

# PSCI 452-001:

## Modern Political Theory

Spring 2022 | TR 11:00-12:30 pm

Classroom: Brewer Hall 228

**Professor:** Dr. Benjamin Gross

**Office:** Brewer Hall 205D

**Office Hours:**

*Virtual* – MWF: 8:00-9:40 am

TR: 8:00 – 10:30 am

*Appointment* – contact for mutually agreed upon time and date

**E-mail:** Bgross@jsu.edu

Would you be upset if I told you we were dying?

And every cure they gave us was a lie?

Oh! They mean it when they say we're dead and doomed

And every single symptom brings us closer to the tomb

And who will take the credit for our swift impending fall

Because it's not my fault

- Tomas Kalnoky, "Would You Be Impressed" (2007)

## Course Rationale:

What is the purpose of studying political philosophy? When was the last time a job application asked those applying if humans are social by nature? It seems if [philosophy](#) is good for anything, it is a target for [laughter](#). If political philosophy does not directly lead to a job like engineering, nursing, or accounting, why study it?

These are questions a parent, legislature, or even you might ask concerning political philosophy. And these questions are worth asking. Yes, it is improbable your job application will ask you to take and defend a position regarding if humans are social by nature. Your job, however, will require you to interact with other humans.

If we are social by nature, then we should interact in a way aligning with our essence. But, what is that nature? And what if we are not social by nature; what do we do then? What should the purpose of social interaction be? Are we social for mere survival or something more? Depending on the answers to these questions, we can gain guidance for our social engagements. While your job application may not ask if humans are social by nature, this question has implications for how to thrive in your workplace.

Political philosophy is devoted to trying to answer questions regarding human nature. Are chastity, temperance, and piety (earnest religious devotion) virtues? Is [toleration](#) a desirable idea; are there any limits to it? Is the Western way of life the justest, or are there better ideas? Is modern science the solution to our problems, or will it produce the lowest of all forms of humanity? These are only some of the questions political philosophy examines.

The lyrics of Tomas Kalnoky show a significant theme of modernity is death. Death is a fact of life that motivates the modern scientific project, an escape from the state of nature, and the formation of a tolerant society. Modernity, which comes forth around the 1600s due to [Machiavelli](#)'s thought, is a loaded sociological, historical, and political term. In brief, modernity is the shift from examining how humans ought to be to how humans are. By lowering the bar, modern thinkers aim to satisfy our "low but solid" bodily needs (health, safety, income, and even comfort) through destroying our capacity to long for anything higher (justice, nobility, dignity, glory, and – perhaps – truth).

Modernity promises us comfort and safety if we agree to become less "dangerous" or more domesticated. We replace the active political life with government bureaucracy, business, and the private sphere to enjoy our low but concrete needs. Perhaps the most outstanding achievement of modernity is liberal democracy, which gives us the freedom to read and think. These freedoms make the subject matter of this course some of the

most important topics we can examine, as they allow us to scrutinize, understand, and (possibly) justify the foundation for our liberal democratic lives.

We especially need to examine our liberal democratic lives due to the response of those who find it contemptible. Long before radical Islam questioned liberal democracies and their citizens, other critics of liberalism surfaced. Rousseau, Tocqueville, Nietzsche, and others saw dangers existing in liberalism. Even Kalnoky, a product of liberal democracy, finds modern science to be questionable. Medicine is supposed to cure us. Yet, medicine lies to us concerning our actual condition; we all must die. How can we truly live as life-affirming beings if we ignore our fate instead of embracing our outcome?

## Course Goals:

By the end of the course, you will be able to...

