

**Howard University
College of Arts and Sciences
Department of Political Science**

Modern Political Theory–Writing
Political Science 791-01
CRN 18471
Spring 2009
3 credits
Tu-Th 11:10- 12:30
202 Locke Hall

Dr. Jane Flax
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Office hours: T, Th 9:30-11; Th 12:30-2; W by appointment

COURSE DESCRIPTION:

1. Writing Across the Curriculum

This is a writing intensive section of Political Science 191 (Modern Political Theory). Please note the following general information and requirements:

- 1. A writing-intensive section will fulfill the third writing requirement in the College of Arts & Sciences. It will also satisfy the same requirements as other sections of the course. For political science majors or minors the course will count towards the required major/minor credit hours. It also satisfies the political theory course requirement for all political science majors.**
- 2. To enroll in a writing-intensive section, students must have earned a "C" or better in Freshman English 003 or 004.**
- 3. A writing-intensive section is not open to students who have taken the non-writing-intensive version of the course. If you have taken Political Science 191 (Modern Political Theory), you may not take this course.**

2. Course Description: Modern Political Theory

The purpose of this course is to deepen the student's understanding of central problems and arguments in modern political theory. Political theorists date modern political theory from the Renaissance. Hence, we will begin with Machiavelli's writings and continue with texts through

the twentieth century. Writing assignments are integrated throughout the course. Stress will be placed on careful reading of the texts and on developing students' analytic and writing skills through active learning. The usefulness of classic texts in political theory to illuminate contemporary political problems such as inequality, justice and the uses of power and the state will be explored, especially through the assigned papers and exercises.

Course Goals:

1. Develop ability to construct well written, persuasive analytic arguments.
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 2. Interact creatively with concepts and texts.
 3. Gain a better understanding of key concepts in political theory including power, leadership, inequality, and justice.
 4. Improve ability to engage in oral debate and dialogue concerning political issues and ideas.

Course Objectives:

1. Students will be better, more confident writers.
2. Students will deploy complex concepts in a variety of settings.
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3. Students will improve capacity and competence to analyze historical and contemporary political events and claims.

Instructional Methods

This is not a lecture class. Students are expected to actively participate throughout the term. Teaching will incorporate the Socratic method; students will be called on and questioned in class on assigned readings and the theoretical issues they raise. We will watch several films and discuss them. We will also make use of web based materials, including videos and archives. Students will edit other student's papers and will provide commentary upon them. They will also work together on a group project. All course material and announcements will be posted on Blackboard (<http://blackboard.howard.edu>), and students must check the site regularly.

TEXTBOOKS

Required:

Wootton, David, Modern Political Thought: Readings from Machiavelli to Nietzsche, 2nd edition. (Indianapolis: Hackett, 2008)

Suggested:

1. Machiavelli

Sheldon Wolin, Politics and Vision, c. 7

J.G.A. Pocock, The Machiavellian Moment

Quentin Skinner, Foundations of Modern Political Thought, V. 1

Jacob Burckhardt, The Civilization of the Renaissance in Italy

2. Jean Jacques Rousseau

Roger Masters, The Political Philosophy of Rousseau

Judith Shklar, Men and Citizens: A Study of Rousseau's Social Theory

Lucio Colletti, "Rousseau as Critic of 'Civil Society'," in his From Rousseau to Lenin

Susan Moller Okin, Women in Western Political Thought

3. John Stuart Mill

Richard Flathman, Freedom and its Conditions

Carole Pateman, The Disorder of Women

Amy Gutmann, Liberal Equality

4. Karl Marx

Robert Heilbroner, Marxism: For and Against

George Lichtheim, Marxism

David McClellan, Karl Marx

Isaac Balbus, Marxism and Domination

Christine DiStefano, Configurations of Masculinity, c.3

5. African-American Thought

Derrick Bell, And We Are Not Saved; Faces at the Bottom of the Well

Patricia Hill Collins, Black Feminist Thought

Bell Hooks, Killing Rage: Ending Racism

Cornel West, Race Matters,

Darlene Clark Hine and Kathleen Thompson, A Shining Thread of Hope

Richard Delgado, Critical Race Theory

Stanlie M. James and Abena P.A. Busia, Theorizing Black Feminisms

Toni Morrison, Playing in the Dark

Naomi Zack, Race/Sex

Hazel Carby, Race Men

Charles Mills, Blackness Visible; The Racial Contract

Paul Gilroy, Against Race

Danielle Allen, Talking to Strangers

Michael Dawson, Black Visions

Desmond King, Separate and Unequal

COURSE OUTLINE

1. Power, leadership and the modern national state.
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 2. Civil society, inequality, and freedom.
 3. Liberalism and its limits: race, gender and inequality.
 4. Politics and economics.

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1. Students will write interactive papers (1-2 pages) on the readings. **Papers are due at beginning of class. No late papers will be accepted.** Interactive papers will be due each week there is not another class assignment. Each student must present an interactive paper to the class at least once. Presentation of interactive papers will be assigned in alphabetical order. A commentator will also be assigned for each paper, and the commentator will initiate discussion of the presenter's paper. Students are responsible for providing copies of their paper to me and their commentator in advance. I will post papers on Blackboard. The rest of the class will read the paper and write a question on it for class discussion. Students who do not submit paper in advance will receive no credit for their presentation.

Interactive papers: Choose a passage from the currently assigned text. Develop a response to this passage. You could apply it to a contemporary event, critique it, expand its meaning, etc. Form of response can be creative. For example, students could construct conversations between themselves and the authors. You could write a poem, a short story, a scene in a movie, etc. One model for these papers is OP-ED pieces in good newspapers, for example the New York Times.

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3. Questions. For each reading assignment, students will prepare a list of questions for class discussion. These are questions you would like answered, not necessarily ones for which you already know the answer. Periodically, question list will be turned in.

4. Written preparation for collaborative project.

5. Active participation. I will call on people in class to discuss readings and to ask questions about them.

6. Keeping current with reading.

7. Class debate.

8. Collaborative project. Students will be divided in four groups. These groups will play the role of advisory commissions to President Obama. Their charge is to recommend one initiative that would make a major difference in the lives of African-Americans today. First, each group will represent one of the major strands of modern political thought discussed in the course (Machiavelli, Rousseau, Mill, Marx, and their contemporary supplements). Drawing on this strand and other course readings as relevant, each group will prepare a thirty minute presentation. The presentation must define and justify its theoretical basis. Congruent with your theoretical approach, the group will then identify a major issue facing contemporary African-American communities, discuss why it exists and present a specific policy or other political initiative to address it. Creativity in class presentation format is strongly encouraged. Each member of the group must submit a journal documenting her/his contributions to the final presentation. After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters.

COURSE POLICIES

Computation of final grade

Analytic papers: **45 %**. (15% each)

Interactive papers (cumulative): **20%**

Class work, including attendance, in class writing, questions on texts, paper presentation, paper commentary, participation, and debate: **20%**

Collaborative project (including individual journals): **15%**

Grading Criteria

Papers will be graded on technical writing competence (grammar and spelling) as well as content and organization. See document “paper evaluation,” posted on Blackboard, for grading criteria for analytic papers.

Writing Conventions

Students should follow conventional style as specified by the American Political Science Association. You should purchase a copy of Style Manual for Political Science, available at www.apsanet.org
See also “Basic Rules for Good Writing,” posted under course documents on Blackboard.

Class Participation

Class attendance is **required**. Students who are more than five minutes late to class will not be

admitted to that session. For every three unexcused missed classes, class grade will drop. Please turn off all cell phones, pagers, blackberries, etc. Students must not use these in class. Except in emergency situations, students are expected to remain in class for the entire period.

Extra Credit

No extra credit will be given.

Incompletes and Withdrawals

Except in cases of well documented, dire circumstances no incompletes will be given. If such circumstances arise, students must discuss them with me as soon as possible. Students who wish to withdraw from the course are responsible for knowing and following university guidelines.

Late or missed work

No late papers will be accepted. No make up work will be provided for missed class activities unless student has a well-documented emergency on that day.

Academic Integrity

Plagiarism: Plagiarism is a serious violation of university rules and academic ethics. Plagiarism means to take and pass off as one's own the ideas or writings of another without attribution (without acknowledging the author). If you use more than three words of any one else's writing, you must put text in quotes and provide proper citation. This applies to material taken from the web, a book, or any other source. **Any student who commits plagiarism will receive an F for this course** and may be reported to the COAS.

Refer to the "Academic Code of Conduct" in the H-Book or Directory of Classes for further information.

ADA note:

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this commitment, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each academic semester. The Dean of the Office for Special Student Services, Dr. Barbara Williams, may be reached at 202.238.2420. Please notify me within the first two weeks of class if you require such accommodation.

Other resources

Additional Writing Resources:

Freshman English Handbook; the Writing Center in Locke Hall and HEC 1024; WAC website: www.english.howard.edu

See also the document on our Blackboard website: "Paper revising" (posted under course documents)

Important Dates: Assignments Due

January 13: Interactive Paper

January 22: Interactive Paper

January 29: Analytic paper

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Analytic paper

March 3: Interactive paper

March 31: Analytic paper

April 7: Interactive paper

April 16- April 21: Collaborative Projects

April 23: journal from collaborative project

Schedule of Activities and Assignments

1. January 8- January 29

Major Topic: The Paradoxes of Power and the Ethics of Politics

Readings: N. Machiavelli, The Prince (reprinted in Wootton)

Martin Luther King, Jr., "Letter from Birmingham Jail," (posted on Blackboard)

Malcolm X, "The Bullet or the Ballot?" (posted on Blackboard)

Film: "Street Fight"

Assignments:

January 13: Interactive Paper

January 22: Interactive Paper

January 29: Analytic paper

2. February 3- February 24

Major Topic: Civil Society, Citizenship and Freedom

Readings: J.J. Rousseau, Discourse on the Origin and Foundations of Inequality and On the Social Contract (reprinted in Wootton)

W.E.B. DuBois, "The Talented Tenth" (posted on Blackboard)

Barak Obama, "A More Perfect Union" (posted on Blackboard)

Assignments:

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Second analytic paper.

3. February 26 - March 26 (Spring Break, March 16- March 20)

Major Topic: Liberalism and the problems of equality and justice

Readings: J. S. Mill, On Liberty and The Subjection of Women (both reprinted in Wootton).

bell hooks, "Feminism, a Transformational Politics," in Talking Back, on web from

Google Books: [http://books.google.com/books?id=MpN0ikR6-](http://books.google.com/books?id=MpN0ikR6-f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1)

[f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1](http://books.google.com/books?id=MpN0ikR6-f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1)

Barak Obama, "Black Fathers," posted on Blackboard

Film: "Crash"

Assignments:

March 3: Interactive paper.

March 15: Interactive paper

March 31: Analytic paper.

4. April 4- April 23

Major Topic: Politics and Economics

Readings: Karl Marx, "The Communist Manifesto," Preface to A Contribution to the Critique of Political Economy, Capital (in Wootton)

Statistical Abstract of the United States 2008 on web at :

<http://www.census.gov/compendia/statab/>

Film: "Enron: The Smartest Guys in the Room"

Assignments:

April 7: Interactive paper

April 9- April 21: Collaborative Projects

April 23: journal from collaborative project

Collaborative project.

We will imagine that our class has turned into working groups to address the problems facing contemporary African-American communities. Students will be divided into four groups. Each group will represent one of the four main theorists we focused on this term—Machiavelli, Rousseau, Mill, Marx. The group may also incorporate other theorists' ideas. The groups will play the role of advisory commissions to President Obama. Each group will prepare a thirty - forty minute presentation. In this presentation, the group must identify a crucial problem currently impeding the community's progress. Drawing on course readings, the presentation must elaborate and defend its theoretical basis for choosing this problem. Using, but not restricted solely to the ideas of its primary theorist, the group must also discuss why its chosen problem exists and present a specific policy or other political initiative to address it. The analysis and solution must be congruent with the group's theoretical approach. **Creativity in class presentation format is strongly encouraged.** Each member of the group must submit a journal documenting her/his contributions to the final presentation and thoughts about the project.

After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters. Grade for the project will be determined by: clarity of analysis, depth of theoretical discussion, congruence of analysis and theory, creativity and persuasiveness of presentation, questions for other groups and participation in working sessions. Individual grades may be lowered if student does not provide evidence of full participation in his/her group's work.

Schedule:

April 2 (end of class): Preliminary Report—Each group submits a brief description of its major problem, tentative theoretical approach, and possible political initiative.

April 9- April 21: Collaborative Project Presentations:

April 9: Group 1 (Machiavelli)

April 14: Group 2 (Rousseau)

April 16: Group 3 (Mill)

April 21: Group 4 (Marx)

April 23: Notebooks due.

Additional Course Materials: Paper Guidelines, Evaluation Methods, etc.

Analytic Paper Guidelines

1. An analytic paper puts forth one (and only one) specific, clear position. For example, imagine the following question: Machiavelli claims that it is better for a leader to be feared than loved; is he correct? In response, your position might be: Machiavelli's view of leadership is fundamentally flawed, because he fails to explore and exploit the political uses of a people's need to love their ruler. Such love can be attained by x and will have y consequences. Taking the uses of love into account will produce a better theory and practice of leadership. By the end of the first paragraph, the reader should know what your position is.
2. An analytic paper systematically develops and defends each element of your position. Each subsequent paragraph should have a governing lead sentence. This sentence should either expand your position or provide the reasoning for it. For example, to develop the position in 1. your next paragraph might discuss Machiavelli's view of the qualities necessary for a ruler. The following paragraph(s) might explore the strengths and weaknesses of his view. You would then go on to discuss the people's need to love their leader, then political uses of this love and so on. In other words, each of the sentences of the position becomes the ruling sentence of a subsequent paragraph. Every time you introduce a new idea, you create a new paragraph.
3. An analytic paper has a logical structure so that each idea connects to the next one and each idea is in service of furthering your overall argument. You are creating a road to move the reader to your position. At each juncture, you need to ask yourself, what does the reader need to know to make this claim clear and compelling? Exclude all unnecessary information as it distracts the reader and diminishes the force of your argument. Your writing should be clear, well worded and direct.
4. The purpose of the paper is to persuade the reader of the plausibility and coherence of your argument. By the end of the paper, the reader will understand your position and the reasoning in support of it. S/he might not agree with it but will have to take it seriously.
5. An analytic paper has a concluding paragraph that summarizes the argument. Do not introduce new ideas at this point; simply recap and give one last plug for your argument.

Basic Rules of Good Writing

1. Avoid junk phrases: in essence, in order, virtually, type of, kind of, essentially.
2. Avoid redundant phrases: "in today's contemporary society."
3. Avoid repeating yourself. If there are phrases such as: "as stated previously" or "in other words," you are in trouble.
4. Use present tense to refer to and discuss theorists-- even if they have been dead for a long time: Locke says; not Locke said.
5. "You" is not used in formal writing.
6. If you use more than three words of another author's work, you must provide a full citation.
7. Follow the "one idea" principle. Each paragraph should discuss one idea; the opening sentence should introduce that idea. Each sentence within a paragraph should develop the paragraph's point. When you introduce a new idea, you should do so in new paragraph.
8. Being is not a verb.
9. Know the difference between: its/it's; their/there/they're.
10. Avoid "I believe;" "I argue," etc. The context should make it clear who is speaking.
11. Once you begin a paragraph to discuss an author, it is not necessary to continually identify that author. For example, if the paragraph begins: "Locke says...", each subsequent sentence should not begin "Locke contends," "Locke proposes," "Locke propounds," etc.
12. Avoid starting sentences with because, but, or and.
13. Simply connecting two phrases with a "because" does not establish a logical connection between two ideas.
14. Do not use contractions in formal writing (it's, can't, etc.)
15. Limit sentence length. Long strings of dependent clauses are confusing. Long sentences often contain several poorly developed ideas.

