

**CLASSICAL POLITICAL THOUGHT: DEMOCRACY IN ATHENS AND AMERICA**  
**POLITICAL SCIENCE 315**  
**FINAL EXAM**

Use **this sheet and a blue book** on TUESDAY April 30 at 3:15 to answer FOUR of the SEVEN questions below. The FOUR will be selected at random that afternoon in class. You will then have two hours to write out your answers.

Write your answers as shorter (150-300 word) micro-essays using the claim-objection-rejoinder format. You should consider this approach: one sentence introducing and framing the debate; one-two sentences defining the key terms; one sentence stating the claim; one sentence explaining the claim's reasoning; one sentence with evidence or example to support the claim using citations for the text; and so on. Include separate sentences on the objection reasoning and evidence! When you finish, give your answer a title that conveys the gist of your argument.

Criteria for grading are: the clarity and use of definitions (e.g., dictionary definitions are inadequate); effectiveness of distinctions; the REASONING and EVIDENCE from the reading used to support claims (e.g., use "because" in claim sentences and cited concrete examples afterwards); the charitable interpretation of objections; the tying of objections to claims and the adjustment of rejoinders to objections; the focus on key objections not red herrings; the use of framing opening sentences and titles; and the clarity of your sentences and the accuracy of your spelling.

1. Gutmann argues that parents in a democratic state have a right to shape educational policies that, in the name of "conscious social reproduction," inculcate particularist values among their children. This might justify Tammy Yoder in persuading a school board to ban critical race theory because it made her white 6<sup>th</sup> grader feel guilty for white privilege. Are parents insisting on this right justified?
2. Nussbaum argues that the capabilities approach measuring societal development is universal. Is it? Use the case of the Bangladesh women and literacy to debate your answer.
3. Who is more faithful to Pericles and his funeral oration, Cleon who defines honor as vengeance or Diodotus who defines honor as rule by merit?
4. Lebow rejects the claim that Thucydides is a political realist in any simple sense of the word. He argues that a rapidly modernizing identity and changes in the norm of empire were as stressed by Thucydides, making him as much a constructivist. Use the events that caused the security dilemma before the outbreak of the Peloponnesian War to determine whether he is right.
5. Fortas uses a fair play theory of political obligation to argue for a deferential approach to civil disobedience while Zinn endorses a voluntarist theory to argue for a confrontational approach. Which author develops the better approach to civil disobedience in a democracy?
6. Finnemore argues that the Geneva Convention is more the result of constructivist than realist factors. Explain what the two approaches claim about what brought about the Convention and determine who has the better argument.
7. Walzer's "double effect" rule modifications attempt to warn combatants away from targeting non-combatant civilians during war time. This implies that moral rules apply during the fighting of a war, that "military necessity" is more fluid than realists claim, and that the *jus in bello* holds. Does it? Is Walzer justified in raising its standards?