APPENDICES to accompany the POLITICAL SCIENCE GENERAL EDUCATION COMPETENCY SUBMISSION

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APPENDIX 1 – DESCRIPTION OF THE POLITICAL SCIENCE MAJOR

The Political Science major requires students to:

(1) take three Introductory level courses – Introduction to American Politics (RPOS101), Introduction to Comparative and International Politics (RPOS102), and Introduction to Political Theory (RPOS103);

(2) complete twelve upper level credits in one of four areas of concentration: American Politics, Global Politics, Political Theory, or Public Law;

(3) take one 400 level Research and Writing seminar, preferably in the area of the student’s concentration;

(4) take fifteen elective credits from any area of the major.

This set of course requirements provides breadth at the Introductory level as well as some degree of depth in a single concentration. The department typically offers between 20 and 25 300-level and 6-8 400-level courses each semester.

In Spring 2013 the department revised the learning objectives (see Appendix 2) to reflect the content and skills we expect students to acquire in the major.
APPENDIX 2 - POLITICAL SCIENCE LEARNING OBJECTIVES

The progression in this matrix is as follows: (1) Obtaining information; (2) Understanding perspectives about information; (3) Critically evaluating perspectives; (4) Gaining the skills to do research applying #1-3; (5) Gaining the skills to write up the results of #1-4.

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Learning Objective</th>
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<tbody>
<tr>
<td>Goal #1. The student understands the content and significance of political ideas and the role of formal and informal institutions, power and authority in the operation of society</td>
<td>1. The student understands historically significant ideas about government and politics and how those ideas relate to the formal and informal institutions of government and politics.</td>
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<tr>
<td></td>
<td>2. The student understands the operations of the formal institutions of government in the United States and in a variety of other countries.</td>
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<td>3. The student understands sources, types, and uses of political power and authority.</td>
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<td>4. The student understands the role of mediating institutions, nongovernmental organizations and informal structures in helping to shape political practices and outcomes both within countries and globally.</td>
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<td>5. The student understands the contributions of psychological, legal, moral, and socioeconomic factors to the formation of political values and the development of political practices.</td>
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<tr>
<td>Goal #2. The student grasps the range of intellectual perspectives constituting political science and the formal study of politics.</td>
<td>1. The student understands deeply at least one of the topical subdivisions of political science, i.e., public law, political theory, American politics, and comparative politics/international relations.</td>
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<td>2. The student develops an appreciation of the interrelations among those topical subdivisions as they constitute a holistic view of politics.</td>
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<tr>
<td>Goal #3. The student develops and utilizes the techniques of critical thought.</td>
<td>1. The student learns to recognize and create coherent structures of argument.</td>
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<td>2. The student develops a greater capacity for clear and distinct concept formation.</td>
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<td>3. The student appreciates the value of skepticism in the evaluation of arguments and recognizes the logical and rhetorical dimensions of argument.</td>
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<td></td>
<td>4. The student can weigh and evaluate different kinds of evidence in both social scientific and ideological discourses.</td>
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<td>5. The student can weigh and evaluate the arguments encountered in</td>
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classroom by assessing them against real world observations or experience.

<table>
<thead>
<tr>
<th>Goal #4. The student develops and uses evidence based reasoning and argumentation skills in political science.</th>
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<tbody>
<tr>
<td>1. The student critically evaluates research findings or arguments.</td>
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<td>2. The student generates topics or questions for projects or papers.</td>
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<tr>
<td>3. The student produces projects or papers that are based on evidence, reasoning or argumentation</td>
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<tr>
<td>4. The student finds and uses information from a variety of sources ethically and professionally</td>
</tr>
<tr>
<td>5. The student engages in a presentation or debate, receives feedback on oral skills and is evaluated on them.</td>
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<tr>
<td>6. The student produces a substantial body of written work in an upper level course, receives feedback on it, and is given an opportunity to revise before final evaluation.</td>
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APPENDIX 3 - WRITING ASSIGNMENTS in Introductory Courses and Public Law Introduction

RPOS 101 Introduction to American Politics

Introduction to American Politics
Spring 2013

What is a white paper?
Policy analysts, interest groups and political leaders use white papers to prepare for a debate or a discussion, to inform and to persuade. They have three purposes, to provide key background information on an issue, to identify the major positions and their supporting details, and to explain the rationale for a specific position. We would like you to do all of these tasks in your short paper. The work you do to prepare these will solidify your background understanding of your topic and inform your role as citizens in the Town Hall simulation scheduled for discussion sections on April 26. Although we ask you to take a position in this paper, persuasion is not the primary purpose of the essay: in this white paper you are engaging an issue fully, presenting key facts and evidence from all sides in anticipation of the best arguments of those who take a stand different from your own.

