OVERVIEW:

Not in at least a generation has the American future faced the potential peril it does today. The challenges span the economic, social, and political realms, perhaps none more serious than those to democracy itself, both internal and external. Political theorist Benjamin Barber sees threats to democracy from both the rising tide of religious fundamentalism around the world (most notably in Islam, but significantly in the West as well) and the “integrative modernization and aggressive economic and cultural globalization” he calls “McWorld.” Barber argues the two are tied in a dialectical embrace, each feeding off the other. For Barber, only the globalization of democratic institutions (or, to put it another way, the democratization of globalization) offers the only way out of the conflict he describes as “Jihad v. McWorld.”

This course is designed to allow soon-to-be-graduating seniors to focus on the future, both personally and politically. While the future is unknowable and largely unpredictable, that does not free us from the burden of trying to anticipate how our lives and the things we care about most will be affected by it. And so it is that in this course, we will focus on the future in terms of democracy (its meaning and function), our future as a democratic nation, the future of our communities, and your own professional future. The capstone activity of this capstone course will be the presentation of student projects examining specific aspects of the future.

COURSE OBJECTIVES:

* To develop students’ skill in analytical reasoning and effective communication, demonstrated through a final project and class presentation.

* To encourage students awareness of their own career aspirations and their prospects for employment and career development as demonstrated by completion of a variety of exercises and career and personality assessment tools.

* Help students develop their ability to work productively and at a high level with others in a group environment as demonstrated by effective participation in various class assignments and activities.
COURSE REQUIREMENTS:

Course requirements various in-class assignments, and a major research paper (and its various component parts) assessing the prospects for the future in a specific community, class debates, and general class participation.

GRADING:

Grades will be awarded in terms of the percentage of total points each student earns.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 +</td>
</tr>
<tr>
<td>B</td>
<td>80 +</td>
</tr>
<tr>
<td>C</td>
<td>70 +</td>
</tr>
<tr>
<td>D</td>
<td>60 +</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

ASSIGNMENTS:

*NOTE: ALL ASSIGNMENTS ARE SUBJECT TO CHANGE AS ANNOUNCED IN CLASS.*

*** Please be sure to back-up all of your computer files. Do not turn in your only copy of any assignments. ***

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Exercises/Assignments</td>
<td>January 16-May 2</td>
<td>20</td>
</tr>
<tr>
<td>Futures Survey</td>
<td>TBA</td>
<td>10</td>
</tr>
<tr>
<td>Project Proposal/Resource List</td>
<td>February 14</td>
<td>5</td>
</tr>
<tr>
<td>Futures Projects</td>
<td>April 17</td>
<td>30</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>April 17-May 1</td>
<td>5</td>
</tr>
<tr>
<td>Class Participation</td>
<td>January 16-May 1</td>
<td>15</td>
</tr>
<tr>
<td>Optional Journal/Portfolio</td>
<td>May 1</td>
<td>10</td>
</tr>
<tr>
<td>American Futures (Final Exam)</td>
<td>May 6</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>January 16-May 6</td>
<td>110</td>
</tr>
</tbody>
</table>

Futures Survey

Each student will participate in a group project designed to survey thinking about the future in one of four areas: non-fiction writing, fiction, film, and games. Each student will submit an individual portfolio documenting their contribution to the group project. Students will be asked to identify any group members who did not shoulder their fair share of the work required by the project.

Project Proposal/Resource List

Students are to submit a detailed project proposal identifying what aspect of the future they will be focusing on and providing an initial list of resources they will use in completing the project. Final project proposals must be approved by the instructor.
Optional Journal/Portfolio

Students can complete a journal/portfolio of entries pertaining to the issues raised in the class, based on events and experiences that occur during this semester. Journal/portfolios should consist of copies of articles from the *New York Times* relevant to concepts in the readings, lectures and other course activities; and typewritten responses of approximately one to two double-spaced pages to each article. Journals will be evaluated in terms of their ability to integrate and extend class concepts in depth and detail. Each portfolio must include at least seven entries. Up to two entries may relate to conversations or experiences students have had relevant to the course materials. Portfolios should be neat and well organized; unprofessional work will be marked lower. Up to 10 points toward the final grade may be earned from this assignment. Optional journal/portfolios are due in class on Thursday, May 1.

