Course Description
This graduate seminar, team-taught with Dr. Amber Dunai of the English program, examines the politics of literature through the lens of J.R.R. Tolkien’s influential work, *The Lord of the Rings*. Special attention is paid to the political uses of fiction and myths, the political views of Tolkien, the politics described within the fantasy world of Middle Earth, and the relationship of the work to political theory, including theories of religion, gender, race, just war, and rulership. PLSK 585 may be repeated once for credit when the topic varies.

Course Objectives and Learning Outcomes
This is an interdisciplinary course with seven main objectives. These objectives and their associated learning outcomes are ultimately the focus of the course. Course objectives (numbered) and learning outcomes (lower case letters) are listed below.

1. Students should understand how fiction and myths are used for political purposes (a).
2. Students should be able to closely read *The Lord of the Rings* in its narrative (b), historical (c), and political (d) contexts.
3. Students should be able to formulate and express political-literary analyses effectively both verbally (e) and in writing (f).
4. Students should be able to summarize the relationship between the text of *The Lord of the Rings* and theories of the politics of religion (g), feminist political thought (h), critical race theory (i), and just war theory (j).
5. Students should be able to identify and compare the working of the political institutions of J.R.R. Tolkien’s Middle Earth and those of the real world, including parallels and any differences that are severe enough to break the politically-informed reader’s suspension of disbelief (k).
6. Students should be able to perform primary and secondary research on an original research topic related to the politics of (or in) *The Lord of the Rings* (l).
7. Students should be able to both produce (m) and present (n) an analytical research paper on some particular political aspect of *The Lord of the Rings*.

Learning outcomes a, f, l, m, and n are assessed using the research paper and presentation. Outcomes f, g, h, l, j, and k are assessed from the daily memos in the second half of the course. Outcomes b, c, d, e, and f will be assessed using in-class writing prompts in the first half of the course and class participation.
Required Texts
The following texts are required and available for purchase at the Warrior Bookstore. Be sure to get the right editions of each, since page numbers don’t match up between different editions of these books. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.


All other required readings are available on Blackboard and designated on the syllabus by (BB).

Grading
Course grades are assigned using the standard 90/80/70/60 division, rounding to the nearest percent, using the following rubric:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Integrity Exercise</td>
<td>0 (but required to pass)</td>
<td>0% *</td>
</tr>
<tr>
<td>In-Class Writing Prompts (6)</td>
<td>600 (100 per prompt)</td>
<td>≈18%</td>
</tr>
<tr>
<td>Weekly Memos (7)</td>
<td>700 (100 per memo)</td>
<td>≈21%</td>
</tr>
<tr>
<td>Participation</td>
<td>700 (50 per session)</td>
<td>≈21%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>1100</td>
<td>≈33%</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>200</td>
<td>≈6%</td>
</tr>
<tr>
<td>TOTAL POSSIBLE</td>
<td>3300</td>
<td>100%</td>
</tr>
</tbody>
</table>

2954+=A 2624-2953=B 2294-2623=C 1964-2293=D 1963 or lower=F

- Academic Integrity Exercise: This consists of watching a brief lecture, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. If you have previously completed this exercise for me, you need not do so for this course. **Having completed the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed before you hand in any homework or September 7, whichever comes first.***
  - Rubric: You will automatically fail the course if you have not completed the Academic Integrity exercise on or before September 7.

- In-Class Writing Prompts: These are given every day that we read The Lord of the Rings. The purposes of this assignment are fourfold: 1) to ensure that everyone arrives to class on time and prepared to contribute to the day’s discussion; 2) to give students practice answering questions “on their feet” (an important academic skill to cultivate); 3) to introduce questions which will begin the day’s exploration of scheduled topics; and 4) to encourage a close reading of the text outside of class. You will be given a prompt at the beginning of class and 15 minutes to write a page in response using your memory of what you’ve read. Your primary task is to show that you have indeed closely read the assigned material.
  - Examples: To give you an idea of what to expect, here are some sample prompts for Book One (none of which will be the actual prompt given that day):
    - Describe the Old Forest and the events that transpire there.
    - What roles do Elves play in Book One?
    - What are some of the events that transpire in the Shire, and what do they reveal about its character?
    - What are some examples of Frodo resisting the power of the Ring in Book One?
Adherence to Prompt Requirements: The response should answer all aspects of the question(s) posed and should remain on-topic. It should make a short, clearly-defined argument, which must be supported by reference to the week’s readings (in summary or paraphrase). The content of the response should demonstrate completion, retention, and comprehension of the week’s reading assignment.

