Graduate Study of American Political Thought: This course is designed to give the student a firm grounding in American political thought from the seventeenth through the late twentieth centuries. The language we use to talk about politics has changed little over time, but the uses to which that language is put and those to whom the ideas are believed to apply have changed markedly. The student will be challenged to identify the root meanings of our political and philosophical language and to follow their development over the course of American history. The result will be an appreciation of not only the complexity and richness of our tradition of political discourse, but also the critical ability to discern the ways our contemporaries (ab)use that tradition.

Learning Objectives and Essay Guidelines
This course is intended as an introduction to the advanced study of political theory. We will not concentrate on the collected works of any single thinker. Instead, the student will be exposed, to a lesser or greater degree, to a variety of thinkers. What concerns us is the multiplicity of responses to the same basic set of questions about human political existence. The student’s focus, therefore, should be on the ideas, their implications, and the many ways they have been and could be used (for good and ill). Like the thinkers we read, our experiences and beliefs are important, but also like these thinkers, those experiences and beliefs are not definitive. In this course, we will be participants in a 3,000-year-old conversation about the nature and possibilities of human political existence.

A critical analysis in political theory is, quite literally, a method of describing and evaluating an argument by separating that argument into its various parts or elements. Students will be challenged to do this in both their oral and written work in this course. Therefore, the following are both learning objectives for the course as a whole and to be applied to the works and authors we encounter in both your written and oral work in the course.

A careful analysis must begin with the text at hand. A clear and critical explanation of the meaning of the text is essential. This process is often referred to as exegesis. Special care should be taken to describe the general meaning of the text as accurately as possible. It is inevitable, however, that you will attach your own meaning to the text as you interpret it. This act of interpretation, a hermeneutical act, is a major part of your analytical essay. It is the point at which you begin to evaluate the author’s argument in terms of its component parts. This is most easily done in terms of three types of criteria: empirical, analytical, and normative.

Empirical Evaluation: What kinds of statements about the world or about human nature is the author making? Are they verifiable statements? Does the author make any attempt at verification? Is it a persuasive attempt? It is only part of your responsibility, in an analytical essay, to engage in your own testing of the author’s empirical assertions. FIRST, your role as an analyst requires you to identify those assertions.

Analytical Evaluation: In this aspect of your analysis, you are examining the author’s reasoning. What kinds of logical arguments is the author making? Do they make sense? What are the strengths and weaknesses of the arguments?

Normative Evaluation: What kinds of values are embraced by the author? Identify both the explicit and implicit values and subject them to critical evaluation.

Obviously, the above description of the analytical process is artificially fragmented. If you proceed literally in the fashion described above, your presentation/essay will be very stilted. Don’t do it! The point to be taken is that however you proceed, and you should search for your own analytical style, your analysis must contain the ingredients discussed above. A final note: an analytical essay must follow all of the rules of formal writing. Make every effort to write clearly, with proper English and punctuation, and proofread your essay. You will be held accountable.

TEXTBOOK: The edition of this text was carefully chosen and is required for the course. Students choosing to use a different or earlier edition are solely responsible for any reconciliation of differences.


BLACKBOARD: Please note that this syllabus, supplementary handouts, study questions, writing assignments, and advance essay questions for the exams WILL be posted on Blackboard after the class period in which they are distributed. Exams, quizzes, class notes and grades WILL NOT be posted.
COURSE REQUIREMENTS: Grading is done on a 10-point scale: A = 90-100; B = 80-89; C = 70-79, etc. The formal requirements of the course and their relative impact on your final grade are as follows:

1) Presentations/Participation 10%
   For each class period, students will be assigned a reading which they will present during the next class period. Students will do this several times during the semester and will be penalized for missing a presentation. Students will be leading class discussion on the reading and should come to class ready to “teach” the reading, that is, be ready to explain what the reading says and discuss the issues it raises. You will also be evaluated on how well and often you participate in class.

2) Class Summary Journal 10%
   After every class, that is, between classes, students will be expected to write a short summary—no more or less than half a page—of the substance of the previous class discussion in a journal kept in a Blue Book. Think in these terms: what did we talk about? How did we talk about it? How did it relate to what we have already talked about? Your journals will be picked up from time to time in order to gauge student engagement with the material, check attendance, etc.

