

Bowie State University
School of Arts and Sciences
Department of History & Government

Spring 2010: Course Syllabus and Schedule of Learning Activities

Course: Modern Political Philosophy & Theory
Course # & Section: Govt 316-001
Class Schedule: MWF @ 1:00-1:50 p.m.
Course Location: MLK Room 232
Office Hours: MWF @ 8:00-9:00 am, 11:00 am-1:00 p.m., 2:00-4:00 pm & by Appointments

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COURSE DESCRIPTION: This course provides directed reading of the recurring and dominant themes in political thought, with stress on modern political ideologies, feminism, exploitation and leadership.

This an upper level, seminar-oriented, directed survey, and interpretive study of some of the major works in political philosophy and theory dealing with the issues, problems, questions, ideas and ideologies of the modern period in the Western tradition (including also North America). The course is designed to provide students with a textual study/interpretive analysis of some selected philosophical writings and political thinkers of the time, between the late 1600's to probably around the 20th century (contemporary). This modern period was known for its rejection of the medieval scholasticism and its denunciation of the role of the Church with its involvement of religion in the politics of the time. There was the anti-clerical sentiments that brought about the establishment of more secular social and political organizations that remained separated from and independent of the both religion or and the Church as was prevalent in Christian Europe. The goal of modern political philosophy/theory was the divorce and separation of the powerful Catholic Church (as a religious institution) away from the sphere of politics. The effort was to free and enable the secular world humanize politics by "de-spiritualizing" society away from the world of religion and theology (or simply put "to re-spiritualize the Church by getting her away and out of the business of the material life and politics): politics for the secular world (under elected or political leaders), and religion for matters of spirituality and salvation under the Clergy and God.

What is known as modern political philosophy/theory can be considered to have begun with or by Niccolo Machiavelli (1469-1527, in Italy). There are many people, but we will have to select some of them and their seminal major writings or works for our closed textual study and interpretive analysis, and reflect/deliberate on the significance of their selected writings/works as contributions in the annals of modern political literature. Some of these political thinkers/writers are Niccolo Machiavelli, Martin Luther, John Calvin, Jean Bodin, Thomas Hobbes, Samuel von Pufendorf, John Locke, Baron de Montesquieu, Jean-Jacques Rousseau, Mary Wollstonecraft and other human rights agitators/feminists, Edmund Burke, Thomas Paine, Georg Hegel, John Stuart Mill, Karl Marx, and Thomas Jefferson et al.

COURSE DELIVERY FORMAT: The course will use the Hybrid/Dual Mode or Blended delivery format where both instructions and learning are conducted in the virtual environment

(via the use of computer and the internet technologies) with scheduled weekly face-to-face physical (on campus) contacts for interactive information and communication. The online interactions will be conducted in an asynchronous manner without any real-time communication, but students must log-in on Wednesday to participate and complete the graded online assignments through the use of a good computer with an internet access. Please access the **Course Orientation** (on the Course Menu) for additional information and the necessary instructions to help students succeed with this format.

COURSE PREREQUISITES: The prerequisites are Govt 130 (Introduction to Political Science) and Govt 315 (Early Political Philosophy), or the permission of the instructor. And since this is a 300 level course, it is important to assume that students must have taken both ENGL 101 and 102 to enable them read, engage and confront difficult or complex texts with maximum comprehension, write intelligibly, and be able to think: creatively, critically and persuasively.

THE REQUIRED READINGS FROM THESE TEXTBOOKS:

1. Cohen, Mitchell & Nicole Fermon (Latest eds.). *Princeton Readings in Political Thought: Essential Texts since Plato*. New Jersey: Princeton University Press. **(PRIMARY TEXT!)**
2. Wootton, David (ed.). *Modern Political Thought: Readings from Machiavelli to Nietzsche*. Indianapolis, Indiana: Hackett Publishing Co.
3. Cahn, Steven M. (ed.). (2005). *Political Philosophy: The Essential Readings*. New York: Oxford University Press.

