

RECEIVED

NOV 10 2016

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 (See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/>) for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Political Science	College/School	College of Liberal Arts
Prepared by	Patricia Seifert	Phone	474-7609 or 2688
Email Contact	plseifert@alaska.edu	Faculty Contact	Amy Lovcraft

1. COURSE IDENTIFICATION: As the course now exists.

Dept Course #

COURSE TITLE

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course If Change, indicate below what is changing. **Add X designator to course number to indicate a GER humanities course.** Drop Course

NUMBER	<input type="text"/>	TITLE	<input type="text"/>	DESCRIPTION	<input type="text"/>
PREREQUISITES*	<input type="text"/>	FREQUENCY OF OFFERING		<input type="text"/>	<input type="text"/>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	<input type="text"/>	COURSE CLASSIFICATION	<input type="text"/>
ADD A STACKED LEVEL (400/600) Include syllabi.	<input type="text"/>	Dept.	<input type="text"/>
		Course #	<input type="text"/>

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.

ADD NEW CROSS-LISTING	<input type="text"/>	Dept. & No.	<input type="text"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="text"/>	Dept. & No.	<input type="text"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="text"/>			

3. 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 and the appropriate Faculty Senate curriculum committee. 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 all that apply)

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

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

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

O = Oral Intensive, *Format 6 also submitted W = Writing Intensive, *Format 7 submitted X = Baccalaureate Core

4.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

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO

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

6. **COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)**

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in assessing ~~Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

PS F272 After Evil (h)

3 Credits

Offered Spring Odd-numbered Years

The course carries with the themes of ruination, redemption, and renewal in the aftermath of evil and mass violence. We will engage with theoretical questions that revolve around forgiveness, promising, mourning, hope, endurance, aftermath, victimhood, complicity, shame, responsibility, character and resilience. Prerequisites: PHIL F322X or equivalent or PS 321; or permission of instructor. Cross-listed with PHIL F472. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

PS F272X After Evil (s)

3 Credits

Offered Spring Odd-numbered Years

This broad survey course in political theory provides students experience with the theories and methods to engage data in the study of mass violence and the repercussions of evil in the world. The course carries with the themes of ruination, redemption, and renewal in the aftermath of evil and mass violence. We will engage with theoretical questions that revolve around forgiveness, promising, mourning, hope, endurance, aftermath, victimhood, complicity, shame, responsibility, character and resilience. Prerequisites: PHIL F322X or equivalent or PS 321; or permission of instructor. Cross-listed with PHIL F472. (3+0)

8. **GRADING SYSTEM: Specify only one.**

LETTER: PASS/FAIL:

9. **ESTIMATED IMPACT**

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

10. 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	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
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I called and left a message related to all three of these classes, PS101, PS272, and PS221. None are new courses and none involve extensive research so they should not have any additional impact on the library collections.

11. 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)

Political Science will be affected because we will need to ensure the routine offering of all these classes and we are understaffed by one faculty member. We already teach these classes but may have to offer them with more frequency. But, we'll make do.

12. POSITIVE AND NEGATIVE IMPACTS

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

See above

13. 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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

We seek to add these three courses PS221, PS272, and PS101 to the GER hopper for social sciences. There will be no lowering of the quality of the courses' content or level of instruction. We are excited to offer this range of classes to the students of UAF so they can learn about the study of governance and complete a GER at the same time.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date	11/8/2016
Signature, Chair, Program/Department of: POLITICAL SCIENCE		

	Date	February 10, 2017
Signature, Chair, College/School Curriculum Council for: CLA		

	Date	February 10, 2017
Signature, Dean, College/School of: CLA		

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable)	Date	
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ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

<input type="text"/>	Date	<input type="text"/>
Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

<input type="text"/>	Date	<input type="text"/>
Signature, Chair, Program/Department of: <input type="text"/>		
<input type="text"/>	Date	<input type="text"/>
Signature, Chair, College/School Curriculum Council for: <input type="text"/>		
<input type="text"/>	Date	<input type="text"/>
Signature, Dean, College/School of: <input type="text"/>		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

University of Alaska Fairbanks
Spring 2015
Wed, 5.15-8.15
Gruening 306

Dr. Alexander Keller Hirsch
Office: 601B Gruening
Office Hours: Weds, 3-5, and by appt
Email: ahirsch@alaska.edu

Ethics & International Affairs, or

AFTER EVIL: RUINATION, REDEMPTION, & RENEWAL

Political Science / Philosophy 472

Course Description

OURS IS a time distinguished by catastrophic violence. The horrible inventory of the twentieth century's brutal excesses is recounted regularly – from genocide, to mass war, to revolutionary upheaval in places such as Chile, Bosnia, Armenia, Darfur, Cambodia, and Northern Ireland. If the question of the prevalence of violence in the contemporary world has long been settled, that of how to reckon with it, how to cope with the loss and human wreckage wrought in its aftermath, remains insufficiently resolved.

In this course we will tarry with the themes of ruination, redemption, and renewal in the aftermath of evil and mass violence. We will engage with theoretical questions that revolve around forgiveness, promising, sorrow, mourning, hope, endurance, afterness, conflict, catastrophe, failure, victimhood, complicity, shame, endurance, responsibility, character, and resilience. Organizationally, the course is divided into two primary parts, the first of which interrogates the nature of evil and violence themselves. The second half of the course delves into the empirical case studies that illumine these political and moral theories. The four case studies we will work with in particular include: Auschwitz, South African Apartheid, the Rwandan genocide, and indigenous historical erasure in the context of the US.

