



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

| Name | User ID | College | Department |
|-----------|---------|-------------------|---------------|
| AMY LINCH | ATL3 | Liberal Arts (LA) | Not Available |

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

This proposal is for prerequisite enforcement.

Message for Reviewers:

Course Designation

(PLSC 17W) Introduction to Political Theory

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: IntroPoliticTheory

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Political Science (UPLA_PLSC)

Curricular Responsibility:

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course focuses on the concepts, principles and values used to explain, justify and challenge the organization and use of collective power. It introduces the field of political theory as an intellectual tradition that combines reflection on what political life is and what it should accomplish, with investigation of the values manifest through existing political institutions and how those institutions can be best organized to achieve desired outcomes. Students read classical texts in dialogue with contemporary arguments to understand how political power and collective life have been conceptualized over time and to explore their relevance to current political problems and debates. The course emphasizes the role of political argument in clarifying concepts that are fundamental to the study and practice of politics despite disagreement about what they mean and require, such as freedom, equality, justice and democracy.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

The organization and development of the course topics will vary with instructor. Some courses may impose an historical schema while others will organize the readings by topic. A typical sample of course readings will include selections from Plato, Aristotle, Hobbes, Locke, Rousseau and Mill, as well as speeches, political documents and works of contemporary political theorists.

1. What is political theory - one week
2. What is political authority and why do we need it? - one week
3. Political regimes, assumptions, goals and risks - one week
4. Political power and citizen obligations - two weeks
5. Rights, entitlements and the limits of state power - two weeks
6. What is justice? Who is the subject of justice? What does it require? - two weeks
7. What is liberty? What threatens it? What does it require? - two weeks
8. What is equality? How do we measure it? What does it require? - two weeks
9. Resistance and revolution - two weeks

Course Description:

This WAC course focuses on the concepts, principles and values used to explain, justify and challenge the organization and use of collective power. It introduces the field of political theory as an intellectual tradition that combines reflection on what political life is and what it should accomplish with investigation of the values manifest through existing political institutions and how those institutions can be best organized to achieve desired outcomes. Through analysis of selected works of major thinkers, beginning with the Ancient Greeks and extending through the contemporary period, students consider questions and problems that philosophers, political leaders and citizens have grappled with for millennia: What is a political community? What is justice? Who is included in the realm of justice? What is the best form of government? What do I owe to the state? What does the state owe to me? What is the proper purpose and scope of government? Students learn to critically engage arguments in canonical texts to understand both how they contributed to debates in their own time and how subsequent theorists and activists have interpreted them to articulate and challenge various forms of exclusion and oppression. Ultimately, students are invited to see political theory as a conversation across time to clarify concepts that are fundamental to the study and practice of politics yet remain contested, such as freedom, equality, democracy and justice, and to distinguish between the legitimate purposes of government and the arbitrary use of power. Through the course students will learn to employ and evaluate political concepts with care and precision so

they can participate in that conversation productively as democratic citizens as well as in further study of political theory. Students may not get credit for both PLSC 17N and PLSC 17W

The name(s) of the faculty member(s) responsible for the development of the course:

Name: AMY LINCH (ATL3)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Upon successful completion of this course, students will be able to

- 1) Discuss texts in the history of political thought with respect to questions they ask and answers they offer about the purpose, scope, structure and possibilities of political life.
- 2) Analyze contemporary political issues with the assumptions, categories, political values and conclusions of arguments presented in canonical texts in political theory.
- 3) Critically assess the relationship between traditions of ideas about political life and contemporary political assumptions, values, and concepts.
- 4) Create effective verbal and written arguments to define political concepts and generate and evaluate answers to persistent questions about political life.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

As a W course, assignments designed to strengthen students' ability to construct persuasive written arguments are the primary mode of assessment. These may include explication of short passages from the texts, comparative analysis of a specific theme in multiple texts, and reflective writing exercises designed to generate ideas about a topic, enable students to see the structure of their own thinking and to organize and defend their ideas. A culminating paper submitted in stages for peer and instructor feedback is a major portion of the grade. Quizzes may also be used to encourage critical reading and en

While the type and distribution of assignments will vary by instructor, all courses will include a significant writing component and give students the opportunity to receive and integrate feedback on the organization, grammar, and style of their writing.

The assignment distribution in determining students' grades might be as follows.

50% Long Essay: submitted in stages (10% draft #1, 10% draft #1, 30% Final Essay) To assess students ability to develop written arguments and apply the theories developed in the course to contemporary political issues.