GUIDELINES FOR PAPER REVISION

1. Spend some time thinking about your goals in this paper, the good points about your work so far, the teacher's evaluation of your first draft, and how you can improve the paper before resubmitting it. If you were confused about some readings or theoretical ideas, clarify these before rewriting.
2. In one sentence state the central argument of this paper.
3. Try to imagine a reader who knows nothing that you do and is unfamiliar with the way you think. Would this argument be clear to her?

4. Answer the following questions for each paragraph:

-- What does this paragraph say?

-- How does this paragraph relate to and advance the central argument?

-- How is this paragraph connected to the previous one? Do ideas flow or build between them?

-- How will you connect this paragraph to the next one?

-- Is the idea expressed in the paragraph internally consistent? Is it consistent with the ideas previously expressed and the ones to follow?

5. Correct mechanical and stylistic errors. Each sentence should express one idea. Writing should be clear, precise, concise and free of grammatical and spelling errors.

Criteria for Evaluating Papers

1. Quality and development of central argument:

---- Does the writer propose one central argument of his/her own?

---- Is the argument creative and insightful?

---- Is the central argument specific and clearly stated?

---- Is the central argument logically developed, internally consistent and adequately explained?

---- Does the argument address all aspects of the assigned question?

2. Organization:

---- Do each of the writer's paragraphs relate to the paper's central argument?

---- Does each paragraph have a controlling idea?

---- Is each paragraph developed with relevant and concrete details?

_____ Does the paper flow smoothly and logically (is it coherent and well-organized) within and between paragraphs?

3. Comprehension: Does the writer show adequate understanding of relevant theoretical concepts and assigned reading? _____

4. Mechanics and style:

_____ Are all sentences clear, concise and fluent?

_____ Is the language convincing and precise?

_____ Is each sentence focused (express no more than one idea)?

_____ Do the paper's mechanics or its word choice detract from its overall effect?

_____ Major mechanical errors in paper (writer's errors are circled): spelling, punctuation, word choice, noun/verb agreement, excessive use of passive voice, errors in verb use, errors in pronoun use, possessives (noun or pronoun), subordinate clauses and phrases, and sentence structure (incomplete, awkward or run on).

Basic Writing Skills

I. Make a Brief Outline

Thesis- (Theme/Main Idea)

. *Political Science is the best department on the campus of Howard University*

Supporting Points- (expand on thesis)

PI: *The political science department has distinguished professors*

P2: *The political science department has helpful staff*

P3: *The political science department produces graduates who go on to change the world*

II. Substantiate Supporting Points w/ Examples and/or Citations

PI: *The political science department has distinguished professors*

Ex. Dr. Flax, a political science professor, has published various articles that have been praised by the political science community.

Cite: Dr. Orlando Taylor, the Dean of Art and Sciences, states, "The political science department has the most distinguished

faculty on the campus"

P2: *The political science department has helpful staff*

Ex. Ms. Walls, administrative secretary for the political science department, goes out of her way to assist students

Cite: Jane Doe, a political science major, states "whenever I have a problem- be it with registration or a class- the political science staff has always been of assistance."

P3: *The political science department produces graduates who go on to change the world*

Ex. Howard University President, H. Patrick Swygert, a graduate of the political science department, has been involved in various projects to uplift communities in the United States and abroad

Cite: The Washington Post cited Howard University's department of political science as being "the department which produces graduates who are sure to make their mark on society."

III. Compose **Rough Draft**

At a minimum, all papers should include: Introduction, 3 supporting paragraphs, & Conclusion

Introduction- (should end with thesis)

A. Topic Sentence-(sums up main idea of paragraph)

The political science department has distinguished professors

B. Topic Sentence

The political science department has helpful staff

C. Topic Sentence

The political science department produces graduates who go on to change the world

[v. Proof Paper for Errors

A. Check Citations

(Author page #)

B. Make sure each paragraph has topic sentence

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COURSE POLICIES

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Analytic papers: **45 %**. (15% each)

Interactive papers (cumulative): **20%**

Class work, including attendance, in class writing, questions on texts, paper presentation, paper commentary, participation, and debate: **20%**

Collaborative project (including individual journals): **15%**

Grading Criteria

Papers will be graded on technical writing competence (grammar and spelling) as well as content and organization. See document “paper evaluation,” posted on Blackboard, for grading criteria for analytic papers.

Writing Conventions

Students should follow conventional style as specified by the American Political Science Association. You should purchase a copy of Style Manual for Political Science, available at www.apsanet.org

See also “Basic Rules for Good Writing,” posted under course documents on Blackboard.

Class Participation

Class attendance is **required**. Students who are more than five minutes late to class will not be

admitted to that session. For every three unexcused missed classes, class grade will drop. Please turn off all cell phones, pagers, blackberries, etc. Students must not use these in class. Except in emergency situations, students are expected to remain in class for the entire period.

Extra Credit

No extra credit will be given.

Incompletes and Withdrawals

Except in cases of well documented, dire circumstances no incompletes will be given. If such circumstances arise, students must discuss them with me as soon as possible. Students who wish to withdraw from the course are responsible for knowing and following university guidelines.

Late or missed work

No late papers will be accepted. No make up work will be provided for missed class activities unless student has a well-documented emergency on that day.

Academic Integrity

Plagiarism: Plagiarism is a serious violation of university rules and academic ethics. Plagiarism means to take and pass off as one's own the ideas or writings of another without attribution (without acknowledging the author). If you use more than three words of any one else's writing, you must put text in quotes and provide proper citation. This applies to material taken from the web, a book, or any other source. **Any student who commits plagiarism will receive an F for this course** and may be reported to the COAS.

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Other resources

Additional Writing Resources:

Freshman English Handbook; the Writing Center in Locke Hall and HEC 1024; WAC website: www.english.howard.edu

See also the document on our Blackboard website: "Paper revising" (posted under course documents)

Important Dates: Assignments Due

January 13: Interactive Paper

January 22: Interactive Paper

January 29: Analytic paper

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Analytic paper

March 3: Interactive paper

March 31: Analytic paper

April 7: Interactive paper

April 16- April 21: Collaborative Projects

April 23: journal from collaborative project

Schedule of Activities and Assignments

1. January 8- January 29

Major Topic: The Paradoxes of Power and the Ethics of Politics

Readings: N. Machiavelli, The Prince (reprinted in Wootton)

Martin Luther King, Jr., "Letter from Birmingham Jail," (posted on Blackboard)

Malcolm X, "The Bullet or the Ballot?" (posted on Blackboard)

Film: "Street Fight"

Assignments:

January 13: Interactive Paper

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2. February 3- February 24

Major Topic: Civil Society, Citizenship and Freedom

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W.E.B. DuBois, "The Talented Tenth" (posted on Blackboard)

Barak Obama, "A More Perfect Union" (posted on Blackboard)

Assignments:

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Second analytic paper.

3. February 26 - March 26 (Spring Break, March 16- March 20)

Major Topic: Liberalism and the problems of equality and justice

Readings: J. S. Mill, On Liberty and The Subjection of Women (both reprinted in Wootton).

bell hooks, "Feminism, a Transformational Politics," in Talking Back, on web from

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Barak Obama, "Black Fathers," posted on Blackboard

Film: "Crash"

Assignments:

March 3: Interactive paper.

March 15: Interactive paper

March 31: Analytic paper.

4. April 4- April 23

Major Topic: Politics and Economics

Readings: Karl Marx, "The Communist Manifesto," Preface to A Contribution to the Critique of Political Economy, Capital (in Wootton)

Statistical Abstract of the United States 2008 on web at :

<http://www.census.gov/compendia/statab/>

Film: "Enron: The Smartest Guys in the Room"

Assignments:

April 7: Interactive paper

April 9- April 21: Collaborative Projects

April 23: journal from collaborative project

Collaborative project.

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After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters. Grade for the project will be determined by: clarity of analysis, depth of theoretical discussion, congruence of analysis and theory, creativity and persuasiveness of presentation, questions for other groups and participation in working sessions. Individual grades may be lowered if student does not provide evidence of full participation in his/her group's work.

Schedule:

April 2 (end of class): Preliminary Report—Each group submits a brief description of its major problem, tentative theoretical approach, and possible political initiative.

April 9- April 21: Collaborative Project Presentations:

April 9: Group 1 (Machiavelli)

April 14: Group 2 (Rousseau)

April 16: Group 3 (Mill)

April 21: Group 4 (Marx)

April 23: Notebooks due.

Additional Course Materials: Paper Guidelines, Evaluation Methods, etc.

Analytic Paper Guidelines

1. An analytic paper puts forth one (and only one) specific, clear position. For example, imagine the following question: Machiavelli claims that it is better for a leader to be feared than loved; is he correct? In response, your position might be: Machiavelli's view of leadership is fundamentally flawed, because he fails to explore and exploit the political uses of a people's need to love their ruler. Such love can be attained by x and will have y consequences. Taking the uses of love into account will produce a better theory and practice of leadership. By the end of the first paragraph, the reader should know what your position is.
2. An analytic paper systematically develops and defends each element of your position. Each subsequent paragraph should have a governing lead sentence. This sentence should either expand your position or provide the reasoning for it. For example, to develop the position in 1. your next paragraph might discuss Machiavelli's view of the qualities necessary for a ruler. The following paragraph(s) might explore the strengths and weaknesses of his view. You would then go on to discuss the people's need to love their leader, then political uses of this love and so on. In other words, each of the sentences of the position becomes the ruling sentence of a subsequent paragraph. Every time you introduce a new idea, you create a new paragraph.
3. An analytic paper has a logical structure so that each idea connects to the next one and each idea is in service of furthering your overall argument. You are creating a road to move the reader to your position. At each juncture, you need to ask yourself, what does the reader need to know to make this claim clear and compelling? Exclude all unnecessary information as it distracts the reader and diminishes the force of your argument. Your writing should be clear, well worded and direct.
4. The purpose of the paper is to persuade the reader of the plausibility and coherence of your argument. By the end of the paper, the reader will understand your position and the reasoning in support of it. S/he might not agree with it but will have to take it seriously.
5. An analytic paper has a concluding paragraph that summarizes the argument. Do not introduce new ideas at this point; simply recap and give one last plug for your argument.

Basic Rules of Good Writing

1. Avoid junk phrases: in essence, in order, virtually, type of, kind of, essentially.
2. Avoid redundant phrases: "in today's contemporary society."
3. Avoid repeating yourself. If there are phrases such as: "as stated previously" or "in other words," you are in trouble.
4. Use present tense to refer to and discuss theorists-- even if they have been dead for a long time: Locke says; not Locke said.
5. "You" is not used in formal writing.
6. If you use more than three words of another author's work, you must provide a full citation.
7. Follow the "one idea" principle. Each paragraph should discuss one idea; the opening sentence should introduce that idea. Each sentence within a paragraph should develop the paragraph's point. When you introduce a new idea, you should do so in new paragraph.
8. Being is not a verb.
9. Know the difference between: its/it's; their/there/they're.
10. Avoid "I believe;" "I argue," etc. The context should make it clear who is speaking.
11. Once you begin a paragraph to discuss an author, it is not necessary to continually identify that author. For example, if the paragraph begins: "Locke says...", each subsequent sentence should not begin "Locke contends," "Locke proposes," "Locke propounds," etc.
12. Avoid starting sentences with because, but, or and.
13. Simply connecting two phrases with a "because" does not establish a logical connection between two ideas.
14. Do not use contractions in formal writing (it's, can't, etc.)
15. Limit sentence length. Long strings of dependent clauses are confusing. Long sentences often contain several poorly developed ideas.

GUIDELINES FOR PAPER REVISION

1. Spend some time thinking about your goals in this paper, the good points about your work so far, the teacher's evaluation of your first draft, and how you can improve the paper before resubmitting it. If you were confused about some readings or theoretical ideas, clarify these before rewriting.
2. In one sentence state the central argument of this paper.
3. Try to imagine a reader who knows nothing that you do and is unfamiliar with the way you think. Would this argument be clear to her?

4. Answer the following questions for each paragraph:

-- What does this paragraph say?

-- How does this paragraph relate to and advance the central argument?

-- How is this paragraph connected to the previous one? Do ideas flow or build between them?

-- How will you connect this paragraph to the next one?

-- Is the idea expressed in the paragraph internally consistent? Is it consistent with the ideas previously expressed and the ones to follow?

5. Correct mechanical and stylistic errors. Each sentence should express one idea. Writing should be clear, precise, concise and free of grammatical and spelling errors.

Criteria for Evaluating Papers

1. Quality and development of central argument:

---- Does the writer propose one central argument of his/her own?

---- Is the argument creative and insightful?

---- Is the central argument specific and clearly stated?

---- Is the central argument logically developed, internally consistent and adequately explained?

---- Does the argument address all aspects of the assigned question?

2. Organization:

---- Do each of the writer's paragraphs relate to the paper's central argument?

---- Does each paragraph have a controlling idea?

---- Is each paragraph developed with relevant and concrete details?

_____ Does the paper flow smoothly and logically (is it coherent and well-organized) within and between paragraphs?

3. Comprehension: Does the writer show adequate understanding of relevant theoretical concepts and assigned reading? _____

4. Mechanics and style:

_____ Are all sentences clear, concise and fluent?

_____ Is the language convincing and precise?

_____ Is each sentence focused (express no more than one idea)?

_____ Do the paper's mechanics or its word choice detract from its overall effect?

_____ Major mechanical errors in paper (writer's errors are circled): spelling, punctuation, word choice, noun/verb agreement, excessive use of passive voice, errors in verb use, errors in pronoun use, possessives (noun or pronoun), subordinate clauses and phrases, and sentence structure (incomplete, awkward or run on).

Basic Writing Skills

I. Make a Brief Outline

Thesis- (Theme/Main Idea)

. *Political Science is the best department on the campus of Howard University*

Supporting Points- (expand on thesis)

PI: *The political science department has distinguished professors*

P2: *The political science department has helpful staff*

P3: *The political science department produces graduates who go on to change the world*

II. Substantiate Supporting Points w/ Examples and/or Citations

PI: *The political science department has distinguished professors*

Ex. Dr. Flax, a political science professor, has published various articles that have been praised by the political science community.

Cite: Dr. Orlando Taylor, the Dean of Art and Sciences, states, "The political science department has the most distinguished

faculty on the campus"

P2: *The political science department has helpful staff*

Ex. Ms. Walls, administrative secretary for the political science department, goes out of her way to assist students

Cite: Jane Doe, a political science major, states "whenever I have a problem- be it with registration or a class- the political science staff has always been of assistance."

P3: *The political science department produces graduates who go on to change the world*

Ex. Howard University President, H. Patrick Swygert, a graduate of the political science department, has been involved in various projects to uplift communities in the United States and abroad

Cite: The Washington Post cited Howard University's department of political science as being "the department which produces graduates who are sure to make their mark on society."

