Severe economic instability, novel environmental and geopolitical challenges, escalating class disparities, renewed dynamics of sexism and white supremacy, unprecedented political apathy… This is plainly an apt time to rethink the meaning and status of democracy in America. In this course, we will begin to do so by considering the work of some recent political theorists who challenge the political status quo from a democratic perspective.

This is a seminar in contemporary political thought. The idea here is not to arrive at conclusions so much as to provoke questions. What is democracy? Is democracy compatible with capitalism? Is democracy compatible with political liberalism? Is democracy compatible with constitutionalism? Who is democracy for? Who should fight for democracy and what would it mean to fight for democracy? Is democracy possible in a post-secular world? How optimistic should we be about a democratic future? How do legacies of the past bear on the possibility of a democratic future? This course is intended to challenge our basic assumptions about American democratic life and to help us think about what might be gained politically by doing so.

We will screen at least one film and read selections from Jean-Jacques Rousseau, Karl Marx, Carl Schmitt, David Harvey, Jürgen Habermas, Chantal Mouffe, Ernesto Laclau, Iris Young, Danielle Allen, Sheldon Wolin, Cornel West, J.K. Gibson-Graham, and a few others. The volume of reading will be modest. But the readings can be challenging. It is crucial that you—and we, as a class, as a working group—cultivate a sense of patience, courage, and interpretative and argumentative creativity. It will be your task—in class discussion, in online conversations, and in written work—to engage with these texts and to reflect on their insights as well as their shortcomings. This is a reading and discussion seminar. The idea, to say it again, is to provoke questions and unsettle assumptions, and not necessarily to arrive at answers or conclusions.

COURSE REQUIREMENTS

1. Reading presentation (20% of final course grade). You will be required to give one in-class presentation. For each class session (with one or two exceptions) an assigned student will introduce the readings and initiate classroom discussion. Presentations must be written up in advance and posted to Blackboard by 5pm on the day before class. So if you are scheduled to present on a Monday, you must post your presentation on the Discussion Board by 5pm on Sunday. I will say more about these presentations during the first week of class.
2. Discussion Board and class participation (20%). Because this is a reading and discussion seminar, it is essential that you complete each reading assignment, attend each class, and participate in class discussion. Unexcused absences will adversely affect your participation grade and will almost certainly affect the quality of your written work. Frequent use of the online Discussion Board is required.

3. Writing Workshops (10%). Given that you will read and interpret writers and their writings, given that you will need to organize and articulate your interpretations and thoughts, it is absolutely crucial that you develop certain communicative skills. In an effort to cultivate and perfect such skills, we will collectively engage in at least two in-class writing workshops. Participation is required. I will say more about these writing workshops as they come up.

4. Final paper (50%). A fifteen page research paper is due on Friday, May 1 at 5pm. The topic of the paper is entirely up to you. You will be required to develop your topic and speak with me about your paper well in advance of the due date. I’ll say more about this final paper later in the semester.

GRADING

Each assignment will be graded on a scale of 0 to 100. These individual assignments will be weighted as indicated above such that your final course grade will also be determined on a scale of 0 to 100. The final letter grade will be based on the following scale: 90+ = A; 85+ = B+; 80+ = B; 75+ = C+; 70+ = C; 65+ = D+; 60+ = D; 59-0 = F

BOOKS FOR PURCHASE

2. David Harvey, A Brief History of Neoliberalism (New York: Oxford University Press, 2007)

STUDENTS WITH DISABILITIES

A student with a disability that qualifies for accommodations should contact Sarah Mead Smith, Director of Disability Services at 865-2990 (Academic Resource Center, Room 405, Monroe Hall). A student wishing to receive test accommodations (e.g., extended test time) should provide the instructor with an official Accommodation Form from Disability Services in advance of the scheduled test date.

PLAGIARISM

Academic dishonesty will not be tolerated. If you plagiarize any portion of any written assignment, you will immediately fail the course and your case will be reported to the Dean. One of the best ways to avoid plagiarism is to avoid secondary sources on the Internet. I encourage you to stick to assigned and recommended texts only. If you get any ideas or take any passages from the web, just as if you get any ideas or take any passages from printed sources, you must cite your references. For more information about plagiarism, see http://www.loyno.edu/wac/owl/handouts.html#Plagiarism1.

READING SCHEDULE

2
Rousseau and the Paradox of Democracy
M. 1.19 No class, MLK Day
W. 1.21 Rousseau, *Social Contract*, Book II; Writing Workshop

The Rule of the People?
M. 1.26 Castoriadis, “The Greek Polis and the Creation of Democracy”
W. 1.28 Keenan, “The Rule of the People?”
M. 2.2 Wolin, “Norm and Form: The Constitutionalizing of Democracy”

Neoliberal Challenges
W. 2.4 Harvey, *A Brief History of Neoliberalism*, Intro and chaps. 1-2
M 2.9 Harvey, *A Brief History of Neoliberalism*, chaps. 3, 6-7

Deliberative Democracy
M. 2.16 Benhabib, “Deliberative Rationality and Models of Democratic Legitimacy”
W. 2.18 Habermas, “Three Normative Models of Democracy”
M. 2.23 No class, Mardi Gras
W. 2.23 No class, Mardi Gras
M. 3.2 Young, “Communication and the Other: Beyond Deliberative Democracy”

Agnostic Democracy
W. 3.4 Schmitt, *The Concept of the Political*, pp. 19-45
M. 3.9 Schmitt, *The Concept of the Political*, pp. 45-79
M. 3.16 Mouffe, *The Democratic Paradox*, chaps. 4-5 and Conclusion
W. 3.18 Connolly, from *The Ethos of Pluralization*

Race and American Democracy

Meetings and Writing Workshop
W. 4.1 Individual meetings
M.-M. 4.6-4.13 (No class, Easter)
W. 4.15 Individual meetings
M. 4.20 Writing workshop
Final Thoughts, New Experiments…
W. 4.22 Laclau, from New Reflections on the Revolution of Our Time
M. 4.27 Gibson-Graham, selections from A Post-Capitalist Politics
W. 4.29 West, from Democracy Matters

FURTHER READING

I have kept required readings to a minimum. As we work through various themes, I will occasionally recommend additional readings. Here are a few recommended texts that may be helpful to you.