10% Micro Essays: To encourage students to develop and articulate their ideas in writing

15% Quizzes: To incentivize reading and assess students' grasp of the concepts presented in the course on an ongoing basis

10% Workbook Exercises: To give students practice with the elements of argument and effective written composition

15% Participation: To encourage students to develop and articulate their ideas in dialogue with others and to assess their ability to apply principles to novel situations

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course serves as a prerequisite for all 400 level Political Theory courses.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course fulfills one of the lower division requirements for majors and minors in Political Science. For non-majors, this course fulfills 3 credits of the inter domain general education requirements or the Bachelor of Arts social--behavioral science requirement. For both majors and non-majors it fulfills three credits of toward the Writing Across the Curriculum requirement.

A description of any special facilities:

None required

Frequency of Offering and Enrollment:

At least once a year with enrollment capped at 35 students.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

General education recertification.
Inter domain certification under new general education requirements.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

CRITICAL AND ANALYTIC THINKING

This course presents students with a variety of primary texts that had specific political objectives in their own time but that have also been continually reinterpreted in response to new circumstances. Reading these texts develops critical thinking in several ways. First, it gives students practice identifying arguments in different media - in plays, dialogues, political documents and speeches as well as formal treatises that clearly articulate a view of human nature and the political institutions that necessarily follow from that fundamental understanding. This involves parsing difficult language, identifying what the original audience might have known that contemporary audiences do not, identifying the author's objectives - and in some cases narrative and plot - and identifying what the author is recommending or challenging. This process of interpretation cultivates students' awareness of how their own intellectual constructs and political values may be quite different from the author's and how they can interfere with hearing the author's argument and seeing its implications. Students learn to identify how their expectations interfere with listening and how they can try to set them aside to become better listeners and evaluators of arguments. Second, it gives students practice with reasoning under conditions of uncertainty and tools for exercising judgment when there is no correct answer. Third, it gives students practice developing and defending definitions of political concepts that are implicit in political life and the empirical study of political science but that do not have unambiguous empirical referents. Fourth, applying arguments from classical texts to contemporary political problems gives student practice abstracting principles from the historical particularities that engender them and seeing what they illuminate or require in different situations. Class discussions, group work and writing assignments give students practice articulating their own political views as well as their interpretations of the texts and extension of their arguments. These elements of the course challenge students to make their reasoning transparent so they can critically evaluate the soundness of their premises and conclusions.

INTEGRATIVE THINKING

Students develop integrative thinking skills by learning to identify commonalities in the themes, dilemmas and conflicts in human communities across time. They are encouraged to look at how the different concerns of political communities, and how they understood political obligation and entitlement, might contribute to our own changing political reality. Through discussions and written exercises students are encouraged to consider, for example, how global technological, economic and environmental integration entwine contemporary humans in relationships of unequal harm and benefit with other humans as well as with other species, that our existing political forms were not designed to handle. Political theory is presented as a tool for approaching these problems by engaging different ways of being in the world to re-articulate our collective goals and responsibilities.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING

The themes of the course directly address issues of social responsibility and ethical reasoning. Themes of justice, political obligation, the rights and responsibilities of citizens, and the kinds of political, economic and social institutions that are necessary to enable people to live as ethical beings are directly developed through the readings and lectures.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

CRITICAL THINKING AND ANALYTIC REASONING

These skills will be assessed primarily through written assignments such as explication of short passages from the texts, comparative analysis of a specific theme in multiple texts, and reflective writing exercises designed to enable students to see the structure of their own thinking and to organize and defend their ideas, as well as longer papers analyzing contemporary political issues from the point of view of the theories presented in the course. Reading quizzes will also assess students critical thinking and analytic reasoning skills. Quizzes are designed to foster critical reading by focusing students on specific passages and asking them to identify what is being argued and how the passage fits into the author's overall argument.

INTEGRATIVE THINKING

This skills will be assessed through essays, class participation and other writing assignments such as journals and blogs. Such assignments will require students to, for example, interpret contemporary issues through the lens of different political theories, identify how political institutions manifest normative commitments, and discuss the adequacy of different theories of justice and conceptions of political association to address changing economic, technological, geopolitical and ecological conditions.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING

This is infused in the content of the course and will be assessed through assignments that measure students' mastery of argument, including the principles implicit in particular arguments and the implications of extending those arguments for competing values and principles. Through short writing assignments and longer essays students will consider, for example, how values and principles are manifest in systems of distribution and public policy and how value conflicts can and should be reconciled in democratic societies.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Methods of inquiry: the course develops historical analysis and interpretive skills, which are important methods of inquiry in the humanities fields. It teaches student to look at texts from the standpoint of the meaning and significance of the elements of the argument to the whole, of the argument to its own contemporaries and of the argument and the theorist to the tradition of political thought. It also teaches student to evaluate claims about the text and about the world in the absence of a definitive basis for resolving disagreement. It does this through close analysis of canonical texts in the history of political thought.

