**Master Syllabus for University Studies Course Proposal for Cluster 4A**

**PSC354: Contemporary Political Thought**

**For Cluster 4A: Human Questions and Contexts**

**Course Overview:**

The goal of this course is to introduce students to contemporary political theory (that is, in the period from World War II to the present). It does so by (1) distinguishing how the leading schools of thought answer the question “what is a just society?” and (2) by exploring whether this is the right question in the first place or indeed whether there is any right question. The eight schools of thought it considers are (1) utilitarianism, (2) liberal egalitarianism, (3) libertarianism, (4) Marxism, (5) communitarianism, (6) civic republicanism, (7) multiculturalism, and (8) feminism. Students are expected to engage critically with these perspectives and to draw their own reasoned conclusions as to what approach is (or approaches are) the most compelling. The course ends by examining the debate among leading philosophers around a specific area of contemporary policy, such as immigration, health care, taxation, welfare, trade or war. Students are expected not only to work through the practical implications of their own theoretical conclusions, but to defend these results in relation to the contributions of contemporary professional philosophers and their classmates.

**University Studies Course Rationale:**

The course is devoted to the exploration of human questions and contexts through the debates among eight leading schools of contemporary political theory (listed above). The central content of the class is the exposition and critical evaluation of these eight leading schools, each of which is concerned with identifying central human purposes and evaluating the performance of government in realizing them. Students critically examine them through a series of steps: (1) students are first introduced to each source via a secondary source (i.e., the course’s main text book), (2) in several cases this is supplemented with a primary reading from one of the leading contributors to that school, (3) students also read about at least one major current policy debate in U.S. politics and see how the proponents of these schools reach conclusions about the key issues, and (4) students apply these schools of thought to specific contemporary issues, and critique them, in a series of increasingly lengthy in-class debates in the course of the term, and ultimately formulate and defend their own perspectives on these questions. A little class time is also devoted to sharpening their analytical reasoning skills to enhance the quality of their analyses and debates. The pedagogical focus thus begins with passive familiarization with the eight schools of thought and their historical development, but proceeds through the refinement of analytical skills and techniques, and culminates in students’ critical evaluation of the schools and their development and defense of their own views as full and creative participation in philosophical debate over contemporary political issues.

**Learning Outcomes:**

**Course Specific Learning Outcomes:**

After completing this course, students will be able to:

1. Think and argue in analytically;
2. Summarize and critically evaluate the main schools of thought in contemporary political theory (from what they understand humans to be to how they can best live together);
3. To formulate and defend their own provisionally favored approach (from what they understand humans to be to how they can best live together);
4. Understand some of the main points of agreement and debate in contemporary political theory; and
5. Apply theoretical conclusions to issues of contemporary politics.

**University Studies Learning Outcomes:**

After completing this course, students will be able to:

**Cluster 4A:**

1. Explain different perspectives on:

a) what is means to be human and how the significance of human existence has been understood (*by reviewing the eight leading contemporary schools of thought on this question and formulating and defending their own provisional conclusions*);

b) the nature of human relationships and how these relationships are evidenced in regard to the broader world (*at least in terms of how humans can best live together in light of the kinds of creatures that they are*); and

c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them (*at least in relation to the analytical approach to philosophy, and how critical scrutiny and the adversarial process can refine our judgment of claims*).

2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others (*by applying theoretical approaches, including those they have identified as most compelling, to issues of contemporary policy*, *and drawing their own critical conclusions*).

3. Locate, analyze, summarize, paraphrase, and synthesize material from a variety of sources (*by reading and evaluating both primary and secondary sources on a range of leading approaches to contemporary political philosophy as well as developing and testing their own positions in class debates*).

4. Evaluate arguments made in support of different perspectives on human questions and contexts (*not only by judging leading contemporary authors’ competing positions on both theoretical and practical questions, but also by engaging in and adjudicating debates among their classmates on such issues*).

**Examples of Possible Texts and/or Assigned Readings:**

I have always used the same core textbook in the course, which I believe to be by far the best introduction to contemporary political theory:

Will Kymlicka. *Contemporary Political Philosophy: An Introduction, Second Edition*. Oxford: Oxford University Press, 2002.