3) Quizzes 30%
   Four times over the course of the semester (see the class schedule below), students will be given in-class quizzes to check comprehension of the reading materials. These will consist of multiple choice and matching questions and will be administered at the beginning of class periods. As these quizzes are also designed to check reading comprehension as well as attendance, they cannot be made up.

4) Essay Assignments (10%; 15%; 25%) 50%
   Three times during the semester, the student will be required to write an essay in response to the readings. These essays may be guided by a prompt and should be not less than 5 nor more than 7 pages in length (typed, 12 point font, double-spaced, 1-inch margins all round). Thoroughness, clarity, and economy of style are all to be valued. LATE PAPERS WILL NOT BE ACCEPTED.

WARNING: IGNORE THE FOLLOWING PAPER GUIDELINES AT YOUR PERIL:

(1) DO NOT try to avoid addressing the issues by talking about the author’s writing style, difficulty, etc. In this class, as in all of your graduate classes in political science, you are considered a professional willing to work to understand difficult material. You can always ask the teacher for help, too, but do it BEFORE the day you turn in/present your paper.

(2) Write in reasoned, professional terms. Use your best English: there is no excuse for misspellings; make sure all of your sentences have subjects, verbs, and objects; make sure they match in number; do not use contractions; write in paragraphs (change to a new but related thought = new paragraph) above all, do not write the way you speak! Write like a professional.

(3) Focus on one or two ideas or issues that are common to all the readings. Do not simply rehearse the argument of the author—in 5-7 pages, you do not have the time! Your task is to discuss the readings in terms of the one or two most important ideas or issues that you have identified. As a start, consider the issues raised in our discussions in class and where this author/idea fits. Add your own insights where appropriate. Raise questions and critical issues—do not rant.

(4) These are NOT research papers. Limit yourself to the text before you. The assignment is designed to get you to read closely, carefully, and analytically. Resist the urge to run to the internet. Force yourself to deal with the text, come to some understanding of the issues raised, and, in this way, when presenting your paper to your colleagues, everyone will have had access to the same material.

ASSESSMENT: You will encounter the following types of assignments in this class. Your work will be evaluated according to the requirements of each. The assignments and evaluative criteria fit the learning objectives in the following way:

1) Matching Questions--quizzes --are the most basic of FACT/IDEA questions. As you complete the reading assignments in this class, make sure to pay attention to:
   A) The AUTHOR and TITLE of the work. The title can be especially helpful in discerning what the author thinks is important about an essay or piece of literature.
   B) DEFINITIONS of key terms may appear here also. We will encounter important terms in class AND in our reading. Note them as you go and be prepared to identify them.
   C) You may be asked to match KEY IDEAS to their authors or works.
2) **Multiple Choice Questions**—quizzes—test your understanding of FACTS, IDEAS, and the CONNECTIONS among them. In addition to questions regarding AUTHORS, TITLES, and DEFINITIONS or KEY TERMS you will encounter questions that ask you to recognize:

A) Which AUTHOR broached a particular IDEA/PROBLEM? Authors will raise particular questions owing to their particular concerns. One of your tasks is to keep up with the particular ideas and concerns in each author.

B) Keep in mind that Authors frequently RANK their concerns (most important, less important, least important, etc.). How they rank their concerns is often critical to an author’s conclusion. Be prepared to identify what an author thinks in most important, etc.

C) What are the ASSUMPTIONS underlying a particular author’s work? We will discuss some of these in class, but you must learn to recognize them as you read and think about the work.

3) **Essay Assignments** will test your ability to bring a coherent understanding of the material to bear on a theme or problem posed by the question itself. *These are not exercises in regurgitating your notes.* The essays are designed to test your ability to make CONNECTIONS and EXTENSIONS in clear, precise language and reasoning. **YOU WILL BE HELD ACCOUNTABLE FOR PROPER GRAMMAR, SPELLING, PARAGRAPH USAGE, SENTENCE STRUCTURE, etc.** In addition, you must be able to:

A) Demonstrate an UNDERSTANDING of the issues raised by the QUESTION in a THESIS paragraph. This is neither a mere restating of the question nor, worse, a “Once upon a time” opening sentence like “Throughout history human beings have been concerned with justice.” Instead, a thesis involves you demonstrating to the reader that you understand the issues raised by the question and saying how you will approach them using the material required by the question.

