Submit Twenty-four Copies of this form with Attachments to the chair, Educational Policies Committee. The Registrar must assign a tentative number to the course.

Department: Religion and Philosophy & Political Science (cross-listed)
Proposed course number: PHL/PSC 3009 SL
Course Title: Political Philosophy (Service Learning Section)
Prerequisites: None

Course Description: (Please use the format of the current catalog.)
This course is a critical examination of the main issues with which political philosophers have been concerned from Plato to the present day. We will begin the course with a topical examination of the most important of these issues, beginning with a defense of political philosophy, then consider the problem of political authority, the debate over the best form of government, the role of the state in ensuring freedom and justice, and the more contemporary concerns of the state regarding multiculturalism and global justice. After this, we will examine the views of the major political theorists whose ideas have shaped the course of political philosophy throughout history. Included among these theorists are Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx and Engels, Mill, Wollstonecraft, Okin, Rawls and Nozick.

In addition to establishing a strong theoretical background in political philosophy, students will engage in a service experience with a partner from the community with the aim of enhancing their learning in the classroom. The service experience will enable critical reflection on the views of the philosophers (as a way to apply them and “put them to the test”), while the theoretical background will enable reflection on the actions and aims of the community partner (as a way to assess its function within a democratic nation).

Please answer the following:

Semester Credit Hours: ___4___ Graded or Non Graded: ___Graded__ Yes___
Course will be offered?: Fall ___x___ Spring ___ Alternate Years Beginning? __________
Will this course be offered in the Evening? Yes ___ No ___x___ Do not know ___

This course is designed to be: (check all appropriate lines):

___ x ___ a course to satisfy the University Core Requirement in __________
___ ___ a required course in the major
___ ___ an elective for majors
___ ___ an experiential learning course (EL)
___ ___ a general elective for majors and non majors
___ ___ an information literacy (technology infused) course
___ ___ combination of previous courses:
___ ___ meets Area I requirement
___ ___ a Special Topics Course
___ ___ an Honors course
___ ___ an UR/CW course (UR/CW)
___ ___ a Global Studies course (GBS)
___ ___ a service learning course (SL)
___ ___ new course
___ ___ meets Area II requirement

The following should be attached:

(1) Rationale for the course: (a) How it supports the program. (b) If your course appears similar to other departments' offerings at HPU, how is your course unique? (c) Similarity or uniqueness relative to courses at other institutions?

(2) Do your attachments mention any related changes, such as changes in the departmental majors/minors and their associated catalog copy? Note: If you are significantly revising a major, please include a two-column before-and-after table, showing the current major and the proposed major. Also include your plan for students who will graduate using older catalog versions – new courses which substitute for ones you are dropping, etc.
(3) Expenditures: If the proposal requires expenditures beyond those covered by the current Dept budget, please attach a memo from the Dept chair to the Vice President for Academic Affairs, outlining the needs. For new majors, which typically require significant increases in library resources, please also consult with the Director of Library Services. EPC approval of the proposal does not guarantee budgetary approval.

(4) If the changes affect other department(s), include the signed EPC Departmental Consultation form(s) in which they acknowledge they have been consulted in detail (their signature does not imply approval).

(5) A thorough syllabus including:
   - Course description
   - Course objectives (specific and clear)
   - Course texts and other reading requirements
   - Writing and speech detailed requirements (esp. if course is intended for Gen. Education credit)
   - Special projects, research, etc.
   - Required grading scale and % of grade from each assigned area
   - Instructional facilities other than classroom/lab
   - A tentative week-by-week list of course topics

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PHL/PSC 3009-01 SL: Political Philosophy (SERVICE LEARNING SECTION)
Fall 2012

Instructor: Dr. Amy MacArthur
Office Location: David Hayworth Hall Room 218
Office Phone: (336) 841-9072
Email: amacarth@highpoint.edu

Class Coordinator: TBD

Required Texts:
- *Classics of Political and Moral Philosophy* (abbreviated *Classics*), ed. by Steven M. Cahn (Oxford University Press, 2002)
- Additional readings to be made available on Blackboard (due as indicated on the Course Schedule below)

Course Description:
This course is a critical examination of the main issues with which political philosophers have been concerned from Plato to the present day. We will begin the course with a topical examination of the most important of these issues, beginning with a defense of political philosophy, then consider the problem of political authority, the debate over the best form of government, the role of the state in ensuring freedom and justice, and the more contemporary concerns of the state regarding multiculturalism and global justice. After this, we will examine the views of the major political theorists whose ideas have shaped the course of political philosophy throughout history. Included among these theorists are Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx and Engels, Mill, Wollstonecraft, Okin, Rawls and Nozick.