Other readings have included:

John Rawls, “The Idea of Public Reason Revisited”

Isaiah Berlin, “Two Concepts of Liberty”

Isaiah Berlin, “Does Political Theory Still Exist?”

Bernard Williams, “The Idea of Equality”

Charles Fried, “Distributive Justice”

G.A. Cohen, “Isaiah’s Marx and Mine”

Charles Taylor, “Atomism”

Charles Taylor, “What’s the Matter with Negative Liberty?”

Ronald Beiner, “Citizenship”

William J. Booth, “Communities of Memory”

Avery Plaw, “Upholding the Principle of Distinction”

Joseph Carens, “The Rights of Irregular Immigrants,”

Christina Boswell, “The Elusive Rights of an Invisible Population”

David Miller, “Irregular Migrants: An Alternative Perspective”

Bridget Anderson, “Migrants and Work-Related Rights”

Marit Hovdal Moan, “Immigration Policy and ‘Immanent Critique’”

**Example Learning Activities and Assignments:**

Class Assignments include:

* I. a Mid-Term Test
* II. a Final Exam
* III. In-Class debates.
* IV. Weekly Quizzes and
* V. a Term Paper

All of these involve both content and skills, with the mid-term and final placing more emphasis on content and the debates more on skills. The quizzes initially emphasize content but gradually integrate greater skills (particularly critical reading) and the final paper focuses on the integration of contents and skills.

 **I. Mid-Term**

The questions in the first “essay” section of the tests ask students to (1) synthesize specific approaches and/or theories based on the text and lectures (US objective 3), (2) demonstrate their understanding of the key assumptions and pertinent arguments (US objectives 1a-b) are assembled to form a case for a specific claim, and (3) exhibit their capacity to effectively critique and assess the force of those claim, particularly in light of alternative views (US objectives 2 and 4). In drawing such informed conclusions, students are expected to demonstrate an understanding of how knowledge is obtained and/or refined (US objective 1c). The questions in the second section are designed to test students’ deeper understanding of concepts, tools and ideas used in formulating and critiquing arguments in political theory. The work artifact would be the students’ test booklets.

Students receive guidelines for the mid-term and finals, typically in the prior class. Here is a typical mid-term guideline:

**PSC 354: Contemporary Political Thought**

**Mid-Term Examination Guidelines**

The Mid-Term will be given in class on Wednesday, March 8th, 2017, and will therefore be 50 minutes in duration. It will be divided into two sections.

The first section will be worth 50% of the test’s value. In it, you will be asked to choose one topic and write a short essay on it. The second section will also be worth 50%. In it you will be asked to identify five out of a possible eight pertinent concepts or expressions that have been employed in class and/or in the readings. You will give a definition of the term, an example of how it is used in political thought, and indicate how it relates to the material that has been covered in the text and in class.

 **Section I: Short Essay (50%)**

I will select three (3) of the following five (5) topics to appear on the Mid-Term. You will select one **(1)** of those three (3) topics and write a short essay on it.

(1) Kymlicka, like many other political thinkers, argues that Dworkin’s political theory improves on Rawls’ theory. Why does he think this and is his argument compelling? Describe pertinent features of Rawls’ theory, why Kymlicka thinks Dworkin improves on them, and then make a reasoned evaluation of Kymlicka’s claim.

(2) If Wilt Chamberlain deserves to keep his money, why don’t you? Explain why Nozick believes “taxation is theft” and assess the force of his argument. Identify both strengths and weaknesses of his case, and offer a reasoned judgment of its overall persuasiveness in comparison with liberal egalitarians like those of Rawls or Dworkin.

(3) Analytical Marxists believe that justice requires the abolition of private property? What is their best argument for this claim and is it compelling? Lay out the strongest formulation of the argument in simple language, cite supporting evidence and consider a range of possible objections before drawing a reasoned judgment.