Presentation of Argument: All content should be written clearly and concisely. Your reasoning should be clearly laid out for your audience, and you should back up your arguments with reference to the week’s reading assignments as appropriate (note: since these are short, 15-minute in-class responses, you are not required to provide formal documentation of sources in the same way as you would in most assignments).

Writing Style, Mechanics, and Tone: Content should be written in Standard American English in complete, grammatically-correct sentences. Standard punctuation rules should also be observed. The format and first-draft nature of the assignment will be taken into account during scoring (that is, as long as I can follow your argument, I will overlook minor spelling errors and the like). The project should be written in a formal tone suitable for a scholarly audience. Colloquialisms and slang should be avoided in favor of more professional diction.

Memos: At the beginning of each class from October 12 – November 20 (the days when non-Tolkien readings are assigned), you should submit a typed, two page (about 400-600 words) essay on the day’s readings.

- The first half should summarize the relevant material from each reading. Before writing, be sure that you understand each author’s argument – the thesis of the reading and what evidence the author produces to support the thesis. All of our authors have arguments to make, and some of the Letters contain more than one argument. In principle, about one sentence per letter or encyclopedia entry is sufficient, while full essays require a few sentences to detail their arguments.
- The second half of the memo should focus on one or more related arguments, identify at least weakness in their evidence or warrants, and suggest how this weakness might be addressed by scholars. Look for weaknesses in one or more arguments you summarized in the first half of the paper, especially if they are common to all of the arguments on one side of an issue. Do not forget to suggest how scholars might address or further investigate this weakness.
- These memos shouldn’t require outside research but if you do some, be sure to cite it properly using the APSA system (see Blackboard for examples). If you only cite from the assigned readings, you don’t need a works cited page; otherwise, you do.
- Rubric:
  - Each half of the memo is worth half of the credit.
    - The first half is graded for clarity and descriptive accuracy. It should show that you read and understood the material.
    - The second half is graded as an argument. That is, it should have a thesis (claim), references to the flaws in the argument(s) being analyzed (evidence) and express or implied warrants between the two. The argument and the proposed solution/investigation are weighted equally, so this is an opportunity to practice coming up with researchable paper topics.
  - Spelling/grammar errors can reduce the grade on the memo by up to 20% (1% deduction per error). Check the link on Blackboard to at least address my personal pet peeves. If this is a consistent source of lost points, you may wish to seek guidance from the University Writing Center (described below).
• Participation: Students should professionally and constructively participate throughout each class session.
  o Professionalism: Students are to maintain a high level of collegiality and respect when interacting with one another and the professors. Please refrain from using profanity or slurs in interactions related to this course, and use “Dr. Dunai” or “Professor Dunai” instead of “Amber” or “Ms. Dunai.” This pattern of professionalism should also extend to your email interactions, i.e. proper address and use of full sentences and words (“you” rather than “u”). If you have a preferred name other than the one listed in the roster (“Nick” rather than “Nicholas,” for example), please indicate this during first-day introductions so that your classmates and I can use it.
  o Rubric: This will be graded on a simple system. A student who attends and does little else will receive 40% credit for that session. A student who constructively and professionally participates in about half of the class will receive 70% credit. A student who constructively participates throughout class will receive the full 100% (50 points). A good rule of thumb is to be sure to contribute something relevant (even just a question that shows engagement with the course material) at least twice an hour (i.e. six times per class session) if there is no lecture or in-class exercise.
    ▪ Constructive participation means making comments or asking questions that demonstrate familiarity with the assigned readings for the week. It also means actively engaging in any in-class exercises. On the final day of class, it means asking questions about others’ research projects.
    ▪ As the amount of class time devoted to lecture increases, the amount of participation expected from students decreases proportionally.
    ▪ Students who are late or leave early without a legitimate excuse (see the rules for excused absences below) will have an amount equal to the proportion of time they missed deducted from their participation score.
  