**This course requires a Service Learning (SL) placement outside of class**

In addition to establishing a strong theoretical background in political philosophy, students will engage in a service experience with a partner from the community with the aim of enhancing their learning in the classroom. The service experience will enable critical reflection on the views of the philosophers (as a way to apply them and “put them to the test”), while the theoretical background will enable reflection on the actions and aims of the community partner (as a way to assess its function within a democratic nation).

Course Goals & Objectives:
Students who successfully complete this course will be able to do the following:

1) to present a knowledgeable account of the major issues considered by political philosophers throughout history
2) to articulate the views of some of the most important political philosophers, past and present, regarding those issues
3) to apply the views of the major political theorists to some of the key political issues facing our nation today
4) to engage in service within the community that will both contribute to the good of the community and permit reflection on the issues and philosophers discussed in the classroom
5) to reflect on what “citizenship” means in a democratic nation like the United States

Student SL Responsibilities:
Over the course of the semester, students are expected to spend a minimum of 15 hours working at their service sites. If students miss scheduled meetings at their service sites, they are individually responsible, with the aid of the Course Coordinator, for making arrangements to make up the missed time. Satisfactory fulfillment of the service requirements of the course will constitute 30% of the course grade.
The Service Learning Code of Professional and Ethical Behavior is attached to the end of this Syllabus. A hard copy will be distributed in class. It is imperative that you abide by the expectations outlined in the Code, as failure to do so constitutes a violation of the Honor Code. Following are some additional points regarding student conduct at the service site.
Decorum:
Since students are representatives of the University placed in professional situations off campus, student decorum, maturity, discretion, and civility are requirements of primary importance for the satisfactory completion of the civic engagement component of the course.
Privacy & Confidentiality:
Your volunteer sites may bring you into contact with confidential or proprietary information. Students must be careful not to divulge to third parties any information that the organization regards as proprietary and confidential and to respect the privacy of personnel or clients with whom students may come into contact during on-site visits or partner-sponsored activities.
Cultural Sensitivity:
Your volunteer sites may bring you into contact with individuals whose values and socio-economic and cultural backgrounds may differ widely from your own. A willingness to be self-critical and a desire to achieve understanding across such divides are necessary for reflecting on, and evaluating, your own ethical preconceptions. One of the main objectives of Service Learning courses in Ethics is to increase students’ sensitivity to the many differences in our contemporary world and to reflect on the reasons for and implications of these differences. This is because in order to be responsible citizens, students must come to terms with social, cultural, religious, economic, and ethnic diversity. The Service Learning Program at High Point University seeks to raise awareness of and promote sensitive engagement with all these types of diversity.

Transportation:
Students are encouraged to carpool to their community partner sites. The HPU website has a Ride Board (see link below) to facilitate carpooling. The Ride Board includes an “academic related trips” section so students who need to travel off campus for class assignments may more easily pair-up. The link is available from the concierge website.
http://www.highpoint.edu/rideboard
Let the Class Coordinator know if you are having difficulty arranging transportation.

Our Community Partner(s):
TBD, but some possibilities include
- Democracy North Carolina, a democracy advocacy group with a local coalition in Greensboro/Guilford County (http://www.democracy-nc.org/index.php)
- North Carolina Center for Voter Education (http://www.ncvotered.com/)
Attendance Policy:
This course meets twice a week for fifteen weeks. Roll will be taken at the beginning of class every day. If you come in late, it is your responsibility to let me know so that I can mark you as present; otherwise, it will count as an absence. Should you miss four classes, you will be put on class probation. A total of five unexcused absences may result in involuntary withdrawal from the class.

