

Add Course Request

Submitted on: 2011-01-29 22:46:00

1. COURSE SUBJECT	POLS
2. COURSE NUMBER (OR PROPOSED NUMBER)	3062W
3. COURSE TITLE	Democratic Theory
4. INITIATING DEPARTMENT or UNIT	Political Science
5. NAME OF SUBMITTER	Michael E Morrell
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12. Departmental Approval Date	10/13/2010
13. School/College Approval Date	11/02/2010
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall, Year: 2011
16. Offered before next printed catalog is distributed?	Yes
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	W Yes
19. Terms Offered	Semester: Year: Every_Year
20. Sections	Sections Taught: 1/1
21. Student Number	Students/Sections: 19/45
22. Clarification:	
23. Number of Credits	3 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN This will vary.	
25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: Recommended Preparation: POLS 1002, POLS 3002, or POLS 3012	
27. Is Instructor, Dept. Head or Unit Consent Required ?	No
28. Permissions and Exclusions:	

29. Is this course repeatable for credit ?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale :	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY: Will generally not be available at Regional Campuses because there is no staff to teach it there.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: POLS 3062 Democratic Theory Either semester. Three credits. Recommended preparation: POLS 1002, POLS 3002, or POLS 3012. Survey of theories of democracy from classical times to the present; analysis of defenders and critics of democracy. POLS 3062W Democratic Theory Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Recommended preparation: POLS 1002, POLS 3002, or POLS 3012. Survey of theories of democracy from classical times to the present; analysis of defenders and critics of democracy.	
37. RATIONALE FOR ACTION REQUESTED a) The Department of Political Science currently does not offer an undergraduate course that covers one of the major areas of study in political theory: democratic theory. Current courses cover some parts of democratic theory, but there are significant gaps in those courses, especially with regard to contemporary theories of democracy. Those courses must also cover areas of political theory that fall outside of, or are only tangentially related to, democratic theory. They are not able to fully explore this area of study. Democracy is one of the central concepts studied by political theorists. The course aims to give students an understanding of how theorists from the classical times to the present have defined and analyzed democracy. Our students live in, and are predominately citizens of, states that claim to be democracies. It is important that they understand the varied conceptualizations of democracy, as well as the arguments of those who argue against democracy. The W variant of this course will allow us to provide additional options for W course in the major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar. b) n/a c) n/a d) no effect on other departments. e) see above in (a) f) no other departments consulted g) no effects on regional campuses h) n/a i) n/a j) n/a	
38. SYLLABUS: Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/mem02020-1296359153-11-8 FA	

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

- a) There are four basic objectives I want students to pursue in this course. 1)I want them to gain a familiarity with theories of democracy. 2) I want them to think critically about and engage in discussions of what it means to live in a democracy. 3)I believe that learning can occur more readily in an active environment, and thus, they not only will study democracy, but they will engage in it as well. I want them to reflect on how this engagement in democratic practice affects their perceptions of democratic theory. 4)I want them to practice reading texts that may be difficult to understand, something which they may have to do in their future life and career.
- b) As part of the course's active pedagogy, the students democratically decide among a set of course requirements that include a mix of exams and writing. All sets include reading assignment assessments, some writing, and at least 1 exam. For the W variant of the course, this will of course automatically include at least 15 pages of writing to be rewritten after feedback. Weekly reading assignments are from primary source material on democratic theory.
- c) Course Topics Include: Democracy as Contested Idea; Democracy in Ancient Greece & Rome; Democracy and the Middle Ages; Democracy and the Republican Response; Democracy and Early America; Democracy and Utilitarianism; Competitive Elitism; Critiques of Democratic Elitism; Pluralism and Polyarchy; Democracy and Capitalism; Participatory Democracy; Democracy and Inclusion; and Deliberative Democracy.
- d) This is not an existing general education course.

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- e. **Q course:**
- f. **W course:**

1. The writing assignments will allow students to engage critically with the primary material and reflect on different perspectives on democracy in our world. The W variant of the course will require, at a minimum, 15 pages of argument analysis writing that students will revise after feedback. Whether the course will include more writing, and the general weight of the W portion of the course, will depend upon the democratic choices the students make in the active component of the course.
2. I will provide students with an extensive writing guide prior to any assignments are due. I will provide formal instruction in the course, provide written feedback on writing assignments, and will meet with individual students that choose to do so during office hours.
3. Students will complete a full draft argument analysis, which I will return with feedback. They will then revise the complete argument analysis and turn in this final product. If they choose, they will have further writing opportunities.
4. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course.

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed

YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

ADMIN COMMENT:

Senate approved W 4.25.11 // GEOCWapp_021411AP. newW_013111AP.