III. Compose **Rough Draft**

At a minimum, all papers should include: Introduction, 3 supporting paragraphs, & Conclusion

Introduction- (should end with thesis)

A. Topic Sentence-(sums up main idea of paragraph)

The political science department has distinguished professors

B. Topic Sentence

The political science department has helpful staff

C. Topic Sentence

The political science department produces graduates who go on to change the world

[v. **Proof Paper for Errors**

A. Check Citations

(Author page #)

B. Make sure each paragraph has topic sentence

**Howard University
College of Arts and Sciences
Department of Political Science**

Modern Political Theory–Writing
Political Science 791-01
CRN 18471
Spring 2009
3 credits
Tu-Th 11:10- 12:30
202 Locke Hall

Dr. Jane Flax
Professor
Office: 121 A Douglass Hall
Office Phone: 202-806-5532; Department Phone: 202-806-6720
Email: jflax@howard.edu; jane.flax@worldnet.att.net
Office hours: T, Th 9:30-11; Th 12:30-2; W by appointment

COURSE DESCRIPTION:

1. Writing Across the Curriculum

This is a writing intensive section of Political Science 191 (Modern Political Theory). Please note the following general information and requirements:

- 1. A writing-intensive section will fulfill the third writing requirement in the College of Arts & Sciences. It will also satisfy the same requirements as other sections of the course. For political science majors or minors the course will count towards the required major/minor credit hours. It also satisfies the political theory course requirement for all political science majors.**
- 2. To enroll in a writing-intensive section, students must have earned a "C" or better in Freshman English 003 or 004.**
- 3. A writing-intensive section is not open to students who have taken the non-writing-intensive version of the course. If you have taken Political Science 191 (Modern Political Theory), you may not take this course.**

2. Course Description: Modern Political Theory

The purpose of this course is to deepen the student's understanding of central problems and arguments in modern political theory. Political theorists date modern political theory from the Renaissance. Hence, we will begin with Machiavelli's writings and continue with texts through

the twentieth century. Writing assignments are integrated throughout the course. Stress will be placed on careful reading of the texts and on developing students' analytic and writing skills through active learning. The usefulness of classic texts in political theory to illuminate contemporary political problems such as inequality, justice and the uses of power and the state will be explored, especially through the assigned papers and exercises.

Course Goals:

1. Develop ability to construct well written, persuasive analytic arguments.
 1. Develop ability to construct well written, persuasive analytic arguments.
 2. Interact creatively with concepts and texts.
 3. Gain a better understanding of key concepts in political theory including power, leadership, inequality, and justice.
 4. Improve ability to engage in oral debate and dialogue concerning political issues and ideas.

Course Objectives:

1. Students will be better, more confident writers.
2. Students will deploy complex concepts in a variety of settings.
2. Students will deploy complex concepts in a variety of settings.
3. Students will improve capacity and competence to analyze historical and contemporary political events and claims.

Instructional Methods

This is not a lecture class. Students are expected to actively participate throughout the term. Teaching will incorporate the Socratic method; students will be called on and questioned in class on assigned readings and the theoretical issues they raise. We will watch several films and discuss them. We will also make use of web based materials, including videos and archives. Students will edit other student's papers and will provide commentary upon them. They will also work together on a group project. All course material and announcements will be posted on Blackboard (<http://blackboard.howard.edu>), and students must check the site regularly.

TEXTBOOKS

Required:

Wootton, David, Modern Political Thought: Readings from Machiavelli to Nietzsche, 2nd edition. (Indianapolis: Hackett, 2008)

Suggested:

1. Machiavelli

Sheldon Wolin, Politics and Vision, c. 7

J.G.A. Pocock, The Machiavellian Moment

Quentin Skinner, Foundations of Modern Political Thought, V. 1

Jacob Burckhardt, The Civilization of the Renaissance in Italy

2. Jean Jacques Rousseau

Roger Masters, The Political Philosophy of Rousseau

Judith Shklar, Men and Citizens: A Study of Rousseau's Social Theory

Lucio Colletti, "Rousseau as Critic of 'Civil Society'," in his From Rousseau to Lenin

Susan Moller Okin, Women in Western Political Thought

3. John Stuart Mill

Richard Flathman, Freedom and its Conditions

Carole Pateman, The Disorder of Women

Amy Gutmann, Liberal Equality

4. Karl Marx

Robert Heilbroner, Marxism: For and Against

George Lichtheim, Marxism

David McClellan, Karl Marx

Isaac Balbus, Marxism and Domination

Christine DiStefano, Configurations of Masculinity, c.3

5. African-American Thought

Derrick Bell, And We Are Not Saved; Faces at the Bottom of the Well

Patricia Hill Collins, Black Feminist Thought

Bell Hooks, Killing Rage: Ending Racism

Cornel West, Race Matters,

Darlene Clark Hine and Kathleen Thompson, A Shining Thread of Hope

Richard Delgado, Critical Race Theory

Stanlie M. James and Abena P.A. Busia, Theorizing Black Feminisms

Toni Morrison, Playing in the Dark

Naomi Zack, Race/Sex

Hazel Carby, Race Men

Charles Mills, Blackness Visible; The Racial Contract

Paul Gilroy, Against Race

Danielle Allen, Talking to Strangers

Michael Dawson, Black Visions

Desmond King, Separate and Unequal

COURSE OUTLINE

1. Power, leadership and the modern national state.
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 2. Civil society, inequality, and freedom.
 3. Liberalism and its limits: race, gender and inequality.
 4. Politics and economics.

COURSE REQUIREMENTS

1. Students will write interactive papers (1-2 pages) on the readings. **Papers are due at beginning of class. No late papers will be accepted.** Interactive papers will be due each week there is not another class assignment. Each student must present an interactive paper to the class at least once. Presentation of interactive papers will be assigned in alphabetical order. A commentator will also be assigned for each paper, and the commentator will initiate discussion of the presenter's paper. Students are responsible for providing copies of their paper to me and their commentator in advance. I will post papers on Blackboard. The rest of the class will read the paper and write a question on it for class discussion. Students who do not submit paper in advance will receive no credit for their presentation.

Interactive papers: Choose a passage from the currently assigned text. Develop a response to this passage. You could apply it to a contemporary event, critique it, expand its meaning, etc. Form of response can be creative. For example, students could construct conversations between themselves and the authors. You could write a poem, a short story, a scene in a movie, etc. One model for these papers is OP-ED pieces in good newspapers, for example the New York Times.

2. Students will also write three analytic papers (five pages each). **Papers are due at beginning of class. No late papers will be accepted.** Papers below an A- may be rewritten once.

Analytic Papers: I will assign several topics to choose among for these papers. Students must develop a well defended argument of her/his own. Rewrites are due a week after I return the first draft of a paper to you. See documents "What is an Analytic Paper" and "Basic Writing Skills," posted under course documents on Blackboard, for further details.

3. Questions. For each reading assignment, students will prepare a list of questions for class discussion. These are questions you would like answered, not necessarily ones for which you already know the answer. Periodically, question list will be turned in.

4. Written preparation for collaborative project.

5. Active participation. I will call on people in class to discuss readings and to ask questions about them.

6. Keeping current with reading.

7. Class debate.

8. Collaborative project. Students will be divided in four groups. These groups will play the role of advisory commissions to President Obama. Their charge is to recommend one initiative that would make a major difference in the lives of African-Americans today. First, each group will represent one of the major strands of modern political thought discussed in the course (Machiavelli, Rousseau, Mill, Marx, and their contemporary supplements). Drawing on this strand and other course readings as relevant, each group will prepare a thirty minute presentation. The presentation must define and justify its theoretical basis. Congruent with your theoretical approach, the group will then identify a major issue facing contemporary African-American communities, discuss why it exists and present a specific policy or other political initiative to address it. Creativity in class presentation format is strongly encouraged. Each member of the group must submit a journal documenting her/his contributions to the final presentation. After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters.

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April 16- April 21: Collaborative Projects

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Malcolm X, "The Bullet or the Ballot?" (posted on Blackboard)

Film: "Street Fight"

Assignments:

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January 22: Interactive Paper

January 29: Analytic paper

2. February 3- February 24

Major Topic: Civil Society, Citizenship and Freedom

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Assignments:

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[f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1](http://books.google.com/books?id=MpN0ikR6-f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1)

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March 15: Interactive paper

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Additional Course Materials: Paper Guidelines, Evaluation Methods, etc.

Analytic Paper Guidelines

1. An analytic paper puts forth one (and only one) specific, clear position. For example, imagine the following question: Machiavelli claims that it is better for a leader to be feared than loved; is he correct? In response, your position might be: Machiavelli's view of leadership is fundamentally flawed, because he fails to explore and exploit the political uses of a people's need to love their ruler. Such love can be attained by x and will have y consequences. Taking the uses of love into account will produce a better theory and practice of leadership. By the end of the first paragraph, the reader should know what your position is.
2. An analytic paper systematically develops and defends each element of your position. Each subsequent paragraph should have a governing lead sentence. This sentence should either expand your position or provide the reasoning for it. For example, to develop the position in 1. your next paragraph might discuss Machiavelli's view of the qualities necessary for a ruler. The following paragraph(s) might explore the strengths and weaknesses of his view. You would then go on to discuss the people's need to love their leader, then political uses of this love and so on. In other words, each of the sentences of the position becomes the ruling sentence of a subsequent paragraph. Every time you introduce a new idea, you create a new paragraph.
3. An analytic paper has a logical structure so that each idea connects to the next one and each idea is in service of furthering your overall argument. You are creating a road to move the reader to your position. At each juncture, you need to ask yourself, what does the reader need to know to make this claim clear and compelling? Exclude all unnecessary information as it distracts the reader and diminishes the force of your argument. Your writing should be clear, well worded and direct.
4. The purpose of the paper is to persuade the reader of the plausibility and coherence of your argument. By the end of the paper, the reader will understand your position and the reasoning in support of it. S/he might not agree with it but will have to take it seriously.
5. An analytic paper has a concluding paragraph that summarizes the argument. Do not introduce new ideas at this point; simply recap and give one last plug for your argument.

Basic Rules of Good Writing

1. Avoid junk phrases: in essence, in order, virtually, type of, kind of, essentially.
2. Avoid redundant phrases: "in today's contemporary society."
3. Avoid repeating yourself. If there are phrases such as: "as stated previously" or "in other words," you are in trouble.
4. Use present tense to refer to and discuss theorists-- even if they have been dead for a long time: Locke says; not Locke said.
5. "You" is not used in formal writing.
6. If you use more than three words of another author's work, you must provide a full citation.
7. Follow the "one idea" principle. Each paragraph should discuss one idea; the opening sentence should introduce that idea. Each sentence within a paragraph should develop the paragraph's point. When you introduce a new idea, you should do so in new paragraph.
8. Being is not a verb.
9. Know the difference between: its/it's; their/there/they're.
10. Avoid "I believe;" "I argue," etc. The context should make it clear who is speaking.
11. Once you begin a paragraph to discuss an author, it is not necessary to continually identify that author. For example, if the paragraph begins: "Locke says...", each subsequent sentence should not begin "Locke contends," "Locke proposes," "Locke propounds," etc.
12. Avoid starting sentences with because, but, or and.
13. Simply connecting two phrases with a "because" does not establish a logical connection between two ideas.
14. Do not use contractions in formal writing (it's, can't, etc.)
15. Limit sentence length. Long strings of dependent clauses are confusing. Long sentences often contain several poorly developed ideas.

GUIDELINES FOR PAPER REVISION

1. Spend some time thinking about your goals in this paper, the good points about your work so far, the teacher's evaluation of your first draft, and how you can improve the paper before resubmitting it. If you were confused about some readings or theoretical ideas, clarify these before rewriting.
2. In one sentence state the central argument of this paper.
3. Try to imagine a reader who knows nothing that you do and is unfamiliar with the way you think. Would this argument be clear to her?

4. Answer the following questions for each paragraph:

-- What does this paragraph say?

-- How does this paragraph relate to and advance the central argument?

-- How is this paragraph connected to the previous one? Do ideas flow or build between them?

-- How will you connect this paragraph to the next one?

-- Is the idea expressed in the paragraph internally consistent? Is it consistent with the ideas previously expressed and the ones to follow?

5. Correct mechanical and stylistic errors. Each sentence should express one idea. Writing should be clear, precise, concise and free of grammatical and spelling errors.

Criteria for Evaluating Papers

1. Quality and development of central argument:

---- Does the writer propose one central argument of his/her own?

---- Is the argument creative and insightful?

---- Is the central argument specific and clearly stated?

---- Is the central argument logically developed, internally consistent and adequately explained?

---- Does the argument address all aspects of the assigned question?

2. Organization:

---- Do each of the writer's paragraphs relate to the paper's central argument?

---- Does each paragraph have a controlling idea?

---- Is each paragraph developed with relevant and concrete details?

_____ Does the paper flow smoothly and logically (is it coherent and well-organized) within and between paragraphs?

3. Comprehension: Does the writer show adequate understanding of relevant theoretical concepts and assigned reading? _____

4. Mechanics and style:

_____ Are all sentences clear, concise and fluent?

_____ Is the language convincing and precise?

_____ Is each sentence focused (express no more than one idea)?

_____ Do the paper's mechanics or its word choice detract from its overall effect?

_____ Major mechanical errors in paper (writer's errors are circled): spelling, punctuation, word choice, noun/verb agreement, excessive use of passive voice, errors in verb use, errors in pronoun use, possessives (noun or pronoun), subordinate clauses and phrases, and sentence structure (incomplete, awkward or run on).

Basic Writing Skills

I. Make a Brief Outline

Thesis- (Theme/Main Idea)

. *Political Science is the best department on the campus of Howard University*

Supporting Points- (expand on thesis)

PI: *The political science department has distinguished professors*

P2: *The political science department has helpful staff*

P3: *The political science department produces graduates who go on to change the world*

II. Substantiate Supporting Points w/ Examples and/or Citations

PI: *The political science department has distinguished professors*

Ex. Dr. Flax, a political science professor, has published various articles that have been praised by the political science community.

Cite: Dr. Orlando Taylor, the Dean of Art and Sciences, states, "The political science department has the most distinguished

faculty on the campus"

P2: *The political science department has helpful staff*

Ex. Ms. Walls, administrative secretary for the political science department, goes out of her way to assist students

Cite: Jane Doe, a political science major, states "whenever I have a problem- be it with registration or a class- the political science staff has always been of assistance."

P3: *The political science department produces graduates who go on to change the world*

Ex. Howard University President, H. Patrick Swygert, a graduate of the political science department, has been involved in various projects to uplift communities in the United States and abroad

Cite: The Washington Post cited Howard University's department of political science as being "the department which produces graduates who are sure to make their mark on society."

III. Compose **Rough Draft**

At a minimum, all papers should include: Introduction, 3 supporting paragraphs, & Conclusion

Introduction- (should end with thesis)

A. Topic Sentence-(sums up main idea of paragraph)

The political science department has distinguished professors

B. Topic Sentence

The political science department has helpful staff

C. Topic Sentence

The political science department produces graduates who go on to change the world

[v. Proof Paper for Errors

A. Check Citations

(Author page #)

B. Make sure each paragraph has topic sentence

**Howard University
College of Arts and Sciences
Department of Political Science**

Modern Political Theory–Writing
Political Science 791-01
CRN 18471
Spring 2009
3 credits
Tu-Th 11:10- 12:30
202 Locke Hall

Dr. Jane Flax
Professor
Office: 121 A Douglass Hall
Office Phone: 202-806-5532; Department Phone: 202-806-6720
Email: jflax@howard.edu; jane.flax@worldnet.att.net
Office hours: T, Th 9:30-11; Th 12:30-2; W by appointment

COURSE DESCRIPTION:

1. Writing Across the Curriculum

This is a writing intensive section of Political Science 191 (Modern Political Theory). Please note the following general information and requirements:

- 1. A writing-intensive section will fulfill the third writing requirement in the College of Arts & Sciences. It will also satisfy the same requirements as other sections of the course. For political science majors or minors the course will count towards the required major/minor credit hours. It also satisfies the political theory course requirement for all political science majors.**
- 2. To enroll in a writing-intensive section, students must have earned a "C" or better in Freshman English 003 or 004.**
- 3. A writing-intensive section is not open to students who have taken the non-writing-intensive version of the course. If you have taken Political Science 191 (Modern Political Theory), you may not take this course.**

2. Course Description: Modern Political Theory

The purpose of this course is to deepen the student's understanding of central problems and arguments in modern political theory. Political theorists date modern political theory from the Renaissance. Hence, we will begin with Machiavelli's writings and continue with texts through

the twentieth century. Writing assignments are integrated throughout the course. Stress will be placed on careful reading of the texts and on developing students' analytic and writing skills through active learning. The usefulness of classic texts in political theory to illuminate contemporary political problems such as inequality, justice and the uses of power and the state will be explored, especially through the assigned papers and exercises.