DISABILITY POLICY STATEMENT FOR ACCOMODATION: Students with forms of disabilities and who wish to receive the ADA accommodation considerations should immediately express and communicate their interests to Dr. Michael S. Hughes (Coordinator of Disability Support Services/Academic Advisement Specialist). His office is in the Business/Graduate Studies Building (Room 1328), and he can be reached at (301) 860-4062. It is also important to share such an interest or desire for accommodation with the instructor of the course.

EMERGING ISSUES: Students will examine some of the issues of and arguments for global warming/climate change to begin to understand and appreciate the nature of the environmental crisis and its impact on the human race. One of the emerging issues is the question of “going green and being friendly to environmental” which calls for some/all of the following deliberate actions:

- Conserving energy and preserving the ecological system
- Recycling bottles, cans, papers, plastics, etc.
- Cleaning-up the environment and becoming a lover of nature
- Helping to reduce pollution and toxic wastes to improve air and water quality, and
- Protect the wildlife, forestation and always grow plants or seeds in the neighborhood.

This semester, I would ask students to go to the internet and visit The Earth Charter website via this link: <http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html> and read about this new global initiative. Then write a quality and reflective essay, 5 or more pages, in an attempt to address and answer this question:

What are The Earth Charter's 16 principles, challenges, the vision and what is meant by "the Way Forward"?

This assignment is due on May 4, 2011 via the designated Dropbox, for 5% of the grade.

INSTRUCTIONAL AND PEDAGOGICAL MODES: The methods would include these graded learning activities:

- traditional lectures with assigned readings and handouts to illuminate/challenge students
- in-class/online participation/discussions and study group/collaborative presentations
- viewing and interpretive analysis of the relevant/appropriate CD/Video-tapes
- written assignments (an essay, two quizzes, two examinations, extra-credit projects), and
- the possibility of inviting outside visitors, political thinkers or experts as guest lecturers and/or speakers.

THE COMPETENCIES:

A) NCATE Curriculum Themes

- i) Academic Scholar: Objectives 8, 17
- ii) Effective Practitioner: Objective 17
- iii) Technological Applications: Objective 18
- iv) Multiple Forms of Assessment: Objectives 1, 2
- v) Special Population Perspectives: Objectives 12, 13, 19
- vi) Reflective Practitioner: Objectives 3, 4, 8, 15, 16, 17
- vii) Personal and Interpersonal Perspectives: Objectives 1, 2, 19.

B) Four General Education (GENED) Competency Areas:

1. Written and Oral Communications

- a. Analyze and discuss critical issues and recurring themes in the discipline.
- b. Make interpretations and present those ideas in writing.

2. **Scientific and Quantitative Reasoning**

- a. Apply scientific methods of inquiry during investigations.

3. **Critical Analysis and Reasoning**

- a. Apply skills in analysis, synthesis and problem solving.
b. Apply logical reasoning in the examination and resolution of tasks.

4. **Information Literacy**

- a. Identification of key concepts and terms that describe the information needed.
b. Selection of the most appropriate investigative methods for accessing needed information

COURSE LEARNING OBJECTIVES AND THE GENED EXPECTED OUTCOMES

A) Learning Objectives: After taking and completing this seminar-survey course, students should be able to

1. Describe the impact and importance of the political concepts, ideas, theories
2. Explain the nature and scope of political philosophy as a distinct sub-field within the academic disciplines of philosophy and political science
3. Discuss the links between politics, political philosophy, political/moral theory
4. Describe the differences between political philosophy/theory and theory ideology
5. Explain the diverse uses of political philosophy/theory within politics and philosophy
6. Distinguish ancient/classical and modern as well as contemporary political thoughts
7. Understand the nature of issues and problems inherent in political philosophy/theory
8. Identify the significant texts and contributions associated with these selected political thinkers in the Western tradition
9. Discuss the relationship between the individual and the state, morality and politics
10. Develop the sharpened ability to analyze, evaluate and articulate or discuss complex political theories, issues and ideas from critical/philosophical standpoints

B) GENED Student Expected Learning Outcomes: Students will be required to complete the following

1. Write an argumentative essay on an emerging issue of global warming and climate change, for 5%. The essay should employ sound reasoning and avoid informal fallacies as well as demonstrate the student's ability to deal with complex issue/ideas and provide interpretive arguments for or against climate change. Students are expected to take a position and defend it with sound reasoning [GENED I. a, b; 2 a; 3 a].
2. Actively participate in the two Study Group collaborative presentations on the assigned reading materials, for 10% [GENED 1a, b; 3, a, b; 4, a b].

