## Curriculum Proposal

**PHIL 15-16 #13**

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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Arts and Sciences
Department: Humanities
Proposer: Dennis Lunt
Proposer’s position: Visiting Assistant Professor/Director of Leadership Studies
Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

- Political Philosophy already contributes to the student learning outcomes of liberal education goal areas 6 and 9. Students are introduced to some of the most fundamental debates in political life – so basic, that many students may not initially recognize the political decisions that shape their lives. Given this, Political Philosophy addresses our capacity for bringing evidence and evidence to bear on nuanced problems (Area 6) and equips students to better appreciate the political and ethical motivations of both “normal” and unusual behavior within a culture (Area 9).

Modifications proposed (specify number of each):
- X Course Modification(s) (form 2)
- _____ New Course(s) (form 3)
- _____ Course Drop(s) (form 4)
- _____ Program Modification(s) (form 5)
- _____ New Program(s) (form 6)
- _____ Program Drop(s) (form 7)

The modifications affect (check):
- X Liberal Education
- X Undergraduate Curriculum
- _____ Graduate Curriculum
- _____ Teacher Licensure Program(s)
Course Modification Form

Current Course Number(s):
   Undergraduate: PHIL 3380
   Graduate: n/a

Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Political Philosophy
Proposed Course Title, if different:

Current Course Description: Various philosophical views on the nature of human society and the state. Might not be offered every year.
Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
   Undergraduate: none
   Graduate: n/a

Proposed Prerequisite(s), if different:
   Undergraduate:
   Graduate:

1) Reason(s) for change(s):
Political Philosophy already contributes to the student learning outcomes of liberal education goal areas 6 and 9. Students are introduced to some of the most fundamental debates in political life – so basic, that many students may not initially recognize the political decisions that shape their lives. Given this, Political Philosophy addresses our capacity for bringing evidence and evidence to bear on nuanced problems (Area 6) and equips students to better appreciate the political and ethical motivations of both “normal” and unusual behavior within a culture (Area 9).

2) May this modified course replace the current course for students remaining in the old curriculum? Yes If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes  ____ No ____
   Major Content Areas  ____ No ____
   Projected Maximum Class Size (Cap)  ____ No ____
4) Current Course fee(s) per student: n/a
   for:
   Proposed Course fee(s) per student, if different:
   for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where this course
   appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.
      Non-licensure programs:
         International Studies, Major and Minor
         Leadership Studies, Minor and Certificate
         Philosophy, Minor
         Political Science, Major and Minor

      Teacher Licensure programs:

         Liberal Education:
         Goal Areas 6 and 9

The Chair of the Department of Humanities, Brendan McManus, was notified of this modification on
1/26/15 during a department meeting. Members of the department sourced and recommend the
modification. (This department includes the Philosophy Program.)

The Chair of Political Science, Tom Beech, was notified of this modification by email on 9/24/15 by
email. (Dr. Beech is the contact person for the International Studies and Political Science Programs.)

The Director of Leadership Studies, Dennis Lunt, is submitting this request.

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

X_____ Comments were received within one week of the notification, and are attached.
POLITICAL PHILOSOPHY

PHIL 3380-01, Spring 2015
TR 4-5:15
Classroom: Hagg-Sauer 247
Instructor: Dennis Lunt (dlunt@bemidjistate.edu)
Office: Hagg-Sauer 313
Phone: ext. 2737
Office hours will be MW 11-2, T 12-4, TH 12-1 and 2-4, F 2-4
(also available by appointment)

COURSE DESCRIPTION

We live in terror because persuasion is no longer possible... We suffocate among people who think they are absolutely right, whether in their machines or in their ideas.

...there is no reason why some of us should not take on the job of keeping alive, through the apocalyptic historical vista that stretches before us, a modest thoughtfulness which, without pretending to solve everything, will constantly be prepared to give some human meaning to everyday life.
- Albert Camus, “Neither Victims Nor Executioners”

Camus knew as well as us—maybe better than us—how difficult it is to think through politics. He lived through the Third Reich’s occupation of Paris, the Algerian War and the Cold War. He emerged as outspoken critic of fascism, totalitarian socialism and Western capitalism.

As he saw it, the danger facing the twentieth and twenty-first centuries was absolutism: “people who think they are absolutely right.” When we believe we know it all, with no room for error or discussion, we can do truly dangerous things to one another.

Camus may have a point. When it comes to politics, you and I hear a lot of slogans, accusations and out-and-out lies. What we do not hear much of is evidence and a willingness to listen to evidence.

In this course, we are going to practice the “thoughtfulness” that Camus mentioned. I will introduce you to a variety of political traditions. The goal is to give you a map of the various traditions that form your political situation. My hope is that this practice will give us an opportunity to persuade ourselves and others of better political ideas.
COURSE OBJECTIVES

By the end of this course, students should be able to:

1. Understand and apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.

2. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.

3. Recognize the diversity of political motivations and interests of others.

4. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

5. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

6. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

7. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

A DEMOCRATIC CLASSROOM

I want the classroom to be as democratic and professional as possible. I have written the policies below with this in mind.