(4) Kymlicka suggests that “utilitarianism is initially attractive because human beings matter equally.” On investigation, however, he argues that utilitarians’ conception of equality is “inadequate.” Describe and assess his explanation of why utilitarianism appears to treat people with equal concern and respect but does not.

(5) Why does Rawls believe that the political conception of justice that we favor from behind the veil of ignorance should regulate the basic structure of our society? Is he right and why or why not? Explain Rawls’ reasoning, at least three serious objections that have been raised, and draw a reasoned (and explained) conclusion.

 **Section II: Identifies (25 points each, 125 points total: 50%)**

I will select eight (8) of the following terms. You will choose and identify five (5) of eight (8) of those.

(1) difference principle (2) scarcity

(3) Illegitimate Preferences (4) envy test

(5) welfare hedonism (6) rectification

(7) analytical philosophy (8) thought experiment

(9) social contract (10) primary goods

(11) tragedy of the commons (12) original position

Evidently, questions for the mid-term are selected from this guideline.

 **II. Final Exam**

The final exam involves a similar guideline, an example of which follows. The work product would be the students’ exam booklets.

**PSC354: Contemporary Political Thought**

**Final Exam Guideline Spring 2017**

The Final will be 3 hours in duration. It will be divided into two sections. The first section will ask you to compose two essays, and the second to provide six identifies. Each essay will be worth 33.33% of the value of the test. Together the six identifies will also be worth 33.33%. Please write neatly and double-spaced.

 **Section I: Short Essay (2x33.3%=66.6%)**

I will select three (3) of the following six (6) topics for inclusion in the final. On the final you will select two (2) of those three (3) topics and write short essays on them. The essays will be graded on demonstrated familiarity with the course material, analysis of argument, and reasoned evaluation of the results.

(1) Kymlicka argues that a major portion of political theory in the last 20 years has been a response to the communitarians’ “social thesis.” What is the social thesis, why does it pose a threat to liberal theory, does Kymlicka think that liberals have an answer to the problems it raises, and is he right? (A.) Describe the “social thesis” and the argument and evidence supporting it, (B.) explain why it clashes with liberal theory, (C.) critically evaluate Kymlicka’s response to it, and (D.) draw a reasoned conclusion as to whether liberals can answer the social thesis.

(2) What do civic republicans think is wrong with contemporary liberal citizenship, and what do they want to do about it? Drawing on Kymlicka’s discussions, (A.) describe the liberal approach to citizenship and civic republican objections, (B.) describe two solutions that civic republicans have explored, (C.) briefly assess them critically, and (D.) offer an informed judgment as to whether readers should support a civic republican project of renovating citizenship.

(3) Is Kymlicka’s case for multiculturalism convincing? Why does he think we need multiculturalism, what does he propose, and is it a good idea? (A.) Define what Kymlicka means by multiculturalism, (B.) describe his argument for it and the five models of it he presents, (C.) offer a critical evaluation of his case, and (D.) draw a reasoned judgment about whether we should embrace multiculturalism.

(4) Some feminists argue that a “difference” approach to addressing gender inequalities is manifestly inadequate. Are they right? (A.) Describe two major objections to the “difference” approach to feminism, (B.) explain the alternative approaches these objections suggest, (C.) critically assess these alternatives, and (D.) offer an informed judgment as to whether the “difference” approach represents out most viable approach.

(5) Why did Rawls abandon the comprehensive liberalism of his original theory and revise it as a form of political liberalism and did it work? Drawing on Kymlicka’s discussion, (A.) review the difference between comprehensive and political liberalism, (B.) explain why Rawls chose to pursue political liberalism, (C.) critically examine some potential objections to Rawls’ reformulation, and (D.) offer a considered judgment of whether Rawls’ move was successful.

(6) One of Kymlicka’s major purposes in his book *Contemporary Political Philosophy* is to persuade you that there is really one value (equality) that sets the foundation for all contemporary political theory, and that all contemporary approaches can be assessed in terms of the degree to which they realize this value. Having examined a range of contemporary theoretical approaches, are you persuaded by Kymlicka’s claim and why? (A.) Describe Kymlicka’s claim, (B.) consider evidence and argument for and against it, (C.) evaluate the overall cases for and against, and (D.) draw a reasoned conclusion about whether we should endorse Kymlicka’s view.