Because class meets for an hour and a half, a significant amount of course material will be covered in each class period. I will be presenting this material via PowerPoint presentations, most of which will not be posted on Blackboard. Therefore, if you miss a class, it is very important that you get notes from a classmate or come see me in my office hours to find out what you missed. Students are responsible for any missed material.

Cell Phone and Laptop Policy:
Cell phone use of any kind is not permitted during class, so please turn your cell phones off. After one warning, students who use their cell phones during class will be marked absent for that class period. Laptop use is permitted for the purpose of taking notes only. After one warning, students who use their laptops for any purpose not related to the class will be marked absent for that class period.

Policy on Cheating and Plagiarism:
In the interest of academic integrity, any student found cheating on any test or assignment will receive a failing grade for the course. Cheating includes (but is not limited to) using unauthorized notes on a test, copying a classmate’s test or paper (from this or previous terms), plagiarizing, and discussing test material with any student who has not yet taken the test (collusion). You are responsible for knowing what constitutes plagiarism; if you have any questions, please consult me or a librarian in Reference Services. In addition, in keeping with the University Honor Code, if you cheat you will be referred to the University Honor Court for possible additional disciplinary action.

Graded Work:
Tests (2): 30% (15% each)
Reading Quizzes: 15% total
Discussion Papers: 35% total
Long Paper: 20%

Students whose final grade percentages are “on the bubble” between two grades may be bumped up or down depending on level and quality of participation.

Grades will be based on the above tests and assignments. The final letter grade will be based on the weighted average score of the various grade components and the range in which this weighted average score falls, where:

A = 92.5-100
A- = 90-92.4
B+=87.5-89.9
B+ =85.5-87.4
B=82.5-87.4
B-=80.0-82.4
C+=77.5-79.9
C+ =72.5-77.4
C=70.0-72.4
C-=67.5-70.0
D+=67.5-69.9
D+ =62.5-67.4
D=60.0-62.4
D-=59.0-60.0
F = 59.5 or below
Grading Criteria:
A grade of “A” is given for superior work. This means that the assignment is fully completed and on time, accurate and with clear demonstration of thoughtfulness and effort. It contains ample detail, a deep and nuanced understanding, and proper grammar and spelling.
A grade of “B” is given for above average work. The assignment is fully completed, grasps the material well with evidence of thoughtfulness and effort, but may lack a more nuanced understanding of the material. It has proper grammar and spelling.
A grade of “C” is given for average work. The assignment is completed and demonstrates a basic understanding of the material, but fails to proceed beyond that. Some of the material may not be accurate and there may be a number of grammatical errors.
A grade of “D” is given for below average work. The assignment is either not fully completed or represents the bare minimum for completion. The understanding of the material is not clear and there is little to no attempt to take it to a deeper level. There may be several inaccuracies and many grammatical errors.
A grade of “F” is given for failing work. The assignment is either not completed or not submitted at all. If partially completed, it is clear that the intention is simply to get a grade on the books, not to complete the requirements of the assignment. There is no demonstration of thoughtfulness or effort put into the assignment.
Please note that an “A” is not considered a default grade; that is, you do not earn an “A” simply by completing the assignment and making no errors. A grade of “A”, by definition, signifies work that has gone above and beyond the work of the average student. I subscribe to the view that although it should be possible to earn an “A”, it should not be easy.

Policy on Late Work and Missed Exams:
You are responsible for knowing the dates of the tests and the dates the assignments are due, as indicated on the Course Schedule. I will not always announce an upcoming due date, so be sure to check the Syllabus often.
Late papers will lose 10 percentage points for each day they are late. They are considered late if they are not handed in at the beginning of the class period in which they are due. They will not be accepted after they are 3 days late.
Missed exams may not be retaken except in the case of emergency, for which you must provide full documentation.

