College of Charleston

Fall 2015

POLI 101.02: American Government

FYE LC14: A Post-Racial and Post-Gendered Society? The Politics and Sociology of Gender and Race in the United States

CRN: 11689

3 credit hours

Maybank Hall, Room 316

Tuesdays and Thursdays: 10:50 a.m. – 12:05 p.m.

Professor: LaTasha Chaffin, Ph.D.

Office Hours: (114 Wentworth, Room 204) Tuesdays and Thursdays: 9:00 – 10:30 a.m. and Tuesdays 4 – 5 p.m. (or by appointment).

Email: chaffinly@cofc.edu (preferred method of contact outside of classroom time/office hours)

Office Phone/Voicemail: 843-953-1036

POLI 101 Course Introduction: This course is an introduction to the foundations, institutions (Congress, Judiciary & the Executive Branch), political systems and processes of the United States National Government. It follows that this course explores Federalism, the principles underlying the U.S. Constitution and Constitutional Protections such as Civil Rights and Civil Liberties. Students will also examine how campaigns and elections, political parties, interest groups, and public opinion affect change in a representative democracy. The roles of legislative and judicial policymaking and bureaucratic administration will also be examined. You will be responsible for not only comprehending but thinking critically about the topics discussed.

Learning Community 14: A Post-Racial and Post-Gendered Society? The Politics and Sociology of Race and Gender in the United States: These courses explore historical and contemporary racial and gender relations in the United States from a socio-political perspective. Specifically, we will study the underlying issues that characterize the nexus between and among different racial-ethnic groups and gender in our country. Students will examine historical and contemporary political events and social movements that have impacted underrepresented minority and gender groups and that have been influenced by these demographic groups. We will explore explanations for discrimination and various forms of inequality while developing analytical and communication skills that will enable students to examine and assess divergent ideas and perspectives on historical, contemporary, and diverse issues.
Course/Learning Goals:

- To understand and discuss the philosophical viewpoints from which the U.S. government was founded
- To comprehend and explain how the three main branches of the U.S. government function and interact under the separation of powers
- To articulate how political systems, groups and individual actors interact in order to influence and create public policy
- Through class discussions, writing assignments and examinations to demonstrate the ability to think critically about complex political ideas and concepts
- To understand and be able to evaluate and articulate how political decisions impact your daily lives through class discussions
- To ascertain and be able to describe ways in which group and individual political participation is a catalyst for change within the U.S. governmental structure

Department of Political Science Learning Outcomes:

- Identify and explain the central principles, institutions, procedures, and decision-making processes of the American political system
- Evaluate the basic strengths and weaknesses of the American political system through the application of political concepts and ideas
- Relate historical events and/or developments to contemporary political issues, debates and outcomes in the United States
- Develop an analytical, social scientific disposition toward American politics

FYE Learning Objectives:

Learning Objective 1: Campus Resources

By the completion of the First-Year Experience, a student will be able to...

- Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addleston library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

Learning Objective 2: Information Literacy

By the completion of the First-Year Experience, a student will be able to...

- Use appropriate tools and search strategies for identifying particular types of information specific to the discipline
- Evaluate the relevance, quality, and appropriateness of different sources of information
- Recognize and classify the information contained within a bibliographic citation
- Access and use information ethically and legally
Learning Objective 3: Integrative Learning

Faculty will use writing, speech, or media in innovative ways to achieve integrative learning by students. By the completion on the first-year, a student will be able to...

- Use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts
- Make connections across disciplines and/or relevant experiences

General Education Student Learning Outcomes:

- Students apply a social science concept, model or theory to explain human behavior, social interactions or social institutions. These outcomes will be assessed in the essay questions assigned in exam one and exam three.

Required Texts & Additional Resources:


Available at the College of Charleston Bookstore (Textbooks are required). **Additional required readings will occasionally be made electronically available through the OAKS system, accessible in MyCharleston.

Course Procedures:

Communication – The primary method of communication from the instructor to the class outside of classroom time and office hours will be to your College of Charleston email. There will also be announcements, readings, lecture slides and assignments posted in OAKS. It is your responsibility to ensure that your accounts are active, and that you are checking them regularly in order to access and receive course updates, assignments and materials.

Behavior – Please be respectful and courteous of all students and the professor. This means being on time to class, using sound judgment by not engaging in conversations with other students during the lecture, and not exhibiting distracting behaviors such as eating, sleeping, surfing the internet and/or reading materials that are not related to the course or the class discussion.

Cell Phones & other Electronic Devices – You are expected to have your cell phones/electronic devices turned off or on silent during class discussions. It is a distraction to the instructor and your classmates if your cell phone and/or electronic device sounds during a lecture. Texting or playing games on your cell phone/electronic device are distracting during class.