The specific issues we are examining:
The CQ Researchers and the supporting documents we have posted detail the range of issues on these controversies and the different roles of the intermediaries and institutions. As we head into the Town Hall discussions and legislative simulation of these issues we can frame them in a variety of ways. **For your white paper you may choose the feature of the issue that you find most compelling.** Here are some examples, there are many others:

- Gun rights/control: Should Congress pass a law that places new limits on the sale and possession of automatic weapons? that mandates the allowable size of ammunition magazines? that enforces a strict regime of background checks? where is the appropriate federal/state line?
- Hydro-fracturing: Should it be the federal or state government that establishes environmental regulations on hydro-fracking? Should local communities choose whether or not to allow fracking on land within their jurisdiction or should it be a decision at the state or federal level?
- Immigration: Should states have more responsibility in restricting border access? Should Congress focus on legislation that provides undocumented immigrants and/or their children an alternative path/fast track to citizenship? or should the focus be ways to restrict immigration more generally?

What you need to do in your paper
First, provide a brief introduction on the broad issue area and the key political, social and historical background on the topic.

Next, specify the part of the issue (or two at the most) that you think is at the heart of this controversy. (This is the piece of the issue discussed above that you really want to write about. Third, identify the two or three main opposing positions on the issue and for each provide key facts and evidence that you believe best support each position. (If you find you have some facts and evidence relevant to ALL the positions, consider that background for the first part of the paper.)
Finally, identify which position you take and explain why. Here you use the facts from above to make connections to your reasons. Make comparisons with other facts and positions to develop counter arguments for your side on the issue. Use your knowledge of American politics to sharpen your argument. End the paper with the first two steps you would take to get the political process moving in the direction you desire.

**Paper form and expectations**
The paper is due at the start of lecture on Thursday April 25. Your paper should be 4 pages in length. It should be double spaced, Times New Roman font, size 12, one inch margins. Include your name, section time and issue on top of the page. We expect you to do your own work for each of these papers and to use only those resources we make available on our blackboard page. If you use resources other than those from the book or textbook we will penalize your paper. Any paper that violates the university policy on academic integrity will receive a failing grade and result in a disciplinary referral. You must use a recognized citation style from the ones documented at the library website http://library.albany.edu/usered/cite/index.html

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**RPOS102 Introduction to Comparative and International Politics**

**Short Papers** Short papers provide you with an opportunity to demonstrate your understanding of the material in a less pressured format and for us to provide you with feedback on your application of theory to reality. Each paper should be 4 pages long. All material should be cited. Descriptions of the paper assignments are at the end of the syllabus. PLEASE NOTE THE TIMELINE TO HAND IN THE FIRST PAPER IS VERY SHORT SO DO NOT LET IT SLIP BY. THIS WAS DONE TO GET YOU INTO ANALYSIS QUICKLY AND ALSO TO ALLOW MORE TIME FOR THE SECOND PAPER AND MOST IMPORTANTLY FOR THE HYPOTHESIS PAPER.

**Paper 1: Why did World War I start? Format** Typed, double spaced

Your first paper should apply the international relations theory you think best explains World War I. The key effort here is the systematic application of theory to empirical evidence – in this case the first World War. You have plenty of empirical evidence about the war in the supplemental reading. You need to focus on one particular theory and cover it more in detail. REMEMBER THIS IS AN ANALYTICAL PAPER NOT A NORMATIVE ONE. The question you need to answer is:

**Which theory best explains the outbreak of World War I?**

To answer the question you need to systematically apply the theory to the case World War I and then address why other theories do not do as good a job. Below I give you an outline for doing this.

<table>
<thead>
<tr>
<th>Page 1</th>
<th>Introduction paragraph: Which theory is best and why in two sentences – ie boil your argument down to its essence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 pages</td>
<td><strong>Introduction to theory</strong> Brief (1-2 paragraph max) overview of theory</td>
</tr>
<tr>
<td>2-3 pages</td>
<td><strong>Application of theory to case</strong> For each key assumption of the theory, explain what the theory says and present evidence that this case that fits or violates these assumptions. Make sure to explain why the supportive empirical evidence outweighs the contradictory evidence when there is both.</td>
</tr>
</tbody>
</table>
In terms of identifying key assumptions and organizing the application of theory to case you may find the table below helpful.

<table>
<thead>
<tr>
<th>Key Assumptions about:</th>
<th>Supportive empirical evidence</th>
<th>Contradictory evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key actor:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual:</td>
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<td>State:</td>
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<tr>
<td>International System:</td>
<td></td>
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<tr>
<td>Change:</td>
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</table>

While this is not an English paper you are expected to spell check and meet minimal grammatical standards. Please use the APA style for citations

- [http://library.albany.edu/usered/cite/index.html](http://library.albany.edu/usered/cite/index.html)

NOTE: your grade will NOT be affected by your choice of theories or the political implications of your analytical choice.

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**RPOS103  Introduction to Political Theory**

**Assignments and Course Obligations:**

1) You will have **two short essays** (of approximately 6 pages) on different theories of justice—the first on Plato, the second on Rawls. **The first essay on Plato and justice will be due in class on Tuesday October 2nd. The second essay on Rawls and justice will be due in sections on October 19th.** Topics will be handed out at least a week before the papers are due.