B) Demonstrate a mastery of the facts/ideas articulated by the authors the question asks you to use. You will NOT be asked to summarize an author, but you WILL be asked to USE his or her work to answer the question. **YOU decide which aspects of the author’s work are most appropriate in solving the problem raised by the question.**

C) Demonstrate an ability to make CONNECTIONS across authors and issues. How does one author’s approach complement, supplement, or call into question another’s approach? Think of the works you read this semester as part of an ongoing conversation about the full range of issues that make up the course material. As with conversations, the work of this class will illuminate issues but very rarely resolve them once and for all.

D) Conclude your discussion in an illuminating way, that is, to demonstrate an extended understanding of the ideas in question. Why was it important for your reader to have read your essay? What does the reader now know or is s/he called upon to think about that s/he wasn’t before? **DO NOT** use phrases like “In conclusion.” The content of your concluding paragraph should be sufficient to let the reader know that it has come to a happy ending.

**SAMPLE QUESTIONS:**

**Matching:**
- A. Frederick Douglass
- B. John C. Calhoun
- C. Abraham Lincoln

  ___1. Proposed Constitutional Amendment gradually abolishing slavery while compensating slave-owners for their property loss.

  ___2. Argued for the idea of the concurrent majority.

**Multiple Choice:**

___1. ______ lamented, after Shay’s Rebellion, that he was “mortified beyond expression that in the moment of our acknowledged independence we should by our conduct render ourselves ridiculous and contemptible in the eyes of all Europe.”

   - A. Thomas Jefferson
   - B. James Madison
   - C. Patrick Henry
   - D. George Washington

**Essay Question:**

“There is a marked difference between resisting illegitimate government and setting up a legitimate one. The Articles of Confederation attempt to reconcile the two.” Write an essay assessing this quote using (1) Sam Adams or Thomas Paine, (2) the Declaration of Independence, and (3) the Articles of Confederation. Explore how or whether the language of resistance and the language of normalization, that is, the language that sets up the Articles government are related.
SYLLABUS

NOTE: Students are expected to come to class having read the reading assigned for that day’s class. STUDENTS ARE RESPONSIBLE FOR ALL MATERIAL IN THE READINGS—WHETHER THERE IS EXPRESS DISCUSSION OF IT IN CLASS OR NOT—AND THE LECTURES/DISCUSSIONS. Questions about all material are always welcome and should form the lion’s share of our experience in this course.

IMPORTANT: This syllabus reflects the minimum requirements of our professional relationship over the course of this semester. By staying in this class, you signify that you understand the contents of this syllabus and you agree to the terms and conditions stated herein.

3 Jun M  Distribution of Syllabus and Introduction
Read: “Introduction: American Political Thought” (pp. xxiii-xxxi)

I. Institutionalizing the Revolution

4 Jun T  Unity and Agitation
Read: --Benjamin Franklin, Excerpts from the Great Law of Peace of the Iroquois Nations; Short Hints..., and The Albany Plan of Union (pp. 34-39)
--Samuel Adams, “The Rights of the Colonists” (pp. 39-43)
--Thomas Paine, “Common Sense” (pp. 49-55)

5 Jun W  Normalizing the Revolution
Read: --Thomas Paine, “Common Sense” (pp. 49-55)
--Thomas Paine, The American Crisis I; Rights of Man—Part One (pp. 55-58)
--The Declaration of Independence (pp. 58-61)
--The Articles of Confederation (pp. 61-67)

6 Jun Th  Constitutionalism
Read: --John Adams, “Thoughts on Government;” “A Defense of the Constitutions of the United States of America;” “Correspondence with Abigail Adams” (pp. 67-77)
--The Constitution of the United States of America (pp. 78-88)
QUIZ #1

7 Jun F  NO CLASS—READING AND WRITING DAY

10 Jun M  The Constitution and Madison’s defense
Read: --In Favor of Adoption of the Constitution (pp. 88-91)
--James Madison, Federalist Papers #10, # 39, and #48 (pp. 91-103)