- ...recognize influential authors and texts of modern political thought;
- ...describe what the foundations of liberalism and liberal democracy are;
- ...explain some of the core critiques of liberalism;
- ...clarify how modern political theory differs from other periods of political theory, such as ancient and contemporary thought;
- ...understand different ideas concerning the state of nature and the implications of these differences on what is human nature;
- ...comprehend the various moral and political problems authors of modern political theory confronted;
- ...acquire a greater appreciation for the importance of modern political thought for our contemporary political life;
- ...read a great book, be able to ask questions, and make, analyze, and criticize an argument;
- ...clearly and concisely communicate ideas both verbally and written, which will develop and progress your critical-thinking and problem-solving skills.

## Required Texts:

- \* Machiavelli, Niccolò. *The Prince*. Harvey C. Mansfield (Trans.) University of Chicago Press. ISBN: [9780226500447](#)
- \* Hobbes, Thomas. *Leviathan*. Edwin Curley (Ed.) Hackett Publishing Company, Inc. ISBN: [9780872201774](#)
- \* Locke, John. *Two Treatises of Government*. Peter Laslett (Ed.) Cambridge University Press. ISBN: [9780521357302](#)
- \* Rousseau, Jean-Jacques. *The Political Writings of Rousseau*. John T. Scott (Trans). University of Chicago Press. ISBN: [9780226151311](#)
- \* Marx, Karl. *The Portable Karl Marx*. Eugene Kamenka (Ed.) Penguin Publishing Group. ISBN: [9780140150964](#)
- \* Nietzsche, Friedrich. *The Portable Nietzsche*. Walter Kaufmann (Trans.) Penguin Publishing Group. ISBN: [9780140150629](#)

## Assignments and Grading:

Weekly Reading Quizzes	10%
Professionalism	10%
Tocqueville Lectures	10%
Opening Response	10%
Short Papers	15%
Human Nature Paper	5%
Interpretive Essay	20%
Final Exam	20%

## Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60

## Assignment Details:

### **Weekly Reading Quizzes:**

To facilitate students with readings, there are weekly reading quizzes. These quizzes are five multiple choice questions. They are intended to help guide your readings. They are not intended to be difficult, if you have read the assigned readings. Quizzes are administered via Canvas and are untimed. Quizzes will be posted on Canvas by 5 pm on Thursday prior to the weekly readings. Quizzes are due by 8 am of the Tuesday for that week's readings. Thus, the reading quiz for Week 5 will be posted by 5 pm on the Thursday of Week 4 and is due by 8 am on the Tuesday of Week 5. Each student will have their two lowest quiz grades dropped.

Weekly reading quizzes form 20% of a student's final grade. Students are being assessed on the course reading to develop their reading comprehension and ability to understand complex texts.

### **Professionalism:**

All students begin the semester with 10% of their final grade completed. To keep this 10% of their grade, students must engage in professional behavior within class and class related activities. Students will lose points from their professionalism grade when they engage in unprofessional behaviors and activities. These behaviors and activities, as well as how many points are lost for engaging in them, can be found on Canvas.

Students are being graded on professional actions in order to prepare them to act professionally in their future career.

### **Tocqueville Lectures:**

Jacksonville State University is proud to host two Tocqueville Lectures during the spring 2022 semester. These lectures bring professors, civic leaders, and professionals to present on topics that foster the academic environment of campus. These lectures relate to topics that are important with ideas in our course.

As a student in a political science course, these lectures are excellent opportunities for exposure to new ideas, practicing engagement within the discipline, and developing connections. All students in this class are required to attend two Tocqueville Lectures. By attending a lecture, you earn 5% of your final course grade.

These lectures will be presented via hybrid or virtual format. This allows all students the opportunity to attend. This fall's lectures include:

- Thursday, February 10 – 5:30-7:00 pm – Dr. Lucy Williams – “Civil Rights Exceptionalism”
- Thursday, March 31 – 5:30-7:00 pm – Dr. Joseph Knippenberg – “Forgetting or Denying ‘The Good, the True, and the Beautiful’: The Precarious Place of Liberal Education in the Contemporary University.”

Participation in these lectures contains 10% of a student's final grade. Students are graded on active participation in Tocqueville Lectures as these demonstrate the ability to participate with the materials of this course in a professional setting. This will help to prepare students for how to engage with presentations in academic, business, and governmental settings.