2) In addition, every other week on Tuesday (to be put on e-reserve), **I will suggest a political theory puzzle or question in class and ask for a one to two paragraph answer by Thursday of that week** which you will bring to class—these puzzles are meant to jar your thinking about the theory of that week. Typically we will begin class discussing the puzzle. The teaching assistants may collect the puzzles either in class or at section depending on the week. Puzzles will only be graded check +, check, or check- and will count as part of your section grade. However, failure to do the puzzles or handing in only some of them will diminish your section grade. Alternatively, should you hand all of them in, this will count strongly along with participation and attendance in the section grade.

2a) Also, the teaching assistants may at their discretion assign short 1 page reaction papers to the reading as a way of helping you to clarify your thoughts on a particular topic and generating discussion. These papers will not be graded ABCDE but checked off, though you will be penalized for not turning these papers in.
II. Thinking about justice and equality
Does justice require rule by those who by nature have superior character and insight or is social and political inequality “unnatural”? What is a just distribution of political and social goods? What should be politically distributed? What should not? Is justice identical with the greatest happiness for the greatest number? Do we “deserve” the benefits of our natural and social endowments and what should justice look like if the answer is no? What should justice look like if the answer is yes?


August 30, Book I and Book II until (363). (Ordinary concepts of justice: paying debts; helping friends and harming enemies; right of the stronger; power vs. right—what does it mean to rule well?; the story of the Gyges Ring.)
September 4, Rest of Book II (Understanding justice as building the most perfect polis in theory. Polities as forms of education. Political education and the need for fictions)

Sept 6, Book III (Completing the education of the guardians and selecting rulers) Sept 11, Book IV* (A new definition of justice. A new definition of happiness.) (Isomorphism of just city/polis and just soul–inseparability of just human being and just city)

Sept 13, Book V (The completion of the kallipolis: communal ownership, the rule of philosophers, and the differences in genuine knowledge vs. opinion) (The superiority of theory to practice).
Sept 20, Book VI* (Justice as knowledge of the good and why only philosophers have access to it. Knowledge of forms vs. knowledge of appearances.).
Sept 25, Book VII* (The double meaning of the allegory of the cave—political and philosophic. Is dialectic the only way to grasp justice? If justice can only be understood by philosophy can justice be “political”? Book VIII (552d-566d) (Plato’s criticism of politics: How does oligarchy lead to democracy and democracy to tyranny? Is democratic justice as equal political membership defensible?)

First Essay on Plato and Justice due in class October. 2nd.

RPOS326 Introduction to Public - draft feedback rubric for paper submission

Name: XXXXXXXXXXXXXXXXXXXXXXXXXXX

GENERAL COMMENTS
You have a good start here and you’ve identified the major issues in the case. Principally, you will need to develop the organization and structure of your reasoning and be sure you clearly
identify and define the controversial concepts on which your argument relies. Also develop the obvious counterarguments to your position and your answers to these objections.

ARGUMENT

*Does the brief have a clear affirmative position?*
Your position is clear, but be sure that you set up the legal questions clearly to show how they lead the judge to a particular result in the case.

*Does the brief develop arguments and use evidence effectively to support the affirmative position?*
Your first argument appears to be based in textualism. If this is what you are intending to do, explain carefully how the law violates the text of the constitution in your view.

You begin another strand of argument on p. 3 that seems based on the employees’ reliance. On what basis do you claim that the board was “careless, reckless, and unreliable,” and how does this evaluation tie into the legal claim you are advancing? What are the interests of the people involved and how do you know these interests?

I’m not quite sure where you are going with your first argument. You seem to be asserting that your client can still be of benefit to the school, but without more of a framework, there isn’t much support or analytical basis for these claims. You may be trying to get at the purpose of the law or to invoke the broader benefit of society, but in order to develop this, you have to make it clearer.

On p. 3, you move to the *Testa* case. I’m not clear on the relationship of image to this case. In discussing the previous rulings, think about how the circumstances there are or are not comparable to your client’s circumstances. How do the disruptions and your client’s plans for addressing them compare to Barley’s situation and her capacity to perform the job she was hired to do?

In discussing undue hardship (p. 4), develop a definition/explanation for this concept. It’s not enough just to say that the financial hardships are not undue. What is undue, and why don’t these costs rise to that threshold? Are you arguing that cost is irrelevant because the school is planning to change things in the long run? How might this relate to the school’s long-term financial planning?

In terms of Variable’s coaching position, I don’t see how the availability of another coach makes this unproblematic. Would the second coach work without compensation?

The discussion of undue hardship should come earlier in the paper. Isn’t the basis of the defendant’s response likely to be that the demanded accommodations are too expensive to be reasonable?

*Does the brief present counterarguments and address them effectively?*
You haven’t really done anything with counterarguments. How will the other side present their case, and why would you contest this presentation?

ORGANIZATION
Is the organization of the brief effective and do the introduction and conclusion work well? You set up the facts pretty well, but be sure to include any facts upon which you intend to rely in your argument. The organization was difficult to follow at some points, as the arguments did not build on each other. You mentioned the two previous cases but did not develop a full analysis of them. See the comments above on the argument.