Make-up Assignments

There will be no make-up assignments for unexcused absences. Acceptable excuses (medical or personal emergencies and university-related business) must be provided to the instructor before the assignment is due and in writing to be considered. Students who are unable to complete an assignment for legitimate reasons that do not qualify as excused under college guidelines, and who notify the instructor before the assignment is due, may, at the discretion of the instructor, turn in late assignments for partial credit.

**NOTE:** Make-up tests and assignments will not be returned before the end of the semester. Make-up tests and assignments may differ from those given in class in terms of both content and form.

Penalties for Late Assignments

Assignments turned in on the day they are due but after assignments were collected in class will face a five-percent penalty. Each additional late day will accrue an additional ten percent deduction. Electronic submission of assignments will not be accepted except at the discretion of and by the invitation of the instructor.

**NOTE:** If a student misses an exam or assignment due date, late assignment penalties apply for each day the student fails to notify the instructor and discuss a make-up exam or submission of late work.

**ELECTRONIC COMMUNICATION:**

If you wish to send a message to me personally, please include a recognizable subject line. Doing so allows me to instantly recognize your message as important and distinguishes it from the many messages from strange e-mail addresses that arrive on a daily basis, and facilitates a prompt response from me. If you send me an e-mail message and do not receive a prompt response, please do not hesitate to send a follow-up. While I try to answer each e-mail, it can be easy to accidentally overlook any particular message.

A web page has also been set up for this class. Important course information will be posted there along with links to other relevant web sites. The URL is:


**CLASSROOM ETIQUETTE**

Students are expected to observe all rules of proper classroom conduct. In order to insure an appropriate environment conducive to learning there are three rules governing behavior in the classroom that you must be aware of:
• Use of electronic devices of any kind is **not** permitted in class. Students with special needs should discuss accommodations with the instructor.

• Please refrain from talking, eating, leaving your cell phone ringer on, or other disruptive activity during class. Even one or two conversations quickly create distractions for other students and the instructor.

• Please do not leave class early. If you must do so, tell the instructor before hand and arrange to sit near the door so your exit will be less noticeable.

Serious violations of these rules may result in a request that the offending individual(s) leave the classroom. Grading penalties (up to a half-letter grade for first-time offenders and a full letter-grade for recidivists) may be imposed at the discretion of the instructor.

**POLICY ON ACADEMIC ETHICS AND HONESTY**

If a student has plagiarized or cheated in a course, the instructor may (in consultation with the Department Chairperson and the Dean) determine that the student be dismissed from the course and given a grade of “F”. The student forfeits all privileges of withdrawal from the course.

Plagiarism is stealing and passing off (the ideas, words, work, themes, reports, drawings, laboratory notes, computer programs or other products of another) as one’s own. In short, it is using a created production without crediting the source. The surest way to avoid plagiarism is to provide proper citation to all works quoted directly or otherwise indirectly borrowed from. Proper citations include the title, date, and author of the work. If you are not familiar with the formatting of bibliographic citations, please consult a writer’s style guide or manual. An excellent online guide to citation can be found on the internet at:

http://www.english.uiuc.edu/cws/wworkshop/bibliostyles.htm

Guides for citing online materials specifically can be found on the web at:

http://webster.commnet.edu/apa/apa_online.htm

or

http://www.bedfordstmartins.com/online/cite6.html

Cheating includes (but is not limited to) an attempt by one or more students to use unauthorized information in the taking of an exam; or knowingly to assist another student in obtaining or using unauthorized materials. Further specific delineation of academically dishonest behavior can be found in *The Key: Student Handbook 2002-2003* (p. 52). If you have any doubts as to whether particular behavior would amount to cheating, please ask the instructor for clarification. Ignorance of the rules is not a valid defense.

**CLASS MEETINGS:**

Class meetings will be comprised of introductory and concluding comments from the instructor, lectures, video presentations, questions and discussions involving the whole class, and vigorous participation by students.
This format places some limits upon formal presentation by the instructor in order to maximize student engagement with the material. One requirement for this format to prove successful is that each student must come to each class prepared. That involves reading, studying, analyzing and often re-reading and re-analyzing materials before class. Inadequate preparation will virtually assure that much of what is said in the class, both by students and by the instructor, will make little sense.