### **Opening Response:**

Every class session begins with an opening question and a student's response to that question. This question is posted onto Canvas at least 48-hours in advance of the class session. Every student must write a single-spaced paragraph to half-page in

response to this question. This response needs to use textual evidence in order to justify an answer to the question. This requires citation of the text (there is no need, however, for a works cited/references/bibliography page). These responses will be submitted to Canvas prior to the beginning of the class session in which the question will be discussed. Dr. Gross will randomly select one or two students to read their response to the entire class, which will be the starting point for discussion on that question.

An example of how this will work follows. A question will be posted by 11 am on Tuesday, January 25. Students then write a single-spaced paragraph to half-page that is submitted to Canvas by 11 am on Thursday, January 27. This response will use at least one piece of textual evidence to support the answer to the question. During class on Thursday, January 27, Dr. Gross will ask one or two students to share their responses.

Students will share two responses during the semester. Each response is worth 5% of a student's final grade. The professor is grading students both on their written work and their ability to communicate their response verbally during class.

If a student does not submit a response, they lose professionalism points (see the Professionalism Rubric). If a student does not submit a response on a day they are selected to share, they lose professionalism points and 5% of their course grade.

This assignment will not be accepted late. There are no make-up assignments offered. There are no revisions offered for this assignment.

Students are being graded on this activity because this is a writing intensive course. To become a strong writer, an individual must write daily. These short responses are designed to facilitate daily writing to improve a student's writing ability.

### **Short Papers:**

Students will compose three one-page papers. Prompts for these papers will be provided after completing a section of the course. The professor will provide more details on the exact dates of these papers in the future.

Students will have one week to complete the short paper. The submission must be turned into Canvas by 10:59 am on the due date for the assignment to be submitted on time.

The intent of the assignment is for students to gain practice composing interpretations of political theory. Interpreting political theory is a different type of writing, which is foreign to many students. Instead of assigning multiple large papers, we will use these small papers to practice, improve, and develop our skills of communicating our interpretations clearly and concisely. As such, the assignment has **a one-page limit.**

Other formatting includes double-spacing, 12-point font, Times New Roman font, 1-inch margins, and submission of a one-sided document. Students should put their identification information in the header of their paper. The professor will not grade any material going beyond one page to maintain fairness for all students. For more details about this assignment, see Appendix A.

While students are not required to submit revisions for an individual assignment, the structure of these assignments, as a whole, support the revision process. The areas of assessment are the same for each paper; students can use feedback from previous work to revise future works. Please review Appendix A and speak with the professor if you have questions regarding the writing process and the use of revision in this assignment.

I include this assessment to improve your critical thinking, analytical ability, and communication skills.

**Human Nature Paper:**

All students will have a special short paper to complete before class on Tuesday, January 18. Students will write a one-page paper answering the prompt: "What is human nature?" Students should provide their thoughts and reflections to answer this question. There are to be **NO** outside reading, sourcing, or materials. The short paper asks students to offer their opinion in response to the puzzle by reflecting on their observations, experiences, and insights. The professor will explain this assignment in detail on the first day of the course.

I include this assignment to see what ideas you have about this topic before our class, assess your ability to follow directions, evaluate your command of writing, and help correct any significant errors before our first short paper.

**Interpretive Essay:**

Students are required to complete one 1,500-1,750 word essay. The interpretive essay is due Thursday, April 14. The essay, in many regards, is a more extended and more extensive version of a short paper. I will provide information regarding the essay's requirements, prompts, and expectations to the class in a handout on Thursday, March 17. More details about this assignment are in Appendix B.

I evaluate students through this essay to determine their ability to clearly, concisely, and coherently communicate complex information to reasonable individuals. These abilities are the hallmark of a liberal education, which will develop your critical thinking, problem-solving, and critical analysis skills.