Competence in critical thinking: Essays and discussions that draw on human reflection about the nature and purpose of human life, the role of political communities in achieving that purpose, and how resources should be distributed in a political society to best achieve that purpose explicitly develop this learning objective.

Critically evaluate texts in the humanities: Students will read texts from different historical periods with an eye for questions about justice, collective and individual power and responsibility, changing understanding of concepts like liberty, equality and well being, and the role of the state, the society and the economy in achieving political values.

Reading and writing about canonical texts in political theory, particularly in relation to political struggles and the use of theory to justify and challenge political practice, enhance students' understanding of the contributors to the tradition that informs their political institutions. Their intellectual range is stretched by the difficulty of the material and through the exercise of reading the texts both synchronically and diachronically.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

While the texts for this course are commonly understood to belong to the humanities they are also important to the development of the concepts, categories and normative justifications in political science. They contribute to articulation of ideas such as justice, democracy, rights, the state, citizenship and society. Understanding these ideas as historical formulations and as continually contested contributes to students understanding of the challenges of social science given the ineliminable dimension of human

meaning in its objects of study. The method of inquiry employed in this course gives students experience with interpretive and historical analysis of concepts. It helps students to be better social scientists through a clearer understanding of the relationship of meaning to what human behavior is and the different vantage points from which it might be categorized and labeled. It also helps students to see where meaning can be located and how to avoid pitfalls such as presentism and teleology in understanding how particular situations were constituted and what caused them to change. Finally, the social, cultural, political and ethical implications of work in the social and behavioral sciences are foregrounded in units that focus on justice, the purpose and powers of the state, and citizen entitlements and responsibilities. The emphasis on the values and principles that ground political arguments and/or are implicit in their extension also cultivates this learning objective.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The subject matter of the course - how humans organize themselves and distribute resources to achieve collective goals - is derived from political science. The "data" for investigating this subject is drawn from the humanities, at least insofar as it is concerned with normative questions. The texts themselves are taught in different courses in the humanities disciplines under different organizing objectives. The specifically social science emphasis of this course is its focus on political institutions and the role of ideas in the creation and exercise of political power. The social science aspect of the course is also developed through attention to the mode of inquiry and in the use of specific cases of political conflict.

Viewing political issues through the history of political thought gives students an opportunity to see different ways of looking at the world and how different social imaginaries shape the meaning of concepts that they may regard as stable and self-evident, such as the state, democracy or equality. It helps them to see the assumptions about the world that underlie observations and judgment in a way that they may not be able to recognize in their own thinking. This in turn can foster critical reflection on the categories that they take for granted. Additionally, it gives students a sense of ideas both as causes in the world and as effects of other conditions. A more developed sense of one's own conceptual blinders and awareness of the importance of ideas to political judgment and action to change the world also contribute in important ways to both good social science and the practice of democratic citizenship.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

The two domains are entwined throughout the course. The questions and concerns are based in political science but the approach is historical, interpretive and normative. Each course topic is developed through a combination of textual analysis, contemporary or historical examples of the political issue, and contemporary debates about the principles at stake.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Political theory bridges the humanities and the social sciences. The course will be taught by political theorists with expertise in political science, a social science field, and in interpreting these texts from a humanistic perspective with regard to their contribution to the questions and concerns of political science.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Essays and exams as well as reflective exercises such as journal entries and blog posts that connect the ideas and concepts in the history of political thought to contemporary political issues.

Writing Across the Curriculum (W,M,X,Y course suffixes)

A copy of the course syllabus:

List of files uploaded follow. These files can be viewed by viewing the print preview as a PDF (button at the top of the print preview page) or navigating to the request consultation page for this proposal.

