Course Description: This course provides a graduate level survey of political philosophy from Greco-Roman antiquity to the present. Readings will include seminal texts and authoritative scholarship as it pertains to political theory corresponding to the following historical eras/themes: (1) The Greco-Roman heritage; (2) Christian political theory from late antiquity to the Reformation; (3) the Enlightenment, its precursors, and its aftermath; (4) the modern era (roughly defined as the late nineteenth century to the present). This course is designed specifically to equip educators with the knowledge and skills necessary to teach this subject matter at the dual credit/introductory undergraduate level.

Primary Learning Objectives:

At the successful conclusion of this course, the student will be able through short written papers and a more substantial written assignment to:

• Summarize at a graduate level degree of analysis seminal political texts and works of scholarship;
• Evaluate at a graduate level degree of analysis the strengths and weaknesses of seminal political texts and works of scholarship; and
• Demonstrate the ability to apply concepts learned from seminal texts and works of scholarship in the dual credit/introductory undergraduate teaching environment.

To complete the requirements of this course successfully, you must have a Sul Ross State University Blackboard account and be able to access documents attached to this course. See below for further details.

Course meeting times, interaction with instructor, and interaction with other students: This is a fully on-line course and does not have scheduled class meeting times.
Students are expected to interact with the instructor via email, telephone, or teleconference no less than once per week. In communicating with me, please use your Sul Ross State University email account. Mail from other accounts may be filtered as spam. If I need to contact you, my first (and typically only) channel of communicating will be through your Sul Ross State University email account, so please monitor this account on a frequent (preferably daily) basis.

**Distance Education Statement:** Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**ADA (Americans with Disabilities Act):** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students who need accessibility services should contact Kathy Biddick at 830-279-3003. The address is 2623 Garner Field Road, Uvalde, TX 78801

**Academic Misconduct:** All written work for this course will be screened by the SafeAssign tool. The percentage similarity for any written assignment may not exceed 25 percent (including quoted materials). In the event that the percentage similarity exceeds 25 percent, I will exercise three discretionary options, based on my assessment of the transgression: (1) I will request that the student write the assignment again; (2) if the student fails to write the assignment again, or the second submission also yields a similarity percentage in excess of 25 percent, the student will receive a zero for the assignment; (3) in the event of more egregious transgressions, for instance, migrating materials from the public domain without proper attribution, or representing written work as if it were one’s own, the student will receive a failing grade in the course.

**Course expectations, and course grade breakdown:**

**Four Short Essays** (10% each, 40% total):
This assignment requires you to select a seminal text or work of recent peer-reviewed scholarship pertaining to each of one of our four course historical eras/themes. A list of
suggested books is appended to this syllabus. In approximately 750-1,000 words, (1) summarize the important ideas found in the book; (2) provide a brief critique locating the strengths and weaknesses of the book; (3) identify core concepts in the book that would be appropriate to teach to a dual credit/undergraduate class; you should consider also the challenges in teaching these concepts at this level. Typical challenges include teaching difficult concepts to students with highly varied levels of preparation in the subject matter and teaching potentially controversial subject matter to students who derive from diverse racial, ethnic, gender, political, class, faith-based or other backgrounds. Your written work should exhibit graduate quality writing and analytical abilities. Many of these books have been in the public domain for decades and have been extensively reviewed. You are encouraged to read reviews, and reference them in this assignment. But, as explained above under “Academic Misconduct,” your assignment must be your own work. The SafeAssign percentage similarity (including quoted materials) may not exceed 25 percent. Political scientists and educators typically follow the American Psychological Association (APA) template. Guidance may be found here.  
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

**Syllabus Assignment (50%)**

This assignment will require you to design a syllabus that would be used to teach a dual credit/introductory undergraduate course in the subject matter of this course. To get ideas on how syllabi are constructed, you may look at any State of Texas public institution website, which will have a link to course syllabi, per HB 2504.

See for example, https://srinfo.sulross.edu/hb2504/courses.php

You may also reference the American Political Science Association online syllabi collection (https://www.apsanet.org/TEACHING/Syllabi-in-Political-Science/Online-Syllabi-Collections)

At **minimum**, the syllabus must contain: (a) course description (no less than 50 words); (b) course objectives (minimum 3); (c) list of required readings; (c) 15-week course schedule stipulating readings, activities, and assignments for each week; (d) detailed description of assignments, including requirements, expectations, and basis for assessing the assignment.