STYLE & MECHANICS

Do persistent stylistic or grammatical errors detract from the brief’s effectiveness? Are there any problems with tone or style? Be sure to include necessary commas. Include page numbers on your papers. Either use footnote citations or parenthetical citations, not both. For parenthetical cites, the quotation marks should not include the cite. Avoid run-on sentences; independent clauses must be separated by semicolons. Avoid passive constructions; active sentences with concrete nouns and verbs are almost always more effective.

Don’t let paragraphs get too long or span multiple topics. Don’t end sentences with prepositions.

Has the brief been effectively proofread and has a spell-check program been run? I noted a few errors that you might have caught with more careful proofreading.

GRADE: C
Appendix 4  Writing and Revision policies in Spring 2013 400 level seminars

RPOS419Z Seminar in Political Theory
Course Requirements
1. Each member of the seminar will have to give at least one presentation on the readings on a question that I will pose. I will select volunteers from week to week. Your presentation should have at least three components: 1) it should lay out the core underlying assumptions of the argument you are discussing; 2) it should discuss how the argument fits in with the theme of the course as well as arguments we have already discussed—does it attack, refute, complement previous arguments; 3) and it should critically assess the strengths and weakness of the argument both conceptually and empirically. This last requirement means that you should present your own argument on the strength or weakness of the one we are reading.

2. There will be a series of four papers of about 6-7 pages a piece in which you will be asked to clarify some problem in the readings. I will assign the topics and the papers as we go along. The first paper on political equality and social justice will be due Wed March 6th in HuB16 by 3 pm. The second paper on Rawls and equality will be due in HuB16 by 3 pm on March 27th. The third paper on luck egalitarianism, equal opportunity, and its critics will be due Monday April 22nd in HuB16 by 3 pm. The topics for the last paper on the right wing response to egalitarianism will be handed out on the last day of class, May 7th. I will also ask you on occasion to write for me a one page reaction paper whose purpose will be to stimulate discussion.

Each member of the seminar will have a chance to rewrite the first three papers as long as the rewrite is handed in by the end of the week in which the paper is returned. Each paper will count 20% with 20% for participation, presentations, and possible reaction papers.

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RPOS426Z  Constitutional Law

This course requires a major paper. The details for this assignment will be given out at a later date. Students will write two drafts, both of which will be graded. The final draft will be due at the end of the term. Generally, the paper will be written as a judicial opinion in a hypothetical case about a conflict over the scope of executive authority during emergencies. I am not looking for a particular answer to the question raised but whether students display the ability to effectively use precedents and legal analysis.

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RPOS437  Law and Society

One set of writing assignments encourages reflections upon the readings. Each student must submit two short response papers during the course of the term. I will provide questions to guide your responses; usually I will have 2-4 options for each week and you will be expected to select and write
on one. These papers will be collected and graded during the term and students will have the option of rewriting one of these papers to achieve a higher grade. Each student will also be expected to give a presentation during the term on a response paper you have written. For the presentation, you will distribute your response paper electronically before the class meeting. You will then spend ten to fifteen minutes presenting and discussing your paper. The other major writing obligation is to write a somewhat longer argumentative essay in two required drafts. For students interested in a more intense writing experience, I offer a second track that involves writing an independent research paper. You must commit to one track or the other by February 12. Once you have committed to the argumentative essay course, you cannot go back and choose the other track. The course will have a take-home final examination largely drawn from the response paper questions.

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RPOS439Z Public Opinion and American Democracy

Papers: This course fulfills the University at Albany upper level writing intensive requirement of the General Education program and is organized around a major research paper.

Research paper: Each student will choose a specific political issue and examine the nature of public opinion surrounding it (Paper One) and how the opinion environment is influenced by the groups and the media (Paper Two). The paper will be submitted in two draft parts, each 8-10 pages in length, and combined for a final submission. I will comment on these drafts, focusing on both technical and substantive issues. The final, combined and edited submission must be responsive to my comments. The grades for the will be weighed heavily in the direction of the final paper: 10% part one, 5% methodology plan, 10% part two, 25% final paper.

Annotated Bibliography: Each student will need to gather academic research specific to their chosen topic and produce an annotated bibliography of at least 4 articles from journals or chapters in books to reflect that research. This bibliography is worth 10%. We will develop an example of the annotated entry together using a class reading.

RPOS469 Government and Politics of Ireland

VI. RESEARCH PAPER

A short prospectus (three pages maximum) is due on February 14, 2013, and should describe briefly the research topic, and the methodology to be employed. Topics must relate to the government and politics of the Republic of Ireland. Papers may not be written on the Irish Republican Army. Please include your E-mail address and telephone number in the prospectus. Failure to turn in the prospectus on the due date results in an automatic ZERO.

An extensive bibliography supporting your research paper and an outline are due on March 7, 2013. Failure to turn in the bibliography on the due date results in an automatic ZERO.

A complete draft of a well-written and documented research paper is due on March 21, 2013. A revised draft of the research paper is due on April 11, 2013. Two copies of your final revised research paper are due at the beginning of class on April 25, 2013.
The research topic should be narrowed sufficiently to facilitate completion of an in-depth research paper. Papers will be returned without a grade if they contain an excessive number of typographical, grammatical, and/or spelling errors. A paper will receive a grade of **ZERO** if there are no numbers on the pages.