**VERY IMPORTANT NOTE #1: You must submit a HARD COPY of all of your written assignments on the day they are due to receive full credit. ASSIGNMENTS WILL NOT BE ACCEPTED VIA EMAIL. Excuses such as malfunctioning printers or your being out of town (except in the case of an emergency) are not acceptable. If you try to send me an email containing your assignment, I will disregard it and your assignment will lose points until a hard copy is turned in. It is your responsibility to hand me a hard copy of your assignment at the beginning of class on the day it is due. To repeat: ASSIGNMENTS WILL NOT BE ACCEPTED VIA EMAIL.**

**VERY IMPORTANT NOTE #2: In addition to giving me a hard copy of your written assignments, you must submit your assignments electronically via Turnitin on Blackboard. Assignments not submitted to Blackboard will not receive a grade. Detailed instructions for submitting your written assignments to Blackboard will be provided.**
HPU Writing Center:
The Writing Center, on the fourth floor of Smith Library, provides writing assistance at any stage in the writing process, from invention through revision, for students at all levels, from freshman to graduate. The Center is staffed by student writing consultants and will be open Sunday through Thursday from 1:00 p.m. to 10:00 p.m., starting Tuesday, September 6th. Appointments for twenty-five or fifty-minute sessions may be made on the fourth floor of Smith Library at the Grades First kiosk using an HPU Passport or student ID number. Consultants at the Writing Center do not proofread or edit students’ papers, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and personal writing styles. For more information, please visit the Writing Center in 430 Smith Library, or contact the Center’s Faculty Coordinator, Dr. Joe Goeke, at jgoeke0@highpoint.edu or (336) 841-9633.

Accommodations:
Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. Students’ need for accommodations must be made at the beginning of a course. Accommodations are not retroactive.
Detailed Description of Course Assignments:

Tests (15% each, 30% total):
There will be two tests in this class, a midterm and a final, each worth 20% of the final grade. The format of the tests will be essay. Prior to the test, you will be given a list of questions that may appear on the test. On the day of the test, a few of these questions will be chosen at random as your actual test questions.

Reading Quizzes (15% total):
There is a significant amount of reading for this class, and it is very important that you keep up with it because you will have to write on the reading and participate in discussions regarding it. For this reason, there will be periodic reading quizzes (which may or may not be announced) to ensure that you have done the reading. Possible scores for the Reading Quizzes are the following:

+ (plus sign, corresponds to a 95%): Answers indicate reading was completed and understood
✓ (check, corresponds to a 75%): Answers are technically correct but do not reflect a good understanding of the reading
- (minus sign, corresponds to a 55%): Answers are not adequate; reading clearly not completed or understood

Your two lowest Reading Quiz scores will be dropped in the calculation of your final Reading Quiz score. Because of this policy, **under no circumstances may Reading Quizzes be made up if missed.**

Discussion Papers (35% total):
Throughout the semester you will be required to write 5 (total) of 7 assigned Discussion Papers, due as indicated on the Course Schedule. The Discussion Papers are not journal entries or free-writing exercises; they are formal written assignments where you will integrate the theories learned in class with your service experience in a critically reflective way. **Everyone is required to write Discussion Paper #1.** After Discussion Paper #1, you need only submit 4 of the remaining 6 Discussion Papers. Discussion Papers should be roughly 700-800 words, typed and double-spaced. Topics for the Discussion Papers will be posted on Blackboard prior to their due date. Because most of the Discussion Papers will require you to integrate the material learned in class with your service work, you must complete your service work at regular intervals in order to write the Discussion Papers (see below, under Completion of Service Hours).
You should come prepared to discuss your Discussion Papers with the class, as these will provide the basis for class discussion on the days they are due.
Late Discussion Papers will lose 10 points for each day they are late, and will not be accepted after they are 3 days late. If you choose to write all seven Discussion Papers, your two lowest Discussion Paper grades will be dropped.
Because the Discussion Papers will ask you to reflect on your service, **please plan ahead** when coordinating your service hours so that you can fulfill the requirements of the Discussion Papers and submit them on time. No extensions will be given on Discussion Papers for failure to complete your required service hours ahead of time.