11 Jun T  Defense of the Constitution: Hamilton’s Contribution
Read: --James Madison, Federalist Papers #51 (pp. 103-106)
--Alexander Hamilton, Federalist Papers #15, #21, and #23 (pp. 109-119)

12 Jun W  Hamilton and the Anti-Federalists
Read: --Alexander Hamilton, Federalist Papers #78 (pp. 119-123)
--Against Adoption of the Constitution (p. 124)
--“Dissent of the Pennsylvania Minority” (pp. 125-130)
--Letter from Samuel Adams to Richard Henry Lee (pp. 130)
--Richard Henry Lee, “Letters from a Federal Farmer” (pp. 131-137)
II. “Democracy” in Crisis

13 Jun Th  Jefferson’s Democratic Vision
Read: --Richard Henry Lee, “Letters from a Federal Farmer” (pp. 131-137)
--Thomas Jefferson, “Madison’s Report...,” Notes on Virginia, and First Inaugural Address (pp. 150-162)
QUIZ #2

14 Jun F  NO CLASS—READING AND WRITING DAY

17 Jun M  “Democracy” for Whom?
Read: --Elizabeth Cady Stanton, “Declaration of Sentiments...” and “Address to the New York State Legislature” (pp. 231-236)
--Frederick Douglass, “Speech at the Anti-Slavery Association” (pp. 236-242)
FIRST ESSAY ASSIGNMENT DUE at the BEGINNING OF CLASS

18 Jun T  Calhoun’s Constitution
Read: --John C. Calhoun, “A Disquisition on Government” (pp. 242-254)

19 Jun W  Calhoun, Lincoln and Crisis of Union
Read: --John C. Calhoun, “A Disquisition on Government” (pp. 242-254)

20 Jun Th  Beyond Lincoln: The Postwar Amendments—and one that wasn’t: Susan B. Anthony
--The Civil War Constitutional Amendments: The Thirteenth, Fourteenth, and Fifteenth Amendments (pp. 293-294)
--The “Sixteenth” Amendment: Excerpts from The Revolution; “Debates at Meetings of the Equal Rights Association;” “Susan B. Anthony’s Statement at the Close of Her Trial” and “Susan B. Anthony’s Petition to Congress for Remission of Her Fine” (pp. 294-301)
QUIZ #3

21 Jun F  NO CLASS—READING AND WRITING DAY

24 Jun M  The Perils of Emancipation
Read: --The “Sixteenth” Amendment: Excerpts from The Revolution; “Debates at Meetings of the Equal Rights Association;” “Susan B. Anthony’s Statement at the Close of Her Trial” and “Susan B. Anthony’s Petition to Congress for Remission of Her Fine” (pp. 264-271)
--Emma Goldman, “Anarchism: What It Really Stands For” and “The Tragedy of Woman’s Emancipation” (pp. 386-399)
SECOND ESSAY ASSIGNMENT DUE at the BEGINNING OF CLASS
III. Challenges for the Tradition

25 Jun T  Anarchism and Socialism
Read: --Emma Goldman, “Anarchism: What It Really Stands For” and “The Tragedy of Woman’s Emancipation” (pp.386-399)
--Eugene V. Debs, “Revolutionary Socialism” and “Speech to the Jury” (pp.399-415)

26 Jun W  The Progressives and FDR
--Franklin D. Roosevelt, “The Commonwealth Club Address;” “Campaign Address” and “An Economic Bill of Rights” (pp. 452-466)

27 Jun Th  To be (African-) American
Read: --Martin Luther King, Jr., “Letter from Birmingham City Jail” (pp. 481-487)
--Glenn C. Loury, “Achieving the Dream...” (Pp. 559-569)

28 Jun F  NO CLASS—READING AND WRITING DAY

1 Jul M  To still be “Other”
Read: --Betty Friedan, Our Revolution is Unique (pp. 510-515)
--Winona LaDuke, “All Our Relations...” (pp. 579-582)
FINAL QUIZ (#4)