3. Do the graded written assignments (two quizzes, mid-term examination, the final examination, the weekly conference postings, and a possible additional project for some extra-credit points) [GENED 1 a, b; 2 a; 3 a, b; 4 a, b].
4. Be able to identify invalid, unsound, and fallacious reasoning as demonstrated by scoring a C or higher on the mid-term and final examinations [GENED 1 a, b; 2 a, 3 a, b; 4 a, b].

PERFORMANCE ASSESSMENT CRITERIA, GRADING AND RESPONSIBILITIES

a) **Performance Assessment Criteria:** Various assessment methods will be used as students' performance evaluation criteria as follows:

1. Emerging Issue of Sustainable Community = 05% (due on May 4, 2011)
2. 5 Short Papers & Film Critique = 30% (due dates below, without exception)
3. 5 Study Group Presentations = 30% (scheduled for every Friday)
4. Weekly Conference Participation = 25% (Wednesday Online Discussions via BSU Online)
5. Final Examination: Paper = 10% (5 Essay Questions due or to be taken on May 9, 2011)
6. Extra-Credit Opportunities = 10% (the Instructor to announce such learning opportunities)

Note Well: that every assignment that has "*" mark must be submitted in Microsoft Word 2003 Compatible document (or in a rich text) format, for easy access it with great ease.

b) **The Grading System:** The attainment of the learning objectives will be measured by the two quizzes, a midterm examination, an argumentative essay, study group presentations, weekly online conference participation and the final examination. And competency is determined by the attainment of a cumulative grade of "C" or better according to the following calculations:

90+ = A
 80+ = B
 70+ = C
 60+ = D, and
 50+/- = F.

c) **Students' Responsibilities:**

- i) Students are required to attend classes regularly, learn the assigned materials, ask questions and participate in graded class activities: deliberations, discussions, quizzes, presentations, examinations, online conferences, and the essay paper.
- ii) Every Wednesday, students are required to log-in and participate in the ANGEL interactive conference discussions with other students, and this is usually done asynchronously,

via the Discussion Board on the BSU ANGEL. This is a time to read the materials posted on the Conference section, develop one's own written responses and/or read what other students have posted and respond accordingly/respectfully/intelligently. The instructor monitors and records attendance! Students are to use the **Wednesday** sessions for their graded weekly online learning activities, actively participate in the interactive information communication in the virtual classroom during that specific period promptly and participate. Any submissions outside of the required time frame will not be accepted nor graded. When posting your comments, answers, or responses, just type in the appropriate space and "submit." And be advised that whatever is written and posted, in the online conference forum, is public and be careful about what is said and how it is conveyed to avoid any misrepresentation or misinterpretation.

Note: Write clearly, intelligibly, responsibly, straight to the point, and nothing personal nor vulgar with the choice of both words and language. Respect the differences in people and understand that we are all in this endeavor to learn for self-improvement, and do not try to compete with anyone but to learn with others collaboratively/cooperatively as we try to share and exchange information packaged as knowledge. So let's make learning a pleasurable, fun and an enriching experience!

iii) Every student is advised that excessive absences may result in the final grade of "F" in the course. Students are required to enroll in the ANGEL in order to be permitted to have access to the course and participate actively. Not participating in the ANGEL conferences and other activities is a form of unexcused absence in the course. Students should be able to access Course information (Syllabus and other materials, lecture notes, updated announcements, assignments, directions, etc.) from the BSU Online. Attendance roll is taken anytime students log-in and submit the required written responses, online. For the face-to-face sessions, the instructor takes attendance. Please know that missing classes (whether online or in face-to-face) for more than five times is serious and the student is putting oneself in a precarious situation.

iv) Bowie State University does not recognize academic dishonesty as a legitimate means for fulfilling the requirements of a course. Therefore, "cheating" in any aspect of the assigned course work is jeopardizing one's academic progress and success, and which result in having a grade of zero for that particular examination or in the course. Know that "plagiarism" which is cheating is serious form of academic dishonesty and should not be encouraged nor condoned. To avoid it, always make sure that one cites all the used sources appropriately.