**Final Exam:**

The final exam consists of four content areas. Each content area has two essay prompts. Students answer one essay prompt per content area. The final exam is on Thursday, April 28, at 10:00 am – noon. I will provide a study guide in advance.

The professor includes this assessment to evaluate if students have mastered the content of the course.

**Classroom Behavior:**

Courtesy and regard for one another will guide classroom behavior. Since this is a course concerning politics, our discussion can be passionate at times. We will always treat everyone with respect, especially during debates. Respect means listening and letting a classmate finish their thought before responding, debating ideas (not people), speaking to each other in a civil tone, and refusing to engage in personal attacks.

During these discussions, I ask you all to respect the ideas of your fellow students. Respect does not mean, however, that you must agree with these ideas. Political philosophy challenges ideas and ideals; thus, you are welcome to ask your classmates to explain their ideas, to ask them questions you see in their ideals, and so forth.

Students must be attentive during all aspects of the class. I will remove students from the session for various reasons. These include students who sleep, read the newspaper, persistently talk with other students, text, use their cell phones, surf the internet, use computers for any other use than note-taking (although due to [findings](#), I strongly suggest against this), or are otherwise disruptive. Students who repeatedly engage in these behaviors are subject to dismissal from the course at the professor's request.

**Other Policies:**

**Late Work:**

I accept only the Human Nature Paper, Short Papers, and the Interpretive Essay after their due date. Every day a written assignment is late, the assignment loses professionalism points (please see the professionalism rubric addendum). **One week after its due date, the professor will no longer accept late written assignments.** Any student, who does not submit their written assignments on time, or within one week after their due date will receive a zero for that assignment.

**Make-up Quizzes & Exams:**

Since students drop their two lowest quiz scores, there are no make-up quizzes available.

Furthermore, there is only one exam (i.e., the final exam), and it is on the last day of the course (final exam period). If you cannot attend one of the tests, you need to notify me by email as soon as possible. Make-up exams will only be given to students who have been unable to sit for the examination as a consequence of illness requiring medical care, required university activities, or a personal emergency of a serious nature. To be excused without penalty, documentation or prior permission is required. Make-up exams will be scheduled as soon as possible, at a time to be mutually agreed upon by the student(s) and myself.

**Academic Integrity:**

This course does not tolerate academic dishonesty. The professor adheres to and enforces JSU's policy on academic honesty (e.g. cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage). I address violations of academic integrity in compliance with the procedures laid out in JSU's [student handbook](#) (see page 93).

**Religious Observances:**

If assigned work conflicts with your religious holidays, please tell me in advance so we can make alternative plans. Informing me of religious obligations after the fact, however, will not count as an excuse.

**Accommodations:**

I am more than happy to accommodate any student with a documented disability. If you have a disability that affects your work in this class, and for which you require adjustments or accommodations, please see a staff member in [Disability Support Services](#) (139 Daugette Hall // (256) 782.8380 // [dss@jsu.edu](mailto:dss@jsu.edu)) so your accommodations can be considered.

Please speak with Disability Support Services (DSS) and the professor, as early in the semester as possible. Students that receive accommodation letters or Individualized Post-Secondary Plans (IPP's) should meet with me to discuss the provisions of those accommodations as early in the semester as possible. All discussions will remain confidential.

**Military-Connected Student Statement:**

The Office of Veteran Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions about Veteran Services please contact them at (256) 782-8838, [veterans@jsu.edu](mailto:veterans@jsu.edu), or at the physical location in the basement of Daugette Hall.



If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact me no later than the first week of class to discuss the class attendance policy. I may make accommodations for this absence or suggest that you take the course at another time.

### **Title IX:**

JSU does not discriminate on the basis of sex in the educational programs or activities that it operates. JSU is required, by Title IX of the Education Amendments of 1972 and the Department of Education regulations to implement Title IX, not to discriminate in such a manner. This requirement to not discriminate in educational programs and activities extends to employment by the university and to admission thereto. This may include sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and other conduct that is addressed in our "[Sex-Based Harassment and Misconduct Policy](#)."