 **Section II: Identifies (6 x 10% = 33.33%)**

I will choose eight (8) of the following fourteen (14) terms for inclusion on the final. You will choose and identify six (6) of those eight (8) terms or expressions. You will be asked to give a definition of each term or expression, an example of how it is used in political thought, and indicate what makes it important (including how it relates to the material that has been covered in the text and in class). Each identify will be worth 6.66% of the value of the test.

1. unencumbered self 2. perfectionism

3. civil society 4. autonomy

5. social capital 6. communitarianism

7. nation-building 8. cosmopolitanism

9. relativism 10. paternalism

11. alienation 12. ethic of care

13. categorical Imperative 14. patriarchy

 **III. In-Class Debates**

Students also perform several debates in the course of the class which help to refine their analytical ability as well as deepen their understanding of the theories and schools of thought covered in the class. The first debates are brief affairs (with 1 minute speeches) prepared and performed in a single class on a question arising from the lecture or class discussion. However, as the term proceeds students are asked to prepare and perform more substantial debates, culminating in a final formal encounter to which an entire class is devoted (that is, for first performing and then collectively examining analytically). These debates generally involve either two or three students on both sides, so four to six students in all. The rest of the class acts as judges for the debate, writing out flow charts of the arguments deployed and rebutted by each side. Each audience member is required to judge the outcome and to explain their judgment in terms of their flow (US objective 1c). The debates focus on specific issues of contemporary public policy, and participants are each required to bring several of the schools of thought covered in the class to bear in support of their position (US objectives 1b and 3). They are also required to develop their own lines of argument to rebut the positions of their opponents (US objectives 2 and 4). Artifacts include videotapes of the debates, the notes of the debaters, the judgments and flows prepared by the audience.

Guidelines for Debates

1. Speech Order and Length

The Proposition side of the debate (arguing in support of the Resolution) will speak first for five minutes. Opposition side (arguing against the Resolution) will respond for five minutes. The debate will then proceed in the same fashion through the second and third speaker on each side (Proposition first for five minutes, followed by opposition for five minutes). The third and last Opposition speech will be extended by one minute for rebuttal and summary. Finally, the Proposition speaker will also receive a minute for rebuttal and summary. No new arguments are to be introduced during the summary/rebuttal portions of the debate.

|  |  |  |
| --- | --- | --- |
|  | Proposition | Opposition |
| 1st Speaker | (1) 5 Minute Constructive | (2) 5 minute constructive |
| 2nd Speaker | (3) 5 Minute Constructive | (4) 5 Minute Constructive |
| 3rd Speaker | (5) 5 Minute Constructive | (6) 5 Minutes Constructive |
| 3rd Opposition Speaker |  | (7) 1 Minute Rebuttal |
| 1st Proposition Speaker | (8) 1 Minute Rebuttal |  |

2. Suggestions for Individual Speeches

1st Proposition: i. introduce the issue (stressing the controversy)

 ii. state your position (in a single sentence)

 iii. give an overview of your arguments

 iv. explain and illustrate your arguments

 v. sum up and re-state your position

1st Opposition: i. summarize the Proposition’s position

 ii. criticize the Proposition’s arguments

 iii. advance your own counter-arguments

 v. review what you’ve done and re-state

2nd and 3rd Proposition: i. re-state the Proposition position

 iii. critique Opposition position & arguments

 iv. defend the other Proposition speakers

 v. add an argument

 vi. sum up and re-state your position

2nd & 3rd Opposition: i. re-state the issue & summarize Prop-position

 ii. destroy it externally and internally

 iii. defend and advance Opposition arguments

 iv. sum up the Opp case and re-state position

Opposition Rebuttal: i. pick out key Prop points for attack

ii. pick out a central Opp theme or two

ii. Sumarize the debate in terms of important issues

Proposition Rebuttal: i. pick out and crush key Opposition arguments

 ii. defend key Proposition argument(s)

 iii. re-assert your overall position

3. Team Responsibilities:

a. coordinate with one another to optimize arguments and presentations (have a single agreed position you will defend)

b. make sure your partners and opponents have means to contact you and develop your case together

c. choose the order in which you will speak in advance of the debate

d. develop a team strategy in presentation

\*\*\*\* *e. each speaker must make reference to at least two of the schools of thought we have examined.*

It is the responsibility of the Proposition side to provide a debatable case. It is the responsibility of the Opposition side to ensure clash (that is, to dispute the central claim presented by the government). Both sides should be prepared to advance at least three arguments, supported by evidence, in support of their position.

