

HSA 10: CRITICAL INQUIRY

POLITICAL ANALYSIS

Professor Paul Steinberg
Tues/Thurs 8:10-9:25
Room: Shanahan 2421
Spring 2015

Politics has a profound influence on our daily lives, warranting both critical inquiry and active engagement. This course provides an opportunity to analyze complex political problems, to debate the merits of competing worldviews and policy proposals, and to communicate your views through high-impact writing and public speaking. Drawing on insights from political science and related fields, we will consider contemporary controversies as well as long-standing debates and will explore the links between the two. Specific topics include democracy, freedom, terrorism, globalization, U.S. foreign policy, energy policy, political participation, and the role of government in the economy.

Office Hours

Prof. Steinberg
Meetings by appointment
are welcome and encouraged
607-3840
paul_steinberg@hmc.edu

Tutors
Day/time to be announced

Required Texts

The following books are available for purchase in the Huntley bookstore.

Robert A. Dahl, *Democracy and Its Critics*, Yale University Press, 1989.

Milton Friedman, *Capitalism and Freedom*, University of Chicago Press, 2002.

Students are also responsible for reading 3 issues per week of *The New York Times*.

All other readings are available in a reader that can be purchased in class.

Course Objectives and Requirements

In common with all HSA 10 sections, the goal of this course is to develop student skills in critical inquiry. In this particular section we will discuss, debate, and write about a wide range of political phenomena, drawing on and responding to scholarly publications by leading political scientists and social commentators.

Class Participation	10 %
Notebook	10 %
Paper 1	10%
Paper 2	20 %
Paper 3	20 %
Paper 4	20 %
Oral Presentation	10 %

As a writing-intensive course, this class builds on the skills developed in Writ-1, but with a special emphasis on the craft of writing a high-quality research paper: how to design a good research question, marshal evidence bearing on that question, and convey your conclusions in a compelling way. Clear and engaging writing is a skill that can be mastered by anyone. But this is more than a skills-based course designed to further strengthen your writing. To be sure, competence in grammar, usage, argument structure, citation format, and the like are fundamental to the enterprise. But writing is so closely linked to thinking that this course is also an introduction to rigorous analytic thought. This requires:

Careful engagement with the readings. You must become adept at identifying the authors' central points, understanding their broader significance, assessing the degree to which the authors make convincing use of logic and evidence in support of their arguments, and incorporating these insights into your own evolving view of the world.

Dialogue, collaboration, and critique. Although students come to this course with different levels of exposure to political argumentation, no one of us has a monopoly on the truth. To develop novel and compelling ideas requires a constant questioning of our own assumptions and an openness to new perspectives. This, in turn, is facilitated by sharing those ideas with our peers, offering and listening carefully to constructive criticism, and collaborating in the development of new ideas. It is no coincidence that these are also prerequisites for a democratic society.

Clear expression. The power of your ideas flows from the potency of their expression. Dispense with the stereotypical image of the reclusive scientist who transforms the world through sheer brilliance. In reality, the most effective thinkers, professionals, and social reformers invest a great deal of energy in finding ways to effectively communicate their ideas. Martin Luther King took no fewer than nine public speaking courses during his college years! Likewise, effective writing is something that you will continue to refine over the course of your lifetime. This class is an invitation to take your critical communication skills to the next level at this exciting stage of your personal and professional growth.

Toward this end, success in this course requires the following:

1. Class participation

Every student must be an active participant in class discussions. This requires thorough familiarity with assigned readings in advance of class. You will also participate in one of three debates taking place throughout the semester. Regarding attendance, you may have two unexcused absences without penalty during the semester. Additional absences will count against your final grade at the

rate of 3% per occurrence. Any absence may be excused by the Dean of Students or the Associate Dean of Academic Affairs.

Every student must bring to class a notebook, binder, or other format of your choosing, with separate sections as follows:

<u>calendar:</u>	dates of key assignments and events
<u>lecture notes:</u>	recording in detail the instructor lectures and, where appropriate, key points from discussions, films, and debates
<u>notes on readings:</u>	summaries of key points from the readings, argument maps, and reactions, questions, and points you would like to raise in discussion.
<u>notes on writing & public speaking:</u>	detailed notes for any lectures, tips, discussions, and handouts specifically dealing with written and oral communication

2. Writing

Papers: You will write four papers during the course of the semester. The first is a short (2-page) op-ed applying a perspective from the assigned readings to a current news event. The remaining papers will build toward a substantial research paper on the political topic of your choice. Paper 2: A 5-7 page paper that provides an analysis based on six peer-reviewed articles on your research topic. Paper 3: A 7-10 page revision and expansion on that paper using a total of 10 articles or books. Paper 4: A completed 10-12 page research paper drawing on at least 15 articles or books.

Revision: Revision is an essential part of the writing process. The articles and books that you read in high school and college commonly go through as many as 10 to 20 drafts prior to publication! You should revise all of your writing multiple times, incorporating feedback from peers, tutors, and (crucially) from your own critical read of your work.

Reflection journals: Every week you must write in your online journal a brief (roughly one page) reflection on the week's news and, to the extent feasible, its relationship to course readings. This need not be polished writing. The idea is for you to share your reflections about world events and course content, and the relation between the two. Grades will be based on completeness and evidence of sustained intellectual engagement. Journal entries must be dated, with a separate document for each week, and uploaded onto Sakai drop box by Friday at 10pm.

We have multiple sources of writing support for this course, including graduate tutors and the staff of the HMC Writing Center. Plagiarism can result in dismissal from the college. All students must familiarize themselves with the guidelines on how to avoid plagiarism, identified as {F} in Sakai/resources.