• Conference Paper: Students will construct an original research paper during the course that addresses some aspect of the politics of The Lord of the Rings. PLSK 486 students should use the APSA citation system (detailed on Blackboard). The main body of the paper -- excluding the cover page, abstract, works cited, and any endnotes, tables or figures -- may be anywhere from 6000 to 10,000 words long (about 20 double-spaced pages using standard fonts and margins).
    ▪ Research Question/Puzzle (a page or two which will be subsequently linked to your Introduction and ultimately guide every part of the paper, from your literature review to your theory and argument/analysis)
      • Select a research area and look for unanswered or incompletely answered questions in that area. Write down as many as possible while brainstorming, although only one will make it into your paper (until the conclusion, when you may wish to introduce others as potential follow-on projects). Then select and write down a specific research question of interest from the set of questions that you identified in your research area.
      • Consider the potential academic and societal implications of your study of said question, so that the project is not an isolated event, but part of a broader body of scholarship.
      • After you have identified your research question, you should consider whether the question is clear and concise. That is, can the question be stated in a single, interrogative sentence of moderate length?
      • Ultimately, research questions are not “written in stone”—i.e., they can change and evolve as you read and explore. For example, you might find that, upon reading some of the literature, you discover that a great many scholars have explored your question previously, and you wish to explore a research question that is relatively unexplored. Alternatively, as you read the literature you might find a particular sub-area or nuance
of your original question that you find of interest and wish to explore as your research question.

• Research question evolution notwithstanding, the question that you do arrive at must be clearly and visibly stated in your research project. That is, there should be absolutely no uncertainty on the reader’s part as to your research question and its validity as the focus of your research project.

□ Literature Review (about six pages)

• General Purpose: It is necessary to thoroughly vet the scholarly literature (broadly defined) that is relevant to your research question. In doing so, you are engaged in the process of “reviewing the literature,” or identifying and familiarizing yourself with prior efforts by scholars that bear in some way on your investigation of your research puzzle/question.

• Ultimately, you should keep in mind that you have about 10 double-spaced pages to execute your literature review, so you need to be concise, while at the same time devoting sufficient space to the listed tasks. This 10 page limit is purposely constraining. Hallmarks of poor graduate seminar papers are long literature reviews that result in starvation of the remaining sections of the project, such as the theory and detailed examination of the evidence. As such, the page limit compels you to be succinct, identify the general attributes of the extant literature, and develop a transition to your theoretical section.

• A literature generally focuses on secondary sources, rather than primary or tertiary sources.
  o It would require unusual justification to have less than six secondary sources (scholarly books or peer-reviewed journal articles) in a literature review.
  o Examples of primary sources include books, letters, and drafts by Tolkien himself. Secondary sources are written by scholars discussing the primary source material. Finally, tertiary sources like the *J.R.R. Tolkien Encyclopedia*, summarize material from secondary sources. Such sources should generally be avoided in the literature review, although they may serve as useful jumping-off points when discussing your research question in the beginning of the paper.

• Reviewing the literature requires you to provide the reader with just enough information about prior efforts, without regurgitating the details of each and every study that is relevant to your inquiry. A good rule of thumb is that the literature review should be no more than half of your final paper, in order to leave room for development of your argument and presentation of your evidence.

• In addition to reviewing how previous efforts have approached theoretical and empirical issues relevant to your study, you should also demonstrate to the reader the strengths and weaknesses in this work in an effort to set the stage for your own investigation.

• In sum, the purpose in writing a literature review is, broadly speaking, threefold:
  o To discuss the scholarly work relevant to your project;
  o To point out the strengths and weakness of this body of research (and, in doing so, keeping in mind a respectful, even-handed approach to evaluating this work); and
  o Identifying how this body of research as it currently stands has not addressed sufficiently the research puzzle/question that you’ve identified, or that this body of research might be helpful in addressing your question or puzzle. This task is indeed critical, because it informs the reader as to the reason(s) why further research (i.e., your paper) is warranted, and provides the setup for the theoretical portion of your project. It is very important that you devote some
project space to elaborating the reasons why the current literature is inadequate for answering your research question in some way or ways.