Course Goals:

1. Develop ability to construct well written, persuasive analytic arguments.
 1. Develop ability to construct well written, persuasive analytic arguments.
 2. Interact creatively with concepts and texts.
 3. Gain a better understanding of key concepts in political theory including power, leadership, inequality, and justice.
 4. Improve ability to engage in oral debate and dialogue concerning political issues and ideas.

Course Objectives:

1. Students will be better, more confident writers.
2. Students will deploy complex concepts in a variety of settings.
2. Students will deploy complex concepts in a variety of settings.
3. Students will improve capacity and competence to analyze historical and contemporary political events and claims.

Instructional Methods

This is not a lecture class. Students are expected to actively participate throughout the term. Teaching will incorporate the Socratic method; students will be called on and questioned in class on assigned readings and the theoretical issues they raise. We will watch several films and discuss them. We will also make use of web based materials, including videos and archives. Students will edit other student's papers and will provide commentary upon them. They will also work together on a group project. All course material and announcements will be posted on Blackboard (<http://blackboard.howard.edu>), and students must check the site regularly.

TEXTBOOKS

Required:

Wootton, David, Modern Political Thought: Readings from Machiavelli to Nietzsche, 2nd edition. (Indianapolis: Hackett, 2008)

Suggested:

1. Machiavelli

Sheldon Wolin, Politics and Vision, c. 7

J.G.A. Pocock, The Machiavellian Moment

Quentin Skinner, Foundations of Modern Political Thought, V. 1

Jacob Burckhardt, The Civilization of the Renaissance in Italy

2. Jean Jacques Rousseau

Roger Masters, The Political Philosophy of Rousseau

Judith Shklar, Men and Citizens: A Study of Rousseau's Social Theory

Lucio Colletti, "Rousseau as Critic of 'Civil Society'," in his From Rousseau to Lenin

Susan Moller Okin, Women in Western Political Thought

3. John Stuart Mill

Richard Flathman, Freedom and its Conditions

Carole Pateman, The Disorder of Women

Amy Gutmann, Liberal Equality

4. Karl Marx

Robert Heilbroner, Marxism: For and Against

George Lichtheim, Marxism

David McClellan, Karl Marx

Isaac Balbus, Marxism and Domination

Christine DiStefano, Configurations of Masculinity, c.3

5. African-American Thought

Derrick Bell, And We Are Not Saved; Faces at the Bottom of the Well

Patricia Hill Collins, Black Feminist Thought

Bell Hooks, Killing Rage: Ending Racism

Cornel West, Race Matters,

Darlene Clark Hine and Kathleen Thompson, A Shining Thread of Hope

Richard Delgado, Critical Race Theory

Stanlie M. James and Abena P.A. Busia, Theorizing Black Feminisms

Toni Morrison, Playing in the Dark

Naomi Zack, Race/Sex

Hazel Carby, Race Men

Charles Mills, Blackness Visible; The Racial Contract

Paul Gilroy, Against Race

Danielle Allen, Talking to Strangers

Michael Dawson, Black Visions

Desmond King, Separate and Unequal

COURSE OUTLINE

1. Power, leadership and the modern national state.
 1. Power, leadership and the modern national state.
 2. Civil society, inequality, and freedom.
 3. Liberalism and its limits: race, gender and inequality.
 4. Politics and economics.

COURSE REQUIREMENTS

1. Students will write interactive papers (1-2 pages) on the readings. **Papers are due at beginning of class. No late papers will be accepted.** Interactive papers will be due each week there is not another class assignment. Each student must present an interactive paper to the class at least once. Presentation of interactive papers will be assigned in alphabetical order. A commentator will also be assigned for each paper, and the commentator will initiate discussion of the presenter's paper. Students are responsible for providing copies of their paper to me and their commentator in advance. I will post papers on Blackboard. The rest of the class will read the paper and write a question on it for class discussion. Students who do not submit paper in advance will receive no credit for their presentation.

Interactive papers: Choose a passage from the currently assigned text. Develop a response to this passage. You could apply it to a contemporary event, critique it, expand its meaning, etc. Form of response can be creative. For example, students could construct conversations between themselves and the authors. You could write a poem, a short story, a scene in a movie, etc. One model for these papers is OP-ED pieces in good newspapers, for example the New York Times.

2. Students will also write three analytic papers (five pages each). **Papers are due at beginning of class. No late papers will be accepted.** Papers below an A- may be rewritten once.

Analytic Papers: I will assign several topics to choose among for these papers. Students must develop a well defended argument of her/his own. Rewrites are due a week after I return the first draft of a paper to you. See documents "What is an Analytic Paper" and "Basic Writing Skills," posted under course documents on Blackboard, for further details.

3. Questions. For each reading assignment, students will prepare a list of questions for class discussion. These are questions you would like answered, not necessarily ones for which you already know the answer. Periodically, question list will be turned in.

4. Written preparation for collaborative project.

5. Active participation. I will call on people in class to discuss readings and to ask questions about them.

6. Keeping current with reading.

7. Class debate.

8. Collaborative project. Students will be divided in four groups. These groups will play the role of advisory commissions to President Obama. Their charge is to recommend one initiative that would make a major difference in the lives of African-Americans today. First, each group will represent one of the major strands of modern political thought discussed in the course (Machiavelli, Rousseau, Mill, Marx, and their contemporary supplements). Drawing on this strand and other course readings as relevant, each group will prepare a thirty minute presentation. The presentation must define and justify its theoretical basis. Congruent with your theoretical approach, the group will then identify a major issue facing contemporary African-American communities, discuss why it exists and present a specific policy or other political initiative to address it. Creativity in class presentation format is strongly encouraged. Each member of the group must submit a journal documenting her/his contributions to the final presentation. After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters.

COURSE POLICIES

Computation of final grade

Analytic papers: **45 %**. (15% each)

Interactive papers (cumulative): **20%**

Class work, including attendance, in class writing, questions on texts, paper presentation, paper commentary, participation, and debate: **20%**

Collaborative project (including individual journals): **15%**

Grading Criteria

Papers will be graded on technical writing competence (grammar and spelling) as well as content and organization. See document “paper evaluation,” posted on Blackboard, for grading criteria for analytic papers.

Writing Conventions

Students should follow conventional style as specified by the American Political Science Association. You should purchase a copy of Style Manual for Political Science, available at www.apsanet.org
See also “Basic Rules for Good Writing,” posted under course documents on Blackboard.

Class Participation

Class attendance is **required**. Students who are more than five minutes late to class will not be

admitted to that session. For every three unexcused missed classes, class grade will drop. Please turn off all cell phones, pagers, blackberries, etc. Students must not use these in class. Except in emergency situations, students are expected to remain in class for the entire period.

Extra Credit

No extra credit will be given.

Incompletes and Withdrawals

Except in cases of well documented, dire circumstances no incompletes will be given. If such circumstances arise, students must discuss them with me as soon as possible. Students who wish to withdraw from the course are responsible for knowing and following university guidelines.

Late or missed work

No late papers will be accepted. No make up work will be provided for missed class activities unless student has a well-documented emergency on that day.

Academic Integrity

Plagiarism: Plagiarism is a serious violation of university rules and academic ethics. Plagiarism means to take and pass off as one's own the ideas or writings of another without attribution (without acknowledging the author). If you use more than three words of any one else's writing, you must put text in quotes and provide proper citation. This applies to material taken from the web, a book, or any other source. **Any student who commits plagiarism will receive an F for this course** and may be reported to the COAS.

Refer to the "Academic Code of Conduct" in the H-Book or Directory of Classes for further information.

ADA note:

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this commitment, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each academic semester. The Dean of the Office for Special Student Services, Dr. Barbara Williams, may be reached at 202.238.2420. Please notify me within the first two weeks of class if you require such accommodation.

Other resources

Additional Writing Resources:

Freshman English Handbook; the Writing Center in Locke Hall and HEC 1024; WAC website: www.english.howard.edu

See also the document on our Blackboard website: "Paper revising" (posted under course documents)

Important Dates: Assignments Due

January 13: Interactive Paper

January 22: Interactive Paper

January 29: Analytic paper

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Analytic paper

March 3: Interactive paper

March 31: Analytic paper

April 7: Interactive paper

April 16- April 21: Collaborative Projects

April 23: journal from collaborative project

Schedule of Activities and Assignments

1. January 8- January 29

Major Topic: The Paradoxes of Power and the Ethics of Politics

Readings: N. Machiavelli, The Prince (reprinted in Wootton)

Martin Luther King, Jr., "Letter from Birmingham Jail," (posted on Blackboard)

Malcolm X, "The Bullet or the Ballot?" (posted on Blackboard)

Film: "Street Fight"

Assignments:

January 13: Interactive Paper

January 22: Interactive Paper

January 29: Analytic paper

2. February 3- February 24

Major Topic: Civil Society, Citizenship and Freedom

Readings: J.J. Rousseau, Discourse on the Origin and Foundations of Inequality and On the Social Contract (reprinted in Wootton)

W.E.B. DuBois, "The Talented Tenth" (posted on Blackboard)

Barak Obama, "A More Perfect Union" (posted on Blackboard)

Assignments:

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Second analytic paper.

3. February 26 - March 26 (Spring Break, March 16- March 20)

Major Topic: Liberalism and the problems of equality and justice

Readings: J. S. Mill, On Liberty and The Subjection of Women (both reprinted in Wootton).

bell hooks, "Feminism, a Transformational Politics," in Talking Back, on web from

Google Books: [http://books.google.com/books?id=MpN0ikR6-](http://books.google.com/books?id=MpN0ikR6-f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1)

[f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1](http://books.google.com/books?id=MpN0ikR6-f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1)

Barak Obama, "Black Fathers," posted on Blackboard

Film: "Crash"

Assignments:

March 3: Interactive paper.

March 15: Interactive paper

March 31: Analytic paper.

4. April 4- April 23

Major Topic: Politics and Economics

Readings: Karl Marx, "The Communist Manifesto," Preface to A Contribution to the Critique of Political Economy, Capital (in Wootton)

Statistical Abstract of the United States 2008 on web at :

<http://www.census.gov/compendia/statab/>

Film: "Enron: The Smartest Guys in the Room"

Assignments:

April 7: Interactive paper

April 9- April 21: Collaborative Projects

April 23: journal from collaborative project

Collaborative project.

We will imagine that our class has turned into working groups to address the problems facing contemporary African-American communities. Students will be divided into four groups. Each group will represent one of the four main theorists we focused on this term—Machiavelli, Rousseau, Mill, Marx. The group may also incorporate other theorists' ideas. The groups will play the role of advisory commissions to President Obama. Each group will prepare a thirty - forty minute presentation. In this presentation, the group must identify a crucial problem currently impeding the community's progress. Drawing on course readings, the presentation must elaborate and defend its theoretical basis for choosing this problem. Using, but not restricted solely to the ideas of its primary theorist, the group must also discuss why its chosen problem exists and present a specific policy or other political initiative to address it. The analysis and solution must be congruent with the group's theoretical approach. **Creativity in class presentation format is strongly encouraged.** Each member of the group must submit a journal documenting her/his contributions to the final presentation and thoughts about the project.

After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters. Grade for the project will be determined by: clarity of analysis, depth of theoretical discussion, congruence of analysis and theory, creativity and persuasiveness of presentation, questions for other groups and participation in working sessions. Individual grades may be lowered if student does not provide evidence of full participation in his/her group's work.

Schedule:

April 2 (end of class): Preliminary Report—Each group submits a brief description of its major problem, tentative theoretical approach, and possible political initiative.

April 9- April 21: Collaborative Project Presentations:

April 9: Group 1 (Machiavelli)

April 14: Group 2 (Rousseau)

April 16: Group 3 (Mill)

April 21: Group 4 (Marx)

April 23: Notebooks due.

Additional Course Materials: Paper Guidelines, Evaluation Methods, etc.

Analytic Paper Guidelines

1. An analytic paper puts forth one (and only one) specific, clear position. For example, imagine the following question: Machiavelli claims that it is better for a leader to be feared than loved; is he correct? In response, your position might be: Machiavelli's view of leadership is fundamentally flawed, because he fails to explore and exploit the political uses of a people's need to love their ruler. Such love can be attained by x and will have y consequences. Taking the uses of love into account will produce a better theory and practice of leadership. By the end of the first paragraph, the reader should know what your position is.
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1. Spend some time thinking about your goals in this paper, the good points about your work so far, the teacher's evaluation of your first draft, and how you can improve the paper before resubmitting it. If you were confused about some readings or theoretical ideas, clarify these before rewriting.
2. In one sentence state the central argument of this paper.
3. Try to imagine a reader who knows nothing that you do and is unfamiliar with the way you think. Would this argument be clear to her?

4. Answer the following questions for each paragraph:

-- What does this paragraph say?

-- How does this paragraph relate to and advance the central argument?

-- How is this paragraph connected to the previous one? Do ideas flow or build between them?

-- How will you connect this paragraph to the next one?

-- Is the idea expressed in the paragraph internally consistent? Is it consistent with the ideas previously expressed and the ones to follow?

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---- Does the argument address all aspects of the assigned question?

2. Organization:

---- Do each of the writer's paragraphs relate to the paper's central argument?

---- Does each paragraph have a controlling idea?

---- Is each paragraph developed with relevant and concrete details?

_____ Does the paper flow smoothly and logically (is it coherent and well-organized) within and between paragraphs?

3. Comprehension: Does the writer show adequate understanding of relevant theoretical concepts and assigned reading? _____

4. Mechanics and style:

_____ Are all sentences clear, concise and fluent?

_____ Is the language convincing and precise?

_____ Is each sentence focused (express no more than one idea)?

_____ Do the paper's mechanics or its word choice detract from its overall effect?

_____ Major mechanical errors in paper (writer's errors are circled): spelling, punctuation, word choice, noun/verb agreement, excessive use of passive voice, errors in verb use, errors in pronoun use, possessives (noun or pronoun), subordinate clauses and phrases, and sentence structure (incomplete, awkward or run on).

Basic Writing Skills

I. Make a Brief Outline

Thesis- (Theme/Main Idea)

. *Political Science is the best department on the campus of Howard University*

Supporting Points- (expand on thesis)

PI: *The political science department has distinguished professors*

P2: *The political science department has helpful staff*

P3: *The political science department produces graduates who go on to change the world*

II. Substantiate Supporting Points w/ Examples and/or Citations

PI: *The political science department has distinguished professors*

Ex. Dr. Flax, a political science professor, has published various articles that have been praised by the political science community.

Cite: Dr. Orlando Taylor, the Dean of Art and Sciences, states, "The political science department has the most distinguished

faculty on the campus"

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Ex. Ms. Walls, administrative secretary for the political science department, goes out of her way to assist students

Cite: Jane Doe, a political science major, states "whenever I have a problem- be it with registration or a class- the political science staff has always been of assistance."

P3: *The political science department produces graduates who go on to change the world*

Ex. Howard University President, H. Patrick Swygert, a graduate of the political science department, has been involved in various projects to uplift communities in the United States and abroad

Cite: The Washington Post cited Howard University's department of political science as being "the department which produces graduates who are sure to make their mark on society."