Political Issues: Democratic Theory

Fall 2011

Welcome to Political Issues: Democratic Theory. I hope we have an engaging and fruitful semester together as we investigate and engage in the practice of democracy. I am glad you are here.

Professor Michael E Morrell

Office: Monteith 116

Office Hours: M, W 1:30 to 2:30, 6 to 6:30, and by appointment

e-mail: michael.morrell@uconn.edu

Please schedule office hour appointments with me at <http://advapp.uconn.edu>. To access my calendar, choose "Department of Political Science" from the dropdown menu on first page.

Course Objectives:

There are four basic objectives I want you to pursue in this course.

- 1) I want you to gain a familiarity with theories of democracy.
- 2) I want you to think critically about and engage in discussions of what it means to live in a democracy.
- 3) I believe that learning can occur more readily in an active environment, and thus, you will not only be studying about democracy, but you will be engaging in it as well. I want you to reflect on how this engagement in democratic practice affects your perceptions of democratic theory.
- 4) I want you to practice reading texts that may be difficult to understand, something which you may have to do in your future life and career.

This is an upper-level college course, and I plan on teaching it on that level. I assume you know how to read, write and think at the junior/senior level. I want this to be a course in which you push yourself to learn and challenge yourself to improve even further your reading, thinking and writing abilities. If you want to learn and challenge yourself, this is the course for you.

Conduct of the course:

After teaching college for several years, I have come to understand that it is IMPOSSIBLE for me to structure a course in which ALL students will thrive. I encourage you to read this syllabus carefully and decide if this is the kind of class for you. If not, you should probably register for a different course.

This class will be a mixture of lecture and class discussions. The lectures will provide background information for the readings, and often help clarify them. I still want you to do at least some of the thinking on your own, and therefore there may be some material that you will need to find on your own. I know you are capable of doing so, and it would be unhelpful of me to treat you like robots by simply telling you what to think and then have you regurgitate it on an exam. If you do not understand something, or disagree with something I have said, please raise the issue in class so we can clarify it for everyone.

I expect you to do the readings before class, think seriously about the issues the readings raise, participate in class discussions, not distract from the class with your behavior, and do your best on all assignments. I will clearly communicate my expectations, provide insight and guidance in understanding the material, grade your work fairly and efficiently, come to class prepared, be available to meet with you during office hours or by appointment, and maintain an atmosphere of openness and enthusiasm in the classroom. While I am not here to entertain you, I know that if you are excited about the material then you will learn more. I will do my best to make the material understandable and interesting, and I ask that you do your best to understand and remain interested, even if you are at times lost and bored. I also want to challenge you to push yourself intellectually.

In general, students that do not enjoy reading difficult material or do not attend class regularly often do poorly in my courses. Those who do the readings, take notes, and attend class regularly usually do fine, though even those who put in this kind of effort sometimes do not do well. I have high expectations not only about your effort, but also about your ability to understand the material and communicate this understanding to me. In college, hard work does not guarantee an "A", and sometimes not even a "B." Students who do all of the work usually pass the class, but those who are lax in their effort often do less well than they would like. The course should be a learning process for everyone involved. That is my goal, and I hope it is yours. If you just want a grade, I do not blame you, but you might want to consider a different course.

Democratic Practice in the Course: As stated above, you are not only going to be studying democracy in this class, you are going to engage in it as well. Below you will find the general guidelines for the course, but it is going to be up to the class to democratically decide certain specifics within these guidelines. I will serve as a parliamentarian/chief executive/Supreme Court, but the class will serve as a democratic assembly in making some decisions about the course. All decisions will apply to everyone in the course (i.e., all students must do the same assignments). I reserve the right, if necessary, to end our experiment in democracy if it is creating an atmosphere detrimental to the learning process.

Grading and Assignments: I will base your grade upon the assignment set (A, B, C or D) the class chooses, and the percentages of the final grade the class chooses to allocate to each assignment. The following are the basic guidelines for this decision.

