possess a fluency with the main debates in contemporary political theory, and be acquainted with the empirical examples that manifest these debates.

- Students should be able to critically assess ideas and analyze arguments synoptically.
- Students should be able to clearly and effectively communicate their own ideas, both verbally and in writing.

Course Mechanics

This is an advanced course in political theory. Every student should come to class prepared to engage in lively conversation based on the week's reading. There are several components central to the course's core dynamic: attendance, quizzes, lectures, readings, discussions, writings, and office hours.

Attendance and Participation: Attendance is required. Be on time. Student absences will be excused by permission only. Each unexcused absence will result in a student's attendance/participation grade being docked an entire letter grade. Participation means speaking up at least once in each class (see "*Discussions*" below). Students who do not speak will be docked a third of a grade per class. Attendance and participation comprise 10% of the overall grade.

Quizzes: Weekly reading quizzes will be administered. These quizzes will be short exercises designed to gauge whether or not students are maintaining regular reading habits. Performance on these quizzes comprises 10% of the overall grade.

Lectures: My in-class lectures are an integral resource for your discussion meetings and your papers. Bring your copy of the text well marked up for lecture. Laptop computers or other electronic gadgets are not to be used during lecture, even for note-taking, with the exception of devices for audio recording lectures. Those devices should be placed on the front table of the lecture room while in use.

Readings: The readings are the foundation of the course. If you like to read, and to discuss what you read with your fellows, you are likely to succeed in the class. That said, the material is dense and difficult. The course therefore requires that you practice "slow reading," which takes time, concentration, patience, and reflection, *before* attending lecture and discussion. If you have taken these steps and are still having difficulty engaging in the course materials, arrange to visit me in office hours.

Discussions: Students will be expected to share in an ongoing conversation about what excites/troubles/frustrates/enlivens/disappoints/engages them about what they are reading, writing, and thinking. In my experience discussions are key to student success insofar as they allow a space for the articulation of and argumentation around the ideas they are engaging with. I will strive to foster a classroom space for the expression of dissident views, and expect students to help me safeguard that space.

Presentation: In the second half of the course each student will facilitate one discussion of reading materials on a day of their choosing. Students are also required to see me at least once during office hours, or some other specified meeting time, to discuss their preparation and strategize around effective communication, organization, and presentational development. I also highly recommend visiting the Speaking Center (located in the Communications Department on the 5th floor of Gruening).

Essays: The goal of the essays (one, a midterm essay is due March 14; the other, a final essay is due May 2) is to promote careful reading, synthesis of the readings with other course activities, and above all, scholarly articulation of your views of the readings. The essays you write in this course are works of theorizing; they are not research papers. I will provide you with a few prompts for each essay. I strongly encourage you to choose among these topics, but if you wish to write on the topic of your choosing, you must compose a prompt of your own, that your essay will address, equal in scope and detail to those distributed by me. Your essays will be evaluated by your use of textual evidence and argumentation, your originality, and the style and grace of your exposition (see below for my grading schematic). Improvement of these skills from the midterm to the final essay is an important course objective. An “8 page essay” ends on the essay’s 8th page. I have found three books particularly valuable as we all work to improve our writing. Regarding argumentation, I suggest *A Rulebook for Arguments* by Anthony Weston (Hackett). In matters of composition, I recommend *Style: Toward Clarity and Grace* by Joseph M. Williams (Chicago). When it comes to the nuts-and-bolts of standard written English, as well as for advice on how to handle the challenges of advanced writing, I consult *A Dictionary of Modern American Usage* by Bryan A. Garner (Oxford). You are accountable for submitting essays that work toward the standards outlined in these references. I also highly recommend visiting the Writing Center (located in the English Department on the 8th floor of Gruening), which bears valuable resources worth plumbing, including writing counseling.

Office Hours: Office hours are an important, and often overlooked, component of any class. In *Contemporary Political Philosophy*, regular attendance in office hours is not required, but it is strongly recommended. One on one interaction with your professor will help you to get more out of the class, plain and simple.