Anyone with knowledge of this type of conduct is asked to immediately report such incidents to the University Police Department at (256) 782-5050 or the Title IX Coordinator at (256) 782-5769. If an individual wishes to keep the information confidential, the individual speak with a counselor at the Counseling Services office at (256) 782-5475 or a medical provider at JSU's Health Center (256) 782-5310.

For more information about Title IX or to report a concern, please visit the JSU Title IX webpage at <http://www.jsu.edu/titleix>.

### **Student Notifications:**

I post all notifications on Canvas via the Announcements section of our course. Be sure to check these for all notifications.

### **Questions About Your Grades:**

I cannot discuss grades over [e-mail or phone](#) due to FERPA regulations. These protect your privacy; see [here](#) for more information.

I post grades on Canvas. **Please use the grade calculator to understand your grade.** If you need to discuss your grade, we can arrange an office hours meeting. You will have to show your student ID prior to the discussion of your grade. At the end of the semester, your course grade will only change if there is a mathematical error.

### **Tutoring resources at JSU:**

All JSU students can access online tutoring assistance through tutor.com. To access tutor.com, log into Canvas and click the tutor.com link in the navigation pane.

For more information about tutor.com contact Debra James at [dmjames@jsu.edu](mailto:dmjames@jsu.edu). For assistance with writing, The Writing Center is available through online appointments: <http://www.jsu.edu/english/jsu-writing-clinic.html>

### **Withdraws:**

Please be advised, the last date to withdraw from the course without academic penalty is Friday, April 1. There are other important dates regarding withdrawing from the course concerning refunding your tuition and if you receive an academic penalty, which you can find [here](#). If you choose to stop attending the course, it is your responsibility to withdraw from the course. If you do not withdraw from the course, the professor will enter the grade you have earned as your final grade.

### **E-mail Policy:**

I will do my best to respond to all e-mails within 24 hours. **All e-mails that can be answered via the syllabus will receive the response: “Please refer to your syllabus.” and a picture of Alf.**

To ensure you have read the syllabus prior to e-mailing me, the first unrequested e-mail you send me must include a picture of a **platypus**. If your first unrequested e-mail does not have a picture of a platypus, I will respond to your e-mail with: “Please review the syllabus.” This policy ensures that you have helped yourself by using the tools I have provided you.

In order to help response time, please include an appropriate subject line in your e-mail. Furthermore, please take time to construct a formal e-mail with proper etiquette and language. **E-mails constructed in a manner like, “Yo, Dr B i will b 18 4 clas 2day” or using emojis to represent words/ideas will receive the response, “Please refer to your syllabus.” and a picture of Godzilla.**

### **COVID-19 Statement:**

To protect the health and safety of all employees, visitors, and students during the COVID-19 pandemic, Jacksonville State University continuously monitors the conditions in our region and publishes policies that may be found here: <http://www.jsu.edu/coronavirus>.

Currently, masking requirements in classrooms are determined by the instructor. In this class, masks are required. **Students must wear at least a surgical mask**, as [empirical evidence](#) shows this is necessary to contain the virus during the [length](#) of our class session. In addition, these types of mask are freely provided by the university. It is suggested that students invest in better masks or double-mask to protect themselves.

Students violating these requirements will be referred to the Office of Community Standards and Student Ethics and will be sanctioned accordingly which could include fines, educational sanctions, disciplinary probation, housing probation, housing suspension without a refund and/or University suspension.

### **How to be Successful in this Class:**

The best way to be successful is to be prepared. Being prepared means reading all of the assignment carefully and, most likely, rereading the assignment prior to class. By reading the assignments prior to class, you will be able to fully participate and get the most out of our classroom experience.

Furthermore, good note taking is vital. Take [physical notes](#). Learn to listen carefully. I find students who write down the questions being asked, and then the responses to these questions, are the most successful. If you only write down the answer the note is meaningless, as it lacks the context of the question.