III. Compose **Rough Draft**

At a minimum, all papers should include: Introduction, 3 supporting paragraphs, & Conclusion

Introduction- (should end with thesis)

A. Topic Sentence-(sums up main idea of paragraph)

The political science department has distinguished professors

B. Topic Sentence

The political science department has helpful staff

C. Topic Sentence

The political science department produces graduates who go on to change the world

[v. **Proof Paper for Errors**

A. Check Citations

(Author page #)

B. Make sure each paragraph has topic sentence

**Howard University
College of Arts and Sciences
Department of Political Science**

Modern Political Theory–Writing
Political Science 791-01
CRN 18471
Spring 2009
3 credits
Tu-Th 11:10- 12:30
202 Locke Hall

Dr. Jane Flax
Professor
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COURSE DESCRIPTION:

1. Writing Across the Curriculum

This is a writing intensive section of Political Science 191 (Modern Political Theory). Please note the following general information and requirements:

- 1. A writing-intensive section will fulfill the third writing requirement in the College of Arts & Sciences. It will also satisfy the same requirements as other sections of the course. For political science majors or minors the course will count towards the required major/minor credit hours. It also satisfies the political theory course requirement for all political science majors.**
- 2. To enroll in a writing-intensive section, students must have earned a "C" or better in Freshman English 003 or 004.**
- 3. A writing-intensive section is not open to students who have taken the non-writing-intensive version of the course. If you have taken Political Science 191 (Modern Political Theory), you may not take this course.**

2. Course Description: Modern Political Theory

The purpose of this course is to deepen the student's understanding of central problems and arguments in modern political theory. Political theorists date modern political theory from the Renaissance. Hence, we will begin with Machiavelli's writings and continue with texts through

the twentieth century. Writing assignments are integrated throughout the course. Stress will be placed on careful reading of the texts and on developing students' analytic and writing skills through active learning. The usefulness of classic texts in political theory to illuminate contemporary political problems such as inequality, justice and the uses of power and the state will be explored, especially through the assigned papers and exercises.

Course Goals:

1. Develop ability to construct well written, persuasive analytic arguments.
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 2. Interact creatively with concepts and texts.
 3. Gain a better understanding of key concepts in political theory including power, leadership, inequality, and justice.
 4. Improve ability to engage in oral debate and dialogue concerning political issues and ideas.

Course Objectives:

1. Students will be better, more confident writers.
2. Students will deploy complex concepts in a variety of settings.
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Instructional Methods

This is not a lecture class. Students are expected to actively participate throughout the term. Teaching will incorporate the Socratic method; students will be called on and questioned in class on assigned readings and the theoretical issues they raise. We will watch several films and discuss them. We will also make use of web based materials, including videos and archives. Students will edit other student's papers and will provide commentary upon them. They will also work together on a group project. All course material and announcements will be posted on Blackboard (<http://blackboard.howard.edu>), and students must check the site regularly.

TEXTBOOKS

Required:

Wootton, David, Modern Political Thought: Readings from Machiavelli to Nietzsche, 2nd edition. (Indianapolis: Hackett, 2008)

Suggested:

1. Machiavelli

Sheldon Wolin, Politics and Vision, c. 7

J.G.A. Pocock, The Machiavellian Moment

Quentin Skinner, Foundations of Modern Political Thought, V. 1

Jacob Burckhardt, The Civilization of the Renaissance in Italy

2. Jean Jacques Rousseau

Roger Masters, The Political Philosophy of Rousseau

Judith Shklar, Men and Citizens: A Study of Rousseau's Social Theory

Lucio Colletti, "Rousseau as Critic of 'Civil Society'," in his From Rousseau to Lenin

Susan Moller Okin, Women in Western Political Thought

3. John Stuart Mill

Richard Flathman, Freedom and its Conditions

Carole Pateman, The Disorder of Women

Amy Gutmann, Liberal Equality

4. Karl Marx

Robert Heilbroner, Marxism: For and Against

George Lichtheim, Marxism

David McClellan, Karl Marx

Isaac Balbus, Marxism and Domination

Christine DiStefano, Configurations of Masculinity, c.3

5. African-American Thought

Derrick Bell, And We Are Not Saved; Faces at the Bottom of the Well

Patricia Hill Collins, Black Feminist Thought

Bell Hooks, Killing Rage: Ending Racism

Cornel West, Race Matters,

Darlene Clark Hine and Kathleen Thompson, A Shining Thread of Hope

Richard Delgado, Critical Race Theory

Stanlie M. James and Abena P.A. Busia, Theorizing Black Feminisms

Toni Morrison, Playing in the Dark

Naomi Zack, Race/Sex

Hazel Carby, Race Men

Charles Mills, Blackness Visible; The Racial Contract

Paul Gilroy, Against Race

Danielle Allen, Talking to Strangers

Michael Dawson, Black Visions

Desmond King, Separate and Unequal

COURSE OUTLINE

1. Power, leadership and the modern national state.
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 2. Civil society, inequality, and freedom.
 3. Liberalism and its limits: race, gender and inequality.
 4. Politics and economics.

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1. Students will write interactive papers (1-2 pages) on the readings. **Papers are due at beginning of class. No late papers will be accepted.** Interactive papers will be due each week there is not another class assignment. Each student must present an interactive paper to the class at least once. Presentation of interactive papers will be assigned in alphabetical order. A commentator will also be assigned for each paper, and the commentator will initiate discussion of the presenter's paper. Students are responsible for providing copies of their paper to me and their commentator in advance. I will post papers on Blackboard. The rest of the class will read the paper and write a question on it for class discussion. Students who do not submit paper in advance will receive no credit for their presentation.

Interactive papers: Choose a passage from the currently assigned text. Develop a response to this passage. You could apply it to a contemporary event, critique it, expand its meaning, etc. Form of response can be creative. For example, students could construct conversations between themselves and the authors. You could write a poem, a short story, a scene in a movie, etc. One model for these papers is OP-ED pieces in good newspapers, for example the New York Times.

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3. Questions. For each reading assignment, students will prepare a list of questions for class discussion. These are questions you would like answered, not necessarily ones for which you already know the answer. Periodically, question list will be turned in.

4. Written preparation for collaborative project.

5. Active participation. I will call on people in class to discuss readings and to ask questions about them.

6. Keeping current with reading.

7. Class debate.

8. Collaborative project. Students will be divided in four groups. These groups will play the role of advisory commissions to President Obama. Their charge is to recommend one initiative that would make a major difference in the lives of African-Americans today. First, each group will represent one of the major strands of modern political thought discussed in the course (Machiavelli, Rousseau, Mill, Marx, and their contemporary supplements). Drawing on this strand and other course readings as relevant, each group will prepare a thirty minute presentation. The presentation must define and justify its theoretical basis. Congruent with your theoretical approach, the group will then identify a major issue facing contemporary African-American communities, discuss why it exists and present a specific policy or other political initiative to address it. Creativity in class presentation format is strongly encouraged. Each member of the group must submit a journal documenting her/his contributions to the final presentation. After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters.

COURSE POLICIES

Computation of final grade

Analytic papers: **45 %**. (15% each)

Interactive papers (cumulative): **20%**

Class work, including attendance, in class writing, questions on texts, paper presentation, paper commentary, participation, and debate: **20%**

Collaborative project (including individual journals): **15%**

Grading Criteria

Papers will be graded on technical writing competence (grammar and spelling) as well as content and organization. See document “paper evaluation,” posted on Blackboard, for grading criteria for analytic papers.

Writing Conventions

Students should follow conventional style as specified by the American Political Science Association. You should purchase a copy of Style Manual for Political Science, available at www.apsanet.org
See also “Basic Rules for Good Writing,” posted under course documents on Blackboard.

Class Participation

Class attendance is **required**. Students who are more than five minutes late to class will not be

admitted to that session. For every three unexcused missed classes, class grade will drop. Please turn off all cell phones, pagers, blackberries, etc. Students must not use these in class. Except in emergency situations, students are expected to remain in class for the entire period.

Extra Credit

No extra credit will be given.

Incompletes and Withdrawals

Except in cases of well documented, dire circumstances no incompletes will be given. If such circumstances arise, students must discuss them with me as soon as possible. Students who wish to withdraw from the course are responsible for knowing and following university guidelines.

Late or missed work

No late papers will be accepted. No make up work will be provided for missed class activities unless student has a well-documented emergency on that day.

Academic Integrity

Plagiarism: Plagiarism is a serious violation of university rules and academic ethics. Plagiarism means to take and pass off as one's own the ideas or writings of another without attribution (without acknowledging the author). If you use more than three words of any one else's writing, you must put text in quotes and provide proper citation. This applies to material taken from the web, a book, or any other source. **Any student who commits plagiarism will receive an F for this course** and may be reported to the COAS.

Refer to the "Academic Code of Conduct" in the H-Book or Directory of Classes for further information.

ADA note:

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this commitment, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each academic semester. The Dean of the Office for Special Student Services, Dr. Barbara Williams, may be reached at 202.238.2420. Please notify me within the first two weeks of class if you require such accommodation.

Other resources

Additional Writing Resources:

Freshman English Handbook; the Writing Center in Locke Hall and HEC 1024; WAC website: www.english.howard.edu

See also the document on our Blackboard website: "Paper revising" (posted under course documents)

Important Dates: Assignments Due

January 13: Interactive Paper

January 22: Interactive Paper

January 29: Analytic paper

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Analytic paper

March 3: Interactive paper

March 31: Analytic paper

April 7: Interactive paper

April 16- April 21: Collaborative Projects

April 23: journal from collaborative project

Schedule of Activities and Assignments

1. January 8- January 29

Major Topic: The Paradoxes of Power and the Ethics of Politics

Readings: N. Machiavelli, The Prince (reprinted in Wootton)

Martin Luther King, Jr., "Letter from Birmingham Jail," (posted on Blackboard)

Malcolm X, "The Bullet or the Ballot?" (posted on Blackboard)

Film: "Street Fight"

Assignments:

January 13: Interactive Paper

January 22: Interactive Paper

January 29: Analytic paper

2. February 3- February 24

Major Topic: Civil Society, Citizenship and Freedom

Readings: J.J. Rousseau, Discourse on the Origin and Foundations of Inequality and On the Social Contract (reprinted in Wootton)

W.E.B. DuBois, "The Talented Tenth" (posted on Blackboard)

Barak Obama, "A More Perfect Union" (posted on Blackboard)

Assignments:

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.

Second analytic paper.

3. February 26 - March 26 (Spring Break, March 16- March 20)

Major Topic: Liberalism and the problems of equality and justice

Readings: J. S. Mill, On Liberty and The Subjection of Women (both reprinted in Wootton).

bell hooks, "Feminism, a Transformational Politics," in Talking Back, on web from

Google Books: [http://books.google.com/books?id=MpN0ikR6-](http://books.google.com/books?id=MpN0ikR6-f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1)

[f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1](http://books.google.com/books?id=MpN0ikR6-f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1)

Barak Obama, "Black Fathers," posted on Blackboard

Film: "Crash"

Assignments:

March 3: Interactive paper.

March 15: Interactive paper

March 31: Analytic paper.

4. April 4- April 23

Major Topic: Politics and Economics

Readings: Karl Marx, "The Communist Manifesto," Preface to A Contribution to the Critique of Political Economy, Capital (in Wootton)

Statistical Abstract of the United States 2008 on web at :

<http://www.census.gov/compendia/statab/>

Film: "Enron: The Smartest Guys in the Room"

Assignments:

April 7: Interactive paper

April 9- April 21: Collaborative Projects

April 23: journal from collaborative project

Collaborative project.

We will imagine that our class has turned into working groups to address the problems facing contemporary African-American communities. Students will be divided into four groups. Each group will represent one of the four main theorists we focused on this term—Machiavelli, Rousseau, Mill, Marx. The group may also incorporate other theorists' ideas. The groups will play the role of advisory commissions to President Obama. Each group will prepare a thirty - forty minute presentation. In this presentation, the group must identify a crucial problem currently impeding the community's progress. Drawing on course readings, the presentation must elaborate and defend its theoretical basis for choosing this problem. Using, but not restricted solely to the ideas of its primary theorist, the group must also discuss why its chosen problem exists and present a specific policy or other political initiative to address it. The analysis and solution must be congruent with the group's theoretical approach. **Creativity in class presentation format is strongly encouraged.** Each member of the group must submit a journal documenting her/his contributions to the final presentation and thoughts about the project.

After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters. Grade for the project will be determined by: clarity of analysis, depth of theoretical discussion, congruence of analysis and theory, creativity and persuasiveness of presentation, questions for other groups and participation in working sessions. Individual grades may be lowered if student does not provide evidence of full participation in his/her group's work.

Schedule:

April 2 (end of class): Preliminary Report—Each group submits a brief description of its major problem, tentative theoretical approach, and possible political initiative.

April 9- April 21: Collaborative Project Presentations:

April 9: Group 1 (Machiavelli)

April 14: Group 2 (Rousseau)

April 16: Group 3 (Mill)

April 21: Group 4 (Marx)

April 23: Notebooks due.

Additional Course Materials: Paper Guidelines, Evaluation Methods, etc.

Analytic Paper Guidelines

1. An analytic paper puts forth one (and only one) specific, clear position. For example, imagine the following question: Machiavelli claims that it is better for a leader to be feared than loved; is he correct? In response, your position might be: Machiavelli's view of leadership is fundamentally flawed, because he fails to explore and exploit the political uses of a people's need to love their ruler. Such love can be attained by x and will have y consequences. Taking the uses of love into account will produce a better theory and practice of leadership. By the end of the first paragraph, the reader should know what your position is.
2. An analytic paper systematically develops and defends each element of your position. Each subsequent paragraph should have a governing lead sentence. This sentence should either expand your position or provide the reasoning for it. For example, to develop the position in 1. your next paragraph might discuss Machiavelli's view of the qualities necessary for a ruler. The following paragraph(s) might explore the strengths and weaknesses of his view. You would then go on to discuss the people's need to love their leader, then political uses of this love and so on. In other words, each of the sentences of the position becomes the ruling sentence of a subsequent paragraph. Every time you introduce a new idea, you create a new paragraph.
3. An analytic paper has a logical structure so that each idea connects to the next one and each idea is in service of furthering your overall argument. You are creating a road to move the reader to your position. At each juncture, you need to ask yourself, what does the reader need to know to make this claim clear and compelling? Exclude all unnecessary information as it distracts the reader and diminishes the force of your argument. Your writing should be clear, well worded and direct.
4. The purpose of the paper is to persuade the reader of the plausibility and coherence of your argument. By the end of the paper, the reader will understand your position and the reasoning in support of it. S/he might not agree with it but will have to take it seriously.
5. An analytic paper has a concluding paragraph that summarizes the argument. Do not introduce new ideas at this point; simply recap and give one last plug for your argument.

Basic Rules of Good Writing

1. Avoid junk phrases: in essence, in order, virtually, type of, kind of, essentially.
2. Avoid redundant phrases: "in today's contemporary society."
3. Avoid repeating yourself. If there are phrases such as: "as stated previously" or "in other words," you are in trouble.
4. Use present tense to refer to and discuss theorists-- even if they have been dead for a long time: Locke says; not Locke said.
5. "You" is not used in formal writing.
6. If you use more than three words of another author's work, you must provide a full citation.
7. Follow the "one idea" principle. Each paragraph should discuss one idea; the opening sentence should introduce that idea. Each sentence within a paragraph should develop the paragraph's point. When you introduce a new idea, you should do so in new paragraph.
8. Being is not a verb.
9. Know the difference between: its/it's; their/there/they're.
10. Avoid "I believe;" "I argue," etc. The context should make it clear who is speaking.
11. Once you begin a paragraph to discuss an author, it is not necessary to continually identify that author. For example, if the paragraph begins: "Locke says...", each subsequent sentence should not begin "Locke contends," "Locke proposes," "Locke propounds," etc.
12. Avoid starting sentences with because, but, or and.
13. Simply connecting two phrases with a "because" does not establish a logical connection between two ideas.
14. Do not use contractions in formal writing (it's, can't, etc.)
15. Limit sentence length. Long strings of dependent clauses are confusing. Long sentences often contain several poorly developed ideas.

GUIDELINES FOR PAPER REVISION

1. Spend some time thinking about your goals in this paper, the good points about your work so far, the teacher's evaluation of your first draft, and how you can improve the paper before resubmitting it. If you were confused about some readings or theoretical ideas, clarify these before rewriting.
2. In one sentence state the central argument of this paper.
3. Try to imagine a reader who knows nothing that you do and is unfamiliar with the way you think. Would this argument be clear to her?