Course Requirements

1. *Books (Available at University Bookstore)*

Theodor Adorno, *Dialectic of Enlightenment*
 Carl Schmitt, *Concept of the Political*
 Hannah Arendt, *The Human Condition*
 Frantz Fanon, *Wretched of the Earth*
 Michel Foucault, *Discipline and Punish*
 Leo Strauss, *Natural Right and History*
 John Rawls, *Political Liberalism*

2. *Final Grade Breakdown*

Attendance and Participation.....	10%
Reading Quizzes.....	10%
Presentation.....	20%
Midterm Essay	25%
Final Essay.....	35%

2. *Grading Guidelines:*

I have established the following standards for the evaluation of written work in this course:

A: Excellent work, with clear, challenging, original ideas supported by sufficient, appropriate, logically interpreted evidence. The essay should engage the reader in the inquiry, convincingly answer opposing views, be well organized, and free of significant grammatical flaws. An ‘A’ paper should be not just good but outstanding in ideas and presentation.

B: Good to very good work, with a clear thesis supported by sufficient, appropriate evidence, organized and interpreted logically. The ‘B’ paper may have some outstanding qualities but be marked by significant flaws which keep it from being an ‘A’; or it may be all-around good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The ‘C’ paper meets the basic requirements of a thesis supported by interpretation of specific evidence, but it needs work in thinking and/or presentation. There may be a lack of clarity, the evidence may not always be sufficient and appropriate, or the interpretation may have logical flaws. The essay may have organizational or mechanical problems that keep it from being good. The ‘C’ paper may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

D: Barely passing work that shows effort but is so marred by serious problems that it cannot be considered a satisfactory paper. Papers without a readily identifiable thesis are liable to be graded ‘D’.

F: Failing work -- for example, a hasty, sloppy paper that shows little or no thought, effort, or familiarity with the text.

Accessibility and Disabilities

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. I will work with the Office of Disabilities Services (208 Whit, 474-5655) to provide reasonable accommodation for such students.

Academic Dishonesty

High ethical standards are essential for maintaining credibility in the field of political science. Every course taught at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. If you cite or quote from someone else's work, you must include a proper citation using an established style sheet (to be discussed in class). Plagiarism is defined as appropriating passages or ideas from another person's work and portraying them as one's own. Neither plagiarism nor fabrication will be tolerated. Any student found to have plagiarized or fabricated statements will receive, at a minimum, an automatic "F" for the class. Further action, such as expulsion, will also be considered, per UAF policy.

Reading and Lecture Schedule

(Note: Readings marked with an '' will be posted online on Blackboard)*

PART 1 CONTINGENT FOUNDATIONS

January 17

Introduction to Course Thematics, Syllabus, Expectations

January 20-22

Carl Schmitt, *Concept of the Political*

January 24-29

Adorno and Horkheimer, *Dialectic of Enlightenment*

January 31-February 7

Hannah Arendt, *The Human Condition*

February 10-14

Frantz Fanon, *The Wretched of the Earth*

February 17-21

Michel Foucault, *Discipline and Punish*

February 24-28

Leo Strauss, *Natural Right and History*

March 3-7

John Rawls, *Political Liberalism*

March 10-14

Writing Workshop
MID-TERM ESSAY DUE, March 14

March 17-21

SPRING BREAK

PART 2 CONTEMPORARY CURRENTS

March 24 – 28

Amy Gutman, “Introduction to *Multiculturalism*”^{*}
Charles Taylor, “The Politics of Recognition”^{*}
Patchen Markell, *Bound by Recognition*^{*}
Sheldon Wolin, “Democracy, Difference, and Re-cognition”^{*}

March 31 – April 4

Judith Butler, “Contingent Foundations”^{*}
Nancy Fraser, “False Antitheses”^{*}
Wendy Brown, “Postmodern Exposures, Feminist Hesitations”^{*}
Catherine MacKinnon, “Points Against Postmodernism”^{*}

April 7 – 11

Homi Bhabha, “Of Mimicry and Man”^{*}
Iris Marion Young, “Self-Determination as Non-Domination: Ideals Applied to Palestine/Israel”^{*}
Gayatri Spivak, “Can the Subaltern Speak?”^{*}
Anne Norton, from *Bloodrites of the Poststructuralists*^{*}

April 14 – 18

Seyla Benhabib, “Toward a Deliberative Model of Democratic Legitimacy”^{*}
Bonnie Honig, “Difference, Dilemmas, and the Politics of Home”^{*}
Chantal Mouffe, “Democracy, Power, and the ‘Political’”^{*}
Sheldon Wolin, “Fugitive Democracy”^{*}

April 21-25

Jane Bennett, from *Vibrant Matter**
Donna Haraway, from *When Species Meet**
Andrew Dobson, from *Green Political Thought**
John Dryzek, from *The Politics of the Earth**

April 28 – May 2

Workshop Papers
FINAL ESSAY DUE May 5