*Please remember to submit both a hard copy of the Discussion Paper to me in class, and an electronic version of the Discussion Paper to Turnitin on Blackboard.*
Long Paper (20%):
You will have to write one long paper this semester (roughly 2100-2300 words). To receive full credit for your Long Paper, you must have completed all of your service hours prior to the due date (see below). More details regarding the requirements of the paper will be provided when the topic for the paper is handed out.

Completion of Service Hours:
Because service is a central component of the course, and because your ability to complete the written assignments will depend on your having completed the service, students must participate in the service opportunities in order to receive full credit for those assignments. It is your responsibility to coordinate service hours with the Course Coordinator. The site supervisor at each of our community partners will have a sign-in sheet for the days that you show up to do your service. It is your responsibility to ensure that these hours get recorded. Your service hours will be collected by the Course Coordinator at various times throughout the semester to document that your hours are being completed at regular intervals.

Here is the schedule of service hours you must complete by certain points throughout the semester in order to receive full credit for your assignments:

- By the due date for Discussion Paper #1, you must have completed at least one (1) hour of service at your service site.
- By midterm, you must have completed at least seven (7) hours of service at your service site, on at least two distinct dates.
- By the due date for the Long Paper, you must have completed all of your hours of service at your service site.

Failure to complete one hour of service prior to the due date for Discussion Paper #1 will result in a ‘0’ on that assignment. It will count as one of your five Discussion Papers so you cannot make it up by doing an additional Discussion Paper (so your final Discussion Paper grade will be based on your grades for the remaining four Discussion Papers).
Failure to complete seven hours of service prior to midterm will result in a 10 point deduction from your overall Discussion Paper grade.
Failure to complete all of your service hours by the due date for the Long Paper will result in a 10 point deduction from your Long Paper grade per service hour not completed (for example, if you’ve only completed 13 of your 15 service hours by this date, you will lose 20 points from your Long Paper grade).
Students enrolled in service learning courses are provided with many opportunities to work in various capacities within communities outside of the campus. Along with these opportunities come the serious responsibilities of the student to community partners and the University. Each student must to comply with the following expectations:

1. Adhering to the University Honor Code adopted and endorsed by the faculty and Board of Trustees of High Point University and the Service Learning Code of Professional and Ethical Behavior.

2. Maintaining regular attendance, being punctual and when engaged in service work, staying for the time scheduled. Only illness or true emergencies excuse an absence or tardy. Students are expected to notify the community partner and the Service Learning Community Liaison immediately if the schedule cannot be met.

3. Never engaging in any inappropriate social interaction (including, but not limited to, profane or lewd remarks, dating, etc.) with members of the community partner organization.

4. Never misrepresenting one’s professional qualifications.

5. Conforming to the community partner’s policies regarding standards of behavior.

6. Safeguarding all personal and confidential information concerning community partners. This includes refraining from texting and discussions on social networking websites and e-mails. Sharing inappropriate information can do much damage to the community partner.

7. Acknowledging the diverse views of community partners. Students should be open to being challenged to look at all sides of controversial issues and refrain from simply exerting their own personal beliefs on others.

8. Following the rules of basic courtesy toward members of the community. It is especially important to refrain from making unfavorable remarks about community members.

9. Dressing appropriately. Personal hygiene and grooming should be of the highest order. Provocative or sloppy dress is always unacceptable.

10. Maintaining good professional relationships. Always deal with community partner personnel in an open, honest, and fair way.

11. Refraining from using personal cellphones, computers and other personal devices in the community partner setting unless approved by the site supervisor.
12. Refraining from using social networking sites, such as Facebook and Twitter, in the community partner setting other than for instructional purposes. Texting and friendning community partners, unless approved, are not permitted.

13. Protecting the community partner’s assets and ensuring their efficient use.

14. Placing the community partner’s duties and responsibility as a first priority and willingly accepting all reasonable duties assigned.

15. Reporting to your professor any criminal prosecutions or pending criminal charges you have at the beginning of the course and any that you incur during the semester in which you are enrolled. You should report this information as soon as they occur.

16. Adhering to any additional instructions by your instructor.

FINAL NOTE: We must all work to ensure prompt and consistent action against violations of this Code. However, in some situations, it is difficult to know right from wrong. Since we cannot anticipate every situation that will arise, it is important that we have a way to approach a new question or problem.