4. Answer the following questions for each paragraph:

-- What does this paragraph say?

-- How does this paragraph relate to and advance the central argument?

-- How is this paragraph connected to the previous one? Do ideas flow or build between them?

-- How will you connect this paragraph to the next one?

-- Is the idea expressed in the paragraph internally consistent? Is it consistent with the ideas previously expressed and the ones to follow?

5. Correct mechanical and stylistic errors. Each sentence should express one idea. Writing should be clear, precise, concise and free of grammatical and spelling errors.

Criteria for Evaluating Papers

1. Quality and development of central argument:

---- Does the writer propose one central argument of his/her own?

---- Is the argument creative and insightful?

---- Is the central argument specific and clearly stated?

---- Is the central argument logically developed, internally consistent and adequately explained?

---- Does the argument address all aspects of the assigned question?

2. Organization:

---- Do each of the writer's paragraphs relate to the paper's central argument?

---- Does each paragraph have a controlling idea?

---- Is each paragraph developed with relevant and concrete details?

_____ Does the paper flow smoothly and logically (is it coherent and well-organized) within and between paragraphs?

3. Comprehension: Does the writer show adequate understanding of relevant theoretical concepts and assigned reading? _____

4. Mechanics and style:

_____ Are all sentences clear, concise and fluent?

_____ Is the language convincing and precise?

_____ Is each sentence focused (express no more than one idea)?

_____ Do the paper's mechanics or its word choice detract from its overall effect?

_____ Major mechanical errors in paper (writer's errors are circled): spelling, punctuation, word choice, noun/verb agreement, excessive use of passive voice, errors in verb use, errors in pronoun use, possessives (noun or pronoun), subordinate clauses and phrases, and sentence structure (incomplete, awkward or run on).

Basic Writing Skills

I. Make a Brief Outline

Thesis- (Theme/Main Idea)

. *Political Science is the best department on the campus of Howard University*

Supporting Points- (expand on thesis)

PI: *The political science department has distinguished professors*

P2: *The political science department has helpful staff*

P3: *The political science department produces graduates who go on to change the world*

II. Substantiate Supporting Points w/ Examples and/or Citations

PI: *The political science department has distinguished professors*

Ex. Dr. Flax, a political science professor, has published various articles that have been praised by the political science community.

Cite: Dr. Orlando Taylor, the Dean of Art and Sciences, states, "The political science department has the most distinguished

faculty on the campus"

P2: *The political science department has helpful staff*

Ex. Ms. Walls, administrative secretary for the political science department, goes out of her way to assist students

Cite: Jane Doe, a political science major, states "whenever I have a problem- be it with registration or a class- the political science staff has always been of assistance."

P3: *The political science department produces graduates who go on to change the world*

Ex. Howard University President, H. Patrick Swygert, a graduate of the political science department, has been involved in various projects to uplift communities in the United States and abroad

Cite: The Washington Post cited Howard University's department of political science as being "the department which produces graduates who are sure to make their mark on society."

III. Compose **Rough Draft**

At a minimum, all papers should include: Introduction, 3 supporting paragraphs, & Conclusion

Introduction- (should end with thesis)

A. Topic Sentence-(sums up main idea of paragraph)

The political science department has distinguished professors

B. Topic Sentence

The political science department has helpful staff

C. Topic Sentence

The political science department produces graduates who go on to change the world

[v. **Proof Paper for Errors**

A. Check Citations

(Author page #)

B. Make sure each paragraph has topic sentence

**Howard University
College of Arts and Sciences
Department of Political Science**

Modern Political Theory–Writing
Political Science 791-01
CRN 18471
Spring 2009
3 credits
Tu-Th 11:10- 12:30
202 Locke Hall

Dr. Jane Flax
Professor
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Collaborative project (including individual journals): **15%**

Grading Criteria

Papers will be graded on technical writing competence (grammar and spelling) as well as content and organization. See document “paper evaluation,” posted on Blackboard, for grading criteria for analytic papers.

Writing Conventions

Students should follow conventional style as specified by the American Political Science Association. You should purchase a copy of Style Manual for Political Science, available at www.apsanet.org
See also “Basic Rules for Good Writing,” posted under course documents on Blackboard.

Class Participation

Class attendance is **required**. Students who are more than five minutes late to class will not be

admitted to that session. For every three unexcused missed classes, class grade will drop. Please turn off all cell phones, pagers, blackberries, etc. Students must not use these in class. Except in emergency situations, students are expected to remain in class for the entire period.

Extra Credit

No extra credit will be given.

Incompletes and Withdrawals

Except in cases of well documented, dire circumstances no incompletes will be given. If such circumstances arise, students must discuss them with me as soon as possible. Students who wish to withdraw from the course are responsible for knowing and following university guidelines.

Late or missed work

No late papers will be accepted. No make up work will be provided for missed class activities unless student has a well-documented emergency on that day.

Academic Integrity

Plagiarism: Plagiarism is a serious violation of university rules and academic ethics. Plagiarism means to take and pass off as one's own the ideas or writings of another without attribution (without acknowledging the author). If you use more than three words of any one else's writing, you must put text in quotes and provide proper citation. This applies to material taken from the web, a book, or any other source. **Any student who commits plagiarism will receive an F for this course** and may be reported to the COAS.

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Other resources

Additional Writing Resources:

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See also the document on our Blackboard website: "Paper revising" (posted under course documents)

Important Dates: Assignments Due

January 13: Interactive Paper

January 22: Interactive Paper

January 29: Analytic paper

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Analytic paper

March 3: Interactive paper

March 31: Analytic paper

April 7: Interactive paper

April 16- April 21: Collaborative Projects

April 23: journal from collaborative project

Schedule of Activities and Assignments

1. January 8- January 29

Major Topic: The Paradoxes of Power and the Ethics of Politics

Readings: N. Machiavelli, The Prince (reprinted in Wootton)

Martin Luther King, Jr., "Letter from Birmingham Jail," (posted on Blackboard)

Malcolm X, "The Bullet or the Ballot?" (posted on Blackboard)

Film: "Street Fight"

Assignments:

January 13: Interactive Paper

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2. February 3- February 24

Major Topic: Civil Society, Citizenship and Freedom

Readings: J.J. Rousseau, Discourse on the Origin and Foundations of Inequality and On the Social Contract (reprinted in Wootton)

W.E.B. DuBois, "The Talented Tenth" (posted on Blackboard)

Barak Obama, "A More Perfect Union" (posted on Blackboard)

Assignments:

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Second analytic paper.

3. February 26 - March 26 (Spring Break, March 16- March 20)

Major Topic: Liberalism and the problems of equality and justice

Readings: J. S. Mill, On Liberty and The Subjection of Women (both reprinted in Wootton).

bell hooks, "Feminism, a Transformational Politics," in Talking Back, on web from
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Barak Obama, "Black Fathers," posted on Blackboard

Film: "Crash"

Assignments:

March 3: Interactive paper.

March 15: Interactive paper

March 31: Analytic paper.

4. April 4- April 23

Major Topic: Politics and Economics

Readings: Karl Marx, "The Communist Manifesto," Preface to A Contribution to the Critique of Political Economy, Capital (in Wootton)

Statistical Abstract of the United States 2008 on web at :
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Assignments:

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Collaborative project.

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Schedule:

April 2 (end of class): Preliminary Report—Each group submits a brief description of its major problem, tentative theoretical approach, and possible political initiative.

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April 9: Group 1 (Machiavelli)

April 14: Group 2 (Rousseau)

April 16: Group 3 (Mill)

April 21: Group 4 (Marx)

April 23: Notebooks due.

Additional Course Materials: Paper Guidelines, Evaluation Methods, etc.

Analytic Paper Guidelines

1. An analytic paper puts forth one (and only one) specific, clear position. For example, imagine the following question: Machiavelli claims that it is better for a leader to be feared than loved; is he correct? In response, your position might be: Machiavelli's view of leadership is fundamentally flawed, because he fails to explore and exploit the political uses of a people's need to love their ruler. Such love can be attained by x and will have y consequences. Taking the uses of love into account will produce a better theory and practice of leadership. By the end of the first paragraph, the reader should know what your position is.
2. An analytic paper systematically develops and defends each element of your position. Each subsequent paragraph should have a governing lead sentence. This sentence should either expand your position or provide the reasoning for it. For example, to develop the position in 1. your next paragraph might discuss Machiavelli's view of the qualities necessary for a ruler. The following paragraph(s) might explore the strengths and weaknesses of his view. You would then go on to discuss the people's need to love their leader, then political uses of this love and so on. In other words, each of the sentences of the position becomes the ruling sentence of a subsequent paragraph. Every time you introduce a new idea, you create a new paragraph.
3. An analytic paper has a logical structure so that each idea connects to the next one and each idea is in service of furthering your overall argument. You are creating a road to move the reader to your position. At each juncture, you need to ask yourself, what does the reader need to know to make this claim clear and compelling? Exclude all unnecessary information as it distracts the reader and diminishes the force of your argument. Your writing should be clear, well worded and direct.
4. The purpose of the paper is to persuade the reader of the plausibility and coherence of your argument. By the end of the paper, the reader will understand your position and the reasoning in support of it. S/he might not agree with it but will have to take it seriously.
5. An analytic paper has a concluding paragraph that summarizes the argument. Do not introduce new ideas at this point; simply recap and give one last plug for your argument.

Basic Rules of Good Writing

1. Avoid junk phrases: in essence, in order, virtually, type of, kind of, essentially.
2. Avoid redundant phrases: "in today's contemporary society."
3. Avoid repeating yourself. If there are phrases such as: "as stated previously" or "in other words," you are in trouble.
4. Use present tense to refer to and discuss theorists-- even if they have been dead for a long time: Locke says; not Locke said.
5. "You" is not used in formal writing.
6. If you use more than three words of another author's work, you must provide a full citation.
7. Follow the "one idea" principle. Each paragraph should discuss one idea; the opening sentence should introduce that idea. Each sentence within a paragraph should develop the paragraph's point. When you introduce a new idea, you should do so in new paragraph.
8. Being is not a verb.
9. Know the difference between: its/it's; their/there/they're.
10. Avoid "I believe;" "I argue," etc. The context should make it clear who is speaking.
11. Once you begin a paragraph to discuss an author, it is not necessary to continually identify that author. For example, if the paragraph begins: "Locke says...", each subsequent sentence should not begin "Locke contends," "Locke proposes," "Locke propounds," etc.
12. Avoid starting sentences with because, but, or and.
13. Simply connecting two phrases with a "because" does not establish a logical connection between two ideas.
14. Do not use contractions in formal writing (it's, can't, etc.)
15. Limit sentence length. Long strings of dependent clauses are confusing. Long sentences often contain several poorly developed ideas.

GUIDELINES FOR PAPER REVISION

1. Spend some time thinking about your goals in this paper, the good points about your work so far, the teacher's evaluation of your first draft, and how you can improve the paper before resubmitting it. If you were confused about some readings or theoretical ideas, clarify these before rewriting.
2. In one sentence state the central argument of this paper.
3. Try to imagine a reader who knows nothing that you do and is unfamiliar with the way you think. Would this argument be clear to her?

4. Answer the following questions for each paragraph:

-- What does this paragraph say?

-- How does this paragraph relate to and advance the central argument?

-- How is this paragraph connected to the previous one? Do ideas flow or build between them?

-- How will you connect this paragraph to the next one?

-- Is the idea expressed in the paragraph internally consistent? Is it consistent with the ideas previously expressed and the ones to follow?

5. Correct mechanical and stylistic errors. Each sentence should express one idea. Writing should be clear, precise, concise and free of grammatical and spelling errors.

Criteria for Evaluating Papers

1. Quality and development of central argument:

---- Does the writer propose one central argument of his/her own?

---- Is the argument creative and insightful?

---- Is the central argument specific and clearly stated?

---- Is the central argument logically developed, internally consistent and adequately explained?

---- Does the argument address all aspects of the assigned question?

2. Organization:

---- Do each of the writer's paragraphs relate to the paper's central argument?

---- Does each paragraph have a controlling idea?

---- Is each paragraph developed with relevant and concrete details?

_____ Does the paper flow smoothly and logically (is it coherent and well-organized) within and between paragraphs?

3. Comprehension: Does the writer show adequate understanding of relevant theoretical concepts and assigned reading? _____

4. Mechanics and style:

_____ Are all sentences clear, concise and fluent?

_____ Is the language convincing and precise?

_____ Is each sentence focused (express no more than one idea)?

_____ Do the paper's mechanics or its word choice detract from its overall effect?

_____ Major mechanical errors in paper (writer's errors are circled): spelling, punctuation, word choice, noun/verb agreement, excessive use of passive voice, errors in verb use, errors in pronoun use, possessives (noun or pronoun), subordinate clauses and phrases, and sentence structure (incomplete, awkward or run on).

Basic Writing Skills

I. Make a Brief Outline

Thesis- (Theme/Main Idea)

. *Political Science is the best department on the campus of Howard University*

Supporting Points- (expand on thesis)

PI: *The political science department has distinguished professors*

P2: *The political science department has helpful staff*

P3: *The political science department produces graduates who go on to change the world*

II. Substantiate Supporting Points w/ Examples and/or Citations

PI: *The political science department has distinguished professors*

Ex. Dr. Flax, a political science professor, has published various articles that have been praised by the political science community.

Cite: Dr. Orlando Taylor, the Dean of Art and Sciences, states, "The political science department has the most distinguished

faculty on the campus"

P2: *The political science department has helpful staff*

Ex. Ms. Walls, administrative secretary for the political science department, goes out of her way to assist students

Cite: Jane Doe, a political science major, states "whenever I have a problem- be it with registration or a class- the political science staff has always been of assistance."

P3: *The political science department produces graduates who go on to change the world*

Ex. Howard University President, H. Patrick Swygert, a graduate of the political science department, has been involved in various projects to uplift communities in the United States and abroad

Cite: The Washington Post cited Howard University's department of political science as being "the department which produces graduates who are sure to make their mark on society."

III. Compose **Rough Draft**

At a minimum, all papers should include: Introduction, 3 supporting paragraphs, & Conclusion

Introduction- (should end with thesis)

A. Topic Sentence-(sums up main idea of paragraph)

The political science department has distinguished professors

B. Topic Sentence

The political science department has helpful staff

C. Topic Sentence

The political science department produces graduates who go on to change the world

[v. Proof Paper for Errors

A. Check Citations

(Author page #)

B. Make sure each paragraph has topic sentence

**Howard University
College of Arts and Sciences
Department of Political Science**

Modern Political Theory–Writing
Political Science 791-01
CRN 18471
Spring 2009
3 credits
Tu-Th 11:10- 12:30
202 Locke Hall

Dr. Jane Flax
Professor
Office: 121 A Douglass Hall
Office Phone: 202-806-5532; Department Phone: 202-806-6720
Email: jflax@howard.edu; jane.flax@worldnet.att.net
Office hours: T, Th 9:30-11; Th 12:30-2; W by appointment

COURSE DESCRIPTION:

1. Writing Across the Curriculum

This is a writing intensive section of Political Science 191 (Modern Political Theory). Please note the following general information and requirements:

- 1. A writing-intensive section will fulfill the third writing requirement in the College of Arts & Sciences. It will also satisfy the same requirements as other sections of the course. For political science majors or minors the course will count towards the required major/minor credit hours. It also satisfies the political theory course requirement for all political science majors.**
- 2. To enroll in a writing-intensive section, students must have earned a "C" or better in Freshman English 003 or 004.**
- 3. A writing-intensive section is not open to students who have taken the non-writing-intensive version of the course. If you have taken Political Science 191 (Modern Political Theory), you may not take this course.**

2. Course Description: Modern Political Theory

The purpose of this course is to deepen the student's understanding of central problems and arguments in modern political theory. Political theorists date modern political theory from the Renaissance. Hence, we will begin with Machiavelli's writings and continue with texts through

the twentieth century. Writing assignments are integrated throughout the course. Stress will be placed on careful reading of the texts and on developing students' analytic and writing skills through active learning. The usefulness of classic texts in political theory to illuminate contemporary political problems such as inequality, justice and the uses of power and the state will be explored, especially through the assigned papers and exercises.