RPOS479Z  Topics in International Politics: International Migration

**Requirements:**
Students will write a variety of papers: short documentary film reviews; a draft and a final research paper. All papers must be submitted electronically. The details for the final paper will be given out at a later date.

Students are expected to complete all assigned readings in advance of class and be prepared to discuss them. The base line grade for class participation is a D. Routine attendance with minimal participation will earn a C. Regular contributions to class discussion that are appropriate and draw on readings will earn a B. Students who are consistently well-prepared to discuss the assigned readings nearly every class and actively participate in discussions will receive As for class participation.

Two film reviews (500 words each)  
Midterm  
**Draft Final Paper**  
**Final Paper**  
Class participation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Two film reviews</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Draft Final Paper</strong></td>
<td>5%</td>
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<tr>
<td><strong>Final Paper</strong></td>
<td>35%</td>
</tr>
<tr>
<td>Class participation</td>
<td>20%</td>
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</table>
Appendix 5 -- Examples of participation and presentation policies from 300 level courses

RPOS 317 and RPOS 327
Research Paper.

Please submit two copies of this document – one is for me and one is for one of your colleagues. I will distribute the second copy in class the same day. Part2: your comments on your colleague’s abstract and outline are due the following [day, date]. These comments must be typed separately so that your classmate can read them easily, and you should provide at least one, double-spaced page of comments covering concepts, theory, methods, case selection. Please also submit two copies of these comments so that I can receive one copy for grading and your colleague can receive a copy of their own. Part3: the final paper is due on the last day of class, [day, date].

Note that the second part of the paper assignment involves commenting on one of your colleague’s work. You comments should offer constructive feedback that will help strengthen your colleague’s paper. Also, your comments are being evaluated. Thus, as you make your comments, you should follow the five components of the paper identified above and make at least one comment on each component, gauging how well your colleague has addressed each section. For instance, is the research question clearly stated? Is it clear why this question is important or interesting? Further detail on this assignment will be covered in class.

Grading
• Questions: 10%
• Quizzes: 10%
• Abstract, Outline, and References: 15%
• Comments on Abstract and Outline: 15%
• Research Paper: 50%

RPOS 336

Oral Arguments:
The Oral Argument section of this course, which is 15% of the overall course grade, will involve group work as a low stress way of learning to debate using legal principles from the case material. This exercise is designed to help students use point and counterpoint arguments that are standard in appellate oral arguments. Students will be divided into groups of three and will rate perceptions of one another’s learning process and contributions. A more complete description of the oral argument will be handed out at a later time. The oral arguments will involve a contemporary civil rights issue.

Class Presentations:
Students will paired to present one case to the class. The presentation of the cases should be about 15 minutes. This presentation will involve answering questions about the case from the class regarding the significance of the case. The presentation will be on the actual written
version of the case from Lexis-Nexis and should include the concurrences, the dissent and the social and historical context. Greater detail of the class presentation will be explained in class.

RPOS 365

Participation
While the class size is large, participation is still expected. We will also engage in group work from time to time and active participation will be very important. Sometimes, the best insights and questions are raised during discussions; those usually are also the ones that stick with you well after the semester has ended. As Katherine Hepburn said, “Everyone is entitled to my opinion.” Please take that to heart. I am looking forward to hearing what you have to say. 

One important caveat: Because politics in general can be contentious, it is imperative that everyone respects each other’s opinions. Disagreements are good; disrespect is not.

RPOS 330

Class Participation
This class will more closely resemble a seminar than a lecture and your participation will greatly improve the quality of this course, not to mention your final grade. The topics we will be covering lend very well to lively debates and on more than one occasion, these discussions have led to fundamental changes in how various questions are seen in the field (ask me to tell you the Griswold/Ninth Amendment story). I can assure you that you need not at any point feel anxious about contributing to the discussion for fear of ridicule.

RPOS 399
Presentation- general guidelines: you need to send me and your colleagues via email a ONE PAGE outline of the presentation the day before your presentation is scheduled. In the day of the presentation you need to print out copies of the outline for all you colleagues. The presentation should not be longer than 15 minutes. At the end of the outline you should have 1-3 questions for further discussion. If you have a presentation partner, you need to collaborate with her/him and decide upon the structure of the assignment. You could also see me if you have any questions about the text.
Appendix 6 -- Examples of assignments that provide structure and instruction for presentations and feedback

RPOS 419Z: The Politics of Happiness
Assignment: In-Class Presentation

You are required to deliver one 10-15 minute presentation on assigned readings for class. Every student will pick one week’s readings for their presentation. The purpose of the presentation is to raise issues and questions for class discussion based on the readings. Because everyone will have read the same material, you do not need to spend much of the time of your presentation on summarization. Instead, it is your job to get the class discussion off to a strong start by raising challenging and interesting questions. This means that you need to present your ideas and facilitate discussion in response to your questions. Facilitating means that you help others engage in discussion. This includes identifying who will speak next and either offer a response or pose a question back to the class. It does not mean you have to have all the answers.

