LIBERALISM AND ITS CRITICS

COURSE SYLLABUS
PSCI 4714: Spring 2022   Hale 260: TTh 2:00-3:15pm

Professor
NAME: Michaele Ferguson (she/her)

OFFICE: Ketchum 137

OFFICE HOURS: TTh 3:30-4:30PM, and by appointment at https://bit.ly/2UnOzsi.
(office hours by default are on Zoom; once we resume in person instruction, this may be revised)

BOOK OFFICE HOURS: https://professorferguson.youcanbook.me.

CONTACT: Send me a message on Slack (preferred) or email me at michaele.ferguson@colorado.edu.

Class Description
   Liberalism, understood as a family of political ideologies, is a belief in limited government (often limited by written constitutions and laws), and the protection of individual rights and liberties. It has historically been the dominant ideology in the United States, even among those who call themselves conservatives. And its influence has extended to global institutions that the United States has had a hand in shaping, like the United Nations. Yet even as it has been among the most influential political ideologies of the past 450 years, it is not without its critics, who lament what they see as liberalism's rejection of tradition, authority, group identities, and solidarity.
   We will explore this theme through engaging with some important theoretical and political texts written by liberals and their critics, and through engaging in extended role-playing scenarios at three key political moments that illustrate the strengths and weaknesses of liberal ideology: the eve of the American Revolution in New York City, 1775-1776; the Democratic Party's National Convention in Chicago, 1968; and the United Nations Security Council facing the question of whether a genocide is taking place in Rwanda in 1994.

Course Objectives

At the end of the semester, you should:

- KNOW the texts we have read and the kinds of arguments you have encountered during the course.
- UNDERSTAND how different thinkers have theorized liberalism and criticisms of liberalism, and how these ideas have manifested in different eras, institutions, and movements.
- be able to ANALYZE other similar texts and political arguments.
- APPLY these ideas in your own arguments, and express those arguments verbally and in writing.
- SOLVE problems, both intellectual and social, using the skills and knowledge you've acquired in this course in conjunction with other skills and knowledge you might have from elsewhere. This includes being able to hold civil yet critical discussions about politics, and being able to collaborate with others.
- JUDGE accurately your own strengths and weaknesses when it comes to learning, and ADAPT your approaches to learning.

Notice that the last point is not about political theory, or even political science. It has a lot to do with succeeding in college, and — you might not know this yet — it has everything to do about succeeding in life, whatever you end up doing.

There are also a few objectives I have for our course that go beyond the typical learning objectives. Over the semester,

- we should SURPRISE EACH OTHER with new insights
- we should LEARN FROM ONE ANOTHER
- we should HAVE EPIPHANIES

Course Materials

This course requires you to obtain the three books below (which are not available in electronic format). All are available for purchase (or rent) through the CU Bookstore, and are readily found on Amazon and other online retailers.

- Bill Offutt, *Patriots, Loyalists, and Revolution in New York City, 1775-1776*, Second Edition (hereafter AmRev Gamebook)

- Nicolas W. Proctor, *Chicago, 1968: Policy and Protest at the Democratic National Convention* (hereafter Chicago Gamebook)
- Kelly McFall, *The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994* (hereafter Rwanda Gamebook)

COURSE SCHEDULE

This course schedule is preliminary and subject to change. If there are any changes to the schedule, I will communicate these to you in class, on Slack, and by making necessary changes to our Canvas site. If you are ever in doubt about the schedule, please ask.

Also, note that most deadlines for in-role assignments are not listed here, as they will vary depending on your character in each game.

AMERICAN REVOLUTION PREP

1	**T Jan 11**	Introduction to the Course
	W Jan 12	Introduce yourself on Slack DUE by 5pm Role Questionnaire DUE by 5pm
2	**Th Jan 13**	AmRev Gamebook: John Locke, *Second Treatise*, pp. 97-131 *AmRev roles assigned*
3	**T Jan 18**	AmRev Gamebook: Historical Background, pp. 18-61
4	**Th Jan 20**	AmRev Gamebook: Core Texts: Dulany, Jenyns, Johnson, Seabury, pp. 131-159
	F Jan 21	Character Sketch DUE by 5pm
	M Jan 24	Character Consultations DUE by 5pm Reading Quiz (optional) DUE by 5pm
5	**T Jan 25**	AmRev Gamebook: The Game & Roles and Factions, pp. 62-95

AMERICAN REVOLUTION GAME

During the game, you are expected to read all posts and papers in public channels posted on Slack before class. You likely will also wish to revisit Core Texts and other portions of the Gamebook as relevant.