3 Jul W  FINAL ESSAYS DUE in MY OFFICE (BUS 223) AT 9am

Notes on Classroom Etiquette or THE RULES
--Class starts promptly. Be here on time. After the first week or so of the semester, you WILL be denied entry if you arrive more than 5 minutes late. Late arrival is disruptive to the classroom experience of your classmates and, perhaps even your professor. In any case, it works against the mission of the classroom. To this end, I suggest you not drive from class to class—gas is too expensive and we could all use the exercise.
--The format of the class is lecture and conversation. The classroom is a safe place to ask questions. But they should be questions that derive from work with and in the material and NOT because you did not do the assignment.
--You will not read newspapers, textbooks, or study for other classes while in this class. If you do so, you will be asked to leave—and in no uncertain terms.
--Turn all cellphones and other electronic devices off (or set to vibrate) for the duration of class. You are not to accept calls or engage in text messaging during class. If you do so, I will confiscate your device. If you are awaiting a call or message of extreme importance, I suggest you skip class.
--You may use a laptop, but only for the purpose of taking notes. If I catch you surfing the web, playing games, or engaged in some other activity not related to the work of the class, you will lose your laptop privileges.
--You are responsible for material missed due to absence. I suggest you exchange notes with other responsible students in any case, but particularly if you have to miss. I am happy to answer questions about this material, but will not rehearse my lectures or our class discussions.
--Some semesters, life gets in the way. Should you have one of these semesters, I am more than happy to talk to you about what to do. But if the trauma is too great, I strongly suggest you drop one or all of your courses. Your education is vitally important, but there are things that outrank even education sometimes—and you have to make that call when it is necessary. I cannot grade you on how well or poorly you deal with your life at given moments. Your grades reflect your performance in class—not how well you are dealing with other things. I wish all of us a semester in which these things aren’t issues.
Policy Regarding Academic Dishonesty

Academic dishonesty is against university as well as community standards. Academic dishonesty is defined as: cheating, plagiarism, or otherwise obtaining grades under false pretenses.

Plagiarism is defined as submitting the language, ideas, or thoughts or work of another as one’s own. Examples of plagiarism include, but are not limited to:
--use of direct quotations without quotation marks and without credit to the source;
--paraphrasing or using direct quotations within quotation marks without credit to the source;
--failure to provide adequate citations for material obtained through electronic research;
--downloading and submitting work from electronic databases without citation;
--submitting material created/written by someone else as one’s own, including purchased term/research papers;
--allowing someone to copy or submit one’s work as his/her own;
--participation in a group project which presents plagiarized materials;
--submitting the same paper in more than one course without the knowledge and approval of the instructors involved;
--assisting in the act of plagiarism by allowing one’s work to be used in this fashion;
--aiding and abetting another student’s dishonesty.

Cheating is defined generally as copying from someone else’s exam, homework, or laboratory work. Types of cheating include but are not limited to:
--using notes or other materials during a test or exam without authorization;
--obtaining or providing unauthorized information during an examination through verbal, visual, or unauthorized use of books, notes, texts, or other materials;
--obtaining or providing information concerning all or part of an examination prior to that examination;
--taking an examination for another student or arranging for another person to take an exam in one’s place;
--altering or changing test answers after submitting it for grading, or after grades have been awarded;
--releasing information about an examination to anyone who has yet to take the examination

Disciplinary procedures for incidents of academic dishonesty may result in any of the following:
(1) permanent dismissal from the university; (2) suspension from the university for not less than one semester; (3) outright failure of the course (an automatic final grade of ‘F’); (4) canceling the student’s enrollment in the class without a grade ('W'); (5) awarding a failing grade on the exam, test, or assignment in question; (6) requiring the student to take another examination or test on the same material or to resubmit the paper or assignment based on a specific topic.

In all cases of substantiated academic dishonesty, a permanent record of academic discipline will be established in the Office of the Dean of Students. These records are searched regularly by government agencies, licensing authorities, certification authorities, and others. The existence of such a record can bar entry to many occupations.

POLICIES THAT MUST APPEAR IN EACH COURSE SYLLABUS

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
--Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
-- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
-- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
-- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
-- Being reinstated or re-enrolled in classes after being dropped for non-payment
-- Completing the process for tuition exemptions or waivers through Financial Aid
State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). --Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
--If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
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