First, make sure you have all of the relevant facts – making good moral decisions requires that we be as fully informed as possible.

Second, ask yourself questions like: “What am I being asked to do?” “Does it violate my own sense of morality?” “Are there alternative approaches?” This will help you focus on the specific issue at hand, see the alternatives, and act out of your own sense of moral conviction.

Third, discuss the situation with your community partner supervisor, other students, and/or raise the issue in class. The supervisor is often quite knowledgeable about the clients their organization serves and the issues in the community; he/she can be a strong resource.

Finally, you can always directly contact the Director of Service Learning, Dr. Joe Blosser (jblosser@highpoint.edu or 336-870-9471), if you do not feel comfortable talking with others. The University is committed to offering you a safe and valuable service experience.

If you encounter problems, it is your responsibility to reach out so we can ensure you receive the best experience and education possible.

(This code is adapted from the Code of Ethics for North Carolina Educators approved by the North Carolina State Board of Education in March 2002).

Approved by the Service Learning Committee Fall 2011
Course Schedule
(Readings are due on the date they are indicated below. Schedule subject to change).

T: Introduction and Review of Course Syllabus
Th: Service Learning Orientation
  • Reading: Excerpt from “A Crucible Moment: College Learning and Democracy’s Future” (on Blackboard)
*NOTE: THIS IS THE DAY WE WILL MEET OUR COMMUNITY PARTNER(S) TO SET UP YOUR SERVICE – PLEASE DO NOT BE ABSENT

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T: Why Do We Need Political Philosophy?
  • Reading: Intro, Chapter One
Th: Political Authority
  • Reading: Intro, Chapter Two

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T: Political Authority (wrap-up); begin Democracy
  • Reading: Intro, Chapter Three
  • Discussion Paper #1 due (*Note: EVERYONE must submit Discussion Paper #1)
Th: Democracy
  • Reading: Intro, Chapter Three (cont.)

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T: Freedom and the Limits of Government
  • Reading: Intro, Chapter Four
  • Discussion Paper #2 due
Th: Freedom (wrap-up); begin Justice
  • Reading: Intro, Chapter Five

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T: Justice
  • Reading: Intro, Chapter Five (cont.); Sandel, Chapter One (on Blackboard)
  • Discussion Paper #3 due
Th: Feminism and Multiculturalism
  • Reading: Intro, Chapter Six

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T: Nations, States, and Global Justice
  • Reading: Intro, Chapter Seven
Th: Plato
  • Reading: Excerpts from the Republic
  • Discussion Paper #4 due

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T: Plato (cont.)
  • Reading: Excerpts from the Republic
Th: Aristotle
  • Reading: Politics, Books I-III (pp. 222-249)

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T: Aristotle
  • Reading: Same as above
Th: Midterm Exam
FALL BREAK (NO CLASSES)

T: Machiavelli
   • Reading: Excerpt from The Prince

Th: Hobbes
   • Reading: Excerpt from Leviathan

T: Hobbes (wrap-up); begin Locke
   • Reading: Excerpt from A Second Treatise of Civil Government
   • Discussion Paper #5 due

Th: Locke
   • Reading: Same as above

T: Rousseau
   • Reading: Excerpt from Discourse on Inequality

Th: Rousseau
   • Reading: Excerpt from The Social Contract
   • Discussion Paper #6 due
   • Long Paper Topics Handed Out

T: The Founding Fathers
   • Reading: The Federalist Papers (selected); the Constitution of the United States

Th: Mill
   • Reading: Excerpt from On Liberty; excerpt from The Subjection of Women

T: Mill (wrap-up) and Feminism
   • Reading: TBA, on Blackboard
   • Discussion Paper #7 due

Th: Marx and Engels
   • Reading: TBA

T: Rawls and Nozick
   • Reading: Excerpt from Anarchy, State and Utopia

Th: Rawls and Nozick
   • Reading: Excerpt from A Theory of Justice
   • Long Paper Due

FINAL EXAM