- 1) The class readings assignment that appears in each assignment set must be worth a minimum of 10% and a maximum of 15% of the final grade
- 2) Each exam or paper must be worth a minimum of 15% and a maximum of 35% of the final grade.
- 3) For each exam you must specify what percentage of your grade I will determine using various questions.
 - A) You may choose from the following types of questions (please see Appendix for sample questions):
 - i) multiple-choice: traditional multiple-choice questions with five possible responses; some questions will include all of the above, none of the above, and “both A and B” type response options;
 - ii) matching: will ask you to match authors to their ideas and writings, concepts to a short description of them, and/or vocabulary words to their definitions;
 - iii) short answer: a one paragraph response describing a concept or author’s argument;
 - iv) essays: a short essay response to a question or set of questions; I expect these to be longer than one paragraph, but they will not require a completely formal structure (intro/thesis, body, conclusion)
 - B) You do not have to include all types of questions on the exams; you can choose any combination you wish.
 - C) I will choose the number of questions for each type once you determine the percentages.
 - D) You may choose different types of questions and percentages for the final exam and the midterm, but if you choose to have two midterms (Assignment Set A), the types of questions and percentages must be the same for both.
 - E) The total percentage of the grades for all types of questions must add up to 100% for each exam.
- 4) All assignments must be the same for all students.
- 5) I will create, choose the grading criteria, and grade all assignments.
- 6) The total percentage of the grades for all assignments must add up to 100%.
- 7) Since this is a W course, **you must pass the W component of the course to pass the class.**

After adding up all your grades, I will then assess the class to see if there are natural break points for the course grades. At a minimum, however, I will use the scale below to assign grades. If you have any questions about the grading scale, please feel free to ask me in class so that we can clarify it for all students.

GRADE	POINT RANGE	GRADE	POINT RANGE
A	925-1000	C	725-774
A-	900-924	C-	700-724
B+	875-899	D+	675-699
B	825-874	D	625-674
B-	800-824	D-	600-624
C+	775-799	F	0-599

Assignment Set A

- ❖ **Class readings:** Each week, starting in the 2nd week of the course, I will give you a class readings assignment in class. This will be either 5 multiple-choice questions or one short essay question on the

readings that you will complete at the beginning class. These will primarily assess Course Objectives 1 and 4, though some will also assess Objectives 2 and 3. There will be 13 of these assignments, and I will count your 10 best efforts.

- ❖ **1 Midterm Exam:** This exam will assess Course Objectives 1, 2 and 4. Everything we discuss in class and that is in the readings is fair game for the exams.
- ❖ **Argument Analysis Draft/Paper:** You will write a minimum 15 page paper analyzing an argument put forward by one of theorists we have discussed during the semester. See the Appendix for specific expectations on this assignment. You will have to turn in a draft of this paper, which I will then correct and return to you. You will use this feedback to construct the final argument analysis.
- ❖ **Final Exam:** The final exam will assess all Course Objectives. The exam will focus primarily on material covered after the midterm, though at least part of it will cover material from the entire course. If you choose, you may make the final exam entirely essay and take-home.

Assignment Set B

- ❖ **Class readings:** Each week, starting in the 2nd week of the course, I will give you a class readings assignment in class. This will be either 5 multiple-choice questions or one short essay question on the readings that you will complete at the beginning class. These will primarily assess Course Objectives 1 and 4, though some will also assess Objectives 2 and 3. There will be 13 of these assignments, and I will count your 10 best efforts.
- ❖ **Argument Analysis Components:** You will complete three shorter papers analyzing an argument put forward by one of theorists we have discussed during the semester. See the Appendix for specific expectations on this assignment. The three papers will be: an argument flowsheet, an internal validity analysis, and an external validity analysis.
- ❖ **Argument Analysis Draft/Paper:** You will write a minimum 15 page paper analyzing an argument put forward by one of theorists we have discussed during the semester; this argument must be different than the one you analyzed in the Argument Analysis Components assignment. See the Appendix for specific expectations on this assignment. You will have to turn in a draft of this paper, which I will then correct and return to you. You will use this feedback to construct the final argument analysis.
- ❖ **Final Exam:** The final exam will assess all Course Objectives. It will cover material from the entire course. If you choose, you may make the final exam entirely essay and take-home.

Assignment Set C

- ❖ **Class readings:** Each week, starting in the 2nd week of the course, I will give you a class readings assignment in class. This will be either 5 multiple-choice questions or one short essay question on the readings that you will complete at the beginning class. These will primarily assess Course Objectives 1 and 4, though some will also assess Objectives 2 and 3. There will be 13 of these assignments, and I will count your 10 best efforts.
- ❖ **1 Midterm Exam:** This exam will assess Course Objectives 1, 2 and 4. Everything we discuss in class and that is in the readings is fair game for the exams.
- ❖ **2 Argument Analysis Papers:** You will write two minimum 8 page papers analyzing an argument put forward by one of theorists we have discussed during the semester. See the Appendix for specific expectations on this assignment. You will have to turn in a draft of these papers, which I will then correct and return to you. You will use this feedback to construct the final versions of the two papers.
- ❖ **Final Exam:** The final exam will assess all Course Objectives. The exam will focus primarily on material covered after the midterm, though at least part of it will cover material from the entire course. If you choose, you may make the final exam entirely essay and take-home.