For writing papers or responses, it is important to refer to the following manuals of style: the American Psychological Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual which is The Chicago Manual/Turabian Style).

v) Students are responsible for all the graded assignments in this course, and need to make sure that they are neatly done and submitted as at when due without exceptions. Try to read and study the assigned materials before and after each class session, come to classes prepared and

ready to learn, learn to work with other students to share and communicate information without necessarily having to cheat, and try to organize to have extra-curricular study sessions if need be.

d) Instructions and Guideline for the Graded Short or Essay Papers:

Each student will be required to submit a short paper of no less than three -five pages long, typed and double-spaced (excluding bibliography page) on the assigned reading topic. The instructor will be looking for the following:

1. Clarity of thesis statement or statement of the problem
2. Excellent organization & coherence of presentation to reflect originality of thought
3. Depth of research demonstrated by accurate information, critical thinking & analysis
4. The clear use of Footnotes or Endnotes
5. Correct bibliographic & in-text citation formats
6. No more than one internet source used
7. Correct grammar, syntax, brevity of language with precise choice or economy of words.

Note well: “any plagiarism will result in a final failing grade of an F. This includes copying, paraphrasing someone, borrowing or stealing materials from the internet or any other sources without proper notations and/or accurate citations.”

Individual Weekly Conference Participation: The instructor will develop weekly assignments for students to participate in and complete as individuals, for a possible total of 25% of the final grade. Each week, students are required to have a major response on the assigned materials and post the responses as at when due, and must respond to the postings or responses of two or more students within the time frame. See the posted Rubric in the Weekly Conference area, but check these Netiquette links for basic social ethics for group communication:

- a) <http://www.albion.com/netiquette/corerules.html>
- b) <http://en.wikipedia.org/wiki/Netiquette>
- c) <http://www.yourhtmlsource.com/starthere/netiquette.html>
- d) <http://www.dtcc.edu/cs/rfc1855.html>
- e) <http://www.techterms.com/definition/netiquette>

Study Group/Collaborative Presentation: Online or In-Class. Each student will work with a specific study group and assigned a chapter from the text for quality summary, presentation and discussion. The reading assignments will be placed in the Study Group area (via the Menu), but the presentations and question-answer sessions will be posted in the Weekly Conference area at the appropriate time. See the posted Rubric. After the Study Groups have completed their readings and posted their presentations, then all the students will be required or expected to read and ask them questions which they (the Groups) have to address and provide intelligent answers to. The Study groups should be expected to respond to questions raised in their conference by any class members during the time, within the week, and questions must be answered within a 24-hour period following their postings. The instructor will inform the groups when to post their presentations, and where they have to post them for public consumption and discussion.

Study Group Presentations to have some of the following items:

- Names of the Study Group Members (who participated)
- Title of the Reading Assignment or Chapter & Page Numbers
- Author's Name(s)
- Major Thesis or what the Chapter is all about
- Outline of the Supporting Arguments
- Analysis: This portion is an assessment of the strong and weak points of what the assignment is all about. Address the implications of the author's work
- Application: State how the reading applies to "real" organizations. Use examples
- Conclusions: State the major points about the relevance and impact of the work.

