
SPRING 2017

PSC 390: SENIOR CAPSTONE—POLITICAL SCIENCE AND WORLD PROBLEMS

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COURSE DESCRIPTION AND OBJECTIVES

This course has been specifically designed to meet the Liberal Studies Program's capstone requirement for Political Science majors. "The Senior Capstone experience," according to the LSP, "allows students to explore substantive areas of scholarship and creative works within their major. Students are given the opportunity to create knowledge within the context of the ideas, perspectives, and research of others in the discipline. *The Capstone further provides students the opportunity to integrate and compare knowledge gained from their major with that which was learned in the domain area and core courses of the Liberal Studies Program.* In this culminating experience, students create, under the mentorship of a faculty member, a final project of their own design" (emphasis added). So, taking stock of your education at DePaul by assessing your journey from the First Year Program, the Liberal Studies core curriculum to the requirements of your major, is the very essence of the capstone seminar. In doing so, students should identify areas of strengths as well as gaps in their educational experience as they prepare to embark upon a post-college experience. Most importantly, students should articulate how they intend to address the gaps they identified and how best to leverage their strength after their graduation.

At the heart of the knowledge industry is *problem-solving*. As the title suggests, this course shall examine *how* political science attempts to solve the manifold problems that confront the human race in the political and social spheres of our lives. This course's

emphasis on problem-solving should encourage seniors to hone their own problem-solving skills by drawing from the techniques of other disciplines they have encountered as well as their own to address the problems they have identified or defined.

The readings and audiovisual materials for this course have been carefully selected to expose students to some classical and contemporary works that shed light on social problems and the various solutions proffered and/or implemented to ameliorate or resolve them. These readings are not intended to teach students new content areas—although students could benefit from the mastery of new contents. Rather, one of the objectives of this course is to challenge students to focus on the inherent interdisciplinarity of these cases in dealing with the problems they identified and draw appropriate problem-solving lessons from these studies. The second objective of this course is to encourage students to explore their post-graduation career options as Political Science majors. To this particular end, students will be required to meet with DePaul Career Center’s resource persons to:

- Understand and access various job data bases
- Prepare a résumé
- Prepare a job application cover letter or Personal Statement for Post-graduate admission

Learning Outcomes

- I. *Course Learning Outcomes.* Using a combination of course work, independent research and guest lectures, students will be able to:
 - Identify and examine at least two social-political problems or challenges of our time.
 - Apply one or more theories or concepts from Political Science to an analysis of a particular issue relevant to the field of Political Science.
 - Demonstrate preparedness for the transition to a post-graduate career
 - Analyze the specific solutions to the social-political problems or challenges that they have identified and examined.
- II. *Capstone Learning Outcomes.* At the end of this course, students should be able to:
 - Identify an idea, method, or concept from another discipline you have studied and be able to apply it to problems/issues in Political Science.
 - Examine how previous coursework, including Liberal Studies courses, has contributed to their intellectual development and/or their post-graduation plans.

COURSE REQUIREMENTS AND EVALUATION

I. Attendance (20%): Attendance of **all** class meetings and full participation in class activities shall be required of all students. Attendance shall be taken throughout the quarter for the purpose of allotting grades for class attendance. Students will bear full responsibility for every class that they miss. As per University regulations, students who miss classes for medical reasons must produce acceptable documentary evidence, and must also assume full responsibility for catching up on readings and assignments.

In order to fully maximize our class time, students are strongly encouraged to read all assigned materials ahead of scheduled class meetings to enhance their ability to participate actively in class discussions. Students are expected to participate in the Discussion board on D2L.

II. Class Presentation (20%): Each student will take turns in making a scholarly presentation to the entire class. This 10-minute presentation will be based on a thorough perusal and critical evaluation of assigned readings for the class session on which the seminar will be presented. To this end, students will be required to post on D2L's Discussion Board a **3-4 page** abstract of their presentation at least 48 hours before their presentation. Late abstracts will be subject to a penalty of one-grade deduction for each day past due. Students who do not submit an abstract of their presentation as stipulated will have a maximum grade of a C- for their class presentation. To prepare for the seminar exercise, I shall circulate a seminar roster to the class before or during the third week of classes. It is students' responsibility to ensure that they have been scheduled for class presentation.