Assignment Set D

- ❖ **Class readings:** Each week, starting in the 2nd week of the course, I will give you a class readings assignment in class. This will be either 5 multiple-choice questions or one short essay question on the readings that you will complete at the beginning class. These will primarily assess Course Objectives 1 and 4, though some will also assess Objectives 2 and 3. There will be 13 of these assignments, and I will count your 10 best efforts.
- ❖ **Argument Analysis Components:** You will complete three shorter papers analyzing an argument put forward by one of theorists we have discussed during the semester. See the Appendix for specific expectations on this assignment. The three papers will be: an argument flowsheet, an internal validity analysis, and an external validity analysis.
- ❖ **2 Argument Analysis Papers:** You will write two minimum 8 page papers analyzing an argument put forward by one of theorists we have discussed during the semester. See the Appendix for specific expectations on this assignment. You will have to turn in a draft of these papers, which I will then correct and return to you. You will use this feedback to construct the final versions of the two papers.
- ❖ **Final Exam:** The final exam will assess all Course Objectives. It will cover material from the entire course. If you choose, you may make the final exam entirely essay and take-home.

Policy on Make-ups and Late Assignments: In order to be fair to all students, I will give make-up exams only if you have a **documented** medical or personal emergency. You must call or e-mail me as soon as possible and appropriate to inform me of the emergency and provide documentation in a timely manner. In cases where the situation is such that documentation is impossible, please speak with me and we will discuss your options. Outside of these circumstances, I will not allow you to make up exams. **Papers are due at the beginning of class on the day they are due** (first class) and you must turn them in to me personally (please do not e-mail your papers). If I receive your paper after the beginning of class on the day it is due but by the beginning of the following class (second class), I will deduct 4 % from your grade. If I receive your paper after the beginning of the second class, but by the end of the following class (third class), I will deduct 20% from your grade. I will not accept any papers after this third class. Since I already allow you to drop your worst scores, I will not allow you to make up the class readings assignments.

Readings: There will be four sources for the readings. Some of the readings will be available directly to you on the HuskyCT web site (indicated below with a *). For some readings, I have provided URLs for where they are available on the Internet. Some readings you will need to find through the University Library (indicated below with a #). These are journal articles that you can find using the instructions I have provided on the course's HuskyCT page. You will find the rest of the readings in *Democracy*, Philip Green, ed. Prometheus Books, 1993. (ISBN: 978-1-57392-550-1). This book is available at the UConn Co-op.

Course Schedule: Once the class has decided upon the assignments, I will provide a more specific calendar for the course. The following are the areas we will cover and the associated readings.

CLASS SCHEDULE		READINGS
8/31	Syllabus/Introduction/What is Political Theory	none
9/2	No class	there will be no class today
9/7	No class	Labor Day

9/9	Practicing Democracy: class deliberation on assignment sets	Green, "Democracy" as a Contested Idea (Green, 2-18) Williams, from <i>Keywords</i> (Green, 19-22)
9/14	Democracy as Contested Idea	continue with Green & Williams
9/16- 28	Democracy in Ancient Greece & Rome	*Thucydides, from <i>The History of the Peloponnesian War</i> *Plato, from <i>The Republic</i> *Aristotle, from <i>Politics</i> *Polybius, from <i>The Histories</i> *Machiavelli, from <i>Discourses on the First Ten Books of Titus Livius</i>
	Democracy and the Middle Ages	*Marsilius of Padua, from <i>Defensor Pacis</i>
	The Social Contract: Liberal Democracy and the Republican Response	*Locke, from <i>Two Treatises of Government</i> *Rousseau, from <i>The Social Contract</i>
	Democracy and Early America	*John Wise, A Vindication of the Government of New England Churches, (http://www.constitution.org/primarysources/wise.html) *Thomas Paine, from <i>Common Sense</i> Thomas Jefferson, <i>Declaration of Independence</i> (http://www.constitution.org/usdeclar.htm) James Madison, <i>Federalist Papers</i> #10 (http://www.constitution.org/fed/federa10.htm) #51 (http://www.constitution.org/fed/federa51.htm) # 57 (http://www.constitution.org/fed/federa57.htm) Tocqueville, selections from <i>Democracy in America</i> (Green, 38-42)
	Democracy and Utilitarianism	*J.S. Mill, from <i>Considerations on Representative Government</i> (HuskyCT) and <i>On Liberty</i> (Green, 282-291) *Bentham, from <i>An Introduction to the Principles of Morals and Legislation</i> and <i>The Constitutional Code</i> (Green, 282-291)
	Competitive Elitism	Michels, from <i>Political Parties</i> (Green, 68-73) Weber, from <i>Max Weber: Essays in Sociology</i> (Green, 74-82) Schumpeter, from <i>Capitalism, Socialism and Democracy</i> (Green, 83-92)

