SENIOR SEMINAR IN POLITICAL SCIENCE Roger C. Lowery, Ph.D.

I hope that you had a great vacation and are looking forward to getting started on your new courses. In order to get an overview of our senior-seminar's course objectives, structure, assignments, and schedule, please:

- print a copy of these instructions and
- complete the following initial assignment prior to our first class and
- phone or email me if you have any questions or concerns.
- I. Go to the course web site at: http://people.uncw.edu/lowery/pls401/index.htm
 - A. Click the **SYLLABUS** link,

[if you cannot open the SYLLABUS link,

then follow the steps below to download free Adobe Acrobat Reader software to your computer.]

- 1. Click on the ADOBE ACROBAT READER link that is listed under the Links to Other Web Pages heading.
- 2. Follow the instructions to download your free copy of *Adobe Acrobat Reader*.
- 3. Now go back to the PLS 401 home page and click the SYLLABUS link.
- 4. Print a copy of the course syllabus.
- B. Go back to the course homepage and click the | SCHEDULE | link and print a copy of the course schedule.
- C. Read the syllabus and schedule carefully. If you have any questions, phone or email me.
- II. Purchase the course materials required for this course:
 - A. Shively, W. Phillips. 2008. *Power & Choice: An Introduction to Political Science*. 11th ed. Boston: McGraw-Hill.
 - B. $CPS_{rf}2^{nd}$ Generation Student-Response Keypad for Higher Education. 2007. Denton, TX: eInstruction Corporation Classroom Performance System. [Make sure that you buy <u>a new not a used</u> white and blue colored keypad; <u>do not</u> buy the older blue and orange keypad]
- III. Activate your student-response keypad by clicking the following link

CPS KEYPAD ENROLLMENT INSTRUCTIONS on the course homepage and following those instructions.

- IV. Bring your activated *Student Response Keypad* to every class starting with the first class meeting.
 - A. You will use the keypad in every class meeting to anonymously respond to true/false or multiple-choice questions that arise during class discussion.
 - B. The aggregated class responses are projected on an overhead screen as full-color bar- or pie-charts, so that the class and I can see and comment upon the distribution of class responses.
 - C. I find that the anonymity and confidentiality of this feedback method encourages all students to enthusiastically participate in this interactive form of active learning. Students who rarely or never raise their hand in response to questions are comfortable in responding with their keypads and are more likely to join the resulting discussion of how and why the class divided in their collective responses.
 - D. The keypad responses also give me immediate feedback regarding the extent to which students understand concepts being discussed. This allows me to make informed decisions about the pace and organization of class discussions.
- V. Bring a pencil or pen and writing paper to every class even if you take notes with a laptop computer. I will often draw diagrams that you will need to copy.

- VI. Memorize the following definitions of basic terms. (NOTE: in some cases my definitions are different than Shively's. In those cases, you need to know my definitions.)
 - A. Society: a collection of individuals that interact with each other.
 - B. *Politics*: the process of conflict resolution.
 - C. *Law*: the rules and principles used to resolve conflict.
 - D. Government: the law makers, enforcers, and adjudicators.
 - The basic *ends of government*:
 - Balancing individual *freedom* with guarantees of security or *order*.
 - Balancing individual *freedom* with guarantees of *equality*.
 - The alternative *means* that can be used by government to achieve those ends:
 - Constitutional *limited government*.
 - Unlimited authoritarian or totalitarian government.

RADICAL LIBERALS

- Russian communism under Lenin & Stalin
- North Korean communism under Kim Il Sung

All four EXTREMIST IDEOLOGIES are composed of true believers who believe that:

- they alone have a monopoly on wisdom & virtue
- everyone else is misguided & evil
- and therefore authoritarian or totalitarian means are necessary to achieve their ends

RADICAL POPULISTS

 Chinese communism under Mao during the *cultural* revolution

All four MAINSTREAM IDEOLOGIES are composed of *pragmatists* who believe that:

STRONG BUT CONSTITUTIONALLY

- · even the best & the brightest are flawed by self-interest and short-sightedness
- and therefore the best approximation of the common good is achieved through bargaining & compromise
- within constitutional limits on government

LIMITED **GOVERNMENT IS** NEEDED TO **GUARANTEE EQUALITY**

versus

MAINSTREAM

mixed views on strong national government because liberals favor

LIBERALS

equality > freedom > order

MAINSTREAM POPULISTS OR

COMMUNITARIANS positive views on strong national government because populists favor both equality and order > freedom

MAINSTREAM LIBERTARIANS

negative views on strong national government because libertarians favor freedom > either equality or order

MAINSTREAM CONSERVATIVES

mixed views on strong national government because conservatives favor order > freedom > equality

GOVERNMENT SHOULD **DEFER TO INDIVIDUAL FREEDOM**

Class War

STRONG BUT CONSTITUTIONALLY LIMITED GOVERNMENT IS NEEDED TO **GUARANTEE ORDER**

Culture War

ANARCHISTS

- anarchist movements in U.S. & Europe in late 19th century
- the Love and Rage Network (1980s-90s)

All four EXTREMIST IDEOLOGIES are composed of true believers who believe that:

- they alone have a monopoly on wisdom & virtue
- everyone else is misguided & evil
- · and therefore authoritarian or totalitarian means are necessary to achieve their ends

REACTIONARY **CONSERVATIVES**

- Divine-right monarchies in feudal Europe
- Nazi Germany under Hitler
- South Africa under apartheid
- Islamic fundamentalist regimes in Iran, Saudi Arabia, etc.