III. Post-Graduation Career Planning (30%): As stated earlier in this syllabus, one of the objectives of this course is to get students to start developing a career plan that will guide their post-graduation life. To this end, students shall be required to work individually with Career Center Counsellors to prepare two career-related documents:

- a). A résumé (15%)
- b). Job application *cover letter* or *Personal Statement* for Graduate School application (15%)

The deadline for submitting these two career planning documents is May 12, 2017.

IV. Curriculum Assessment Essay (30%): The final requirement for this course is the Curriculum Assessment Essay. This requirement is mandated by the Liberal Studies Program for all students taking a senior capstone seminar. The following description of the requirement is borrowed from Professors Christina Rivers and Molly Andolina: This assignment...asks you to reflect, in a somewhat systematic manner, on the various courses you've taken while at DePaul. There are several steps involved.

1. Compile an inventory of 10 things that you've encountered while a student at DePaul (and elsewhere if you transferred in) that have most influenced your thinking as a student and/or as a person. Sources can include classes, readings, professors, staff,

films, documentaries, study abroad, public service, artistic events or objects, guest lectures, panels, teach-ins, protests, or religious events.

2. Identify which general liberal studies learning domain each entry falls under (arts and literature, scientific inquiry, experiential learning, etc.) and try to vary the entries so that you reflect on a variety of experiences. For a review of the domains, go to: <http://liberalstudies.depaul.edu/About/LearningDomains/index.asp>
3. Arrange the entries in chronological order. Under each entry, write a paragraph that explains how and why, out of all that you've experienced during your studies, this particular entry is so important to you. Try to link that entry with experiences in your life as a student specifically, and as a person more generally.
4. When possible, attach an image or item that illustrates your entries. This can be a photo, something you create, prayer, newspaper/magazine clipping, poem, image from the internet, receipt, ticket, post-card, etc.
5. Draw some generalizations across the ten entries. How would you describe and characterize these experiences as a whole? Do you see any theme or themes that emerge?

Conclude the assignment with at least three or four paragraphs explaining:

- What you believe to be **the purpose of a liberal arts education**—this includes the courses in your major;
- How the above inventory accomplishes that purpose (or does not accomplish it);
- How a liberal arts education has shaped you and your world view;
- How such an education has prepared you (or not) for your life ahead, at least as you currently envision that life.

To further guide your course selection for purposes of your self-reflection exercise, find below an adapted guide sheet originally developed by Professor Christine Rivers:

10 COURSES OR OTHER ACADEMIC EXPERIENCES THAT IMPACTED MY EDUCATIONAL EXPERIENCE AT DEPAUL:

Liberal Studies Core (Discover Chicago, Focal Point, etc) _____

Liberal Studies Core (Multiculturalism, Experiential Learning, Tech literacy, etc) _____

Learning Domain #1 _____

Learning Domain #2 _____

Learning Domain #3 _____

Political Science #1 _____

Political Science #2 _____

Political Science #3 _____

Non-PSC Elective or Extra-curricular #1 _____

Non-PSC Elective or Extra-curricular #2 _____

The Curriculum Assessment Essay, which should range between **6-8 pages (double-spaced)**, should be submitted to me via D2L's Digital Drop Box no later than **June 7, 2017**.

The final grade for this course will be based on the following distribution:

Activities	Grade Allocation
Class Attendance	20%
Class Presentation	20%
Career Planning Documents (Résumé and cover letter or personal statement) due on May 12, 2017	30%
Curriculum Assessment Essay (Due June 7, 2017)	30%
TOTAL	100%

POLICIES ON LATE SUBMISSION OF ESSAYS AND ENROLLMENT

Students are required to submit their essays as specified and on time. The penalties for late submission of essays are stiff: the loss of one full grade point for each day past due. In addition, *I reserve the right not to accept essays that are three days past due.* All students must be officially registered for this class in order to attend and earn credit.

POLICY ON ACADEMIC INTEGRITY

In all essays and assignments, students are **strongly advised against plagiarism**, which is an unethical and *unlawful* conduct. Students should be aware that all essays submitted in this class will be checked by a computer software for plagiarism. All students enrolled in this course should familiarize themselves with the University's policy on academic integrity, which is located at: <http://studentaffairs.depaul.edu/homehandbook.html>. According to the policy:

'Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement.' Plagiarism will result in a failure of the assignment or possibly of the course.