There are a number of ways that you might choose to approach your presentation. You can make observations about the assigned reading, e.g. seeming disagreements between authors or underanalyzed assumptions made by one or more authors, and present those to the class for further examination and debate. You might compare readings with assigned readings from one or more previous weeks and ask the class to weigh in on which is the stronger argument. You might pose a series of possible examples or implications of the authors’ arguments and present them to the class for discussion. While you must relate everything to the assigned material, you are free (encouraged really) to bring in examples and materials (newspaper articles, youtube videos, etc.) that might add to the discussion.

Students (both presenters and audience) often find handouts helpful. You might choose a small number of quotes for discussion or create a chart to represent key ideas. If you submit the handout 24 hours in advance, I can have copies ready for class.

You are strongly encouraged to consult with me several days in advance of your presentation. I can help you identify the key issues and suggest related ideas, examples, etc. If you do not meet with me in advance, you must send me an email 24 hours in advance to describe your plans for your presentation.

Strong presentations will offer organized ideas related to the assigned readings and previous class discussions. These ideas must be clearly presented and should not be read directly from a text (though an outline of the presentation is a useful aid). Presentations that go significantly over the time limit (e.g. 20 minutes) will be cut short.

In addition to your presentation, you will also be evaluated on your responses to other students’ presentations. Each student must be an engaged and active listener for all presentations, which means asking relevant questions and responding to the proposed topics of
In-Class Debate:
Is China a Threat to the US?

1. EVERBODY in class is required to participate in the debate. No excuses of absence will be accepted unless for university-approved reasons. Your participation will be evaluated as a part of your participation grade in this course.

2. The class will be divided into two sides. Each side will consist of four teams (which means there will be a total of eight teams), each responsible for one key aspect in Sino-US relationship. Everyone is required to sign up for one of these teams. I will be passing a sign-up form around.

3. Please make sure you find your teammates. You will be working with your teammates during in-class and after-class discussions. Each team must keep an attendance record for these discussions and submit this record after the debate.

4. Each team must choose one speaker to present on behalf of the team during the debate. Please choose your speaker carefully since her/his performance will be evaluated as your team’s overall performance.

5. The details of the debate (e.g., time limits) will be decided after consultation with the volunteer moderator. On principle, each team should prepare a 4-minute presentation and be ready to offer a brief rebuttal.

6. Whether your side wins or loses will NOT affect your participation grade. However, non-participation (either in group discussions or in the actual debate) will definitely set your participation grade back significantly. Therefore, please make sure that you contribute to, and participate in, the debate.

Helpful Hints

*Remember the Audience*
Debate participants must always keep the audience in mind as they constructive and respond to arguments. The purpose of the debate is to persuade members of the audience of your position. Extraordinarily complex arguments are likely to mystify the audience. Attempts to quickly argue a huge number of seemingly unrelated points will simply confuse the audience. If you lose the audience, you will lose the debate.

It is important to remember that this advice applies to both written and oral arguments. In your written exercises, you will also be arguing either for or against a proposition. You objective is persuade the audience (in this case your teaching assistant) of the merit of your position. The key difference is that written arguments can be more complex than oral arguments. The "permanent record" of a written argument allows a mystified reader to go back over the argument. Unfortunately, there is no permanent record in an oral argument. This implies that oral arguments must be more precise; you cannot wander widely around a topic and expect the audience to keep juggling a large number of ideas. Cognitive limitations of the human mind prohibit such an approach.

Focus on Differences

Most debates are awful because participants simply talk past one another. Candidate #1 says you should favor his social security reform proposal for A, B, and C reasons. Candidate #2 responds that their proposal is better for D, E, and F reasons. By talking past one another, the candidates put the burden on the audience. On their own and on the fly, the audience must determine how candidate #2's proposal relates to points A, B, and C. Simultaneously, they must determine how candidate #1's proposal relates to point D, E, and F. Most members of the audience lack the cognitive capability and interest in the subject to make this evaluation.

A good debate will explicitly examine the arguments proposed by the other side. The debater will tell you what beliefs form the foundation of their argument and why these beliefs most likely given the evidence available. The debater’s opponent will directly address the same issue. By the end of the debate, the key differences between the two positions will by readily apparent. While the debaters may agree on several points, they could disagree on points of fact (e.g., welfare reform has decreased poverty), questions of values (e.g., private groups rather than public programs should be responsible for welfare policies in the United States), or the validity of beliefs (e.g., working women have greater self-esteem). Debates distill the central differences in the opposing points of view.

Visual Aids

Students can use visual aids if they wish during the debates. Given the large size of the audience and lecture hall, the visual aids will probably be limited to overhead charts displayed with the computer projection system or on the overhead projector. For example, the affirmative constructive student may develop a chart summarizing the three main points in his or her argument.

I should emphasize three points about visual aids. First, there is a tendency to use too many visual aids and simply rush through them. This will simply confuse your audience. You should plan to spend at least 2 minutes per visual aid. So if you are arguing the affirmative constructive position and you have only 10 minutes, you should use at most five overheads. In general, less is better. Second, there is a tendency to include too much in each visual aid. Remember: your audience must be able to read and understand the chart, image, or table. If you use fonts that cannot be read at a distance or images that are blurry from the back rows, you will
annoy more than you illuminate. Third, the structure of the overhead should parallel the structure of your argument. If you are arguing that X causes Y, the visual image should reinforce this argument. In most cases, the simple bullet charts do not accomplish this objective.