You must also try to resist the temptation to discount the comments of your fellow students. The course is designed to give students the opportunity to articulate key concepts and criticisms. Many, if not most, of the important statements made in the class will be made by students. It is essential that you give the utmost respect to your classmates.

Also, keep in mind that in no case should any of the comments in the class be taken or directed personally. A college classroom is perhaps the singular place in our society where people gather for the purpose of giving deliberate and reasoned consideration to a wide range of views, including many of great controversy. Indeed, I encourage you to present views you may not necessarily agree with in order to explore and develop relevant themes or issues.

TEXTBOOKS:

There are three required textbooks for this course:


**READING AND ASSIGNMENT SCHEDULE**

**Week One: January 14-18**

INTRODUCTION:

POL 380 Course Syllabus.

**Week Two: January 21-25**

Barber, *Jihad v. McWorld*

“2001 Introduction.”

“Introduction.”

“The Old Economy and the Birth of a New McWorld” (Ch. 1)

Bolles, *What Color is Your Parachute?*

“Introduction: The Three Essential Life Skills.” (pp. 3-5)

“The Five Best and Worst Ways to Hunt for a Job (and the Five Worst)” (Ch. 1)

“The Nature of the Job Market.” (Ch. 2)

“How to Deal with Handicaps” (Ch. 3)

“How Much Help is the Internet.” (Ch. 4)
Week Three: January 28-February 1

RESOURCE FUTURES

Barber, *Jihad v. McWorld*

“The Resource Imperative: The Passing of Autarky and the Fall of the West.” (Ch. 2)

Bolles, *What Color is Your Parachute?*

“Resumes & Contacts: How to Get in to See an Employer.” (Ch. 5)

Week Four: February 4-8

ECONOMIC FUTURES

Barber, *Jihad v. McWorld*

“The Industrial Sector and the Rise of the East.” (Ch. 3)
“From Hard Goods to Soft Goods.” (Ch. 4)
“From Soft Goods to Service.” (Ch. 5)


Bolles, *What Color is Your Parachute?*

“On This Restless, Unpredictable, Ever Changing Earth.” (Ch. 8)

Week Five: February 11-15

CULTURAL FUTURES

Barber, *Jihad v. McWorld*

“Hollyworld: McWorld’s Videology.” (Ch. 6)
“Television and MTV: McWorld’s Noisy Soul.” (Ch. 7)
“Teleliterature and the Theme Parking of McWorld.” (Ch. 8)
“Who Owns McWorld? The Media Merger Frenzy.” (Ch. 9)


Bolles, What Color is Your Parachute?

“In This Restless, Unpredictable, Ever-Changing Job-Market.” (Ch. 9)

** PROJECT PROPOSAL/PRELIMINARY LIST OF RESOURCES DUE **

Week Six: February 18-22

President’s Day: Monday, February 18
(Classes Do Not Meet)
Calendar Adjustment Day: Follow Monday Schedule Tuesday, February 20.

Week Seven: February 25-29

Republicanism

Aristotle
Politics (pp. 55-61 in Terchek and Conte)

Robert Bellah
“Community Properly Understood: A Defense of ‘Democratic Communitarianism’” (pp. 83-87 in Terchek and Conte)

Liberalism

John Locke
The Second Treatise on Government (pp. 7-13 in Terchek and Conte)
An Essay Concerning Human Understanding (pp. 13-16 in Terchek and Conte)

James Madison
“Federalist No. 10” (pp. 22-26 in Terchek and Conte)

Alexis de Tocqueville
Democracy in America (pp. 26-34 in Terchek and Conte)

John Stuart Mill
On Liberty (pp. 34-42 in Terchek and Conte)

John Rawls
A Theory of Justice (pp. 46-49 in Terchek and Conte)