- As an exercise, you might consider yourself confronted by a very skeptical reader who is deciding whether or not to spend the time to read the remaining pages of your project. Ask yourself how well you are doing in convincing this reader to read on. Are you really providing a neat angle on the literature, something that will draw the reader in, or is the remainder of your paper likely to be a very small, incremental advance in previous work, or even worse, quibbling over very minor offenses in prior work?

- Theory (a few pages): Describe the theoretical lens that you will use to address your research question/solve the puzzle. Since most authors we read have access to the same primary sources that you do, it is important to select or devise a method that guides your interpretation of those sources. For example, if you are analyzing the political implications of all or some of the text, you might use a theoretical lens like just war theory, feminism, queer theory, critical race theory, Christian or other theology, Marxism or class analysis, environmentalism, critical theory, some strand of conservative or liberal political philosophy, democratic peace or selectorate theory, psychological theory, economic theory, etc. This theory will help you select and interpret the relevant primary source materials. You should include more than one source that details your theoretical perspective (avoiding tertiary sources, of course). Justify this theoretical perspective by showing how it has helped address political puzzles in past academic work.

- Argument (perhaps three to six pages): This is where you solve the puzzle or answer the research question. Each argument includes a claim (your thesis, or a point that supports your thesis), evidence (focusing on primary rather than secondary sources – your proof should come from the text rather than the mere authority of other scholars unmoored from their sources), and an express or implied connection between the two called a warrant (often provided by your theoretical perspective).

- Introduction and Conclusion: These should generally be written last, since they constitute a preview and summary of your analysis, respectively.
  - The introduction should reveal the research question/puzzle, establish its importance, summarize how previous literature has dealt with it, preview your theoretical perspective and thesis, and conclude with a “road map” to the rest of the paper. This can be done in 2-3 paragraphs.
  - The conclusion should revisit the research question/puzzle in light of your arguments and analysis, demonstrating that the evidence, taken as a whole, does indeed support your thesis and that your argument constitutes an important advance in some respects from previous scholarship. It should conclude with a paragraph establishing next steps in your research agenda – in other words, where you or scholars reading your work should focus their energies next.

- Title Page and Abstract.
  - Your title should make the subject of your paper plain. Some even use their underlying research question as a title or subtitle.
  - Follow the title with your name, affiliation (presumably Texas A&M University – Central Texas), your professional contact information (e.g. your student email address), and the date or version of your paper. All of this should be centered on the upper half of the page.
  - Follow this information with a single-spaced abstract (a summary of the paper that at a minimum lists the puzzle/question, the theoretical lens with which you approached the problem, any methods used (e.g. “analysis of the text of Tolkien’s Lord of the Rings, Letters, and drafts from the History of Middle-Earth”), and the paper’s conclusion and
Surge, Escalate, Withdraw & Shinseki: Forecasting & Retro-casting American Force Strategies & Insurgency in Iraq

Andrew J. Enterline
Univ. of North Texas
Dept. of Political Science
Box 305340
Denton, TX 76203-5340
ajenter@unt.edu

J. Michael Greig
Univ. of North Texas
Dept. of Political Science
Box 305340
Denton, TX 76203-5340
greig@unt.edu

February 21, 2007

Abstract

Central to the contemporary American foreign policy debate is the issue of reducing insurgency and promoting stability in Iraq, and the role of American military forces in achieving these outcomes. Military force-related proposals range from complete withdrawal to a moderate “surge” in troops to a massive escalation of the force commitment. Here, we draw upon an analysis of domestic political stability in 60 imposed political systems occurring during the period 1816-1994 to forecast the effectiveness of said force-related proposals. The analysis underscores, in part, that (a) a policy of surging American troops is unlikely to succeed, (b) a policy of escalated massive escalation reduces insurgency, but much less so than an initial policy of massive invasion coupled with massive occupation, a strategy that preempts the development of a robust insurgency.

*We are grateful to the Department of Political Science and the College of Arts and Sciences at the University of North Texas for research and intellectual support.