6	**Th Jan 27**	AmRev Session 1

7 T Feb 1 AmRev Session 2

8 Th Feb 3 AmRev Session 3

9 T Feb 8 AmRev Session 4
Am Rev Gamebook: Core Texts: Paine, Chalmers, pp. 160-192

10 Th Feb 10 AmRev Session 5

11 T Feb 15 AmRev Session 6

AMERICAN REVOLUTION DEBRIEF

12 Th Feb 17 Handouts

F Feb 18 AmRev Peer Evaluation DUE by 5pm
AmRev Game Reflection DUE by 5pm
Chicago roles assigned

CHICAGO PREP

13 T Feb 22 Chicago Gamebook: Historical Background, pp. 13-27; Core Texts on Vietnam: pp. 106-121, 129-135, 153-155

14 Th Feb 24 Chicago Gamebook: Core Texts on Domestic policy and American society: pp. 74-106, 121-129, 135-152; The Game and Roles & Factions, pp. 29-64
Character Sketch DUE by 5pm

F Feb 25 Character Consultations DUE by 5pm
Reading Quiz (optional) DUE by 5pm

CHICAGO GAME

During the game, you are expected to read all posts and papers in public channels posted on Slack before class. You likely will also wish to revisit Core Texts and other portions of the Gamebook as relevant.

15 T Mar 1 Chicago Parts 1 & 2

16 Th Mar 3 Chicago Parts 3 & 4

17 T Mar 8 Chicago Part 5

18 Th Mar 10 In-Class Faction Meetings

19 T Mar 15   Chicago Parts 6 & 7

CHICAGO DEBRIEF

20 Th Mar 17   Paper DUE by 2pm for all roles (News Report 3 for all media roles)

F Mar 18   Chicago Peer Evaluation DUE by 5pm
Chicago Game Reflection DUE by 5pm
Rwanda roles assigned

-Spring Break Mar 26-30-

RWANDA PREP

21 T Mar 29   Rwanda Gamebook: The Game and Roles & Factions, pp. 56-74

22 Th Mar 31   Rwanda Gamebook: Historical Background, pp. 12-55; Core Texts, pp. 82-83

23 T Apr 4   Rwanda Gamebook: Core Texts, pp. 76-145
Character Sketch DUE by 5pm

W Apr 5   Character Consultations DUE by 5pm
Reading Quiz (optional) DUE by 5pm

24 Th Apr 6   In-Class Faction Meetings

RWANDA GAME

During the game, you are expected to read all posts and papers in public channels posted on Slack before class. You likely will also wish to revisit Core Texts and other portions of the Gamebook as relevant.

25 T Apr 12   Rwanda Round 1

26 Th Apr 14   Rwanda Round 2

27 T Apr 19   Rwanda Round 3

28 Th Apr 21   Rwanda Round 4

29 T Apr 26   Rwanda Round 5

RWANDA DEBRIEF

30 Th Apr 28   Handouts
Rwanda Peer Evaluation DUE by 5pm

Sa Apr 30   Rwanda Game Reflection DUE by 5pm

FINAL GAME
    Su May 1   Final Game (4:30-7:00pm, in lieu of a final exam)

The Work of the Course

Preparation. Being prepared for class is a matter of intellectual integrity and respect for yourself, for your instructor, and for your colleagues. Come to class well-read, curious, and with all of the materials (readings, notes, pens, devices, coffee) that you need.

The material that we are studying in this course is challenging, but also extremely rewarding for those who persevere! Skimming is beyond insufficient, so give yourself plenty of time to read each assigned text with your full attention, consider it, and form an opinion relative to its form and content.

Class Participation. When we are not playing a game, classes will consist primarily of discussion; there will be no formal lectures for this course. Students are encouraged to speak and to speak often, but also to listen to their peers & to respond thoughtfully to others' comments. Students should demonstrate familiarity and critical engagement with the course material, as well as intellectual curiosity. The point is not to have understood everything before coming to class – but to show up with questions, difficulties, and issues ready to explore the course material.

Your insights, ideas, and perspective are valuable; so are those of your colleagues and the writers whose work we'll be reading. All conversation should remain respectful, positive, and constructive.

Game Participation. When we are playing a game, what happens in class will be structured according to the rules of each specific game. Students will be in charge of the classroom; what happens depends on what you do in your different roles. Games have three parts: prep, the game itself, and debrief. Each of these parts has components to help you learn.