5. In General:

* Formulate your position in clear, everyday language.
* Define key terms where necessary.
* Formulate the arguments in boiled down analytical terms (as we’ve seen in class)
* Think not just of the arguments, but of the types of arguments you’re using + how they contribute
* Avoid fallacies yourself and crush anyone who falls into one
* Be polite *but merciless.*

Victory or defeat will therefore turn on the force of your delivery – *so prepare*!

 **IV. Weekly Quizzes**

The quizzes are intended initially to confirm that the students are actually doing the reading and are able to identify and paraphrase or synthesize key ideas, but as the term progresses they become more challenging, focusing increasingly on key points of argument (thus requiring not just reading but critical reading). They are thus primarily concerned with US objective 3. Here are examples of early and late quiz questions:

Week III: Liberal Egalitarianism:

* What are Rawls’ two principles of justice? Name them and describe them if you can.

Week XIII: Feminism:

* What’s the main distinction between feminists’ “difference approach” and “dominance approach”?

Student work products would be their answers to the quiz questions.

**V. Term Paper**

The term paper builds on the experience of the formal debates, asking students to write a position paper on the topic of one of the debates other than the one they themselves participated in. They are to take the arguments that were advanced on both sides of that debate as a starting point, and to build a case for the greater strength of one side or the other, drawing on the techniques, arguments and content of the eight schools of thought encountered in the class. By compelling students to encompass and build on an entirely new debate (to them), the paper not only contributes to all of the same US objectives as the debate but does so in a new and amplified form. Here is a typical formulation of the assignment:

**PSC354 Essay Description 2017**

The essay will be between 6 and 8 pages in length. It will employ in-text citation (author: date, page), with a full bibliography of cited sources at the end. It will be double spaced, in twelve point font, with 1 inch margins on the side and 1.5 inch margins on top and bottom. Late essays will be penalized *5 points per day*.

The essay will take a position on one of the listed essay topics other than the one you addressed in your debate. It will identify a clear research question and a clear thesis encapsulated in a single sentence and will set out a clear agenda for how you will persuade the reader of your thesis including at least three independent lines of argument. You will consider and respond to at least two objections to your thesis. You will draw on and cite at least five scholarly sources in addition to the reading provided on the topic on the course website. You will duly cite all quotations and references to authors’ ideas. You will make reference to at least two (and preferably more) of the schools of thought examined in the course.

Please let me know if you have any questions.

**Outcome Map:**

|  |  |  |
| --- | --- | --- |
| University Studies Learning Outcome | Teaching & Learning Activities | Student Work Product |
| (1) Students should be able to explain different perspectives on:(a) what is means to be human and how the significance of human existence has been understood | * Learning the 8 schools of thought
* Developing their own critical perspective
 | * Mid-Term Tests
* Final Exams
* Term Papers
 |
| (b) the nature of human relationships and how these relationships are evidenced in regard to the broader world  | * Learning the 8 schools of thought
* Debating their application to contemporary policy issues
 | * In-Class Debates
* Term Papers
* Mid-Term Tests
* Final Exams
 |
| c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them | * Learning how perspectives evolved within and between the 8 schools of thought
* Debating their application to contemporary policy issues
 | * Flow Analyses of Debates (supporting judgment/scoring)\*\*
* Term Papers
* Mid-term
* Final Exam
 |
| 2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others | * Learning the 8 schools of thought and points of debate between them
* Debating their application to contemporary policy issues
* Formulating and defending their own perspectives
 | * Term Papers
* Final Debates (videos)
* Flow Analyses of Debates (supporting judgment/scoring)\*\*
* Mid-Term
* Final Exam
 |
| 3. Locate, analyze, summarize, paraphrase, and synthesize material from a variety of sources  | * Learning the 8 schools of thought and points of debate between them
* Reading the original contributions of some leading thinkers
* Applying these theoretical frameworks to contemporary issues
 | * Weekly Quiz Answers
* Final Exams
* Mid-Terms
* Term Papers
* Final Debates
 |
| 4. Evaluate arguments made in support of different perspectives on human questions and contexts | * Learning the 8 schools of thought and points of debate between them
* Reading the original contributions of some leading thinkers
* Evaluating them in the mid-term and final exam
* Formulating, applying and defending their own perspectives in debates and final exam
* Evaluating other students’ positions in debates
 | * Final Exam
* Mid-Term
* Term Papers
* Final Debates (videos)
* Flow Analyses of Debates (supporting judgment/scoring)
 |