		Berelson, Lazarsfeld, and McPhee, from <i>Voting</i> (Green, 93-98) Crozier, Huntington, and Watanaki, from <i>The Crisis of Democracy</i> (Green, 99-103)
	Critiques of Democratic Elitism	Dewey, from <i>The Public and Its Problems</i> (Green, 120-125) Bachrach, from <i>The Theory of Democratic Elitism</i> (Green, 126-130)
	Pluralism and Polyarchy	Dahl, from <i>Who Governs?</i> (Green, 104-118) and <i>Democracy and Its Critics</i> (Green, 57-66) Prewitt and Stone, from <i>The Ruling Elites</i> (Green, 131-144)
	Democracy and Capitalism	Bowles and Gintis, from <i>Democracy & Capitalism</i> (Green, 168-174) Elkin, from <i>The Democratic State</i> (Green, 175-184) Parenti, from <i>Power and the Powerless</i> (Green, 185-191)
	Participatory Democracy	Gould, from <i>Praxis International</i> (Green, 246-256) Barber, from <i>Strong Democracy</i> (Green, 269-272) Green, from <i>Retrieving Democracy</i> (Green, 257-268) <i>Port Huron Statement</i> http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary.html
	Democracy and Inclusion	Young, from <i>Justice and the Politics of Difference</i> (Green, 309-316) Phillips, from <i>Engendering Democracy</i> (Green, 192-202)
	Deliberative Democracy	*Morrell, from <i>Empathy and Democracy</i> (Chapters 1 and 2) #Rawls, John. 1997. The Idea of Public Reason Revisited. <i>The University of Chicago Law Review</i> 64 (3): 765-807. #Habermas, Jürgen. 2006. Political Communication in Media Society: Does Democracy Still Enjoy an Epistemic Dimension? The Impact of Normative Theory on Empirical Research. <i>Communication Theory</i> 16 (4): 411-426. #Gutmann, Amy and Dennis F. Thompson. 2002. Deliberative Democracy Beyond Process. <i>The Journal of Political Philosophy</i> , 10 (2): 153-174. #Ackerman, Bruce and James Fishkin. 2002. Deliberation Day. <i>The Journal of Political Philosophy</i> , 10 (2): 129-152.

Miscellaneous

1) **Extra-credit:** I will give no extra-credit opportunities during the course.

- 2) **Cell phones:** Please turn off all cell phones and any other noisy electronic devices. If your cell phone rings during my class, I respectfully reserve the right to answer it.
- 3) **Paper shuffle:** The “paper shuffle” is that rustling of books and papers that begins towards the end of a class when anxious students begin to pack up so that they can exit quickly. This annoys me very much, and though it may not be a completely rational annoyance, I would respectfully ask that you not do this. If we ever go over the allotted class time, I promise to make it up to you.
- 4) **Class discussion:** Class discussion is best when students are courteous, focus on the class material, speak in a helpful and non-threatening manner, and give specific rather than general comments. Some material may not reflect your worldviews, but we often grow as persons by encountering such material with an open mind. You do not have to agree with the material, but you should not dismiss it out of hand.
- 5) **Students with special needs:** Students who require academic adjustments due to a special need should notify the appropriate university authorities and me as soon as possible. I will then make the appropriate adjustments.
- 6) **Academic Integrity:** (Taken from the Student Code) A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in *The Student Code*.
- 7) **Instructor's clarifications on academic integrity:** I will report students who engage in academic dishonesty to the appropriate university authorities. The penalty I will assess will range from a reduced grade for the plagiarized assignment to failing the course. **Please do not make both our lives miserable by being academically dishonest.**
- 8) **Withdrawal deadlines:** Be sure to be aware of withdrawal deadlines. You will find these in the above schedule and on the registrar's web page.

Finally, the grade you will receive in this class is your responsibility. I do not “give” grades to students. If you do all the work and participate in this class, you should earn at least a passing grade in this class.

I will try my best to adhere to the contents of this syllabus. I do reserve the right to amend it if absolutely necessary, and if I do so, further supplement addenda (written or oral) will be given to the students. You should consider such addenda as sufficient warning of such changes.

Appendix: Question Examples

These are examples of questions that have appeared on my exams for this course in the past. Please read the descriptions above for specifics about the different types of questions.

i) Multiple-choice

Please choose the **best** answer for the following questions.