William E. Connolly, The Ethos of Pluralization (Minneapolis: University of Minnesota Press, 1995)
William E. Connolly, Why I am Not a Secularist (Minneapolis: University of Minnesota Press, 2000)
Nancy Fraser, “From Redistribution to Recognition? Dilemmas of Justice in a ‘Post-Socialist’ Age,” New Left Review No.212 (July/August 1995)
Nancy Fraser, “Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy,” in Craig Calhoun, ed., Habermas and the Public Sphere (Cambridge, MA: MIT Press, 1993)
J.K. Gibson-Graham, A Post Capitalist Politics (Minneapolis: University of Minnesota Press, 2006)
Michael Hardt and Antonio Negri, Multitude: War and Democracy in the Age of Empire (New York: Penguin, 2005)
George Kateb, The Inner Ocean: Individualism and Democratic Culture (Ithaca, NY: Cornell University
Press, 1994)
Carole Pateman, Participation and Democratic Theory (New York: Cambridge University Press, 1976)
Lynn Sanders, “Against Deliberation,” *Political Theory* (June 1997)
Iris Marion Young, *Democracy and Inclusion* (New York: Oxford University Press, 2002)

**PRESENTATION GUIDELINES**

This is a substantial assignment, 20% of your final course grade. Consequently, I expect you will put a considerable amount of time and effort into your work.

The idea here is to introduce the day’s readings and initiate classroom discussion. My sense is that a roughly fifteen-minute presentation will be suitable for this purpose. You will want to spend some time summarizing the readings. And you should do this not by simply reading pieces of the text, but by recasting the argument in your own language. You should also begin to critically engage the readings. Do this by thinking in terms of the *problems* these readings may or may not address. How do these readings help us think through certain sorts of political problems? Ask yourself the “so what?” question—i.e., why is any of this important to us? What are some of the shortcomings of the argument? What questions do you have for the author(s)? What would you have liked to see the author(s) address
and why? What don’t you understand and why? Again, the idea here is to introduce the day’s readings and initiate classroom discussion. This is your presentation; develop it as you see fit. Ultimately you should do whatever you think will help advance classroom discussion.

In addition to your oral presentation, you must write up your talk and post it to Blackboard (Bb) by 5pm on the day before class. So if you’re scheduled to present on Chantal Mouffe on Monday, March 16, you must post your talk to Bb by 5pm on Sunday, March 15. To post your talk to Bb, go the Discussion Board, find the Forum titled “Presentations,” and then add your presentation as a new Thread. You must title your thread using the author’s name and the date of the scheduled class, e.g., “Mouffe, Mar. 16.” Make sure your post includes the most important elements of your presentation. It should be single-spaced, with a one-line space between each paragraph.

I’ll say it yet again—the idea here is to introduce the day’s readings and initiate classroom discussion. And the purpose of the Bb component is to help you engage other students before we meet in the classroom. The more you are able to reach out to your fellow students, the more you are able to provoke their thoughts and responses, the better you will do on this assignment. Please take the written component of the presentation very seriously, as an effective Bb post can really help initiate a good classroom discussion.

Even when you are not presenting, I expect you to take each presentation very seriously. All students must log on and read through each presentation before the start of class. And I encourage students to begin the conversation by posting Discussion Board responses as soon as written presentations appear online. I also encourage you all to continue the conversation after class by posting remarks on Bb, whenever relevant thoughts or questions come to mind. Remember that ongoing Bb participation is an integral part of your course grade as well. And if you at least begin to formulate your thoughts before you enter the classroom, you will probably be more likely to speak up in class, you will certainly be more likely to offer effective articulations, and all of us will be more likely to enrich our thinking as a result of a thoughtful exchange of ideas.
If you are going to be a mathematics major, or are thinking about majoring in mathematics, this page is for you. Please read it carefully. You should use it in conjunction with advice from your advisor to plan your program of study. It also will be necessary for you to refer to the Undergraduate Catalog or a departmental brochure for course descriptions. For further information please drop by the Department to see the Mathematics Coordinator of Undergraduate Advising: Ida Chan, Room: 1115, Math Building, Phone: (301) 405-7582.

Dentistry

Common Course Requirements Specific requirements for dental school can vary from school to school; however, virtually all require at least two semesters of each of the following: Biology (Biology 13 and 14, offered each fall and spring respectively) A very small number of schools require biochemistry (Tufts Dental School is one of them), but many suggest some. Specific requirements for dental school can vary from school to school; however, virtually all require at least two semesters of each of the following:

Boost Your Software Requirements Gathering Skills Today! Learn The Techniques That Work! Course Ratings are calculated from individual students' ratings and a variety of other signals, like age of rating and reliability, to ensure that they reflect course quality fairly and accurately.