- Works Cited: Attach a works cited page using APSA specifications, ordered by the last name of the authors and formatted with a hanging indent. Include only works you have cited in the paper.
- Tables and Figures: Should you use tables, charts, images, or other figures in your work, they should either appear on the page they are mentioned, or (more common) be attached as separate pages following your works cited, with one page per such table or figure. Regardless of how you present them, each table or figure needs to be numbered and captioned.
- General Formatting: Just follow this checklist:
  - The main body of the text is in proportional 12 point type and is double-spaced;
  - Page numbers appear on every sheet but the first two or three (i.e., the title, abstract and first page are numberless);
### Preliminary Research Puzzle/Theory Choice
The student delivers his or her research question/puzzle, along with a brief statement on what theoretical approach he or she intends to use, by the relevant deadline on the syllabus. Students are not “locked in” to these choices, but rather should communicate any revisions to the professor in a timely manner in order to receive useful advice about how to proceed.

### Preliminary Literature Review
The student delivers the literature review portion of the paper by the stated deadline, so it can be revised based on the professor’s comments before the final draft of the paper is due. The literature review should meet all requirements set forth in the “literature review” section of this syllabus and should include an APSA-formatted Works cited page, as per the “Works Cited” section.

### Introduction and Research Question/Puzzle
See the above requirements for each. The question/puzzle and thesis selected must be relevant to both political science and The Lord of the Rings and follow all established assignment guidelines.

### Literature Review
See the professor’s comments on the draft and the above requirements.

### Theory
Be sure to not only select a theoretical lens to work with, but to defend that theoretical approach by demonstrating that it has been used successfully to solve other puzzles in previous scholarship (which may well have been on different topics or writings than yours).

### Argumentation and Evidence
Ideally, the final thesis will be supported by multiple line of argument (claim, evidence, warrant), each of which will itself be supported through argument construction. This is a research paper, and research into primary sources is required. Depending on your topic, you should include material from the assigned writings from Tolkien and trace their evolution in the History of Middle Earth (Tolkien’s drafts of The Lord of the Rings and other writings).

### Title Page, Abstract, and Conclusion
See above for the requirements for each.

### Works Cited
You should have cited at least 16 works by the end of the paper – ten for the literature review, another three or four when discussing and defending your choice of theoretical perspective, and at least a few primary sources to provide evidence for your thesis and associated arguments. Everything should be in APSA format, alphabetically by author last name, etc.

### Word and Page Counts
For every 300 words short of the minimum of 6000 for the body of the paper (see above), 5% of the remaining credit will be deducted from the paper. For every 300 words over the maximum of 10,000, or for every page above the maximum of 40, 3% credit will be deducted.

### Writing Style and Tone
Content should be written in Standard American English in complete, grammatically-correct sentences. Standard punctuation rules should also be observed. The project should be written in a formal tone suitable for a scholarly audience. Colloquialisms and slang should be avoided in favor of more professional diction. For each error over five, 1% will be deducted, to a maximum of 20%.
• Conference Presentation: Prepare an 8-14 minute summary of your puzzle, thesis, and supporting evidence. In some disciplines, people read their papers at conferences, but in political science you should not read us your paper or use a script, although notes or an outline for your own use are a must. Some prepared visual aid (a handout for everyone in the class and the instructors or a PowerPoint presentation) is also required. You will be graded on preparation, professionalism, content, and how you address questions about your work from other students or the professors. (Your own questions of the other presenters form the participation grade for this portion of the session).
  o Rubric: You will be scored on these five criteria. The first four are worth 50 points each, with the last one possibly subtracting from the sum of the first four.
    ▪ Preparation (structure, notes, use of visual aids): 0 10 20 30 40 50
    ▪ Professionalism (dress, conduct, language and syntax): 0 10 20 30 40 50
    ▪ Content (puzzle, thesis, evidence): 0 10 20 30 40 50
    ▪ Question handling (background knowledge, handling counter-arguments): 0 10 20 30 40 50
    ▪ Over/under time limits: -10 per minute over/under
  TOTAL = __________ /200

Course Policies

Regrade Policies
Mistakes happen. Don’t be shy about checking everything twice. In order to prevent a last-minute search for points long after the original grading has been done, there are two policies for regrades or disputes over grades. Please remember the deadlines in each case. After this time, I am no longer confident that I will be able to remember enough to fairly regrade the material (i.e. using exactly the same standards as those applied to other students).
  • Written Work: If you believe I have graded written work incorrectly, then you have up to one week from when I return the work to you to resubmit the work to me along with a brief explanation of the portion to be regraded.
  • Participation: At the end of any class period, you may request to see your participation grade for that class. If you disagree with the grade, you need to explain your disagreement then, while the discussion is still fresh in everyone’s memory. I advise you to write down a few words each time you participate so that you might be able to jog my memory after class if you believe I missed your effort.