- 1) According to Parenti, what has a decisive effect on “what resources are available to whom?”
 - A) the stock market
 - B) who gets elected President
 - C) the way a system is organized
 - D) the environmental degradation of the South American rainforests
 - E) all of the above have a decisive effect according to Parenti

- 2) Something that is needed or wanted is a/an
 - A) perquisite
 - B) desideratum
 - C) deprivation
 - D) equilibrium
 - E) dissent

ii) Matching

Please choose the author/thinker who is **most closely** associated with the following descriptions or quotes. Note that you will **not** use all of the authors/thinkers listed here.

- | | |
|--|---|
| <ol style="list-style-type: none">1) Who wrote that, “The proviso that is required to make every [economic] transaction strictly voluntary is not freedom not to enter into any <i>particular</i> exchange, but freedom not to enter into any exchange <i>at all</i>.”2) Who made <i>Socrates</i> say in <i>The Republic</i> that “democracy comes into being after the poor have conquered their opponents, slaughtering some and banishing some, while to the remainder they give an equal share of freedom and power?” | <ol style="list-style-type: none">D) C. B. Macpherson
E) Plato |
| <ol style="list-style-type: none">A) St. Thomas Aquinas
B) Stephen L. Elkin
C) John Locke | |

iii) Short Answer

- 1) Give a one-paragraph description how **democratic elitism** conceptualizes democracy and/or government, and cite at least one author we have read who defends this theory.
- 2) Give a one-paragraph description of the main arguments **John Stuart Mill** makes in the readings assigned in the course. I am looking for you to concisely summarize his most important arguments about democracy.

iv) Short Essay

Please answer the following question. You do not have to write a completely formal essay (intro/body/conclusion), but the answer should be written in good paragraphs with appropriate spelling, grammar, and syntax. You should garner appropriate evidence or support when giving your own analysis

- 1) According to Milton Friedman, why does a capitalist market economy lead to greater freedom? Do you find his reasoning persuasive? Why or why not?

APPENDIX: ARGUMENT WORKSHEET ASSIGNMENT

This will be a paper in which you analyze an argument presented by one of the authors we have read. Please do not include a separate title page (it's a waste of paper), do each section separately, label the sections appropriately, double-space the paper, use 10 or 12 point font, staple the paper, put a list of works cited at the end (see below), and **number your pages**. The following provides an example of how to set up the paper:

Jane Doe

POLS XXXX: Whatever Political Theory

Semester 20XX

Of Right Ought to Be Independent: An Analysis of Thomas Jefferson's *Declaration of Independence*