Learning Objectives

- Possess a synoptic view of the arguments presented by the philosophers we have engaged with.
- Possess a faculty for connecting the main debates in the history of moral philosophy to the empirical examples that manifest these debates.
- Be able to read texts closely and critically, assess ideas, and analyze arguments creatively and insightfully.
- Be able to clearly and effectively communicate your own ideas, both orally and in writing.

Course Mechanics

Each student should come to class well read and prepared to participate in robust discussion and debate. Though a short lecture will be delivered for each course, students will be expected to share interactively in a conversation about what stimulates, engages, frustrates, and disappoints them in their reading and writing. I will strive to foster a classroom space for the expression of dissident views, and expect students to help me safeguard that space. In addition to lecture and discussion, I will prepare several visual presentations (including films) to supplement the exposition of the course thematics.

Requirements

1. *Attendance and Participation:*

Participation is an important part of this class. This means regular attendance, speaking up in class, asking questions, staking out positions, and being an active, vocal, and respectful classroom citizen.

2. *Presentations and Papers:*

Students will be offering presentations on the week’s readings twice over the course of the semester. An effective presentation draws on material covered in the readings, connects it to the main ideas discussed in class, and is animated by critical questions designed to push your fellow cohort to rethink tacit assumptions about the nature of political violence and its aftermath.

Students will submit a 10-12 page midterm (due March 11), and a 10-12 page final paper (due April 29). In both cases students will respond to one of several prompts provided by Dr. Hirsch.

The final grade for this course will be determined according to the following rubric:

Attendance and Participation.....	20%
Mid-term Paper.....	20%
Final Paper.....	20%
Presentation.....	20%

3. *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 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.

4. *Required Books* (available at the UAF bookstore on campus):

Gorgio Agamben, *Remnants of Auschwitz*
Jonathan Lear, *Radical Hope*
Martha Minow, *Between Vengeance and Forgiveness*
Hannah Arendt, *On Violence*
Antjie Krog, *Country of My Skull*
Mahmood Mamdani, *When Victims Become Killers*

Accessibility and Disabilities

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Such students are encouraged to contact the coordinator of Disabilities Services at the Center for Health and Counselling. In addition to consulting with Disability Services, students with documented disabilities who may need reasonable academic accommodations should discuss these with me at some point during the first two weeks of class.

Academic Dishonesty

High ethical standards are essential for maintaining credibility in the field of political science

and philosophy. 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 Class Schedule

January 21

Introduction to course thematics

January 28 Radical Evil

Immanuel Kant, *Religion Without the Limits of Reason Alone*, Book 1, online at <https://www.marxists.org/reference/subject/ethics/kant/religion/religion-within-reason.htm>

Susan Neiman, preface to *Evil in modern Thought*, online at http://www.susan-neiman.de/docs/b_preface.html

Paul Ricoeur, "Defilement," Chapter 1 of *The Symbolism of Evil*, online at http://books.google.com/books?id=4LeEAxkcEAMC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Film: *The Act of Killing*

February 4 Defilement of the Flesh and the Phenomenology of Sacrifice

Simone Weil, "The *Iliad*, or the Poem of Force," online at <http://biblio3.url.edu.gt/SinParedes/08/Weil-Poem-LM.pdf>

George Bataille, *A Theory of Religion*, Part 1, online at <http://www.totuusradio.fi/wordpress/wp-content/uploads/2010/09/Bataille-Theory-of-Religion.pdf>

Rene Girard, *I See Satan Fall Like Lightning*, chapters 2, 6, 7 (via email)

February 11 Politics of Violence

Hannah Arendt, *On Violence*

Frantz Fanon, "Concerning Violence," chapter 1 from *Wretched of the Earth*, online at <http://thebaluch.com/documents/0802150837%20-%20FRANTZ%20FANON%20-%20The%20Wretched%20of%20the%20Earth.pdf>

Films: Eichmann Trial, and *Concerning Violence*

February 18 Photography, Analogy, and the Aesthetics of Violence

Kaja Silverman, "The Miracle of Analogy," online at <http://nonsite.org/feature/the-miracle-of-analogy>

Susan Sontag, *Regarding the Pain of Others*, online at http://monoskop.org/images/a/a6/Sontag_Susan_2003_Regarding_the_Pain_of_Others.pdf

February 25 Catastrophe and the Witness

Giorgio Agamben, *Remnants of Auschwitz*, Chapter 1, 2

March 4 Shame and Resentment

Giorgio Agamben, *Remnants of Auschwitz*, Chapter 3, 4

March 11 Apartheid, Guilt, Sorrow

Antjie Krog, *Country of My Skull*, Introduction, chapters 1 - 8

(Midterm Papers Due)

March 18 Spring Break

March 25 Truth Commissions and Justice for Historical Pain

Antjie Krog, *Country of My Skull*, chapters 9 – 17

Martha Minow, *Between Vengeance and Forgiveness*, Introduction, and Chapter 4

April 1 Colonialism, Vicimization, and the Rwandan Genocide

Mahmood Mamdani, *When Victims Become Killers*, Introduction, and chapters 1 - 3

April 8 The Politics of Revenge

Mahmood Mamdani, *When Victims Become Killers*, chapters 8, 9, and Conclusion

Martha Minow, *Between Vengeance of Forgiveness*, Chapter 2

April 15 Indigenous Erasure, Radical Hope

Jonathan Lear, *Radical Hope*, Parts 1 and 2

Martha Minow, *Between Vengeance and Forgiveness*, Chapter 6

Film: *When the Dogs Talked*

April 22 Melancholia

Jonathan Lear, *Radical Hope*, Part 3

Bonnie Honig, "Between Messianism and Despair: Repertoires of Resilience in Jonathan Lear's *Radical Hope* and Lars von Trier's *Melancholia*,"

Film: *Melancholia*

April 29 Final Reflections

Presentation of Papers