

HSA 10: CRITICAL INQUIRY (Section 13)

POLITICAL ANALYSIS

Professor Paul Steinberg
Tues/Thurs 8:10-9:25
Room: Shanahan B445
Spring 2019

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, authoritarian rule, political tolerance, U.S. foreign policy, international development, race, gender, social change, immigration policy, and the role of government in the economy.

Office Hours

Prof. Steinberg
Meetings by appointment
are welcome and encouraged
Parsons 1280
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Graduate Tutor Troy Mikanovich
Office hours to be announced, Parsons 1265
troy.mikanovich@cgu.edu

Required Texts

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

Hans Rosling, *Factfulness*, Flatiron Books, 2018.

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

Students are responsible for reading online politics and current affairs issues three times per week from any of the following sources: *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *The Guardian*, *the BBC*, or *National Public Radio*.

All other readings are available on Sakai.

Accommodations

I am committed to making this course accessible to everyone. If you need accommodations based on a disability, including mental health or other chronic or temporary medical conditions, please contact the disabilities resources person from your home campus. Also feel free to ask me any questions – I’m happy to help.

HMC: Brandon Ice - bice@hmc.edu
 CMC: Kari Rood - kari.rood@cmc.edu or disabilityservices@cmc.edu
 Pitzer: Gabriella Tempestoso - gabriella_tempestoso@pitzer.edu
 Pomona: Jan Collins Eaglin - jan.collins-eaglin@pomona.edu
 Scripps: Bianca Vinci - bvinci@scrippscollege.edu

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.

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| Class Participation | 10 % |
| Reflection papers | 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 two of three debates or research panels 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.

I strongly recommend that every student bring to class a notebook, binder, or computer-based format of your choosing, with separate sections/folders as follows:

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| <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, panels, 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, writing tutor sessions, 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 (500-700 word) paper topic analyzing a specific question in relation to the readings (see the essay prompt for details). 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. Submission of this final paper is a prerequisite for passing the course.

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 our graduate tutor 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 recorded. 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 on Sakai/resources and are in addition to the books noted above. See the corresponding course schedule below.

Paul Howe (2017) Eroding Norms and Democratic Deconsolidation, *Journal of Democracy* 28(4): 15–29.

M. Steven Fish (2017) The Kremlin Emboldened: What Is Putinism?, *Journal of Democracy* 28(4):61–75.

Mark Setzler and Alixandra B. Yanus (2018) Why Did Women Vote for Donald Trump? *PS: Political Science & Politics*: 1-5.

Robert A. Dahl, *Democracy and Its Critics*, Yale University Press, 1989. Chapters 2 and 4.

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

Walter Lippmann (1939) The Indispensable Opposition, *Atlantic Monthly* 164(2): 186–90.

bell hooks (1986/7) Talking Back *Discourse* 8: 123-28.

Robin DiAngelo (2011) White Fragility, *International Journal of Critical Pedagogy* 3(3): 54-70.

Paul F. Steinberg, Keep the Change, chapter 9 from *Who Rules the Earth?*, Oxford University Press, 2015.

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

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

| Tuesday | Thursday |
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| 1/22 Introduction and course overview See research paper description {J}. Sign up for one of the three class presentations. Form peer editing groups. | 1/24 Is democracy under threat? Read Howe. Critical argument mapping exercise in class. First journal entry due on Sakai Friday at 10pm. {A} |
| 1/29 Authoritarianism in Russia and the United States Read Fish and Setzler/Yanus. Bring and post on Sakai an argument map of one of these readings. | 1/31 The people and the guardians Read Dahl chapters 2 and 4. |
| 2/5 The global status of democracy Read Huntington and come prepared to discuss one article of your choice from the Journal of Democracy. | 2/7 Debate: Is democracy appropriate for all countries? {K} Peer review teams meet this week outside of class. {B} Paper 1 due outside Parsons 1280 by 5pm Friday. {D} |
| 2/12 Research workshop: How to find high quality information | 2/14 Individual meetings to discuss papers. In advance of meeting, submit research proposal on Sakai. {E} |
| 2/19 Individual meetings to discuss papers. In advance of meeting, submit research proposal on Sakai. {E} | 2/21 Is the world getting better or worse? Read Rosling, pp. 1-74. |
| 2/26 Capitalism and freedom Lecture: A response to Milton Friedman Read Friedman chapters 1 & 2. | 2/28 Student panel on US immigration policy |
| 3/5 Writing workshop: structuring your argument Post on Sakai and bring printed evidentiary outline for Paper 2. {H} | 3/7 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 at 5pm. See bibliography format guidelines from the research paper description. |

| Tuesday | Thursday |
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| 3/12 Tools for engaging in difficult conversations - Part 1 Read Lippmann as well as Hooks | 3/14 Tools for engaging in difficult conversations - Part 2 Read DiAngelo |
| 3/19 Spring break - no class | 3/21 Spring break - no class |
| 3/26 Workshop: public speaking strategies (Pre-recorded. Steinberg at International Studies Association.) | 3/28 Student panel on the American role in Syria (Steinberg joins by Skype) |
| 4/2 How Social Change Works Read Steinberg. | 4/4 Political Ghost Hunt Bring portable device with internet access and dress for outdoors Paper 3 Due Friday 5pm {J} |
| 4/9 Critical inquiry and the liberal arts: Why are you here? Discuss Pippin and Jenkins | 4/11 In-class overview of HSA curriculum Sign up for advising week slot on google doc. |
| 4/16 Student presentations HSA advising week | 4/18 Student presentations HSA advising week |
| 4/23 Student presentations Draft Paper 4 due on Sakai. Meet with peer editing group outside of class this week. | 4/25 Student presentations |
| 4/30 Student presentations | 5/2 Wrap-up Reflections on oral presentations due on Sakai Friday noon. Students vote for top talk for Presentation Days. |
| May 6 - 8 HMC Presentation Days. Students must attend at least one of the two HSA 10 sessions on May 8. | Final Paper 4 for our section is due May 10 |

Harvey Mudd College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone.

Please be aware that many HMC employees, including all faculty members, are considered Responsible Employees who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) the EmPOWER Center (909.607.2689), the Monsour Counseling Center (909.621.8202), and the McAlister Chaplains (909.621.8685). Additional information about your options is also available at <https://www.hmc.edu/tix>.