

The Personal is Political: Self, Society, and Citizenship

PSC 390—Senior Capstone—Spring 2019

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Office hours: Tues., 3:00-5:00 at 990 W. Fullerton, rm. 2104 and Thurs., 11:00-1:00 at SAC rm. 551
or by appointment

Welcome to this senior capstone seminar! As the title indicates, this course will explore the boundaries between our personal and political selves, and the meaning of citizenship in the broader senses of civic personhood and political engagement. In the process, we will interrogate various aspects of America's core values:

- ⇒ *Liberty*, including dissent and allegiance
- ⇒ *Democracy*, including civic engagement and accountability
- ⇒ *Equality*, including justice and fairness

In keeping with the goals of DePaul's Liberal Studies Program, this course is also designed for you to reflect on what you've learned as a PSC major in the broader context of the LA&S curriculum. In particular, these goals will require you to:

- ⇒ Apply one or more theories/concepts from the PSC major to assess current political issues.
- ⇒ Identify methods or ideas from outside of the PSC major and apply them in the context of your PSC major.
- ⇒ Assess how DePaul's LA&S curriculum has contributed to your intellectual development, and to your future plans.

Put another way, this capstone course is intended for you to examine the relevance of what you've learned from other disciplines and experiences to your political knowledge and sense of civic personhood.

Course readings will consist primarily of novels, all of which engage our core American values. The exploration of imagined political stories and characters is intended to promote more creative and holistic thinking about your real-life role in your community, your country, and your world.

- ☞ Per Political Science Departmental regulations you must earn a "C-" or better in this course in order for it to satisfy your graduation requirements.
- ☞ In order to avoid procedural or other misunderstandings, take the time now to read this syllabus carefully. This syllabus is subject to change at any time during the quarter.

Required Readings

Essays: All of the essays are posted on D2L, under "Course Documents".

- *Inferno*, by Tom Simone
- *Civil Disobedience*, by Henry David Thoreau
- *On Liberty*, by John Stuart Mill
- *The Personal is Political*, by Carol Hanisch

Novels: All of the novels are available at DePaul's bookstore.

- *One Day in the Life of Ivan Denisovitch*, by Alexander Solzhenitsyn, 9780451228147 or 9780451531049
- *Fahrenheit 451*, by Ray Bradbury—0-345-34296-8, 50th anniversary edition
- *Linden Hills*, by Gloria Naylor—0-14-08829-6
- *Hope and Other Dangerous Pursuits* by Laila Lalami—0-15-603087-x
- *If Beale Street Could Talk*, by James Baldwin—978-0307275936
- *Look Who's Back*, by Timur Vermes—978-1623653330
- *Windy City*, by Scott Simon— ISBN: 978-1-4000-6557-8

Required Coursework

Three analytical reflections of the readings (at least 500 wds. each, 1.5-spaced) 10pts each/30% total

These are analytical commentaries on the core themes and concepts of the novels and framing essays—mere summaries/reviews will not receive credit. These assignments are intended to promote thorough discussions of the novels. Each of you will sign up for three dates to submit your analyses, and on those dates you will co-facilitate class discussion of the readings, based on your analyses.

Each reflection must cover ALL of the following sections, include each heading, and be 1.5-spaced:

- Part 1: Identification/explanation of the political “moral/s of the story”
- Part 2: Identification/explanation of the evolution (or devolution) of key character/s
- Part 3: How the novel correlates with the three framing essays
- Part 4: How the novel resonates with your own political self
- Part 5: 2-3 questions for class discussion, with YOUR answers

- ☞ Assignments are due by 4:00 pm on the dates you signed up for them. I will accept either e-mailed (crivers@depaul.edu) or hard copies. I will not accept late assignments, and I will not accept a written reflection if you’re absent on the day you signed up to discuss it.

LSP Curriculum Inventory (due in class on Tuesday, May 14) 25%

This assignment is designed for you to reflect on the value of your liberal arts education, and how that education has shaped your views of yourself and your place in civil society. See page 4 of the syllabus for complete instructions.

- ☞ This assignment must be submitted in class, hard-copy.
- ☞ I will dock late assignments by 5 points per day late; late means any time after 6 pm on May 14.

Novel/Character Study (due Tuesday, June 11, by 6:00 pm) 30%

I will distribute detailed assignment instructions later in the term. Generally speaking, this assignment will address how the novels/characters shed light on your PSC studies, and how they relate to your own political personhood and civic engagement.