Game Prep. In this phase, there are three kinds of assignments to help you prepare for the game. First, there is a required Character Sketch: this brief assignment asks you to reflect on who you are playing so that you are ready to be in role on the first day of gameplay. Second,

there is a required Character Consultation: a required 15 minute meeting with the professor in office hours so you can ask questions, make sure you understand how to play your role, and brainstorm strategies for achieving your character's objectives. You must complete the Character Sketch before this meeting takes place. Third, there is an optional reading quiz on Canvas that you may complete working together with other students from the class and using the Gamebook. You may complete these at your leisure (they are not timed, although they must be completed by the deadline to count for points towards your final grade).

Game Play. In this phase, you typically do not have any new reading assignments, but are expected to keep up with what others are posting on Slack (including their papers and newspapers), and to review parts of the Gamebook as necessary for your gameplay. Every character has different assignments and deadlines - be sure to know what yours are! In each game, each player is required to give one prepared speech. _Students who cannot be in class on a day that their character is supposed to give a speech must submit to the Professor in a DM on Slack a recorded version of the speech by midnight the night before class that will be played in class._ It is the responsibility of the student to ensure that the recording is in a format that the professor can play back during class, and that the audio and video quality are sufficient that the audience can understand the speech.

Most students will also be required to write papers for each game: 2 for the American Revolution, 1 for Chicago, and 2 for Rwanda. The exception is that students playing media roles in the Chicago and Rwanda games will be expected to submit three media reports (newspapers, sometimes video journalism) throughout each game. _All written/media assignments must be posted on Slack by 10am the day of class._

Game Debrief. In this phase, you reflect on what you are taking away from the game. First, there is a required peer evaluation, where you can acknowledge the work that others did in the game. Second, there is a required reflection, in which you reflect on your work in the game and what you learned from playing it.

Final Game. The games we are playing throughout the semester often involve conflict, even as they also include teamwork. In lieu of our final exam, we will play a collaborative final game. There is no advanced preparation necessary for this final game; all roles and materials will be distributed at the final game. Participation in the final game is required.

Academic Adventures. You have the option of revising one of the five papers submitted for a game over the course of the semester. To qualify to revise a paper, you must first solicit 2-3 peer reviews of the paper from other students in the class. See the assignment in GradeCraft

for details. Students may earn points for doing up to three peer reviews, and for revising one paper.

Social Adventures. I am particularly concerned about the impact that extended periods of remote learning, social distancing, and pandemic stress have had on my students. So I want to encourage you to interact with one another. In this class, you have to interact with each other to succeed. But you can also earn points towards your final grade by getting together (whether in person, virtually, masked, socially distanced, etc. - stick to your comfort level!) outside of regular class time and to do things unrelated to class. Options include getting coffee, eating lunch, watching movies, going on hikes, and playing games together. See GradeCraft for details.

ASSESSMENT

This course is going to work a little differently than most of the others you've taken. While you will get a final grade at the end of the term, I will not be grading individual assignments, but rather asking questions and making comments that engage your work rather than simply evaluate it. Instead, you will be assessing your own performance throughout the course and assigning points to your own work. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to.

If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions (on Slack and in class), do the reading, and complete assignments.

In order to receive a passing grade in the course, you will need to complete all required components. Additionally, grades are earned by reaching the following point totals (out of approximately 9900 possible):

A	8,000
A-	7,500
B+	7,000
B	6,500

B-	6,000
C+	5,500
C	5,000
C-	4,500

I will not be assigning any D-level grades for this course. If I feel that your self-assessment is significantly out of line with your performance in the course, I reserve the right to alter your final course grade. And note: failure to complete any required component of the course will result in a failing grade.

Course Technology

In this class, we will be using three different kinds of classroom technology. I will walk through these in class, but if you have ANY questions about how to use these, or if you are concerned about the accessibility of any of these technologies, please talk to me.

This course requires the use of GradeCraft and Slack, which are either not currently accessible to users using assistive technology or have not yet been reviewed fully for accessibility. If you use assistive technology to access the course material please contact me and Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu as soon as possible to discuss other effective means for providing equal alternate access.

Canvas

The default CU Boulder "learning management system" we are using is Canvas. We will be using Canvas primarily to distribute class-related documents and to administer the Reading Quizzes. Canvas is also your portal for accessing GradeCraft.