EMERGENCY EVACUATION POLICY AND PROCEDURES

Students should familiarize themselves with DePaul's emergency evacuation policy and procedures, which may be downloaded from the following web site:

<http://rmehs.depaul.edu/emergency/evacuation.asp>

GRADE DISTRIBUTION AND GRADING POLICY

An "A" indicates an excellent and exceptional performance. This grade is reserved for students whose work demonstrates an extra-ordinary level of competence and distinction. "B" is assigned to a satisfactory performance of an assigned task. This grade indicates that no new insight has been added, and that the student's performance is above average. "C" indicates an average performance by a student. This grade usually indicates that a student barely met the requirements of a task and needs to work harder. "D" indicates a less than satisfactory (i.e. below average) performance of tasks by students, and an "F" indicates a failure to perform up to the minimum level of expectation. Pluses (+) and minuses (-) are used to indicate better or lesser performance levels between the grades. **Students whose performance falls consistently at or below a "C" average should contact me early on to find ways of addressing possible problems of comprehension, interpretation and writing.** Here is the numerical grade distribution, in percentages: 94-100 (A); 90-93 (A-); 85-89 (B+); 80-84 (B); 75-79 (B-); 70-74 (C+); 65-69 (C); 60-64 (C-); 55-59 (D+); 50-54 (D); 0-49 (F). Please note that all assigned letter grades, unless otherwise stated, are converted to the *lowest* end of the numerical scale.

UNIVERSITY RESOURCES FOR STUDENTS

1). *FINANCIAL AID SERVICES*

DePaul's office for financial aid has an apt description of its services and rationale that I could not resist posting in full:

Paying for college is a great investment, but it can also leave you feeling a little breathless. That's why we're here. The Office of Financial Aid is your guide and your resource for helping to make college affordable. Have questions? We'll find answers. Want to apply for financial aid and scholarships? We'll point you in the right direction. Need more funding? We know where to look for additional sources.

[\(http://www.depaul.edu/admission/FinancialAid/\)](http://www.depaul.edu/admission/FinancialAid/)

2). *STUDENTS WITH SPECIAL NEEDS*

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate reasonable accommodation based on your needs, contact me as early as possible in the quarter

(preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at 773-325-1677 or Student Center, #370.

3). WRITING CENTER—UCWbL

DePaul University Center for Writing-based Learning (UCWbL) offers a wide range of services to all members of the university community. Located in the Loop (Lewis 1600) and LPC (SAC 214), the Writing Center is prepared to assist students at every stage of the writing process:

Grounded in the belief that language in general, and writing specifically, shapes and sustains democratic processes, the members of the University Center for Writing-based Learning community believe writing is fundamental to an individual's participation in democracy in that writing promotes learning, critical inquiry, self-development, and reflection through continual revision. We are committed to both DePaul's shared vision to enhance "academic rigor" and DePaul's mission to promote personalism through appreciation of the "dignity of each individual." As such, we collaborate with writers from all disciplines, backgrounds, levels of expertise, and roles within the University community. Our goal is to help develop better writers along with better writing. (URL: <http://condor.depaul.edu/writing/what/Writing%20Center/wc.html>).

4). CAREER COUNSELING AND GUIDANCE

It is not too early to think about a career. If you have not already done so, plan on meeting with your faculty advisor to discuss your career interests and choices. In addition, DePaul's Career Center has various resources to guide you seek and plan for a career, internships, etc. Here is the URL for the career center: <http://careercenter.depaul.edu/>

5). STUDENT MENTORING

Mentoring services are available to all DePaul students at any level of study and academic preparation. It is not too early or too late to seek out a mentor. The Alumni Sharing Knowledge (ASK) initiative is a great place to start: "An ASK mentor is a professional who volunteers his or her time to network with DePaul students and provide advice and career insight. Connecting with a mentor gives you the chance to ask questions about a major, field or career path, and learn from other people's experiences" (<http://ask.depaul.edu/Students/MentoringandAdvice/index.asp>).