After you have constructed your syllabus, in approximately 750-1,000 words, explain your rationale for selecting the textbook and/or other reading materials, and justify the decisions you have made in the syllabus. You should focus particularly on the outcomes of the course, why you believe the outcomes to be important, and how you believe the
classroom assignments in the syllabus will achieve these outcomes. As a reminder, course outcomes need to be meaningful, manageable, and measurable. By measurable, I mean there must be a consistent methodology for assessing them in objective, typically quantifiable terms. Be wary of course outcomes that cannot be objectively measured. Some classroom activities are important, but not necessarily assessable. If the latter is the case, you shouldn’t list the activity as a course outcome.

Blog Entries: (10%): A blogs page has been opened under the Blackboard site for this course. Students are expected to contribute at least one blog entry of no less than 100 words per week concerning the readings or other issues of relevance to the subject matter of this course. The blog entries may be original, or they may be responses to previous blog entries by the instructor or other students enrolled in the course.

Course Schedule and due dates: You may submit the short-written assignments in any order, but I must receive each by the following date:

Short Essay Assignment #1: Friday, May 29
Short Essay Assignment #2: Friday, June 5
Short Essay Assignment #3: Friday, June 12
Short Essay Assignment #4: Friday, June 19
Syllabus Assignment: Friday, June 26
Books for Short Essay Assignments
Four assignments: one from each historical era/theme
You may select other books at your discretion

Historical Era/Theme 1: The Greco-Roman Heritage (select one)


**Historical Era/Theme 2: Christian Political Theory from Late Antiquity to the Reformation (select one)**


**Historical Era/Theme 3: The Enlightenment, Its Precursors, and Its Aftermath (select one)**


**Historical Era/Theme 4: The Modern Era (late nineteenth century to present) (select one)**


## Paper Scoring Rubric

<table>
<thead>
<tr>
<th>Rubric Criteria</th>
<th>Inadequate 1</th>
<th>Passing 2</th>
<th>Good 3</th>
<th>Excellent 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis/Topic</td>
<td>No clear thesis/topic, or thesis/topic does not relate to purpose &amp; audience.</td>
<td>Thesis/topic is not stated early; it is unconvincing because it is too broad/vague/unrelated to purpose/audience.</td>
<td>Thesis/topic is good and relates to purpose, although it could be revised to be more precise.</td>
<td>Thesis/topic is precise and clear and related to purpose</td>
</tr>
<tr>
<td>Development: Reasons &amp; Evidence</td>
<td>The essay does not offer clear reasons and evidence to support thesis/topic. It may offer only reasons unsupported by evidence</td>
<td>The paper lists reasons and evidence but they are unconvincing and/or undeveloped. Lack of critical discussion of evidence.</td>
<td>The paper offers reasons and evidence that support thesis/topic; but more supporting details and other kinds of evidence would have demonstrated mastery.</td>
<td>Reasons and evidence are accurate, precise, and relevant. Thesis/topic is fully and convincingly developed.</td>
</tr>
<tr>
<td>Organization of entire paper and of paragraphs</td>
<td>An overall logical structure is lacking. Paragraphs lack cohesion. No transitions.</td>
<td>Overall logical structure is evident, but paragraphs may lack cohesion and transitions may be lacking.</td>
<td>The paper is supported with adequate overall structure and paragraph cohesion; sequence of ideas or transitions could be improved.</td>
<td>Paragraphs are coherent and unified, and connected with effective, eloquent transitions.</td>
</tr>
<tr>
<td>Style, Vocabulary, Grammar &amp; Mechanics</td>
<td>The reader cannot understand the paper because of distracting patterns of error in word choice, sentence structure, grammar, and usage.</td>
<td>The often must reread because of distracting patterns of error in word choice, sentence structure, grammar, and usage.</td>
<td>The writing successfully communicates through effective grammar and mechanics, except for one or two patterns of error in word choice, grammar, or usage.</td>
<td>The writer chooses words aptly and observes the conventions of correct grammar and usage.</td>
</tr>
<tr>
<td>Documentation -In-text citations &amp; bibliography page (APA)</td>
<td>Author does not cite in-text sources or provide a bibliography (works cited page) at the end of paper.</td>
<td>Author does not cite in-text sources accurately or consistently and/or does not format bibliography accurately/consistently</td>
<td>Author documents sources consistently with one or two minor inconsistencies or mistakes that do not damage writer’s ethos.</td>
<td>Author documents sources accurately and consistently.</td>
</tr>
</tbody>
</table>

### Conversion Scale: 4.0 (100) – 3.5 (90) – 3.0 (85) – 2.5 (80) – 2.0 (75) – 1.5 (70)