Section 1. Argument Structure: xxxxxxxxx

Section 2. Internal Validity: xxxxxxxxx

Section 3. External Validity: xxxxxxxxx

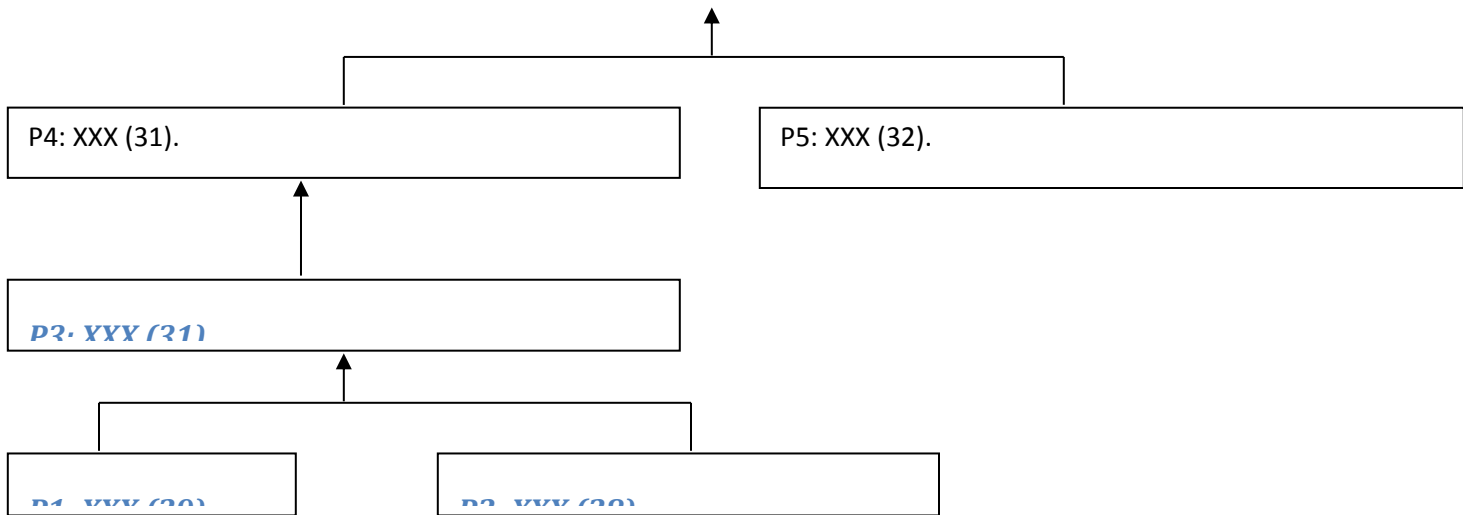
Works Cited

Section 1. Argument Structure: You need to represent the structure of the argument you are analyzing in visual form (see example). You should select out the major premises and put them into an appropriate flowsheet. Please indicate whether the premises work together to advance the argument by connecting the lines (e.g. P1 and P2) or whether they are independent by using just one line (e.g. P5). Many arguments will combine both independent and connected premises. Be sure to label each of the premises for easier reference in Sections 2 and 3. Use

quotes when helpful and paraphrase if this better conveys the argument. Give page numbers to indicate where you derived all premises and the main conclusion. You must deal with all the premises you present in the argument flow sheet in Sections 2 and 3 of the paper. The following example gives you the basic idea of a flow chart, but your own flow chart should match the argument you analyze. You may have more or fewer premises and the structure may look different.

Example

Main Conclusion: XXX (32).



Note on making flow chart: To create your flowchart in Word, simply use Insert, and then either Autoshapes/Shapes or Textbox. If you use shapes, you will likely have to right-click on the shape and choose Add Text. You will then use Autoshapes/Shapes in order to enter the arrows. For dependent premises (e.g. P1 and P2 to P3 above), you will need to draw four lines: two vertical lines without arrows, one horizontal line without an arrow, and then one vertical line with an arrow. Once you have the flow chart completely drawn, you can link all of the items together.

First, select them all by clicking on them while holding down the shift key (make sure you get all the lines/arrows). Then right click and choose Grouping, and then Group. This will allow you to resize and move your entire flow chart together. It may be necessary for you, given the shape of your flow chart, to make the first page landscape rather than portrait.

Section 2. Internal Validity: In this section you will analyze whether the author's basic argument is logical? Is each step in the flow chart logically consistent and/or necessary? If we accept the author's premises, must we logically accept the author's conclusion? Using the main conclusion and premises/sub-premises you identify for your flowsheet, you should demonstrate that you understand the logic of how these premises lead to the conclusion. Please note that in this section you should not discuss whether you agree with the premises and main conclusion, but focus on whether or not the premises logically and necessarily lead to the main conclusion. The first sentence in this section should state whether the argument is or is not internally valid. If not internally valid, be sure to state how it is not valid. You should structure this section in an "if..., then..." format. Using the example above, you might write something like: "If we accept P1 and P2, then we necessarily must accept P3." Another possibility is: "If we accept P4 and P5, then the main conclusion follows logically, though it is not logically necessary." You might also write: "Even if we accept P3, P4 does not follow logically." In each of these cases, especially the second and third, you would need to explain why you make your claim. You cannot simply state it unless it is so obvious that it is self-apparent.

Section 3. External Validity: In this section you will indicate whether or not you agree with the author's argument. Does the author's argument convince you? Do you agree with each of the premises? Do you agree with the main conclusion? Do the premises and main conclusion square with what you know from your own experiences and observations, other readings, other classes, or evidence you have from the world in which you live? Be very specific in explaining why you agree or disagree. If you make a claim, be sure to explain why you think the claim is correct and support it with evidence and/or examples. In answering these questions, you should do two things: 1) be sure to address all of the premises and the main conclusion you identify in the argument flow chart, and 2) address each premise and the main conclusion in separate paragraphs. As with Section 2, you should state in the very first sentence whether you think the argument is externally valid and give a brief explanation why (i.e. state which premises you agree and disagree with and whether you agree or disagree with the main conclusion). You may choose to partially agree with the author's main conclusions and/or premises, but you need to explain this clearly.

Example

This will be the longest Section of your worksheet, and thinking about the example in Section 1, you could take several different positions on the argument.

Approach 1) You could agree with the entire argument, including all the premises and the main conclusion. You would write six paragraphs, one each explaining why you agreed with the five premises and one explaining why you agree with the main conclusion.

Approach 2) You could disagree with the entire argument. Again you would write six paragraphs, but this time you would explain why you disagreed with the premises and conclusion.

Approach 3) You could agree with Section of the argument and disagree with other Sections. This gets rather complicated as you could agree or disagree with various premises and/or the main conclusion. Again, though, you would write six paragraphs.