6). COUNSELING SERVICES

The University Counseling Services (UCS) is devoted to students' varied counseling need: "We are committed to a student centered, developmental approach. Our purpose is to assist students in defining and accomplishing personal/academic goals, thus maximizing their potential to benefit from the academic environment and experience." The URL for UCS is: <http://studentaffairs.depaul.edu/ucs/>

7). *GENERAL CONCERNS/INFORMATION*

Visit DePaul Central (<http://depaulcentral.depaul.edu/>) for more information on additional resources that are available to you at DePaul University.

REQUIRED TEXTS

(Available at Barnes & Noble Campus Bookstore, LPC)

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(Available at Barnes & Noble DePaul Bookstore, LPC. E-reserve password: psc390)

Achebe, Chinua. (1966/1989). *A Man of the People*. Anchor Books

Briggs, Xavier de Souza. (2008). *Democracy as Problem Solving: Civic Capacity in Communities Across the Globe*. MIT Press.

Ellison, Ralph. *Invisible Man* (1952/1995). New York: Knopf Doubleday.

Smith, Adam. (1776/1993). *An Inquiry into the Nature and Causes of the Wealth of Nations*. New York: Oxford University Press.

Vance, J.D. (2016). *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*. HarperCollins Publishers.

COURSE OUTLINE

WEEK 1: INTRODUCTIONS AND COURSE OVERVIEW

March 27: The 'Utility' of Knowledge: College Education and the Labor Market of the 21st Century

Readings

- ❖ Adam Davidson, "Is College Tuition Really Too High?" *New York Times*. September 8, 2015. <https://www.nytimes.com/2015/09/13/magazine/is-college-tuition-too-high.html?action=click&contentCollection=Magazine&module=RelatedCoverage®ion=Marginalia&pgtype=article>
- ❖ Kwame Anthony Appiah, "What is the Point of College?" *New York Times*. September 13, 2015. https://www.nytimes.com/2015/09/13/magazine/what-is-the-point-of-college.html?_r=0

March 29: Knowledge in the Social Sciences: The Importance of 'Paradigms'

Readings

- ❖ Margaret Masterman, "The Nature of Paradigm." In Imre Lakatos and Alan Musgrave, eds. *Criticism and the Growth of Knowledge*. Cambridge: Cambridge University Press, 1970 (on reserve).

WEEK 2: FREE TRADERS AND THE SEARCH FOR GLOBAL ECONOMIC PROSPERITY

April 3: Political Economy and Wealth Creation

Readings

- ❖ Milton Friedman on Free Trade v. Protectionism. <https://www.youtube.com/watch?v=urSe86zpLI4>
- ❖ Adam Smith, *The Wealth of Nations*, Books I & IV.

April 5: The Contradictions and (Un)foreseen Consequences of Free Trade

Readings

- ❖ Trump's campaign speech on free trade. <https://www.youtube.com/watch?v=kfN0mXsOlbg>
- ❖ Adam Smith, *The Wealth of Nations*, Book V.

WEEK 3: IMPERIALISM, CIVILIZATIONS, AND WORLD DOMINATION

April 10: The Logics of Imperialism and their Problems

Readings

- ❖ “How the British Managed to Rule India”.
<https://www.youtube.com/watch?v=F7GOh8qLLwQ>
- ❖ Barbara Ward Jackson (1957), “Britain's Imperial Legacy,” *Foreign Affairs* 35(3): 412-421.
- ❖ The Marquess of Zetland (1930), “Self-Government for India.” *Foreign Affairs* 9(1): 1-12.
- ❖ Baron Lugard (1930), “Native Policy in East Africa.” *Foreign Affairs* 9(1): 65-78.

April 12: Civilizations and Global (Dis)order

Readings

- ❖ “The 911 Decade: The Clash of Civilizations?”
https://www.youtube.com/watch?v=flhTBEUr_80
- ❖ Harold J. Laski (1947). “The Crisis in Our Civilization,” *Foreign Affairs* 26(1): 36-51.
- ❖ X [George Kennan] (1947), “The Sources of Soviet Conduct.” *Foreign Affairs* 25(4): 566-582.
- ❖ Samuel P. Huntington (1993), “The Clash of Civilizations?” *Foreign Affairs* 72(3): 22-49.