Absences
Unexcused absences earn zero credit for the session.
  • Excusing an Absence
    o Scheduled Absences: Students must inform the instructor prior to an absence. Send me an email stating the dates(s) you will be missing and the reason(s). Hand in your make-up work (see below) for each missed session before you leave.
    o Emergencies: Send me an email if possible. If all else fails, you or a friend may call my office and speak to me or my voicemail. There are very few situations in life that preclude making a phone call or having a friend do so; failure to contact the instructor prior to class will normally rule out any sort of make-up. The standard is “ASAP” – that is, as soon as a reasonable person would have been able to contact me. When you return, be sure to bring make-up work (see below) for any missed classes. This is due one week after you return. It is not the instructor’s duty to remind you.
  • Make-up Work
    o For each excused absence from August 31-October 5, you will need to make up for the lost participation and writing prompt credit. This will generally involve a short (two to three pages) essay covering several questions about the day’s readings.
    o For each excused absence from October 12-November 30, you will need to make up for the lost participation credit by expanding your memo from two pages to six. It should now contain about three
pages of descriptive text about the arguments contained in the readings and their supporting evidence plus three pages of critique of one or more of those arguments.

Late Work
Late work will not be accepted, except in the case of emergencies described above. If you must email me something to prove you have it done on time, then you need to bring a hard copy for me to grade the next day (not session).

Incompletes
Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

Academic Integrity
University Code of Academic Honesty: Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. More information can be found at www.tamuct.edu/StudentConduct.

Specific guidelines for this course, which supplement and do not replace University policy:

- Violations: There are plenty of ways to cheat listed by the Student Handbook. Some violations of academic integrity that I have observed while teaching similar courses at TAMUCT are
  - Plagiarism: This comes in two varieties.
    - Using direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn’t create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source’s ideas in your own words.
    - Paraphrasing another person’s words without citing the source.
  - Listing or citing sources in a research paper which were not actually consulted by the student.
  - Copying another student’s homework. I encourage study groups, but copying must be avoided. Discuss the readings as long as you wish, but don’t “share” your answers to the homework. You may not “jointly” complete any of the homework exercises in this course unless otherwise indicated on the assignment; these are to be completed by yourself alone. If you provide another student with a copy of your homework and they copy it, both you and the copier will be deemed to have violated the policy.
- Penalties:
  - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is greater. The infraction will be reported to the TAMUCT administration, which will impose its own penalties as appropriate.
  - The (a) outright purchase, download, or completion by others of a paper, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure and appropriate action by TAMUCT itself.

Drop Policy
If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The records office will give a deadline by which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into WarriorWeb and confirm that you are no longer enrolled. If you are still enrolled, follow
up with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Student Resources

- **The University Writing Center**: The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

- **UNILERT** (Emergency Warning System for Texas A&M University – Central Texas): UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at [http://www.tamuct.edu/departments/news/unilert.php](http://www.tamuct.edu/departments/news/unilert.php)

- **Library Services**: Information Literacy focuses on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. These techniques include: exploring information resources such as library collections and services; identifying sources such as subject databases and scholarly journals; executing effective search strategies; retrieving, recording and citing relevant results correctly; and interpreting search results and deciding whether to expand the search. Library Resources are outlined and accessed through the web page: [http://www.tamuct.edu/departments/library/index.php](http://www.tamuct.edu/departments/library/index.php)

- **Access & Inclusion**: At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University’s programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at [https://www.tamuct.edu/departments/access-inclusion/](https://www.tamuct.edu/departments/access-inclusion/)

Any information you provide is private and confidential and will be treated as such.