- ☞ While this assignment structure will be somewhat creative, you must use standard referencing in the body of your paper, and must include a separate bibliography page. No references = plagiarism = no credit, and possible failure for either the assignment or the course. See your college writing handbook or DePaul’s Writing Center website for examples/guidelines of referencing and bibliography formats.
- ☞ I will dock late assignments by 5 points per day late; late means any time after 6:00 pm on June 11.

Class Participation and Attendance 15%

- ☞ Consistent, thoughtful, honest, voluntary participation is ideal, and I strongly encourage civil disagreement and debate. I will not, however, tolerate grandstanding, irrelevant, polemical, or hegemonic participation, and will lower the grades of those who engage in it.
- ☞ Tardiness and mid-class departures/returns are rude and disruptive—keep them to a minimum.
- ☞ Laptops and cell phones must be closed and silenced (i.e. ‘no vibrate’ mode) unless otherwise instructed.
- ☞ Obviously, steady attendance is essential, especially in a course that meets only ten times. I do not excuse absences unless they’re due to religious observations, jury duty, or official school, road, transportation closures, or authorized DePaul athletic team commitments. Unexcused absences will lower your overall grade by half a letter grade per absence.

General Grading Criteria

☞ **NOTE: I DO NOT SIMPLY “GIVE” YOU GRADES—YOU EARN YOUR GRADES.**

‘A’--designates work of extraordinarily high quality. Written and oral arguments are clearly articulated, well-developed, thought-provoking, and are supported by your sources. Writing is coherent and free of structural errors. Class participation is voluntary and frequent. It is also relevant and reflects that you have read, fully understood, and are prepared to discuss the readings.

‘B’--designates work of high quality. Written and oral arguments reflect good understanding of issues and concept, are developed and are well-supported by your sources. Writing is coherent, with minimal structural errors. Class participation is voluntary, frequent, and reflects that you have read and understood the readings.

‘C’--designates work that meets minimum requirements. Written and oral arguments are not fully developed or supported by your sources. Organization may be loose. Writing has occasional structural errors. Class participation is occasional and/or rarely voluntary, with comments that reveal moderate grasp of issues and concepts.

‘D’ or below--reflects poor clarity and comprehension. Written and oral arguments are confusing, contradictory, repetitive, and/or not supported by your sources. Writing is marred by frequent structural errors. Class participation is minimal, never voluntary, and reveals that you have minimal grasp on the readings.

Fundamental Course Expectations

Attend class consistently and on time. I understand that life can get in the way of school, and that you may at times have to miss class. But consistent and punctual attendance is crucial. Ultimately, you get out of the course what you put into it.

Keep up with the readings. If for some compelling reason you fall behind in the readings, I would be happy to meet with you to help you strategize how to get back up to speed, but I will not simply review the materials for you. Also, keep in mind that you usually have to read something more than once to get a good grasp on it.

Participate in class discussions. This may be an intimidating thought, especially to those of you who hate to speak up in class. I assure you that class discussions are not about showing off or making others look stupid. Ideally, such discussions should help you better understand and analyze the readings--which should in turn enhance your grade. Finally, good class discussions can make things more interesting for everyone!

Put forth your best effort in your writing, no matter the length of the assignment. *I have very high expectations for your writing—so should you.* Always strive to present your ideas in the best possible light--they deserve it!! If you write an assignment on the day it is due, and/or if it is little more than a minimally edited first draft, you are courting disaster. If you have problems with or hesitations about writing DO talk to me. Be technologically prepared--computer glitches, printer problems etc. are not acceptable reasons for submitting late work.

If you find yourself in crisis, do NOT go it alone and do NOT wait until the last minute to seek assistance. Talk to me if you're running into problems that impede your work. Contact the Dean of Students for assistance with the many services available for students facing challenges. Your tuition covers these services, so do not hesitate to take advantage of them.

Work honestly. Violations of DePaul's Academic Integrity Policy "include but are not limited to the following categories: cheating, plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources-alteration or falsification of academic records; and academic misconduct." Plagiarism includes missing or insufficient citations of direct quotations, paraphrased quotations or other references to sources. See https://offices.depaul.edu/academic-affairs/faculty-resources/teaching/academic-integrity/Documents/Academic%20Integrity%20Policy_Spring%202016.pdf AND <https://offices.depaul.edu/academic-affairs/faculty-resources/teaching/academic-integrity/Pages/student-faqs.aspx>. ***I will fail intended, egregious, or repeated violators either for the assignment or the course, which could go on your transcript. You do not want to test me—or any instructor—on this.***

Notify me if you require accommodations for disabilities or official DePaul athletic team schedules.