Course Goals:

1. Develop ability to construct well written, persuasive analytic arguments.
 1. Develop ability to construct well written, persuasive analytic arguments.
 2. Interact creatively with concepts and texts.
 3. Gain a better understanding of key concepts in political theory including power, leadership, inequality, and justice.
 4. Improve ability to engage in oral debate and dialogue concerning political issues and ideas.

Course Objectives:

1. Students will be better, more confident writers.
2. Students will deploy complex concepts in a variety of settings.
2. Students will deploy complex concepts in a variety of settings.
3. Students will improve capacity and competence to analyze historical and contemporary political events and claims.

Instructional Methods

This is not a lecture class. Students are expected to actively participate throughout the term. Teaching will incorporate the Socratic method; students will be called on and questioned in class on assigned readings and the theoretical issues they raise. We will watch several films and discuss them. We will also make use of web based materials, including videos and archives. Students will edit other student's papers and will provide commentary upon them. They will also work together on a group project. All course material and announcements will be posted on Blackboard (<http://blackboard.howard.edu>), and students must check the site regularly.

TEXTBOOKS

Required:

Wootton, David, Modern Political Thought: Readings from Machiavelli to Nietzsche, 2nd edition. (Indianapolis: Hackett, 2008)

Suggested:

1. Machiavelli

Sheldon Wolin, Politics and Vision, c. 7

J.G.A. Pocock, The Machiavellian Moment

Quentin Skinner, Foundations of Modern Political Thought, V. 1

Jacob Burckhardt, The Civilization of the Renaissance in Italy

2. Jean Jacques Rousseau

Roger Masters, The Political Philosophy of Rousseau

Judith Shklar, Men and Citizens: A Study of Rousseau's Social Theory

Lucio Colletti, "Rousseau as Critic of 'Civil Society'," in his From Rousseau to Lenin

Susan Moller Okin, Women in Western Political Thought

3. John Stuart Mill

Richard Flathman, Freedom and its Conditions

Carole Pateman, The Disorder of Women

Amy Gutmann, Liberal Equality

4. Karl Marx

Robert Heilbroner, Marxism: For and Against

George Lichtheim, Marxism

David McClellan, Karl Marx

Isaac Balbus, Marxism and Domination

Christine DiStefano, Configurations of Masculinity, c.3

5. African-American Thought

Derrick Bell, And We Are Not Saved; Faces at the Bottom of the Well

Patricia Hill Collins, Black Feminist Thought

Bell Hooks, Killing Rage: Ending Racism

Cornel West, Race Matters,

Darlene Clark Hine and Kathleen Thompson, A Shining Thread of Hope

Richard Delgado, Critical Race Theory

Stanlie M. James and Abena P.A. Busia, Theorizing Black Feminisms

Toni Morrison, Playing in the Dark

Naomi Zack, Race/Sex

Hazel Carby, Race Men

Charles Mills, Blackness Visible; The Racial Contract

Paul Gilroy, Against Race

Danielle Allen, Talking to Strangers

Michael Dawson, Black Visions

Desmond King, Separate and Unequal

COURSE OUTLINE

1. Power, leadership and the modern national state.
 1. Power, leadership and the modern national state.
 2. Civil society, inequality, and freedom.
 3. Liberalism and its limits: race, gender and inequality.
 4. Politics and economics.

COURSE REQUIREMENTS

1. Students will write interactive papers (1-2 pages) on the readings. **Papers are due at beginning of class. No late papers will be accepted.** Interactive papers will be due each week there is not another class assignment. Each student must present an interactive paper to the class at least once. Presentation of interactive papers will be assigned in alphabetical order. A commentator will also be assigned for each paper, and the commentator will initiate discussion of the presenter's paper. Students are responsible for providing copies of their paper to me and their commentator in advance. I will post papers on Blackboard. The rest of the class will read the paper and write a question on it for class discussion. Students who do not submit paper in advance will receive no credit for their presentation.

Interactive papers: Choose a passage from the currently assigned text. Develop a response to this passage. You could apply it to a contemporary event, critique it, expand its meaning, etc. Form of response can be creative. For example, students could construct conversations between themselves and the authors. You could write a poem, a short story, a scene in a movie, etc. One model for these papers is OP-ED pieces in good newspapers, for example the New York Times.

2. Students will also write three analytic papers (five pages each). **Papers are due at beginning of class. No late papers will be accepted.** Papers below an A- may be rewritten once.

Analytic Papers: I will assign several topics to choose among for these papers. Students must develop a well defended argument of her/his own. Rewrites are due a week after I return the first draft of a paper to you. See documents "What is an Analytic Paper" and "Basic Writing Skills," posted under course documents on Blackboard, for further details.

3. Questions. For each reading assignment, students will prepare a list of questions for class discussion. These are questions you would like answered, not necessarily ones for which you already know the answer. Periodically, question list will be turned in.

4. Written preparation for collaborative project.

5. Active participation. I will call on people in class to discuss readings and to ask questions about them.

6. Keeping current with reading.

7. Class debate.

8. Collaborative project. Students will be divided in four groups. These groups will play the role of advisory commissions to President Obama. Their charge is to recommend one initiative that would make a major difference in the lives of African-Americans today. First, each group will represent one of the major strands of modern political thought discussed in the course (Machiavelli, Rousseau, Mill, Marx, and their contemporary supplements). Drawing on this strand and other course readings as relevant, each group will prepare a thirty minute presentation. The presentation must define and justify its theoretical basis. Congruent with your theoretical approach, the group will then identify a major issue facing contemporary African-American communities, discuss why it exists and present a specific policy or other political initiative to address it. Creativity in class presentation format is strongly encouraged. Each member of the group must submit a journal documenting her/his contributions to the final presentation. After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters.

COURSE POLICIES

Computation of final grade

Analytic papers: **45 %**. (15% each)

Interactive papers (cumulative): **20%**

Class work, including attendance, in class writing, questions on texts, paper presentation, paper commentary, participation, and debate: **20%**

Collaborative project (including individual journals): **15%**

Grading Criteria

Papers will be graded on technical writing competence (grammar and spelling) as well as content and organization. See document “paper evaluation,” posted on Blackboard, for grading criteria for analytic papers.

Writing Conventions

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[f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1](http://books.google.com/books?id=MpN0ikR6-f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1)

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Analytic Paper Guidelines

1. An analytic paper puts forth one (and only one) specific, clear position. For example, imagine the following question: Machiavelli claims that it is better for a leader to be feared than loved; is he correct? In response, your position might be: Machiavelli's view of leadership is fundamentally flawed, because he fails to explore and exploit the political uses of a people's need to love their ruler. Such love can be attained by x and will have y consequences. Taking the uses of love into account will produce a better theory and practice of leadership. By the end of the first paragraph, the reader should know what your position is.
2. An analytic paper systematically develops and defends each element of your position. Each subsequent paragraph should have a governing lead sentence. This sentence should either expand your position or provide the reasoning for it. For example, to develop the position in 1. your next paragraph might discuss Machiavelli's view of the qualities necessary for a ruler. The following paragraph(s) might explore the strengths and weaknesses of his view. You would then go on to discuss the people's need to love their leader, then political uses of this love and so on. In other words, each of the sentences of the position becomes the ruling sentence of a subsequent paragraph. Every time you introduce a new idea, you create a new paragraph.
3. An analytic paper has a logical structure so that each idea connects to the next one and each idea is in service of furthering your overall argument. You are creating a road to move the reader to your position. At each juncture, you need to ask yourself, what does the reader need to know to make this claim clear and compelling? Exclude all unnecessary information as it distracts the reader and diminishes the force of your argument. Your writing should be clear, well worded and direct.
4. The purpose of the paper is to persuade the reader of the plausibility and coherence of your argument. By the end of the paper, the reader will understand your position and the reasoning in support of it. S/he might not agree with it but will have to take it seriously.
5. An analytic paper has a concluding paragraph that summarizes the argument. Do not introduce new ideas at this point; simply recap and give one last plug for your argument.

Basic Rules of Good Writing

1. Avoid junk phrases: in essence, in order, virtually, type of, kind of, essentially.
2. Avoid redundant phrases: "in today's contemporary society."
3. Avoid repeating yourself. If there are phrases such as: "as stated previously" or "in other words," you are in trouble.
4. Use present tense to refer to and discuss theorists-- even if they have been dead for a long time: Locke says; not Locke said.
5. "You" is not used in formal writing.
6. If you use more than three words of another author's work, you must provide a full citation.
7. Follow the "one idea" principle. Each paragraph should discuss one idea; the opening sentence should introduce that idea. Each sentence within a paragraph should develop the paragraph's point. When you introduce a new idea, you should do so in new paragraph.
8. Being is not a verb.
9. Know the difference between: its/it's; their/there/they're.
10. Avoid "I believe;" "I argue," etc. The context should make it clear who is speaking.
11. Once you begin a paragraph to discuss an author, it is not necessary to continually identify that author. For example, if the paragraph begins: "Locke says...", each subsequent sentence should not begin "Locke contends," "Locke proposes," "Locke propounds," etc.
12. Avoid starting sentences with because, but, or and.
13. Simply connecting two phrases with a "because" does not establish a logical connection between two ideas.
14. Do not use contractions in formal writing (it's, can't, etc.)
15. Limit sentence length. Long strings of dependent clauses are confusing. Long sentences often contain several poorly developed ideas.

GUIDELINES FOR PAPER REVISION

1. Spend some time thinking about your goals in this paper, the good points about your work so far, the teacher's evaluation of your first draft, and how you can improve the paper before resubmitting it. If you were confused about some readings or theoretical ideas, clarify these before rewriting.
2. In one sentence state the central argument of this paper.
3. Try to imagine a reader who knows nothing that you do and is unfamiliar with the way you think. Would this argument be clear to her?

4. Answer the following questions for each paragraph:

-- What does this paragraph say?

-- How does this paragraph relate to and advance the central argument?

-- How is this paragraph connected to the previous one? Do ideas flow or build between them?

-- How will you connect this paragraph to the next one?

-- Is the idea expressed in the paragraph internally consistent? Is it consistent with the ideas previously expressed and the ones to follow?

5. Correct mechanical and stylistic errors. Each sentence should express one idea. Writing should be clear, precise, concise and free of grammatical and spelling errors.

Criteria for Evaluating Papers

1. Quality and development of central argument:

---- Does the writer propose one central argument of his/her own?

---- Is the argument creative and insightful?

---- Is the central argument specific and clearly stated?

---- Is the central argument logically developed, internally consistent and adequately explained?

---- Does the argument address all aspects of the assigned question?

2. Organization:

---- Do each of the writer's paragraphs relate to the paper's central argument?

---- Does each paragraph have a controlling idea?

---- Is each paragraph developed with relevant and concrete details?

_____ Does the paper flow smoothly and logically (is it coherent and well-organized) within and between paragraphs?

3. Comprehension: Does the writer show adequate understanding of relevant theoretical concepts and assigned reading? _____

4. Mechanics and style:

_____ Are all sentences clear, concise and fluent?

_____ Is the language convincing and precise?

_____ Is each sentence focused (express no more than one idea)?

_____ Do the paper's mechanics or its word choice detract from its overall effect?

_____ Major mechanical errors in paper (writer's errors are circled): spelling, punctuation, word choice, noun/verb agreement, excessive use of passive voice, errors in verb use, errors in pronoun use, possessives (noun or pronoun), subordinate clauses and phrases, and sentence structure (incomplete, awkward or run on).

Basic Writing Skills

I. Make a Brief Outline

Thesis- (Theme/Main Idea)

. *Political Science is the best department on the campus of Howard University*

Supporting Points- (expand on thesis)

PI: *The political science department has distinguished professors*

P2: *The political science department has helpful staff*

P3: *The political science department produces graduates who go on to change the world*

II. Substantiate Supporting Points w/ Examples and/or Citations

PI: *The political science department has distinguished professors*

Ex. Dr. Flax, a political science professor, has published various articles that have been praised by the political science community.

Cite: Dr. Orlando Taylor, the Dean of Art and Sciences, states, "The political science department has the most distinguished

faculty on the campus"

P2: *The political science department has helpful staff*

Ex. Ms. Walls, administrative secretary for the political science department, goes out of her way to assist students

Cite: Jane Doe, a political science major, states "whenever I have a problem- be it with registration or a class- the political science staff has always been of assistance."

P3: *The political science department produces graduates who go on to change the world*

Ex. Howard University President, H. Patrick Swygert, a graduate of the political science department, has been involved in various projects to uplift communities in the United States and abroad

Cite: The Washington Post cited Howard University's department of political science as being "the department which produces graduates who are sure to make their mark on society."

III. Compose **Rough Draft**

At a minimum, all papers should include: Introduction, 3 supporting paragraphs, & Conclusion

Introduction- (should end with thesis)

A. Topic Sentence-(sums up main idea of paragraph)

The political science department has distinguished professors

B. Topic Sentence

The political science department has helpful staff

C. Topic Sentence

The political science department produces graduates who go on to change the world

[v. Proof Paper for Errors

A. Check Citations

(Author page #)

B. Make sure each paragraph has topic sentence

**Howard University
College of Arts and Sciences
Department of Political Science**

Modern Political Theory–Writing
Political Science 791-01
CRN 18471
Spring 2009
3 credits
Tu-Th 11:10- 12:30
202 Locke Hall

Dr. Jane Flax
Professor
Office: 121 A Douglass Hall
Office Phone: 202-806-5532; Department Phone: 202-806-6720
Email: jflax@howard.edu; jane.flax@worldnet.att.net
Office hours: T, Th 9:30-11; Th 12:30-2; W by appointment

COURSE DESCRIPTION:

1. Writing Across the Curriculum

This is a writing intensive section of Political Science 191 (Modern Political Theory). Please note the following general information and requirements:

- 1. A writing-intensive section will fulfill the third writing requirement in the College of Arts & Sciences. It will also satisfy the same requirements as other sections of the course. For political science majors or minors the course will count towards the required major/minor credit hours. It also satisfies the political theory course requirement for all political science majors.**
- 2. To enroll in a writing-intensive section, students must have earned a "C" or better in Freshman English 003 or 004.**
- 3. A writing-intensive section is not open to students who have taken the non-writing-intensive version of the course. If you have taken Political Science 191 (Modern Political Theory), you may not take this course.**

2. Course Description: Modern Political Theory

The purpose of this course is to deepen the student's understanding of central problems and arguments in modern political theory. Political theorists date modern political theory from the Renaissance. Hence, we will begin with Machiavelli's writings and continue with texts through

the twentieth century. Writing assignments are integrated throughout the course. Stress will be placed on careful reading of the texts and on developing students' analytic and writing skills through active learning. The usefulness of classic texts in political theory to illuminate contemporary political problems such as inequality, justice and the uses of power and the state will be explored, especially through the assigned papers and exercises.

Course Goals:

1. Develop ability to construct well written, persuasive analytic arguments.
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 2. Interact creatively with concepts and texts.
 3. Gain a better understanding of key concepts in political theory including power, leadership, inequality, and justice.
 4. Improve ability to engage in oral debate and dialogue concerning political issues and ideas.

Course Objectives:

1. Students will be better, more confident writers.
2. Students will deploy complex concepts in a variety of settings.
2. Students will deploy complex concepts in a variety of settings.
3. Students will improve capacity and competence to analyze historical and contemporary political events and claims.