Barber, Jihad v. McWorld

“Jihad vs. McWorld or Jihad via McWorld.” (Ch. 10)
“Jihad Within McWorld: The “Democracies.” (Ch. 11)
“China and the Not Necessarily Democratic Pacific Rim.” (Ch. 12)
“Jihad Within McWorld: ‘Transitional Democracies’.” (Ch. 13)
“Essential Jihad: Islam and Fundamentalism.” (Ch. 14)

**Week Eight: March 3-7**

**Protective Democracy**

Friedrich A. Hayek
The Political Order of a Free People (pp. 92-112 in Terchek and Conte)

Milton Friedman
“The Role of Government in a Free Society” (pp. 112-121 in Terchek and Conte)

**Pluralist Democracy**

Arthur Bentley
The Process of Government (pp. 125-131 in Terchek and Conte)

Robert Dahl
Dilemmas of Pluralist Democracy (pp. 131-39 in Terchek and Conte)

**POLITICAL FUTURES**

Barber, *Jihad v. McWorld*

“Jihad and McWorld in the New World Disorder.” (Ch. 15)
“Wild Capitalism vs. Democracy.” (Ch. 16)
“Capitalism vs. Democracy in Russia.” (Ch. 17)
“The Colonization of East Germany by McWorld.” (Ch. 18)
“Securing Global Democracy in the World of McWorld.” (Ch. 19)

Afterword

Bolles, *What Color is Your Parachute?*

“The Three Secrets to Finding That Dream Job of Yours.” (pp. 239-250)

**SPRING BREAK:**

Begins: AT THE END OF CLASSES, FRIDAY, MARCH 7
Ends: 8:00 A.M., MONDAY, MARCH 17

**Week Nine: March 17-21**

**Performance Democracy**

Joseph A. Schumpeter
Capitalism, Socialism, and Democracy (pp. 143-54 in Terchek and Conte)

Anthony Downs
“An Economic Theory of Political Action in a Democracy” (pp. 154-63 in Terchek and Conte)
Participatory Democracy

John Dewey
“Democratic Ends Need Democratic Methods for Their Realization” (pp. 167-8 in Terchek and Conte)
*The Public and Its Problems* (pp. 168-71 in Terchek and Conte)

Benjamin Barber
*Strong Democracy* (pp. 171-78 in Terchek and Conte)

Bolles, *What Color is Your Parachute?*

“The Three Secrets to Finding That Dream Job of Yours.”
(Step II: Where Do You Want to Use Your Skills? pp. 283-320)

**Week Ten: March 24-28**

Realist and Neorealist Critiques

Max Weber
*Economy and Society* (pp. 182-87 in Terchek and Conte)

Noberto Bobbio
“The Future of Democracy” (pp. 188-200 in Terchek and Conte)

Postmodern Critiques

Michel Foucault
*Power/Knowledge* (pp. 203-15 in Terchek and Conte)

Chantal Mouffe
“Radical Democracy: Modern or Postmodern?” (pp. 223-33 in Terchek and Conte)

Bolles, *What Color is Your Parachute?*

“The Three Secrets to Finding That Dream Job of Yours.”
(Step III: How Do You Put it All Together? pp. 325-353)

**Week Eleven: March 31-April 4**

Pushing for Inclusion

Iris Marion Young
*Justice and the Politics of Difference*

Voices Beyond the West

Mahatama Gandhi
*Hind Swaraj*

Desmond Tutu
“No Future Without Forgiveness”
Bolles, *What Color is Your Parachute?*

“Interviews: The Employer’s Fears.” (Ch. 6)
“How to Find Your Mission in Life.” (Ch. 14)

**Week Twelve: April 7-11**

**FUTURES PROJECTS DUE**

**CLASS PRESENTATIONS**

**Week Thirteen: April 14-18**

**SPRING RECESS:**

*Begin: at the end of classes, Wednesday April 16*
*End: 8:00 A.M., Monday, April 21*

**Week Fourteen: April 21-25**

**CLASS PRESENTATIONS**

**Week Fifteen: April 28-May 2**

**CLASS PRESENTATIONS**

**OPTIONAL JOURNAL/PORTFOLIO DUE**

*May 5-9*

**FINALS WEEK**

**PLEASE NOTE:** If a class examination is scheduled or a class assignment due on a day when classes are cancelled, the exam will be given or the assignment will be due on the next day classes do meet.