Sample Course Outline:

Week1: Introduction to Contemporary Political Theory

Week 2: Utilitarianism

Week 3: Liberal Egalitarianism

Week 4: Libertarianism I: Doctrinaire Libertarianism

Week 5: Libertarianism II: Moderate Libertarianism

Week 6: Marxism I: Conventional and Neo-Marxism

Week 7: Marxism II: Analytical Marxism

Week 8: Spring Break

Week 9: Communitarianism I: The Critique of Justice

Week 10: Communitarianism II: The Social Thesis

Week 11: Communitarianism III: Atomism

Week 12: Civic Republicanism I:

Week 13: Multiculturalism

Week 14: Feminism

Week 15: Debate over Contemporary Politics (ex. immigration, drone strikes, health care, Syrian intervention, etc.)

**A sample syllabus follows beginning on the next page:**

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| --- |
| Contemporary Political Thought |
| PSC 354 |
| Section 11913 |
| Spring 2015 |
| Monday, Wednesday and Friday 10am-10:50am |
| Group 1 (Liberal Arts Building), Room 103 |

|  |  |
| --- | --- |
| **Dr. Avery Plaw** |  |
| Office: | Library Room 215 (in the Honors Center, Library 212) |
| Office Hours: | Monday 11-12:30pm, Wednesday 1:30-3pm & Friday 11-12:00pm |
| Phone: | (508) 999-8840 |
| E-mail: | aplaw@umassd.edu |
| Course website: | <http://dartmouth.umassonline.net> |

**Overview**

This course provides an introduction to current Western political thought, including the central concepts and values that animate it, the main schools of thought that shape it, and the issues of contemporary debate among these schools of thought that mark its focus. In particular, the course will focus on three themes: the ideal of distributive justice, the challenge of growing pluralism, and the nature of political liberty.

**Course Objectives**

After completing this course, students will

* be able to effectively analyze political arguments and identify and critique underlying theoretical positions;
* be familiar with the dominant theories and theorists of contemporary Western political life;
* know the principal concepts and ideals that orient these dominant theories and their principal points of conflict and debate;
* appreciate some of the relative strengths and weaknesses of contemporary Western theory in relation to the political thought of other epochs;
* in short, this course is designed to familiarize students with contemporary Western political thought and to equip them to begin thinking on their own.

**Required Texts**

Will Kymlicka. *Contemporary Political Philosophy: An Introduction, Second Edition*. Oxford: Oxford University Press, 2002.

\* Other required readings will be available on the course website.

**Course Requirements**

The final course grade will be based on 1000 points, allocated as follows:

**Mid-Term Exam (250 points)**

The Mid-Term Exam will be given in class (March 11, 2015). You will be given the full class period of 50 minutes to complete the exam. It will be composed of two sections. In the first section you will be given a choice of questions and asked to write a short essay on one of them. This essay will be graded on the basis of three criteria: (1.) *preparation* - demonstrated familiarity with, and comprehension of, the texts; (2.) *argument* - the pertinence, logic and force of your answer; and (3) *presentation* - organization, clarity and conciseness of your case. The second section of the exam will comprise a list of concepts, five of which you will be asked identify. Identifications will include a brief definition of the concept, an example of how it has been used in the course readings or lectures, and a description of its relation to the themes of the course. Answers will be assessed in terms of *accuracy*, *clarity* and *effective illustration*.