SOME IMPORTANT ANNOUNCEMENTS, INFORMATION AND DATES:

- Formal Classes start on January 24, 2011 and will end on May 10, 2011
- President's State of BSU/Fall 2010 Convocation: February 9, 2011
- Mid-Term Examination Week: March 14-18, 2011
- English Proficiency Examinations: February 17 & 18, 2011 and April 7 & 8, 2011
- Spring Break: March 21-27, 2011
- Advertisement Week: April 11-15, 2011
- Final Examination Week for Spring Graduating Seniors: May 2-7, 2011
- Final Examination Week for Continuing Students: May 12-18, 2011
- Spring Commencement: May 20, 2011

The Due Dates for Short Paper Submissions, via the designated Dropbox, are:

- **February 7**
- **February 28**
- **March 14**
- **April 4**
- **April 25**

ENGLISH PROFICIENCY EXAMINATION: After completing ENGL 101 and 102, Composition and Literature I and II, students must take and successfully pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirements at another university should take the English Proficiency Examination during their first semester of enrollment at the University.

TECHNICAL ASSISTANCE & SUPPORT: For technical questions or instructions, please call (301) 860-4357/(301) 860-HELP and someone, possibly Mrs. Mariann Hawken will help.

Units of Instruction & Schedule of Learning Activities with Reading Assignments

Weeks/Dates	Learning Modules & Objectives	Reading Assignments
Week 1-3	<p>Module 1: Introduction to the Political Science, Philosophy and Political Theory</p> <p>The Nature & Direction of the Course Introduction to Philosophy and Political Philosophy</p> <p>Fields in Philosophy & Political Science, the Value of Philosophy & Careers in Political Science</p>	<p>Read the in-class Handouts, posted online materials in the Course Content, and check the links provided for additional reading materials/information</p>
Weeks 3-16:	<p>Niccolo Machiavelli (1469-1527) Martin Luther (1483-1546) John Calvin (1509-1564) Jean Bodin (1530-1596) Hugo Grotius (1583-1645) Thomas Hobbes (1588-1679) John Locke (1632-1704) Baron de Montesquieu (1689-1755) David Hume (1711-1776) Jean-Jacques Rousseau (1712-1778) Adam Smith (1723-1790) Edmund Burke (1729-1797) Thomas Paine (1737-1809) Thomas Jefferson (1743-1826) Jeremy Bentham (1748-1832) James Madison (1751-1836) Alexander Hamilton (1755-1836) Mary Wollenstonecraft (1759-1797) Georg W. F. Hegel (1770-1831) Charles Fourier (1772-1837) Alexis de Tocqueville (1805-1859) John Stuart Mill (1806-1873) Pierre-Joseph Proudhon (1809-1865) Henry David Thoreau (1817-</p>	<p>Read the Textbook, Chapters</p> <p>Look-up, read the assigned materials via the links provided on Bb</p> <p>Instructor to provided some in-class handouts</p> <p>Relevant Video-tapes to be shown and discussed</p> <p>Participate in the Weekly Online Forums</p>

Classroom Rules and Code of Conduct for Personal Comportment and Success

1. Please, take the time to carefully read and understand the “informative” Course Syllabus, because it is both a guide and our contract.
2. No use of cell phones in class (can’t make nor receive incoming calls as phones must be in the “silent” mode or violation).
3. No use of electronic devices during test-taking. Violators will be requested to surrender the exam/quiz and will receive a grade of “F” for the exercise.
4. No use of laptop computers in the class for other purposes.
5. Any form of intellectual dishonesty (plagiarism, cheating, etc.) will result in a grade of zero for the assignment or a failing grade in the course (the instructor reserves the right to decide on this matter in a fair and most judicious manner).
6. Proper attire is required at all times.
7. Men are not allowed to wear hats or skull caps in class.
8. No eating, drinking, or smoking in class.
9. Be tolerant of and respect the differences in people and/or opposing views.
10. Cursing or abusive language will not be tolerated.
11. Do not come to class reading a different textbook/doing an unrelated class assignment.
12. Come to class each day and at all times to learn, but not to make noise and disturb others.
13. Please be civil, polite, patient and courteous while in the class; for we are here to learn and it is important to approach liberal arts education with an open-mind/sense of humility.

There is no room for any display of arrogant intellectualism that may dwarf real learn