After class, review your notes to see if they make sense. By reviewing them sooner than later you will be able to remember things from class to sort out any points of confusion in your notes.

Finally, get together with other students to form study groups. If you get together periodically and go over notes, you are more likely to have a complete set of notes. You will not only be able to go over your notes together to fill in the gaps, but by discussing with each other the topics of the class you might come to new insights.



## Tentative Class Schedule:

**TSZ** = *Thus Spoke Zarathustra*

**L** = *Leviathan*

**SD** = *The Second Discourse*

**P** = *The Prince*

**TT** = *Two Treatise of Government*

**CM** = *The Communist Manifesto*

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
1/13	Introduction & approach	<b>NO READING</b>
<b>Is Modernity In Crisis?</b>		
1/18 & 20	Is modernity a problem?	<b>TSZ: pp. 121-37</b>
<b>What is Modern Political Philosophy?</b>		
<i>Virtue vs. Virtù</i>		
1/25 & 27	What is a principality, and how is it acquired?	<b>P: pp. 3-33</b>
2/1 & 3	How should one rule a principality?	<b>P: pp. 34-65</b>
2/8 & 10	What is the nature of a prince?	<b>P: pp. 65-105</b>
<i>Natural and Individual Rights</i>		
2/15 & 17	What is the natural state of humans?	<b>L: pp. 50-63 &amp; 74-100</b>
2/22	How do humans create a stable society?	<b>L: pp. 101-118</b>
2/24	What challenges does the state face?	<b>L: pp. 210-33</b>
<i>Natural and Individual Rights: Part Dux</i>		
3/1 & 5	What is human? What is the state of nature?	<b>TT: pp. 137-39; 141-43; 170; 182-83; 204-7; 267-85</b>
3/8 & 10	What causes the beginning of society?	<b>TT: pp. 285-330</b>
3/15 & 17	What causes humans to create a stable society?	<b>TT: pp. 330-63; 374-80; 398-428</b>
<i>History and Nature – Self-Criticism of Modernity</i>		
3/29 & 31	Is the state of nature misunderstood?	<b>SD: pp. 37-90</b>
4/5 & 7	What is the history of our society?	<b>SD: pp. 91-117</b>
4/12 & 14	What does history mean for political life?	<b>CM: pp. 203-41</b>
4/19 & 21	What is education for modern humans?	<b>TSZ: pp. 137-47; 160-63; 170-72; 174-77</b>
<b>What Have We Learned about Modern Political Philosophy?</b>		
4/26	Reflection & Review for Final Exam	<b>NO READING</b>
4/28	<b>FINAL EXAM (10:00 am – noon)</b>	<b>NO READING</b>

## Appendix A:

While the four short papers (i.e., Human Nature Paper and three Short Papers) do not scaffold their weight towards a student's final grade, these assignments use scaffold grading. As the semester continues, the substantive areas of composition receive more weight.

To assist students in developing their writing, a student can submit a revised short paper. To submit revised work, students must meet multiple conditions:

1. The submission of the initial assignment on time. All late work is not eligible for the revision process;
2. Upon receiving a grade and feedback for the assignment, the student now has one week to submit a revised work. Thus, a student does not have an indefinite amount of time to submit a revision;
3. In addition to the revised work, a student must submit a revision memo with their modified work. The revision memo must explain the student's revisions, why the student made these revisions, and how these revisions improve the student's work. The purpose of this revision memo is to help students reflect on their writing ability, how they incorporated feedback into their writing, and how this process of revision improved their writing.

If a student does not follow all three of these conditions, they cannot engage in the revision opportunity.

The revised work will only receive a grade (i.e., no additional substantive feedback). If a student wants substantive feedback on their edited work, they need to compose a memo explaining their specific requests. Once students receive a grade on their revised assignment, they have one week to submit this memo to the professor. Upon receiving the notice, the professor and student will schedule an office hour meeting to discuss the memo's points.