1 PLSC017WMasterSyllabus.pdf uploaded on 1/29/2018 at 5:25 PM

A concise explanation of how the proposed course will fulfill each of the following criteria:

Both informal and formal writing assignments should relate clearly to the course objectives and should serve as effective instruments for learning the subject matter of the course. Instructors should communicate to students the requirements of formal, graded writing assignments in writing, not just orally. In writing-intensive courses, writing assignments are characteristically designed to help students investigate the course subject matter, gain experience in interpreting data or the results of research, shape writing to a particular audience, or practice the type of writing associated with a given profession or discipline. Much of the writing may be informal and ungraded, yet meaningful, so students are encouraged to think and discover through a process in which mistakes are a natural part of learning. Examples of such writing include one-minute papers at the beginning, middle, or end of class; reactions to lectures, labs, and readings; journals, logs, and notebooks of observations, readings, and other experimental activities; letters to classmates; weekly digests; e-mail dialogues; records of peer group discussions; and stories of one's thinking on a problem.

The course assignments are designed to strengthen students' ability to construct persuasive written arguments. These may include explication of short passages from the texts, comparative analysis of a specific theme in multiple texts, and reflective writing exercises designed to generate ideas about a topic, enable students to see the structure of their own thinking and to organize and defend their ideas. Longer essays are submitted in stages with peer and instructor review of drafts to give students the opportunity to receive and integrate feedback on the organization, grammar and style of their writing.

Students will be afforded opportunities to practice writing throughout the semester, with emphasis given to writing as a process that develops through several iterations. Typically, writing-intensive courses require multiple writing assignments, a sequence of preparatory writings (outline, formulation of thesis, first draft) leading to a final product, or informational writing assignments (e.g., regular journal entries, field notes, short in-class papers, revision of first draft)

that aid students in developing other written documents. Experimentation with assignments is encouraged.

Frequent, short, low cost writing exercises and the construction of an argumentative essay in stages with feedback give students experience with writing as a process to develop and evaluate ideas rather than just to express them. Through peer review in groups and in pairs students learn to see what they wrote rather than what they intended to say and what they need to include in an essay for a fully supported argument. Reflective essays give students practice generating ideas in a form that they can examine, organize and develop. They can also serve as a basis for discussion and collective consideration of counterpositions and potential responses. Completing a longer essay in stages enables students to see the way that writing expands their thinking and how the clarity and fluidity of their work can be improved through a process of review.

Opportunities for students to receive written feedback from the instructor and to apply the instructor's feedback to their future writing will be built into the course. The instructor will clearly identify and explain the type of writing required in the course and will provide guidance as needed. A writing-intensive course may also include peer review Of written work, tutorial assistance, instructor conferences, Group writing projects, the use Of writing Or learning centers, teaching assistant feedback, And classroom discussions Of assigned readings about writing. The use Of diverse feedback mechanisms Is encouraged, but none Of these mechanisms should substitute For the instructor As the principal source Of written feedback To the student.

Students receive written feedback on short assignments and on each stage of longer assignments. This feedback is provided in a variety of ways, including in text and summary comments with suggestions about content, structure, syntax, grammar and style. Peer review is also a significant source of feedback throughout the course. Students are encouraged to consult with the instructor individually and to seek support from the Writing Center where necessary.

Writing will be evaluated by the instructor, And writing quality will be a factor in determining each student's final grade. Before students begin writing, instructors will communicate to students the criteria by which their writing will be evaluated. Sound criteria for assessing writing quality include, but are not limited to, the writer's ability to direct the material to an intended audience, the employment of organizational strategies, the development of both content and reasoning, adherence to conventions of a particular discipline, accuracy of the information presented, citation and integration of sources, grammar, diction and syntax, and spelling. Writing assignments should be worth at least 25 percent of each student's final grade.

The course employs a rubric to outline the expectations for written assignments and support assessment. A typical rubric will include accuracy of content, organization, style, grammar and quality of argument.

One or two examples of the actual writing assignment sheets the instructor plans to use in the course.

A possible assignment for this class is an essay developing and applying a definition of justice to an issue of the student's choice. The paper would be completed in stages with substantial feedback on each step

1. Develop a definition of justice from the writings of Aeschylus and Plato (or whatever texts frame the first part of the course) and use that definition to distinguish just and unjust use of political power and to evaluate potential responses to unjust use of power by citizens. Students submit an outline of their arguments for feedback before submitting a draft of the essay. At this point they are not required to include an introduction and a conclusion. By working through Aeschylus's *Oresteia* and Plato's *Republic*, *Apology*, and *Crito* to define justice, students are encouraged to distinguish procedural justice and the quality of relations among people in a society that those procedures engender. In applying the definition of justice to the actions of a state and responses of citizens, students will necessarily grapple with whether actions undertaken in the name of justice must in themselves be consistent with justice.