**Essay (200 points)**

You will select a topic from a short list that will be posted on the course website on February 9, 2015, and write a brief essay (6-8 pages with a 150 word abstract) addressing the topic. In the course of the term, we will do a number of short assignments that will contribute to your preparation of the paper. Your final grade on the paper will reflect your performance both on the individual assignments as well as on the final paper. Essays will be expected to reference at least five academic sources. They will be graded on the basis of organization, analytical rigor and overall persuasiveness. *Late essays will be penalized 10 points (5%) per day, including weekends.*

**In-Class Presentations (100 points)**

In preparation for at least one class in the course of the term you will be asked to do prepare a presentation for the class on a suggested topic. The presentation will take the form of a brief debate that will be followed by a class discussion. Students will prepare and present in teams of two. Presentations will be assessed based on the criteria of *content*, *clarity* and *rebuttal* (with consideration for parliamentary etiquette).

**Final Exam (300 points)**

The final exam will be based on the entirety of the material presented throughout the course, but with an emphasis on the readings and lectures following the mid-term exam. It will have both identify and short essay questions but the balance of the value will be based on the essays. Like the mid-term exam, the final will be graded in terms of the three familiar categories (preparation, argument and presentation) with emphasis on the latter two.

**Participation (150 points)**

Finally, a portion of your grades will be based on participation. There are a number of factors that will be considered in calculating this element of your final marks, including class attendance, the number and quality of your contributions in the classroom and on the class website, as well as your deportment towards one another. *Disruptive behavior in class will not be tolerated.* **I will also be giving brief quizzes on the weeks’ readings at the beginnings of Tuesday classes** which may or may not be factored into participation grades depending on the outcome of a weekly coin toss. Finally, you will do a short written assignment on February 6, 2015.

**Final Grades**

Final grades will be assigned on the basis of the following scale:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Letter Grade | Final Point Total | Percent | Letter Grade | Final Point Total | Percent |
| **A** | 925-1000 | 93-100 | **C** | 725-764 | 73-76 |
| **A-** | 895-924 | 90-92 | **C-** | 695-724 | 70-72 |
| **B+** | 865-894 | 87-89 | **D+** | 665-694 | 67-69 |
| **B** | 825-864 | 83-86 | **D** | 625-664 | 63-66 |
| **B-** | 795-824 | 80-82 | **D-** | 595-624 | 60-62 |
| **C+** | 765-794 | 77-79 | **E** | <595 | <60 |

### Missing Classes/Exams/Assignments

Make-up exams will only be given in the event of a serious emergency. *Documentation will be required* in order to make arrangements for a make-up. You must contact me in advance of a missed exam/assignment. You do not need to contact me if you are missing a regular class period (i.e., no exam or assignment is scheduled); it will be your responsibility to determine what was covered during the missed class period from other students in the class. *Incompletes will only be given in exceptional circumstances*; any student not completing all of the required coursework who has not discussed an incomplete with me during the term *will not receive credit for missed assignments*.

### Plagiarism Policy

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate cheating of any variety, whether as a result of dishonesty or ignorance of academic rules or scholarly procedures (see <http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm>). A student found guilty of cheating is subject to severe disciplinary action, which may include *expulsion from the University*. Please refer to the **Student Handbook** (<http://www.umassd.edu/studenthandbook/>) for due process. Any student caught cheating in this course will *fail the course for the semester* and will be referred to the Political Science Department Chair and the Student Judicial Affairs Coordinator. Please see me in advance of any assignment if you have specific questions.

**Students with Disabilities**

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with me at the beginning of the semester and provide the appropriate paperwork from the Disabled Students Services Office (DSS).  The necessary paperwork is obtained from the DSS, which is located in Group I, Room 016, phone: 508-999-8711.