Communal inquiry - Since this is a course about politics, you will probably have strong feelings about some of the topics of class discussion. We might talk about race, gender, religion and sexual orientation, among other controversial topics. You should criticize ideas rigorously and expect the same criticism of your own views. But no one should be shamed or derided for disagreeing with you. You should always give their arguments the most charitable interpretation you can. Derogatory (racist, sexist, homophobic) language will not be permitted. The moral of the story: Be critical and be a decent human being to the people around you.

Explicit/offensive content - You may find some of the assigned material uncomfortable or offensive. We will be discussing some sexually explicit content, racial epithets, sexual assault, torture, imagery that offends certain religious communities, etc. I make a serious effort to balance respect for my students’ backgrounds and the need for mature, open discussion. If some topic impedes your ability to engage in this class please talk with me. I will make an effort to understand your concerns and find a fair way forward.
Academic honesty - I have a low tolerance for plagiarism or other examples of academic dishonesty. Using someone else’s work without citation or permission is not acceptable. This includes passing an internet source or another student’s work off as your own writing. The University’s policy for dealing with cases of academic dishonest is in the Code of Conduct (linked below). I may assign an F for the assignment or the course, depending on the severity of the offense. Make-up work is at my discretion.

If you are unsure about what constitutes academic dishonesty, please talk to me. The Code of Conduct explains that academic dishonesty “the attempt by students, faculty or staff to present as their own work achievements not actually performed by them. In classroom activities, this would include collusion, fabrication and cheating on examinations, papers or course work; in particular knowingly plagiarizing the work of others; duplicating, sharing or selling examinations without permission; producing work for others who claim it as their own; knowingly furnishing false or misleading information to university officials or on academic records; and unauthorized entrance, alteration or tampering with electronic files either personal or university owned.”

(\url{http://www.bemidjistate.edu/students/handbook/policies/academic_integrity/personal_responsibility.cfm})

Supplementary assistance - We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Please contact the Disability Services Office in Bansgberg Hall 101, at 218-755-3883 or by email (\url{disabilityservices@bemidjistate.edu}). Assistance is also available through the Minnesota Relay Service at 1-800-627-3529.

Stress and Academics - You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. The SCHC office can be found on the first floor of Cedar Hall and you can contact them by phone (755-2053 or 755-2024) or email (\url{kreiplinger@bemidjistate.edu}).

\url{http://www.bemidjistate.edu/students/services/health_counseling/counseling/}
ASSIGNMENTS AND GRADING

Every student begins the class with zero points; and everyone can earn points up to a maximum of 100 (excluding extra credit). The points you earn by the end of the semester determines your final grade. Grades will be posted on D2L.

Discussion 10 points
Questions for class discussion 15 points
Exam 1 15 points
Exam 2 15 points
Exam 3 15 points
1-page response 5 points
Current event investigation 15 points
Short paper 10 points
Final Grade 100 points

This is how I will score your letter grade for the course:

>91 points = A
82-90 points = B
73-81 points = C
65-72 points = D
<65 points = F

All assignment details will be included in the course packet. I have included some summaries here:

Discussion - Class discussion will be run somewhat like a laboratory. We will have several hypotheses about how the world operates. We will test them with facts and evidence; and we will compare notes on what happened. Then we will do it again. This experimentation requires that you take an active part in class discussion. Being wrong is fine. Being quiet is not. (If this presents a problem, please speak with me as soon as possible.)

Questions for class discussion - Our discussion of the assigned material will be question-driven. Asking the right questions about a political and philosophical text is a central skill for this course, so each student will submit a total of five questions about the assigned readings. Questions will be evaluated for clarity, demonstrability and fecundity; and questions passing these three tests will be raised in class.

Exams - The exams will have two parts: a short multiple-choice section and a couple long-answer essay questions. The questions will be distributed a week ahead of time. Five possible questions will be on the list. Three will be randomly to appear on the exam. You will have to answer two of those three. The final exam will not be cumulative. Details will be on D2L.

These will not be questions with straightforward right or wrong answers, but ones that ask you to apply theoretical concepts to concrete situations (often in the form of news items). “Apply” is the key word here, as you will need to use theories to (a) select the politically and morally salient features of a social
conflict and (b) indicate a way to resolve or pacify the conflict. Per the course objectives indicated above, rote repetition, us-versus-them thinking and ahistorical evaluation will not satisfy the demands of these exams. Satisfactory answers will move beyond repetition to interpretation of concepts, both-and thinking and historically informed evaluation.

One-page response – In the first two weeks, you will write a one-page response to a recent example of civil disobedience. I would like to hear your reasons for believing that the individual in question should or should not have intentionally disobeyed the law. The response allows you to get sense for my expectations early in the semester and allows me to take the temperature of the class on this important issue.

Current event investigation and paper – Another central skill in this course is the ability to discern the multiple causes of moral and political conflict. I will distribute a list of recent conflagrations (e.g. the recent executions of journalists in Iraq, the working conditions at the construction of World Cup facilities). After selecting one as your focus, you will read about that event regularly in news and academic sources, submitting paragraph-long summaries of your reading each week. By the end of the semester, each student will write a three-page discussion of how one of the assigned readings helped you understand this conflict further.