PSC 390—LIBERAL ARTS CURRICULUM INVENTORY INSTRUCTIONS
THIS ASSIGNMENT IS DUE *IN CLASS, HARD COPY, ON MAY 14*

This assignment has two main goals: 1) for you to demonstrate your understanding of the structure and purpose of a liberal arts education in general, and 2) for you to reflect on the relevance of a liberal arts curriculum to your political science studies, and to the development of your political identity.

To get yourself started, identify 10 academic experiences that have most influenced your evolution as a college student. These experiences can include courses, readings, instructors, staff, study abroad, community service, internships, artistic endeavors, guest lectures, panels, teach-ins, protests, religious events, work on political campaigns, etc. For those who transferred into DePaul, this list can include experiences at your previous institution(s) that would fit into the components noted below.

1. Liberal Studies Core _____
2. Liberal Studies Core _____
3. Learning Domain _____
4. Learning Domain _____
5. Learning Domain _____
6. Political Science _____
7. Political Science _____
8. Political Science _____
9. Elective , Extra-curricular, or Double Major _____
10. Elective , Extra-curricular, or Double Major _____

ASSIGNMENT STRUCTURE

Part 1—CURRICULAR INVENTORY: This elaborates on the list of experiences you selected above. It must include the following 3 components. This inventory can be structured as a scrapbook or other creative format.

- A)** For each experience, explain why it is significant to you. Each explanation must be at least 250 words long, 1.5-spaced.
- B)** For each experience, explain how it correlates with 2-3 of the framing essays and 3-4 of the novels you've thus far read for this course. Each explanation must be at least 250 words long, 1.5-spaced.
- C)** For each experience, provide an artifact or image that symbolizes it, with a brief caption of the artifact. Artifacts can include photos, art, prayers, poems, news articles, receipts, tickets, post-cards, sound or video recordings, awards, certificates, letters, clothing, etc. *Be creative and have fun with this part! I will return all artifacts to you.*

Part 2—CURRICULAR NARRATIVE: This part consists of an essay covering the following 4 topics. Be sure to include the headings noted here in your narrative. The essay should be at least 800 words long, 1.5-spaced.

- A)** Your understanding of the purpose and merits of a liberal arts education
- B)** How DePaul's LA&S curriculum has contributed to your studies as a PSC major
- C)** How DePaul's LA&S curriculum has affected the development of your political/civic personhood
- D)** How DePaul's LA&S education has prepared you for life ahead, at least as you currently envision your future

READING SCHEDULE

DO read the introductions to each novel.

- April 2:** Course introduction and overview
 Discussion of framing essays, all posted on D2L:
Inferno, by Tom Simone—pp. 1-4, 12-13, 15-19
 “Civil Disobedience”, by Henry David Thoreau—parts 1-3
On Liberty, by John Stuart Mill—Ch. II, as excerpted
 “The Personal is Political”, by Carol Hanisch—both essays
- April 9:** *One Day in the Life of Ivan Denisovitch*, by Alexander Solzhenitsyn, all
- April 16:** *Fahrenheit 451*, by Ray Bradbury, all
- April 23:** *Linden Hills*, by Gloria Naylor, all
- April 30:** *Hope and Other Dangerous Pursuits*, by Laila Lalami, all
- May 7:** *If Beale Street Could Talk*, by James Baldwin, all
- May 14:** *Look Who’s Back*, by Timur Vermes, Chs I-XVIII
- May 21:** *Look Who’s Back*, by Timur Vermes, Chs XIX-XXXVI
NOTE: Curriculum List due by 6pm in class today! See pg. 4 for full instructions
- May 28:** *Windy City*, by Scott Simon, Chs. 1-17
- June 4:** *Windy City*, by Scott Simon, Chs. 18-40

**Final paper due Tuesday, June 11, 6:00 p.m. in my PSC office or PSC dep’t. mailbox
 AND
 in D2L dropbox**

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AND THEN YOU GRADUATE!!!!