3. Public Speaking

You will give a 10-minute presentation to the class summarizing key findings from your research paper, followed by a question-and-answer session. This should be a polished, clear, well organized, and engaging talk. You are not required to use PowerPoint, though many students find it to be useful for organizing thoughts and sharing visual imagery. As an alternative, you may wish to provide listeners with a handout outlining your key points. Grades for your presentations will be based on the extent to which your talk reflects best practices discussed in class. Each talk will be videotaped. After viewing your video, you will submit (on Sakai) a one-page reflection paper evaluating your performance. By class vote, one student will be chosen to represent our section at Presentation Days, giving their talk to a larger audience.

Required Readings

These are available in the course reader and are in addition to the books by Dahl and Friedman. See the corresponding course schedule below.

Jessica Stern (2003) The Protean Enemy, *Foreign Affairs* 82(4):27-40.

Elizabeth Economy, (2014) China's Imperial President, *Foreign Affairs* 93(6): 80-91.

Thomas L. Friedman, It's a Flat World, After All, *New York Times*, April 3, 2005.

Joseph S. Nye (2009) Get Smart: Combining Hard and Soft Power, *Foreign Affairs* 88(4): 160–63.

Charles Krauthammer (2004) *Democratic Realism: An American Foreign Policy for a Unipolar World*. The Irving Kristol Lecture, American Enterprise Institute Annual Dinner, Washington DC, February 10.

Martin Luther King Jr., *Letter from a Birmingham Jail*, April 16, 1963.

Vaclav Havel, The Power of the Powerless, in *The Power of the Powerless*, translated by Paul Wilson, Hutchinson Educational, Ltd., 1985.

Thomas Jefferson, *The Declaration of Independence*.

Samuel P. Huntington, *The Third Wave: Democratization in the Late Twentieth Century*, University of Oklahoma Press, 1991. Chapters 1 and 2.

Robert Pippin (2000) *Liberation and the Liberal Arts: The Aims of Education*. Presentation to the incoming class at the University of Chicago, September 19.

[on Sakai] Iredell Jenkins (1958) Objectives of the Humanities-Social Science Program, in *Curriculum Study – Harvey Mudd College*, June 30-August 9. Pages 13-18 only.

Thomas H. Sander and Robert D. Putnam (2010) Still Bowling Alone? The Post-9/11 Split, *Journal of Democracy* 21(1): 9-16.

Fay Cook, Fay Lomax, Benjamin I. Page, and Rachel L. Moskowitz (2014) Political Engagement by Wealthy Americans, *Political Science Quarterly* 129(3): 381-98.

Tuesday	Thursday
<p>1/20 Introduction and course overview.</p> <p>See research paper description {J}. Sign up for one of the three class debates. Form peer editing groups</p>	<p>1/22 Which way USA? I. Challenges to American power Read Stern and Economy. Critical argument mapping exercise in class. First journal entry due on Sakai Friday at 10pm. {A}</p>
<p>1/27 II. Competing approaches to US foreign policy Read Nye and Krauthammer; in-class, map one of these readings. Lecture on political engagement</p>	<p>1/29 III. Responding to globalization Read Thomas Friedman</p>
<p>2/3 Debate: Should Western media outlets avoid depictions of Muhammad? {C}</p> <p>Peer review teams meet this week outside of class {B}</p>	<p>2/5 The practice of political research Workshop: How to find high quality information Meet in Honnold-Mudd library</p> <p>{D} Paper 1 due outside Parsons 1280 by 5pm Friday</p>
<p>2/10 Individual meetings to discuss papers. In advance of meeting, submit research proposal on sakai {E}</p>	<p>2/12 Individual meetings to discuss papers. In advance of meeting, submit research proposal on sakai</p> <p>Turn in notebooks by 5pm on Friday {I}</p>
<p>2/17 Democracy in theory and in practice I. Democracy and its critics Read Dahl chapters 2 and 4.</p>	<p>2/19 No class - work on papers {G}</p>
<p>2/24 II. The global status of democracy Read Huntington and come prepared to discuss one article of your choice from the <i>Journal of Democracy</i>.</p>	<p>2/26 III. Capitalism and freedom Lecture: a response to Milton Friedman Read Friedman chapters 1 & 2.</p>
<p>3/3 Writing workshop: structuring your argument Bring printed evidentiary outline for Paper 2. {H}</p>	<p>3/5 Writing workshop: reducing clutter Meet in Sprague first floor with access to a digital copy of Paper 2, described in {J}, in near-final form. Paper 2 is due Friday 5pm. See bibliography format guidelines from the research paper description.</p>

Tuesday	Thursday
3/10 Who participates in politics and why? Video: Freedom Summer Read Sander/Putnam and Cook et al.	3/12 Video: Cornel West on the relation between democracy and critical inquiry Read King, Havel, Jefferson Turn in notebooks by 5pm Friday
3/17 Spring break - no class	3/19 Spring break - no class
3/24 Workshop: public speaking strategies	3/26 Debate: Is democracy a universal value? {K}
3/31 Political Ghost Hunt Bring portable device with internet access if possible Paper 3 Due Friday 5pm {J}	4/2 Debate: Should the US proceed with the Keystone XL Pipeline? {L}
4/7 Critical inquiry and the liberal arts: Why are you here? Discuss Pippin and Jenkins (Sakai).	4/9 In-class overview of HSA curriculum Sign up for advising week slot on google doc
4/14 Student presentations HSA advising week	4/16 Student presentations HSA advising week
4/21 Student presentations Draft Paper 4 due in class. Meet with peer editing group outside of class this week.	4/23 Student presentations
4/28 Student presentations	4/30 Wrap-up Reflections on oral presentations due on Sakai Friday noon. Students vote for top talk for Presentation Days.
May 4 - 6 HMC Presentation Days. Students must attend at least one of the two HSA 10 sessions. Final Paper 4 for our section due May 5th	