Attendance - I will take attendance at each class. My attendance policy is as follows:

- Less than 3 classes missed: final grade increased by 3 points
- 3-4 classes missed: final grade reduced by 4 points
- 5 classes missed: final grade reduced by 8 points
- 6 or more classes missed: F for the course

I will excuse absences in cases of medical or family emergency. Please bring me a note after the missed class. Non-emergency absences should be cleared with me before-hand.

Late assignments – Unless arrangements have been made with me beforehand, late assignments will be assessed a penalty of half a letter grade for every weekday they are late. This does not apply to cases of medical or family emergency.

Extra credit – I may offer extra credit to the class at my discretion, for instance, for attendance at a scheduled lecture or for a presentation on an assigned topic.
The following texts are required and available in the bookstore.

Social and Political Philosophy: Readings from Plato to Gandhi
Ed. John Somerville and Ronald Santoni
Anchor, 1963
ISBN 0385012381

All other assignments are in the course reader, which will be available in the bookstore or online (if you have an e-reader).

COURSE SCHEDULE

References to “Somerville” indicate page numbers in Social and Political Philosophy, edited by John Somerville (see above). All other readings are on D2L. Look under the module for each week.

Week 1: 1/12 – 1/16
   Introduction to Course
   Fri., 1/16—Last day to drop classes

Week 2: 1/19 – 1/23
   Introduction to political philosophy
   Mon, 1/19—Martin Luther King Jr. Day—NO CLASS
   Paul Krugman, “E Pluribus Unum”
   John Cassidy, “Is America an Oligarchy?”

Unit 1: Major Traditions

Week 3: 1/26 – 1/30
   Plato: Is democracy really that great?
   Selections from Plato, Republic – Somerville 1-45

Week 4: 2/2 – 2/6
   Hobbes: The Leviathan
   Selections from Hobbes, Leviathan – Somerville 139-168

Week 5: 2/9 – 2/13
   Locke: Representation and Revolution
   Selections from Locke, Second Treatise on Government – Somerville 169-204
Week 6: 2/16 – 2/20
Colonialism
Mon., 2/16–NO CLASS (before 4 pm)

Bartolome de Las Casas, “Two Readings on Columbus” (D2L)
Selections from A Basic Call to Consciousness (D2L)
UN Declaration on Indigenous People (D2L)

Week 7: 2/23 – 2/27
Stanton: Representation of whom? By whom?
Natalie Angier, “How is It For You?” (D2L)
Elizabeth Cady Stanton, “Declaration of Sentiments” (D2L)
bell hooks, “Women at Work” (D2L)
Carol Pateman, “Contract, Labor, and Slavery” (D2L)

Week 8: 3/2 – 3/6
Marx: Is capitalism sustainable? Or just?
Marx, selections from Manifesto and Critique of Political Economy – Somerville 342-357, 379-380

Week 9: 3/9 – 3/13
Spring Break–NO CLASS

Week 10: 3/16 – 3/20
John Rawls: recycling liberalism
Rawls, a selection from A Theory of Justice (D2L)

Unit 2: War, Torture and Peace

Week 11: 3/23 – 3/27
The Just War Tradition
Thomas Aquinas, selection from Summa Theologia (D2L)
Catholic Answers, Just War Doctrine (D2L)
John Rawls, “Fifty Years After Hiroshima” (D2L)

Week 12: 3/30 – 4/3
What is terrorism?
Virginia Held, “Terrorism and War” (D2L)
Robert Pape, “Dying to Win” (D2L)

Week 13: 4/6 – 4/10
Can torture be justified?
Wed., 4/8—Student Achievement Celebration—NO CLASS (before 4 pm)

Alan Dershowitz, “The Case for Torturing the Ticking Time Bomb Terrorist” (D2L)
Jessica Wolfendale, “The Torture Fantasy” (D2L)

Week 14: 4/13 – 4/17
Drone warfare
Peter W. Singer, “Battlefields of the Future” (D2L)
Peter W. Singer, “Do Drones Undermines Democracy?” (D2L)
Heather Roff, “Killing in War” (D2L)

Week 15: 4/20 – 4/24
Nonviolence
Mohandas Gandhi, selected essays – Somerville 500-end

Week 16: 4/27 – 5/1
Nonviolence/Final Exams
Tue., 4/28–NO CLASS (before 4 pm)
Thu., 4/30–Reading Day–NO CLASS
Fri., 5/1–Final Exams

Barbara Deming, “On Revolution and Equilibrium” (D2L)
Gene Sharp, selections from From Dictatorship to Democracy (D2L)

Week 17: 5/4 – 5/7
Final Exams

Final grades available by 5/1
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Dennis Lunt / Visiting Assistant Professor / 09.24.15
Proposer / Title / Date

Brendan McManus / Philosophy / 09.25.15
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty." --IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Colleen Greer / Arts and Science / 10.13.15
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.