GradeCraft

The "learning management system" that we will be using most in this class is GradeCraft. You can access GradeCraft *only* through the link on our course Canvas site (this is to protect your privacy). In GradeCraft, you will be able to see all of the course assignments. GradeCraft will keep track of the points you earn through the semester. You can use the Grade Predictor in GradeCraft to map out how you will earn the points you need in order to earn the grade you would like to get in this course.

Slack

We will be using a communication application called Slack (which is available for free and across platforms) as the main way that we communicate with one another outside of class.

We will have three different Slack teams over the semester–one for each of the games. These will provide us with virtual spaces in which to communicate in character, to create private groups to strategize, and even to communicate through direct messages with other people in the class.

COURSE POLICIES

Attendance in the COVID era

This is an immersive class, which means that a major part of the work of the class comes from the active work you do in class discussions and especially in game play. Because of that, I expect you to attend all class sessions unless you are ill, quarantining, or have another valid reason for missing.

That said, if you are sick or believe you have been exposed to COVID and need to quarantine, I do not want you to feel obligated to come to class (and I want you to stay home!). I have designed the class so that there are opportunities to make up points missed due to absences to encourage you to stay home when you need to. Speeches can be submitted via video, and partial participation points may be earned on Slack, for example. Missed points can be "made up" with optional peer reviews, revised papers, and social activities.

However, while I want to be flexible, there are limits for an immersive course like this. If - for whatever reason(s) - you need to miss more than five classes over the course of the semester (this includes classes missed at the start of the semester by students who join the class late), you should meet with me as soon as you are able to in office hours to discuss whether it would make more sense for you to drop the course. If you believe you cannot attend class regularly (i.e. at least 5 out of every 6 class sessions), then this is not the right class for you.

Technology in the Classroom

Portable technology is welcome in class with sound and ringers turned off, of course, so long as it is being used for class-related purposes (e.g. consulting the reading, reading or posting on course Slack team). With this freedom comes the responsibility to behave in a professional way with your technology. Tech use unrelated to class is disruptive and distracting — to you, your peers, and your instructors. If you are using technology in class in ways that are unrelated to the course, you may be asked to leave the class for the remainder of the session.

Academic Integrity

Engaging in academic work is a tricky business. On the one hand, it is important that individuals do the work that is assigned to them, even if it means reinventing the wheel. On the other hand, all scholars stand on the shoulders of others — in other words, all meaningful academic work is collaborative in one way or another — so it is sometimes hard to draw the line.

There is another reason why citations are so prevalent in academic writing. For all their bloviating, academics are a modest bunch, and when they write, "Pat Frye says this," they think it's possible they've gotten Pat's idea all wrong. So they want to give their readers a chance to get it out for themselves.

Putting this simply, the idea of citations in academic work is to give credit where credit is due, and allow the reader to check things out and pursue things further.

That's why us academics take the practices of proper citation extremely seriously. We are sure you will have lots of questions about the specifics of citation, and you may even get things wrong sometimes. We all do. But if it's determined you have engaged in any form of academic misconduct, you will fail this course. So that we're clear on this, for the purposes of this class, plagiarism will mean submitting a piece of work which in part or in whole is not entirely the student's own work without attributing those same portions to their correct source. See the handout "How and What to Cite" for guidance on citing sources in this course. [1]

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[1] While we are at it, I am very grateful to a number of faculty whose language and ideas I have used in this course design and this syllabus, including (but not only) Mika Lavaque-Manty, Jesse Stommel, Heather Mitchell-Buck, and Susan Blum. Syllabi are usually collaborative efforts, although academics typically do not acknowledge their debts to others in them.

Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations is considered cheating. Students are responsible not only to abstain from cheating, but also to avoid making it possible for others to cheat.

All work that you submit for this course may be submitted only to this course and should be based upon work and thought undertaken only for this course. Written assignments will be submitted to turnitin.com to evaluate them for plagiarism. All incidents of academic misconduct will lead to an automatic academic sanction in the course (up to and including failing the course).

Meeting the learning objectives in this course requires that you apply your current knowledge and skills to the questions and assignments and, through them, improve that knowledge and those skills. Shortcuts won't get you there, however appealing they might seem. Because of this, the use of commercial study guides such as Cliff Notes, Sparknotes.com, and other similar resources outside this course counts as academic misconduct. (They also won't do you any good in this course.)

UNIVERSITY POLICIES

Please see Canvas for the standard University Policies for this course.