- **Tutoring**: Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit [www.ct.tamus.edu/AcademicSupport](http://www.ct.tamus.edu/AcademicSupport) and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ tamuct.edu

  - Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

Amendments

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing.
Course Topics, Readings, and Due Dates

August 24: Introduction – The Politics of Myth and Literature

August 31: The First Journey
J.R.R. Tolkien, *Lord of the Rings*, Foreword and Book One
*In Class: Writing Prompt 1*

September 7: Journey of the Nine Companions
*In Class: Writing Prompt 2
Due: Academic Integrity Exercise*

September 14: The Treason of Isengard
*In Class: Writing Prompt 3*

September 21: The Journey of the Ringbearers
*In Class: Writing Prompt 4*

September 28: The War of the Ring
*In Class: Writing Prompt 5*

October 5: The End of the Third Age
*In Class: Writing Prompt 6
Due: Preliminary Research Question/Puzzle and Theoretical Approach*

October 12: Political and Religious Interpretations of *The Lord of the Rings*
Tom Donahue, “46½ Conceptions of Politics” (BB)
Letters 96 (pp. 108-110 only), 142, 208, 246, 320
Hal Colbatch, “Politics” (JRRTE)
Claudio Testi, “Tolkien’s Work: Is it Christian or Pagan?” (BB)
John West, Jr., “The Lord of the Rings as a Defense of Western Civilization” (BB)
*Due: Memo 1*

October 19: Myths, Power, and Values
Letters 144, 181, 183
Jason Fisher, “Mythology for England” (JRRTE)
Bradley Birzer, “Middle Earth and Modernity” (BB)
Robert Eaglestone, “Power in Tolkien’s Works” (JRRTE)
David Oberhelmen, “Marxist Readings of Tolkien” (JRRTE)
Alfred Siewers, “Environmentalist Readings of Tolkien” (JRRTE)
*Due: Memo 2*
October 26: Politics of Gender I – Masculinity and Femininity
Letters 43
Carol Leibiger, “Women in Tolkien’s Works” (JRRTE)
Adam Roberts, “Women” (BB)
Melanie Rawls, “The Feminine Principle in Tolkien” (BB)
Nancy Enright, “Tolkien’s Females and the Defining of Power” (BB)
Anna Smol, “Gender in Tolkien’s Works” (JRRTE)
Due: Memo 3

November 2: Politics of Gender II – Sex and Relations between the Sexes
Letters 49, 177, 244
David LaFontaine, “Sex and Subtext in Tolkien’s World” (BB)
Anna Smol, “Sexuality in Tolkien’s Works” (JRRTE)
Aline Ripley, “Feminist Readings of Tolkien” (JRRTE)
Lianne McClarty, “Masculinity, Whiteness, and Social Class in the Lord of the Rings” (BB)
Due: Memo 4
Due: Preliminary Literature Review

November 9: Politics of Race and Culture
Letters 29, 30, 269
Christine Chism, “Race and Ethnicity in Tolkien’s Works” (JRRTE)
Niels Werber, “Geo- and Biopolitics of Middle-Earth: A German Reading of Tolkien’s ‘The Lord of the Rings’” (BB)
Margaret Sinex, “‘Monsterized Saracens,’ Tolkien’s Haradrim, and Other Medieval ‘Fantasy Products’” (BB)
Dmitra Fimi, “A Hierarchical World” (BB)
Christine Chism, “Racism, Charges of” (JRRTE)
Christoph Knaus, “More White Supremacy? The Lord of the Rings as Pro-American Imperialism” (BB)
Due: Memo 5

November 16: Militarism and Nationalism
Letters 40, 45, 64, 81, 96, 100, 101, 102
Janet Brennan Croft, “War” (BB)
Steven Carter, “Faramir and the Heroic Ideal of the Twentieth Century; Or, How Aragorn Died at the Somme” (BB)
Michael Livingston, “The Shell-shocked Hobbit: The First World War and Tolkien’s Trauma of the Ring” (BB)
Ken Gelder, “Epic Fantasy and Global Terrorism” (BB)
Due: Memo 6

November 30: Legitimacy, Rulership, and Justice
Letters 52, 186, 256
David Oberhelmen, “Hierarchy” (JRRTE)
Jennifer Hargroves, “Law” (JRRTE)
Christopher Vaccaro, “Tyranny” (JRRTE)
Dominic Nardi, “Political Institutions in J.R.R. Tolkien’s Middle Earth: Or, How I Learned to Stop Worrying about the Lack of Democracy” (BB)
Due: Memo 7

December 7: Conference – The Politics of J.R.R. Tolkien’s The Lord of the Rings
Due: Conference Papers and Conference Presentations