

Name	Bettina Scholz
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What course are you proposing to collaborate on?	POL171 Power Order and Justice
In which semester would you be teaching this class?	Spring 2013
Project Title	Reading and Researching Political Theory

Project Proposal (250–500 words)

Please accept my application to participate in the FLPP for my Spring 2013 course Political Science 171 “Power, Order and Justice.” I am redesigning this introductory political theory course to be a First–year Writing Seminar. Below are four course goals that participation in the FLPP could help to realize.

1) When studying political theory the text is central. Careful close reading is essential. Students will practice interpreting the complex arguments presented in the readings each week. 2) Class writing assignments will challenge students to interpret and apply the theories we study to actual political issues. 3) Writing assignments will emphasize how to craft a strong argument and how to revise one’s work. Learning non–evaluative methods for editing a paper will be used in writing workshops to assist students in learning how to revise a paper. 4) A research component of this course will provide students with an opportunity to consider how the context in which the authors were writing affected the authors’ arguments. As part of a sequenced assignment, students will expand an earlier writing assignment using research materials.

Participation in the FLPP would benefit my students and me in realizing these course objectives. I would like to work with a librarian over the summer to develop course specific resources designed to help students who struggle with understanding the readings. I want students to try and interpret the material themselves rather than simply researching what others think. However, I would be interested in exploring how outside sources could help students overcome initial frustration in order to gain the confidence to engage in their own critical analysis. Figuring out a good way to incorporate these sources into the class E–learn page would be ideal. Since I am introducing a research assignment to this course I believe a librarian could help introduce students to how to use library resources and how properly to cite those sources. More specifically, I am interested in working with a librarian to develop course or subject guides to political theory resources to assist students with this writing assignment. These resources could then be the basis of library sessions during class time at various stages of the research assignment.

Overall, I believe that participation in the FLPP would benefit my class through collaborative development of course materials with a librarian. As this will be a course introducing first year students to political theory, more general assistance on how to use the library resources to locate political theory sources would also be of great benefit.

Thank you for considering my proposal.

Course Description/Syllabus

I WILL EMAIL A COPY OF THIS SYLLABUS TO PAT IN ADDITION TO COPYING IT HERE.

COURSE OUTLINE

(Note: If I were to participate in the FLPP, I could incorporate more library sessions when relevant.)

PART I: POWER

Unit I: What justifies the power of government?

SOCIAL CONTRACT THEORY

How do we determine the purpose of government?

John Locke Second Treatise of Government, in our edition called Book II On Civil Government, starting p. 72
read Ch.1, 2, 3, 4

Early on in the semester ideally after the first class I plan to have a discussion with students about how one reads political theory. Here is where I or a librarian could introduce students to course specific sources on the E-learn page.

State of Nature and Property

Locke On Civil Government Chapter 5

Thomas Hobbes, Leviathan Ch. 13 (Available on E-Reserves)*

Justifying Government

Locke On Civil Government Chapter 7 § 87 to Ch 8 §99, Ch. 10

(Locke Ch. 9 summarizes his argument from Chapter 7 and 8 if you want to refresh your memory)

Hobbes Leviathan pp. 120–129 (E-reserves)*

Tacit Consent, Arbitrary Power and Withdrawing Consent

Locke On Civil Government

Tacit Consent: Chapter 8 §116–§122

Arbitrary Power: Chapter 11 §138 and §142, Chapter 13 §149

Withdrawing Consent: Chapter 19 §211, §220–222, §223, §225, §230

ALTERNATIVE VIEWS OF THE PURPOSE OF GOVERNMENT

Teleology: What is the Best Regime?

Aristotle The Politics BkI: Ch. 1, 2; BkVII: Ch. 1, 2, 9, 13

Writing Instruction

Students will be asked to read a sample paper as well as some material on writing. We will then spend class time discussing a variety of pertinent topics on writing and apply them to the sample paper. One topic of discussion will include citation methods.

Liberty and Social Improvement

J. S. Mill On Liberty pp. 59–93

WRITING WORKSHOP

Paper 1 Draft Due

Limits of the Social Contract in Understanding Liberty

J. S. Mill On Liberty Ch. 5

PAPER 1 DUE

Unit 2: More than mere subjects

What does citizenship entail?

During this unit we will discuss how one engages in political theory research using library resources.

A Different Social Contract Theory

Rousseau Social Contract Bk I Ch. 1, 6–8, Bk II Ch. 1, 3–5

Citizens not Subjects

Rousseau Social Contract Bk III. Ch. 3, 4, 16

PAPER 1 RE-WRITE DUE

Library Session: How to research in political theory?

This session will involve instruction from a reference librarian as well as time for students to start their own research.

Civic Duty, Civic Virtue

Rousseau Social Contract Bk III Ch 11–15, BK IV Ch 1, 2, 7, 8

Civil Religion and Religious Freedom

Locke, A Letter on Toleration

Civil Religion or Religious Freedom continued

Locke, A Letter on Toleration, finish reading

Discussion: Civil Virtue and Military Service

Collection of Articles on Military Service*

PAPER 1 EXPANDED WITH RESEARCH DUE

PART II: JUSTICE

Distributive Justice

What do we owe other members of society?

A Libertarian Perspective of Entitlement

Nozick Anarchy, State, and Utopia 149–155, 160–164 (E-reserves)*

Taxation as forced labor

Nozick Anarchy, State, and Utopia 167–182 (E-reserves)*

Redistributing to the Least well-off

Rawls Theory of Justice 10–17, 52–56 (E-reserves)*

Sandel "The Case for Equality/John Rawls" 140–146, 149–153

Justified Inequalities

Rawls Theory of Justice 62–65, 86–93 (E-reserves)*

Sandel "The Case for Equality/John Rawls" 153–160, 164–166

An Answer to the Problem of Contracts

Utilitarianism: Maximizing Happiness

Bentham An Introduction to the Principles of Morals and Legislation Chapter I.

Of the Principle of Utility*; excerpt from JS Mill Utilitarianism Ch. 2*, Singer "Famine Affluence and Morality"*

Honor and Virtue: Different Roles in the City

Aristotle The Politics Bk I: Ch 5, 6 Bk 3: Ch 1, 4, 5, 9

Desert as the Proper Measure

Aristotle The Politics Bk III Ch 12; Nicomachean Ethics Bk II Chapter 1, 2, 6 Bk X Chapter 1, 2, 3*

WRITING WORKSHOP

A draft of your paper is due in class.

Debate on Affirmative Action: Distribution of Higher Education

Grutter v. Bollinger, excerpts from the opinions of Justice O'Connor and Justice Thomas*

PART II JUSTICE PAPER DUE

PART III: ORDER

Tyranny in Society

Power Reconceived in Modern Society

During this part of the semester time will be set aside for scheduled independent meetings as students prepare their writing portfolios.

Tyranny of the Majority

J. S. Mill On Liberty Ch 1, Ch 2 pages 47–53

Increased Control over Individuals

Foucault Discipline and Punishment p. 73–82; 89–91; 3–29

The Source of Power Relations

Foucault Discipline and Punishment 135–141, 195–209, 215, 293–308

Anarchism—Rejecting Government

Emma Goldman and John Most, "Anarchy Defended by Anarchists"*

Crispin Sartwell "Anarchist Philosopher" watch the youtube clip from Reason.TV*