Instructional Methods

This is not a lecture class. Students are expected to actively participate throughout the term. Teaching will incorporate the Socratic method; students will be called on and questioned in class on assigned readings and the theoretical issues they raise. We will watch several films and discuss them. We will also make use of web based materials, including videos and archives. Students will edit other student's papers and will provide commentary upon them. They will also work together on a group project. All course material and announcements will be posted on Blackboard (<http://blackboard.howard.edu>), and students must check the site regularly.

TEXTBOOKS

Required:

Wootton, David, Modern Political Thought: Readings from Machiavelli to Nietzsche, 2nd edition. (Indianapolis: Hackett, 2008)

Suggested:

1. Machiavelli

Sheldon Wolin, Politics and Vision, c. 7

J.G.A. Pocock, The Machiavellian Moment

Quentin Skinner, Foundations of Modern Political Thought, V. 1

Jacob Burckhardt, The Civilization of the Renaissance in Italy

2. Jean Jacques Rousseau

Roger Masters, The Political Philosophy of Rousseau

Judith Shklar, Men and Citizens: A Study of Rousseau's Social Theory

Lucio Colletti, "Rousseau as Critic of 'Civil Society'," in his From Rousseau to Lenin

Susan Moller Okin, Women in Western Political Thought

3. John Stuart Mill

Richard Flathman, Freedom and its Conditions

Carole Pateman, The Disorder of Women

Amy Gutmann, Liberal Equality

4. Karl Marx

Robert Heilbroner, Marxism: For and Against

George Lichtheim, Marxism

David McClellan, Karl Marx

Isaac Balbus, Marxism and Domination

Christine DiStefano, Configurations of Masculinity, c.3

5. African-American Thought

Derrick Bell, And We Are Not Saved; Faces at the Bottom of the Well

Patricia Hill Collins, Black Feminist Thought

Bell Hooks, Killing Rage: Ending Racism

Cornel West, Race Matters,

Darlene Clark Hine and Kathleen Thompson, A Shining Thread of Hope

Richard Delgado, Critical Race Theory

Stanlie M. James and Abena P.A. Busia, Theorizing Black Feminisms

Toni Morrison, Playing in the Dark

Naomi Zack, Race/Sex

Hazel Carby, Race Men

Charles Mills, Blackness Visible; The Racial Contract

Paul Gilroy, Against Race

Danielle Allen, Talking to Strangers

Michael Dawson, Black Visions

Desmond King, Separate and Unequal

COURSE OUTLINE

1. Power, leadership and the modern national state.
 1. Power, leadership and the modern national state.
 2. Civil society, inequality, and freedom.
 3. Liberalism and its limits: race, gender and inequality.
 4. Politics and economics.

COURSE REQUIREMENTS

1. Students will write interactive papers (1-2 pages) on the readings. **Papers are due at beginning of class. No late papers will be accepted.** Interactive papers will be due each week there is not another class assignment. Each student must present an interactive paper to the class at least once. Presentation of interactive papers will be assigned in alphabetical order. A commentator will also be assigned for each paper, and the commentator will initiate discussion of the presenter's paper. Students are responsible for providing copies of their paper to me and their commentator in advance. I will post papers on Blackboard. The rest of the class will read the paper and write a question on it for class discussion. Students who do not submit paper in advance will receive no credit for their presentation.

Interactive papers: Choose a passage from the currently assigned text. Develop a response to this passage. You could apply it to a contemporary event, critique it, expand its meaning, etc. Form of response can be creative. For example, students could construct conversations between themselves and the authors. You could write a poem, a short story, a scene in a movie, etc. One model for these papers is OP-ED pieces in good newspapers, for example the New York Times.

2. Students will also write three analytic papers (five pages each). **Papers are due at beginning of class. No late papers will be accepted.** Papers below an A- may be rewritten once.

Analytic Papers: I will assign several topics to choose among for these papers. Students must develop a well defended argument of her/his own. Rewrites are due a week after I return the first draft of a paper to you. See documents "What is an Analytic Paper" and "Basic Writing Skills," posted under course documents on Blackboard, for further details.

3. Questions. For each reading assignment, students will prepare a list of questions for class discussion. These are questions you would like answered, not necessarily ones for which you already know the answer. Periodically, question list will be turned in.

4. Written preparation for collaborative project.

5. Active participation. I will call on people in class to discuss readings and to ask questions about them.

6. Keeping current with reading.

7. Class debate.

8. Collaborative project. Students will be divided in four groups. These groups will play the role of advisory commissions to President Obama. Their charge is to recommend one initiative that would make a major difference in the lives of African-Americans today. First, each group will represent one of the major strands of modern political thought discussed in the course (Machiavelli, Rousseau, Mill, Marx, and their contemporary supplements). Drawing on this strand and other course readings as relevant, each group will prepare a thirty minute presentation. The presentation must define and justify its theoretical basis. Congruent with your theoretical approach, the group will then identify a major issue facing contemporary African-American communities, discuss why it exists and present a specific policy or other political initiative to address it. Creativity in class presentation format is strongly encouraged. Each member of the group must submit a journal documenting her/his contributions to the final presentation. After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters.

COURSE POLICIES

Computation of final grade

Analytic papers: **45 %**. (15% each)

Interactive papers (cumulative): **20%**

Class work, including attendance, in class writing, questions on texts, paper presentation, paper commentary, participation, and debate: **20%**

Collaborative project (including individual journals): **15%**

Grading Criteria

Papers will be graded on technical writing competence (grammar and spelling) as well as content and organization. See document “paper evaluation,” posted on Blackboard, for grading criteria for analytic papers.

Writing Conventions

Students should follow conventional style as specified by the American Political Science Association. You should purchase a copy of Style Manual for Political Science, available at www.apsanet.org
See also “Basic Rules for Good Writing,” posted under course documents on Blackboard.

Class Participation

Class attendance is **required**. Students who are more than five minutes late to class will not be

admitted to that session. For every three unexcused missed classes, class grade will drop. Please turn off all cell phones, pagers, blackberries, etc. Students must not use these in class. Except in emergency situations, students are expected to remain in class for the entire period.

Extra Credit

No extra credit will be given.

Incompletes and Withdrawals

Except in cases of well documented, dire circumstances no incompletes will be given. If such circumstances arise, students must discuss them with me as soon as possible. Students who wish to withdraw from the course are responsible for knowing and following university guidelines.

Late or missed work

No late papers will be accepted. No make up work will be provided for missed class activities unless student has a well-documented emergency on that day.

Academic Integrity

Plagiarism: Plagiarism is a serious violation of university rules and academic ethics. Plagiarism means to take and pass off as one's own the ideas or writings of another without attribution (without acknowledging the author). If you use more than three words of any one else's writing, you must put text in quotes and provide proper citation. This applies to material taken from the web, a book, or any other source. **Any student who commits plagiarism will receive an F for this course** and may be reported to the COAS.

Refer to the "Academic Code of Conduct" in the H-Book or Directory of Classes for further information.

ADA note:

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this commitment, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each academic semester. The Dean of the Office for Special Student Services, Dr. Barbara Williams, may be reached at 202.238.2420. Please notify me within the first two weeks of class if you require such accommodation.

Other resources

Additional Writing Resources:

Freshman English Handbook; the Writing Center in Locke Hall and HEC 1024; WAC website: www.english.howard.edu

See also the document on our Blackboard website: "Paper revising" (posted under course documents)

Important Dates: Assignments Due

January 13: Interactive Paper

January 22: Interactive Paper

January 29: Analytic paper

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Analytic paper

March 3: Interactive paper

March 31: Analytic paper

April 7: Interactive paper

April 16- April 21: Collaborative Projects

April 23: journal from collaborative project

Schedule of Activities and Assignments

1. January 8- January 29

Major Topic: The Paradoxes of Power and the Ethics of Politics

Readings: N. Machiavelli, The Prince (reprinted in Wootton)

Martin Luther King, Jr., "Letter from Birmingham Jail," (posted on Blackboard)

Malcolm X, "The Bullet or the Ballot?" (posted on Blackboard)

Film: "Street Fight"

Assignments:

January 13: Interactive Paper

January 22: Interactive Paper

January 29: Analytic paper

2. February 3- February 24

Major Topic: Civil Society, Citizenship and Freedom

Readings: J.J. Rousseau, Discourse on the Origin and Foundations of Inequality and On the Social Contract (reprinted in Wootton)

W.E.B. DuBois, "The Talented Tenth" (posted on Blackboard)

Barak Obama, "A More Perfect Union" (posted on Blackboard)

Assignments:

February 5: Interactive Paper

February 17: Interactive Paper

February 24: Class debate: Howard University, virtue and the talented tenth.
Second analytic paper.

3. February 26 - March 26 (Spring Break, March 16- March 20)

Major Topic: Liberalism and the problems of equality and justice

Readings: J. S. Mill, On Liberty and The Subjection of Women (both reprinted in Wootton).

bell hooks, "Feminism, a Transformational Politics," in Talking Back, on web from

Google Books: [http://books.google.com/books?id=MpN0ikR6-](http://books.google.com/books?id=MpN0ikR6-f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1)

[f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1](http://books.google.com/books?id=MpN0ikR6-f4C&dq=bell+hooks,+black+feminism&printsec=frontcover&source=in&hl=en&sa=X&oi=book_result&resnum=15&ct=result#PPA19,M1)

Barak Obama, "Black Fathers," posted on Blackboard

Film: "Crash"

Assignments:

March 3: Interactive paper.

March 15: Interactive paper

March 31: Analytic paper.

4. April 4- April 23

Major Topic: Politics and Economics

Readings: Karl Marx, "The Communist Manifesto," Preface to A Contribution to the Critique of Political Economy, Capital (in Wootton)

Statistical Abstract of the United States 2008 on web at :

<http://www.census.gov/compendia/statab/>

Film: "Enron: The Smartest Guys in the Room"

Assignments:

April 7: Interactive paper

April 9- April 21: Collaborative Projects

April 23: journal from collaborative project

Collaborative project.

We will imagine that our class has turned into working groups to address the problems facing contemporary African-American communities. Students will be divided into four groups. Each group will represent one of the four main theorists we focused on this term—Machiavelli, Rousseau, Mill, Marx. The group may also incorporate other theorists' ideas. The groups will play the role of advisory commissions to President Obama. Each group will prepare a thirty - forty minute presentation. In this presentation, the group must identify a crucial problem currently impeding the community's progress. Drawing on course readings, the presentation must elaborate and defend its theoretical basis for choosing this problem. Using, but not restricted solely to the ideas of its primary theorist, the group must also discuss why its chosen problem exists and present a specific policy or other political initiative to address it. The analysis and solution must be congruent with the group's theoretical approach. **Creativity in class presentation format is strongly encouraged.** Each member of the group must submit a journal documenting her/his contributions to the final presentation and thoughts about the project.

After each presentation, the other groups will briefly meet in class, prepare and then respond to the presenters. Grade for the project will be determined by: clarity of analysis, depth of theoretical discussion, congruence of analysis and theory, creativity and persuasiveness of presentation, questions for other groups and participation in working sessions. Individual grades may be lowered if student does not provide evidence of full participation in his/her group's work.

Schedule:

April 2 (end of class): Preliminary Report—Each group submits a brief description of its major problem, tentative theoretical approach, and possible political initiative.

April 9- April 21: Collaborative Project Presentations:

April 9: Group 1 (Machiavelli)

April 14: Group 2 (Rousseau)

April 16: Group 3 (Mill)

April 21: Group 4 (Marx)

April 23: Notebooks due.

Additional Course Materials: Paper Guidelines, Evaluation Methods, etc.

Analytic Paper Guidelines

1. An analytic paper puts forth one (and only one) specific, clear position. For example, imagine the following question: Machiavelli claims that it is better for a leader to be feared than loved; is he correct? In response, your position might be: Machiavelli's view of leadership is fundamentally flawed, because he fails to explore and exploit the political uses of a people's need to love their ruler. Such love can be attained by x and will have y consequences. Taking the uses of love into account will produce a better theory and practice of leadership. By the end of the first paragraph, the reader should know what your position is.
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4. Use present tense to refer to and discuss theorists-- even if they have been dead for a long time: Locke says; not Locke said.
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15. Limit sentence length. Long strings of dependent clauses are confusing. Long sentences often contain several poorly developed ideas.

GUIDELINES FOR PAPER REVISION

1. Spend some time thinking about your goals in this paper, the good points about your work so far, the teacher's evaluation of your first draft, and how you can improve the paper before resubmitting it. If you were confused about some readings or theoretical ideas, clarify these before rewriting.
2. In one sentence state the central argument of this paper.
3. Try to imagine a reader who knows nothing that you do and is unfamiliar with the way you think. Would this argument be clear to her?

4. Answer the following questions for each paragraph:

-- What does this paragraph say?

-- How does this paragraph relate to and advance the central argument?

-- How is this paragraph connected to the previous one? Do ideas flow or build between them?

-- How will you connect this paragraph to the next one?

-- Is the idea expressed in the paragraph internally consistent? Is it consistent with the ideas previously expressed and the ones to follow?

5. Correct mechanical and stylistic errors. Each sentence should express one idea. Writing should be clear, precise, concise and free of grammatical and spelling errors.

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---- Is the argument creative and insightful?

---- Is the central argument specific and clearly stated?

---- Is the central argument logically developed, internally consistent and adequately explained?

---- Does the argument address all aspects of the assigned question?

2. Organization:

---- Do each of the writer's paragraphs relate to the paper's central argument?

---- Does each paragraph have a controlling idea?

---- Is each paragraph developed with relevant and concrete details?

_____ Does the paper flow smoothly and logically (is it coherent and well-organized) within and between paragraphs?

3. Comprehension: Does the writer show adequate understanding of relevant theoretical concepts and assigned reading? _____

4. Mechanics and style:

_____ Are all sentences clear, concise and fluent?

_____ Is the language convincing and precise?

_____ Is each sentence focused (express no more than one idea)?

_____ Do the paper's mechanics or its word choice detract from its overall effect?

_____ Major mechanical errors in paper (writer's errors are circled): spelling, punctuation, word choice, noun/verb agreement, excessive use of passive voice, errors in verb use, errors in pronoun use, possessives (noun or pronoun), subordinate clauses and phrases, and sentence structure (incomplete, awkward or run on).

Basic Writing Skills

I. Make a Brief Outline

Thesis- (Theme/Main Idea)

. *Political Science is the best department on the campus of Howard University*

Supporting Points- (expand on thesis)

PI: *The political science department has distinguished professors*

P2: *The political science department has helpful staff*

P3: *The political science department produces graduates who go on to change the world*

II. Substantiate Supporting Points w/ Examples and/or Citations

PI: *The political science department has distinguished professors*

Ex. Dr. Flax, a political science professor, has published various articles that have been praised by the political science community.

Cite: Dr. Orlando Taylor, the Dean of Art and Sciences, states, "The political science department has the most distinguished

faculty on the campus"

P2: *The political science department has helpful staff*

Ex. Ms. Walls, administrative secretary for the political science department, goes out of her way to assist students

Cite: Jane Doe, a political science major, states "whenever I have a problem- be it with registration or a class- the political science staff has always been of assistance."

P3: *The political science department produces graduates who go on to change the world*

Ex. Howard University President, H. Patrick Swygert, a graduate of the political science department, has been involved in various projects to uplift communities in the United States and abroad

Cite: The Washington Post cited Howard University's department of political science as being "the department which produces graduates who are sure to make their mark on society."

III. Compose **Rough Draft**

At a minimum, all papers should include: Introduction, 3 supporting paragraphs, & Conclusion

Introduction- (should end with thesis)

A. Topic Sentence-(sums up main idea of paragraph)

The political science department has distinguished professors

B. Topic Sentence

The political science department has helpful staff

C. Topic Sentence

The political science department produces graduates who go on to change the world

[v. Proof Paper for Errors

A. Check Citations

(Author page #)

B. Make sure each paragraph has topic sentence

