LAR 202 Democracy and Diversity

Beth Funkey elizabeth.funkey@doane.edu 402.460.7001

COURSE DESCRIPTION:

In a collaborative setting, students will apply and integrate knowledge and experiences to examine complex questions related to democracy and diversity from multiple perspectives. This course can address far-reaching issues that are enduring or contemporary in areas such as culture and values, science and society, global interdependence, citizenship, or human dignity and freedom.

TEXT: “Patriots, Loyalists, and Revolution in New York City, 1775-1776” Bill Offutt

COURSE OBJECTIVES FOR STUDENT LEARNING

1. Analyze important texts and ideas (demonstrated through research in primary documents as well as secondary interpretive works as documented for written

2. Understand the historical context surrounding significant debates on the fundamental principles of democracy (demonstrated through written essays and oral in--class presentations)

3. Display improved skills in persuasion and argumentation both in speaking and in written form, particularly through establishing clear claims, reasons for belief in the claim, and evidence to support those reasons (demonstrated through written essays and oral in--class presentations)

4. Enhance leadership and collaboration skills through group discussions and teamwork on strategy and presentations (demonstrated through the functioning of factions/groups in course sessions)

5. Demonstrate an increase in empathy and understanding that key questions have multiple human perspectives (demonstrated through reflective writing and the final

6. Discuss the problems and possibilities in establishing democracy, and indicate the impact of that knowledge on their own perception of their role in a democratic system (demonstrated through reflective writing and the final essay examination)

LEARNING STRATEGIES

- Lectures on Locke and the American Revolution
- Discussions on the American Revolution, Democracy, and Federalist #10
- Research and role play specific characters in historical context 1775-1776
- Prior to class readings (see below) to prepare students for lecture/discussion
- Two major papers in character, one via Live Text
- Reflective writings, one via Live Text
- Oral presentations in character
Cooperative learning in factions groups as individual characters
Argue and support claims using evidence including impromptu discussions in character

METHODS FOR ASSESSMENT OF STUDENT PERFORMANCE

- Two papers written in character (100 point scale): 1000 words, double spaced
- A Critical Thinking and Reflective Paper submitted via LiveText
- Numerous Oral Presentations (100 point scale)
- Mandatory attendance (weighted)
- Scenario Participation
- Quizzes (100 point scale)
- Peer review

COURSE POLICIES

- See assessment methods on attendance
- Grading scale (90-100=A, 80-89=B)
- No late papers (class structure will not allow)
- This course is based on research, performance, participation, attendance, higher level thinking skills, and a healthy curiosity. As a student in this course, be prepared to be challenged and guided in a direction different from regular college courses.

READINGS FROM “Patriots, Loyalists, and Revolution in New York City 1775-1776” TO BE COMPLETED BEFORE FIRST CLASS:

“Introduction” – p. 3-11
“Historical Context’ – p.12-39
“John Locke, Second Treatise of Government” (Appendix B) – p. 72-106

WEEK 1:
Introduction to the course/Assessment tools
Description of the Game
Background lecture/discussion on American Revolution
John Locke Lecture/Discussion
Reflective Paper

WEEK 2:
Rules of the Game
Scenario
Discuss writing expectations
Assignment of roles

WEEK 3:
Faction meetings
Provincial Congress Elections and meeting
**WEEK 4:**
First paper due from Livingston, McDougall, Sears, Brasher, Reber, Delancy, Phillipse, Jauncey, Billop
Public sessions 1 and 2: Debate on association
Vote on association
Faction meetings
Public Session 3 and 4: Debate on military

**WEEK 5:**
Finish Public sessions 3 and 4: Debate on military
Papers due from Polhamus, Tredwell, Benedict, Deane, Hewes, Montagne, Holman, Brown, Henderson
First newspaper published – Cuyler
Faction meetings

**WEEK 6:**
Finish debate Critical thinking paper via LiveText due from all roles two hours before class
Second newspaper published – Cuyler
Faction meetings
Public Session 5 and 6: Debate and potential final vote on independence

**WEEK 7:**
Final vote on independence (if necessary)
Post-mortem
Discussion of Federalist #10

**WEEK 8:**
Discussion of Locke/Revolution/Democracy
Final reflective paper via LiveText