If a student submits revised work, the average of their edited work and initial assignment is their grade on this assignment in the course. If the student does not submit revised work, their course grade on this assignment is the grade they received from their initial submission.

One final note, each student has four short papers, and each short paper is worth 5% of your course grades. Therefore, you have 20% of your course grade available for revision. Thus, although each assignment is low-stake, the revision process is open to a significant part of a student's grade.

Human Nature Paper Rubric			
Category	Possible Points	Earned Points	Comments
Proper submission	<b>60</b>		
Thesis	<b>10</b>		
Paper follows the organization of the thesis	<b>10</b>		
Support of the thesis	<b>10</b>		
Spelling / Grammar / Style	<b>10</b>		
Late Submission			
Plagiarism			
Total			

Short Paper #1 Rubric			
Category	Possible Points	Earned Points	Comments
Proper submission	<b>50</b>		
Thesis	<b>15</b>		
Paper follows the organization of the thesis	<b>10</b>		
Textual evidence and explanation of the text	<b>5</b>		
Support of the thesis	<b>10</b>		
Spelling / Grammar / Style	<b>10</b>		
Late Submission			
Plagiarism			
Total			

Short Paper #2 Rubric			
Category	Possible Points	Earned Points	Comments
Proper submission	<b>30</b>		
Thesis	<b>20</b>		
Paper follows the organization of the thesis	<b>10</b>		
Textual evidence and explanation of the text	<b>15</b>		
Support of the thesis	<b>15</b>		
Spelling / Grammar / Style	<b>10</b>		
Late Submission			
Plagiarism			
Total			

Short Paper #3 Rubric			
Category	Possible Points	Earned Points	Comments
Proper submission	<b>10</b>		
Thesis	<b>20</b>		
Paper follows the organization of the thesis	<b>10</b>		
Textual evidence and explanation of the text	<b>25</b>		
Support of the thesis	<b>25</b>		
Spelling / Grammar / Style	<b>10</b>		
Late Submission			
Plagiarism			
Total			



## Appendix B:

The interpretive essay is a more extensive version of the short papers. While this is a higher-stake assignment, students do not have the opportunity to engage in a revision process.

Students cannot engage in the revision process because they need to engage with the course's substantive material before completing this essay. This condition requires the submission of the assignment near the end of the semester. These constraints prevent the professor from grading the paper with feedback (which he will do) and offer a revision process.

While students cannot engage in a revision process on this assignment, students can engage in the revision process on four short papers, which, when combined, are of equal weight to a student's final course grade as the interpretive essay. Furthermore, revision on these short papers is more valuable, as these short papers are preparing students to produce an interpretive essay successfully.

Furthermore, the professor offers extra credit to students if they schedule an office hour meeting. This offer allows students an initial chance for review and feedback before the submission of their product. To engage in this extra credit, students must fulfill all the requirements below:

- The office hour meeting must occur at least one week before the deadline of the interpretive essay;
- The student must submit a completed rough draft of their interpretive essay at least 48-hours in advance of their office hour meeting with the professor;
- The student must compose a memo submitted 48-hours in advance of their office hour meeting with the professor. In this memo, the student concisely explains the strengths of the essay, its weaknesses, and specific areas they desire feedback on;
- The student comes to the office hour meeting on-time (unless notification is provided) and is prepared to discuss their rough draft with the professor;
- The student must complete all the steps above to earn extra credit.

Interpretive Essay Rubric

Category	Possible Points	Earned Points	Comments
Thesis	<b>20</b>		
Paper follows the organization of the thesis	<b>10</b>		
Textual evidence and explanation of the text	<b>25</b>		
Support of thesis	<b>25</b>		
Spelling / Grammar / Style	<b>10</b>		
Word count	<b>5</b>		
Formatting/title page	<b>5</b>		
Late submission			
<b>Total</b>	<b>100</b>		