As you can see from these examples, you have many options for Section 3. The point is for you to think clearly about the argument and whether you agree or disagree with it. Whichever of the approaches you chose, though, you should do a paragraph on each of the main premises and the conclusion; with the example, you would always do six paragraphs.

Doing well on Section 3 comes down to three factors: 1) doing well on Sections 1 and 2, because if you have not clearly established the argument and its structure, Section 3 will be very difficult; 2) clearly establishing whether you agree, disagree, or partly agree and partly disagree with EACH of the premises and the main conclusion; and 3) clearly explaining WHY you take the position you do.

This third factor is the most important and the hardest for students to do well. IT ALL HINGES ON THE WHY! You need to ask yourself why you think what you do. There can be many reasons for believing or agreeing with statements authors make. Just as examples, here are some possible reasons you could give for agreeing or disagreeing with a claim in the argument.

A) The premise/conclusion fits or does not fit with what you know and have read about the facts of the case.

B) You may have personal experience that leads you to agree or disagree with the premise/conclusion.

C) You may rely upon historical examples or anecdotes that lead you to agree or disagree. If you use historical anecdotes or examples, though, be sure that you do not selectively ignore examples that go contrary to your reasoning.

D) You may find that a premise/conclusion fits or does not fit in with what you have read elsewhere. Be certain if you use this type of reasoning, though, that you explain why you find

what you have read elsewhere persuasive. For example, you may have read James Madison's *Federalist 10* and find his argument persuasive, and Madison's argument may support the argument you are analyzing. You would need to explain, however, why you find Madison's theory persuasive.

E) You may find that certain arguments fit in with personal beliefs you have in other areas, oftentimes metaphysical or religious beliefs. In these cases, you need to give at least some reasoning why you have adopted those personal beliefs, such as personal experience or faith. I know that explaining one's personal beliefs can be difficult at times, but I want you to at least make some attempt to articulate the reasons you believe what you do.

F) You may argue that the premise/conclusion squares with scientific evidence. In this case, be sure to give some citation for that evidence. This is especially true if you make claims about the scientific basis of "human nature." If you based your evaluation of "human nature" on your own experiences in life, please make this clear.

G) There are going to be times that you base your evaluation on gut instinct or personal feelings. If this is the case, just be sure to say so clearly. There is nothing necessarily wrong with this, since there are very few of us who can know everything about every subject. Try to understand and explain, however, the sources of your instincts or feelings.

H) You may be tempted to agree with a premise or conclusion because of the way your parents raised you, what teachers taught you in school, or because you are an American and this is how "we" see politics. To be honest, this is the one set of reasons I want you to avoid. The purpose of higher education is to get you to examine these beliefs, even if you ultimately maintain them. Get behind the *reasons* these beliefs make sense to you. "I agree because this is America and the *Declaration of Independence* is one of our founding documents" is just not a very good reason, by itself, to accept Jefferson's argument.

While I have tried to outline many of the types of "whys" that might explain your agreement or disagreement with the authors' arguments, these are just some of the possible examples. You do not have to limit yourself just to these. In writing your paragraphs, don't use the "A" through "H" designations I have given above. Instead, try to as naturally and persuasively as possible explain the positions you take.

Source citations: You must give proper in-text source citations and provide a list of works cited at the end of the paper. I do not require you to use a specific number of outside sources, but in general it is very difficult to do a good job on this assignment without good outside sources. When you give evidence or rely upon others' words or ideas in Section 3, you must give them proper credit. Please see my separate guide to writing papers for instructions in this area. You should not put the works cited on a separate piece of paper. After your final paragraph, simply put **Works Cited** centered on the next line and give your list of works cited in proper format. If a page break occurs in the middle of the works cited, you can put the works cited all together on

the last page by inserting a page break right before the list or simply hitting enough hard returns to move them all to the last page.

Grading: I will grade the worksheets with the following in mind.

- 1) writing: Is your worksheet written well? Does it contain few grammatical and syntax errors? Do you use proper citations for sources? (Please see my guide to writing papers.)
- 2) argument structure: Does your worksheet contain a clear and correct representation of the author's argument? Do you clearly indicate the argument's structure in your representation?
- 3) internal validity: Does your worksheet clearly address the internal validity of the author's argument by examining whether the author's premise(s) lead to his or her main conclusion?
- 4) external validity: Does your worksheet examine the external validity of the author's premises and conclusions? Do you give clear, well-supported reasons why you agree or disagree with the author?
- 5) overall excellence: Is your worksheet presented in a persuasive and coherent manner? Do you argue well and make yourself easily understood? Does the worksheet exhibit college level work?