\textit{Suffering from Meltdown}

Most beginning debaters worry about "meltdown." You have prepared the material and know it inside and out, but you freeze during the middle of the debate. While you may be only frozen for a moment, it seems like hours. Moreover, the longer the "freeze", the greater the probability that the ensuing panic will permanently derail your presentation.

The important point to emphasize is that virtually everyone speaking in front of an audience gets nervous. I personally get butterflies every time I speak in front of more than two people. Moreover, every lecturer or debater has at sometime in his or her life suffered from a meltdown.

The probability of meltdown decreases with preparation. The stronger the briefing book and the more comfortable you are with the arguments, the less likely you are to freeze at a critical moment. Perhaps the best form of preparation is to practice the debate aloud (with a tape recorder or computer microphone if possible). You could do this as a team or by yourself. While it might be awkward to make your argument out loud (particularly if the room is empty!), it will be improve your delivery and help calm your nerves.

Finally, the key to dealing with a meltdown is getting back on track. The more you can focus on this objective, the more you can stem of growing panic. One method is to bring an outline of your argument with you to the podium. If you get lost, take a deep breath and find your place in the outline, and then continue. While you might not use the outline extensively when things are going well, it is a good security blanket to have in case you get off track.

\textit{Presentation: Should I read my argument verbatim?}

Each debater faces an important choice: should I read the arguments from the briefing book verbatim or should I speak extemporaneously? There are drawbacks of each approach. While reading an argument verbatim from the written text increases the precision of the argument, it tends to be a bit boring for the audience. If you lose the audience, you lose the debate. In contrast, speaking extemporaneously tends to be livelier and to capture the imagination of the audience. However, most extemporaneous speakers tend to wander from the prepared text which often results in the dropping of ideas and examples.

I recommend speaking extemporaneously using an outline as a guide to ensure you stick as close to the argument as possible. The best preparation for this type of presentation is the read aloud verbatim the text of your argument several times. Then practice your argument will just your outline in hand a couple of times. The verbatim reading tends to imprint the wording of the argument in memory making it easier to recall when speaking extemporaneously.

\textit{Speed of Delivery}

Most people talk too rapidly when speaking before an audience. While speaking rapidly allows you to increase the amount of information transmitted to the audience in the time allowed, it undermines the ability of the audience to assimilate this information. Inevitably, speaking too fast will undermine your ability to persuade your audience of your argument.

In part, this tendency to speak rapidly stems from nervousness. The solution here is to take a deep breadth at the start of the talk and remind oneself to speak slowly. At every natural
break in the presentation (e.g., between points B and C), you should consciously take a deep
breath and remind yourself about your pace. Making an audio-tape of a practice presentation is
an excellent way to monitor the pace of your delivery.

The tendency to speak too fast also stems from an inherent belief that people can absorb
information as fast as it is delivered. This is simply incorrect. You, as the transmitter, know
what information has been delivered, is being delivered, and will be delivered. With these extra-
cles, your mind can process information much more rapidly than audience members. This
observation implies that you should down your rate of delivery to just below what you perceive
as the "natural" rate -- i.e., you should be conscious that you are talking slightly slower than you
would in a normal conversation. While this might seem awkward from the deliverers
perspective, it will appear perfect from the audience perspective.