WEEK 4: POST-IMPERIALISM AND NATION-BUILDING

April 17: Post-Imperial Nation-building Project

Readings

- ❖ Frank Moraes (1958), “Gandhi Ten Years After” *Foreign Affairs* 36(2): 253-266.
- ❖ Kwame Nkrumah (1958), “African Prospect,” *Foreign Affairs* 37(1): 45-53.
- ❖ Shashi Tharoor, British Colonialism and Reparations.
<https://www.youtube.com/watch?v=f7CW7S0zxv4>

April 19: The Challenge of Democratic Governance in the Post-Colony

Readings

- ❖ Chinua Achebe, *A Man of the People*. (Read All).

WEEK 5: INTERNATIONAL ORGANIZATIONS TO THE RESCUE?

April 24: International Organizations and Human Problems

Readings

- ❖ Eduard Beneš (1930), "Ten Years of the League," *Foreign Affairs* 8(2): 212-224.
- ❖ Dulles, John Foster (1945), "The General Assembly." *Foreign Affairs* 24(1): 1-11.
- ❖ Beate Jahn (2012), "Humanitarian Intervention—What's in a Name?" *International Politics* 49 (1), pp. 36-58.

April 26: Midterm Assignment (no classes; complete a PSC Assessment Essay for Extra Credit worth 5% of final grade)

WEEK 6: American Democracy and the Growing Threat of Economic Inequality

May 1: The Shrinking American Middle Class

Readings

- ❖ Pew Research, (2016), "America's Shrinking Middle Class: A Close Look at Changes Within Metropolitan Areas." May 11, 2016. <http://www.pewsocialtrends.org/2016/05/11/americas-shrinking-middle-class-a-close-look-at-changes-within-metropolitan-areas/>.
- ❖ Gerald F. Seib (2017), "The Economic Anxieties That Motivate Donald Trump Loyalists." *Wall Street Journal*. May 13, 2017. <https://www.wsj.com/articles/the-economic-anxieties-that-motivate-donald-trump-loyalists-1489420637>

May 3: 'Alt-Right', Economic Inequality and the American Dream

Readings

- ❖ J.D. Vance, *Hillbilly Elegy* (Read all)
- ❖ J.D. Vance on "America's Forgotten Working Class." Ted Talks. <https://www.youtube.com/watch?v=iEy-xTbcr2A>

WEEK 7: Race and Inequality in America

May 8: Race and Inequality of Opportunity in America (Part I)

Readings

- ❖ John Lyons, "The Invisible Man and its Impact on the American Lexicon." <https://www.youtube.com/watch?v=-nZnPor4dg>
- ❖ Ralph Ellison, *Invisible Man*, chs. 1-12.

May 10: Race and inequality of Opportunity in America (Part II)

Readings

- ❖ Ralph Ellison, *Invisible Man*, chs. 13-end.
- ❖ Martin Luther King, Jr. "I have a Dream" Speech on August 28, 1963.
<https://www.youtube.com/watch?v=1UV1fs8lAbg>

Résumé and cover letter or personal statement due on May 12

WEEK 8: DEMOCRACY AS PROBLEM-SOLVING (PART I)

May 15: The Democratic Solution to Social Problems

Readings

- ❖ Xavier de Souza Briggs, *Democracy as Problem Solving*, chs. 1 & 2.

May 17: Democracy and Urbanization

Readings

- ❖ Xavier de Souza Briggs, *Democracy as Problem Solving*, chs. 3-5.

WEEK 9: DEMOCRACY AS PROBLEM-SOLVING (PART II)

May 22: Democracy, Collective Action and Human Welfare

Readings

- ❖ Thomas Pogge and Luis Cabrera (2012), "Outreach, Impact, Collaboration: Why Academics Should Join to Stand Against Poverty," *Ethics and International Affairs* 26(2): 163-182.
- ❖ Xavier de Souza Briggs, *Democracy as Problem Solving*, ch. 12.

May 24: Democracy and Human Capital Development

Readings

- ❖ Xavier de Souza Briggs, *Democracy as Problem Solving*, chs. 6-11.

WEEK 10: CONCLUSIONS

May 29: Memorial Day: No Classes

May 31: Politics, Collective Action and the Problem of Poverty

Readings

- ❖ Jeffrey Sachs, *The End of Poverty*, chs. 17 & 18 (on reserve).
- ❖ Philippe Diaz, "The End of Poverty?" (DVD).

Curriculum Assessment Essay due on June 7, 2017