2. The second stage of the paper is to augment the definition of justice with additional readings from the course. The paper will ultimately encompass the majority of the course readings. They are incorporated in stages so that students can receive feedback and see their own thinking become more refined as they examine different texts.

3. The third step is to choose an issue to evaluate from the standpoint of justice and then apply the definition to the issue they chose to determine what was just in that case and (possibly) how the relevant actors should respond to injustice. Beginning with abstract consideration of justice rather than with the issue encouraged students to evaluate the issue from the standpoint of the principles they articulated in their definition. When they start with issues, particularly issues that they are invested in (gun control, for example) students tend to make arguments based on their opinions and preferences, losing sight of the criteria they established in their definition. Holding students accountable to the principles they derived from the texts enables them to see the difference between simply expressing their preferences and reasoning systematically about issue on which people reasonably disagree.

4. The final stage is a completed paper incorporating feedback on the content, structure and style of previous drafts.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

UPLOADED DOCUMENTS FOLLOW:

Master Syllabus

Course Abbreviation and Number: PL SC 017W Introduction to Political Theory

Credits: 3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: None

Course Attributes/Designations: (GS),(GH),(BA) (W)

General Education Learning Objectives:

CRITICAL AND ANALYTICAL THINKING – *the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.*

INTEGRATIVE THINKING – *the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.*

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – *the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.*

General Humanities Student Learning Criteria

- *Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas*
- *Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses*
- *Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities*
- *Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range*

General Social Science Learning Criteria

- *Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas*
- *Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences*
- *Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences*

Course Description:

This course focuses on the concepts, principles and values used to explain, justify and challenge the organization and use of collective power. It introduces the field of political theory as an intellectual tradition that combines reflection on what political life is and what it should

accomplish with investigation of the values manifest through existing political institutions and how those institutions can be best organized to achieve desired outcomes. Through analysis of selected works of major thinkers, beginning with the Ancient Greeks and extending through the contemporary period, students consider questions and problems that philosophers, political leaders and citizens have grappled with for millennia: What is a political community? What is justice? Who is included in the realm of justice? What is the best form of government? What do I owe to the state? What does the state owe to me? What is the proper purpose and scope of government? Students learn to critically engage arguments in canonical texts to understand both how they contributed to debates in their own time and how subsequent theorists and activists have interpreted them to articulate and challenge various forms of exclusion and oppression. Ultimately, students are invited to see political theory as a conversation across time to clarify concepts that are fundamental to the study and practice of politics yet remain contested, such as freedom, equality, democracy and justice, and to distinguish between the legitimate purposes of government and the arbitrary use of power. Through the course students will learn to employ and evaluate political concepts with care and precision so they can participate in that conversation productively as democratic citizens as well as in further study of political theory.

W Course

Writing features in this class as both a tool to develop and examine ideas and a craft of communication. Assignments are designed to give you an experience of writing as a process of continual review that deepens your thinking while refining your expression of your ideas. You will receive continual feedback on your written work and be asked to comment on the work of your peers.

Course Learning Objectives:

Upon successful completion of this course, students will be able to

- 1) Discuss texts in the history of political thought with respect to questions they ask and answers they offer about the purpose, scope, structure and possibilities of political life.
- 2) Analyze contemporary political issues with the assumptions, categories, political values and conclusions of arguments presented in canonical texts in political theory.
- 3) Critically assess the relationship between traditions of ideas about political life and contemporary political assumptions, values, and concepts.
- 4) Create effective verbal and written arguments to define political concepts and generate and evaluate answers to persistent questions about political life.

Course Topics

1. What is political theory?
2. What is political authority and why do we need it?
3. Political regimes, assumptions, goals and risks
4. Political power and citizen obligations
5. Rights, entitlements and the limits of state power
6. What is justice? Who is the subject of justice? What does it require?
7. What is liberty? What threatens it? What does it require?

8. What is equality? How do we measure it? What does it require?

9. Resistance and revolution

Assessment

As a W course, assignments designed to strengthen students' ability to construct persuasive written arguments are the primary mode of assessment. These may include explication of short passages from the texts, comparative analysis of a specific theme in multiple texts, and reflective writing exercises designed to generate ideas about a topic, enable students to see the structure of their own thinking and to organize and defend their ideas. A culminating paper submitted in stages for peer and instructor feedback is a major portion of the grade. Quizzes may also be used to encourage critical reading.

While the type and distribution of assignments will vary by instructor, all courses will include a significant writing component worth at least 25% of the grade and give students the opportunity to receive and integrate feedback on the organization, grammar and style of their writing.