Professionalism

The classroom debates provide students with an opportunity to develop the skills
necessary for excelling in the real world. The debates also create the opportunity to transform
the traditionally passive lecture into an active learning experience. With these new
opportunities, however, come certain responsibilities. First, participants in the debate are
expected to behave in a professional manner. They should be thoroughly prepared for the debate
and should treat their opponents in a professional manner. A debate is about competing ideas;
implicit or explicit personal attacks on opposing team members are simply unacceptable.
Second, the audience should behave in a professional manner. This entails listening to the
arguments, tracking the flow of the debate, and asking pertinent questions. Speaking before a
noisy and constantly shuffling audience is extremely difficult for even the most seasoned
professional.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Approaches</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructive</td>
<td>- Extremely thorough, well-organized presentation of arguments and evidence</td>
<td>- Well-organized and complete presentation of arguments and evidence</td>
<td>- Weaknesses in organization and presentation of arguments and evidence</td>
<td>- Arguments are unorganized, incomplete, or severely lacking in evidence</td>
</tr>
<tr>
<td></td>
<td>- Opening statement engages the issue and the interest of audience</td>
<td>- Opening statement successfully frames the issues</td>
<td>- Opening statement minimally outlines arguments</td>
<td>- Opening statement provides little or no overview of argument</td>
</tr>
<tr>
<td>Rebuttal</td>
<td>- Effectively responds to issues raised by opponents with concise, accurate, logical answers</td>
<td>- Responds to issues raised by opponents with accurate and generally concise answers</td>
<td>- Seems to be caught off-guard by opponent’s arguments; offers tentative, somewhat accurate, but possibly vague or illogical responses</td>
<td>- Seems unable to respond to issues raised by opponents in a meaningful or accurate way</td>
</tr>
<tr>
<td></td>
<td>- Effectively challenges the claim made by opponents with argument and evidence</td>
<td>- Challenges the claims made by opponents with argument and evidence; challenges are generally effective</td>
<td>- Attempts to challenge claims of opponents but weaknesses in argument or evidence</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>- Closing statement concisely &amp; completely synthesizes arguments for the audience</td>
<td>- Closing statement synthesizes some aspects of the debate for the audience;</td>
<td>- Closing argument briefly restates the ideas offered in the constructive and rebuttal</td>
<td>- Closing statements do little more than state the position of the team</td>
</tr>
<tr>
<td></td>
<td>- Closing statement leaves no unanswered issues and resonates with the audience</td>
<td>- Most issues are resolved</td>
<td>- Many issues are unresolved</td>
<td>- Most issues are unresolved</td>
</tr>
<tr>
<td>Understanding Of the Issue</td>
<td>-Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic</td>
<td>- Demonstrates a good understanding of the issues, events and facts relevant to the topic</td>
<td>-Demonstrates an adequate understanding of many relevant issues, events and facts, but may exhibit minor confusion or misunderstandings</td>
<td>-Demonstrates a very inadequate understanding of the history content relevant to the topic</td>
</tr>
<tr>
<td></td>
<td>-Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations</td>
<td>-Demonstrates a good understanding of details as well as the ability to make original connections and interpretations</td>
<td>- Seems to understand general ideas, but do not support their ideas with relevant facts; OR, seem to understand facts but are unable to connect them into coherent arguments</td>
<td>-Supports statements with vague or irrelevant information, or no information at all</td>
</tr>
<tr>
<td>Performance</td>
<td>- Exhibits outstanding confidence, energy, and passion</td>
<td>- Exhibits confidence, energy, and passion</td>
<td>-Lacks confidence, energy, and/or passion</td>
<td>-Demonstrates little or no confidence, energy, or passion</td>
</tr>
<tr>
<td></td>
<td>- Maintains respectful tone</td>
<td>- Maintains respectful tone</td>
<td>-Maintains respectful tone</td>
<td>-Fails to maintain respectful tone</td>
</tr>
<tr>
<td></td>
<td>- Consistently maintains eye contact with audience</td>
<td>- Maintains eye contact with audience</td>
<td>-Some eye contact with audience</td>
<td>-Generally fails to make eye contact with audience</td>
</tr>
<tr>
<td></td>
<td>- Outstanding use of visuals (if used)</td>
<td>- Good use of visuals (if used)</td>
<td>- Use of visuals inadequate (if used)</td>
<td>-Ineffective use of visuals (if used)</td>
</tr>
<tr>
<td></td>
<td>- Rate and volume of speech carefully monitored</td>
<td>- Rate and volume of speech adequately monitored</td>
<td>- Rate and volume of speech inadequately monitored</td>
<td>-Rate and volume of speech severely interfere with communication</td>
</tr>
<tr>
<td></td>
<td>- Uses language that is stylistically sophisticated and appropriate for a college course</td>
<td>- Uses language that is appropriate for a college course</td>
<td>- Often uses language that lacks sophistication and appropriateness for a college course</td>
<td>-Language is in appropriate for a college course</td>
</tr>
</tbody>
</table>
Choosing Political Candidates

Team based learning presentation rubric from Politics of Election Reform

Team Name __________________

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Specification</td>
<td>Problem is clearly identified and linked to values important in elections and democracy and defended as priority.</td>
<td>Problem is identified, justified and linked to a value</td>
<td>Problem is fuzzy in definition; there is no linkage to a broader value or the stated relationship between the value and the problem is weak.</td>
</tr>
<tr>
<td>Solutions</td>
<td>Two distinct solutions are identified, each is strongly linked to a goal or goals and persuasively argued</td>
<td>Two solutions are identified, but they are not distinct. They are a reasonable fit to the different goals chosen for emphasis</td>
<td>Two very similar, undistinguished solutions are presented, not clearly linked to the goals</td>
</tr>
<tr>
<td>Chosen solution</td>
<td>Chosen solution is clearly defended, strongly linked to goal(s) and persuasively argued</td>
<td>Chosen solution is identified and is a reasonable fit to goal(s)</td>
<td>Chosen solution is not well defended or connected to goals</td>
</tr>
<tr>
<td>Actor Specification</td>
<td>Friends and foes are well matched to each solution.</td>
<td>Friends and foes are identified and matched in some instances but not others</td>
<td>Friends and foes are not clearly defined, confusing or consistently not well matched to solutions</td>
</tr>
<tr>
<td>Questions and Documentation</td>
<td>Questions are answered in an informed manner and course resources are evidently used and appropriately cited</td>
<td>Questions are answered and some course resources are used</td>
<td>Questions are not well addressed, no course resources are evident in presentation or citations</td>
</tr>
</tbody>
</table>