Laptops – Laptops & other electronic devices used to take notes are allowed. However, surfing the Internet, including social networking sites such as Facebook, Twitter, Instagram or sending emails, text messages or playing computer games are distracting to the class and unacceptable. If inappropriate uses of your laptop and/or other electronic devices are detected during lecture, your privileges to utilize a laptop/electronic device in class will be revoked.

Academic Honesty - You are responsible for making yourself aware of and understanding the College of Charleston Student Handbook policies including the Honor Code pertaining to Academic Honesty found at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

You should consult with the instructor if you are uncertain about an issue regarding academic honesty prior to the submission of an assignment or an exam.

Violations of academic honesty include (but are not limited to) the following offenses:

1) Claiming as your own work a paper written by another student.

2) Turning in a paper that contains paraphrases of someone else’s ideas but does not give proper credit to that person for those ideas.

3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.

4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.

5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.

6) Using any external source (e.g. notes, books, other students) for assistance during an in-class exam, unless given permission to do so by the professor.

Disability Services – The College of Charleston will make reasonable accommodations for a student with a documented disability. If you are in need of accommodations for this course due to a disability, please contact the Center for Disability Services at SNAP@cofc.edu or (843) 953-1431. Then, come and talk to me.
ideally within the first two weeks of class so we can put your accommodations in place within the classroom. This professor is very willing to make any adjustments necessary to address all student needs.

**Writing Lab**

The Writing Lab, located in the Center for Student Learning on the first floor of Addlestone Library provides free assistance with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts. You may also make an appointment for private tutoring at 843-953-5635.

**Counseling**

Confidential counseling and substance abuse services are available at the Robert Scott Small Building (located off the Cougar Mall), Suite 300. You may call 843-953-5640 for an appointment.

**Course Withdrawal** – Please note that dropping a class involves more than just not attending. Please contact the registrar’s office to verify course withdrawal procedures. The last day to drop for full semester courses with a grade of “W” is October 29, 2015. The contact number for the Office of the Registrar is 843-953-5668 or registrar@cofc.edu Please consult the registrar’s office before dropping a course.

**Course Requirements:**

**FYSS Synthesis Seminar – Wednesday (3 – 3:50 p.m.)** – You will be required to attend an FYSS synthesis seminar in addition to your two learning community courses (AAST 200 & POLI 101). Please be aware that your attendance, participation and work performance in your FYSS Synthesis Seminar may have consequences on your attendance and participation as well as work performance grades for this course (e.g. there may be assignments that your Peer Facilitator will work on with you that relate directly to this course). Please adhere to both to your FYSS synthesis seminar syllabus policies as well as the syllabus policies for this course.

**Attendance & Participation** – It is your responsibility to attend lectures and obtain the information and materials disseminated during lecture periods. You are also expected to read all of the assigned readings prior to class and be prepared to discuss these readings during the class period. You will not be able to participate if you are not present. Along the same lines, by being present in class does not mean you are actively participating. Therefore excessive absenteeism and lateness will affect your attendance & participation grade. Additionally, in class writing other participation assignments cannot be made up.

**Important Note:** Non-urgent/non-emergent situations (i.e. wedding, family vacation, employment or internship interviews or service, volunteer activities, medical and/or counseling appointments, etc.) should be addressed by the student during times that do not interfere with the student’s course schedule, just as one would if s/he was seeking time off from an employer.

However, you are permitted up to two (2) unexcused absences and two (2) late arrivals with no penalty (Important: NOT including Activism Project Presentation Class Sessions). For any unexcused absences past two or late arrivals past two, there will be a two percentage point deduction from your attendance grade for each absence and a one point percentage point deduction for each late. ** However, if you are absent or late, you are still responsible for ensuring that you have read all readings and that you have obtained all information disseminated in class. The instructor is not responsible for updating you when you are willfully absent or late. Please obtain this information from your classmates.**

**IMPORTANT NOTE:** Again, two percentage points will be deducted from the “attendance and participation” component of the grade for each unexcused absence from a regular class meeting (beyond the two absences/two lates allowed). However, the two approved absences/two lates
for any reason does not include class sessions where Activism Project presentations take place. **Four percentage points will be deducted for each unexcused absence from a presentation class.**

In the event that a student misses a class with a legitimate, documentable reason, that student may bring documentation to the Absence Memo Office located at 67 George Street (between Stern Center and Glebe Street) where the student may fill out a form with a schedule of missed class(es), dates missed, etc. A representative from the Absence Memo Office will notify the appropriate faculty by e-mail. The only way absences and lates will be considered by the instructor for excusing (outside of the allowed unexcused two absences/two lates), is if the reason for absence/late is documented (e.g. medical note or obituary) and accepted by the absence memo department.

A link to the Absence Memo office website/guidelines is: http://studentaffairs.cofc.edu/about/services/absence.php

Your general classroom participation, possible case study analysis and/or in-class or out of class “participation” assignments will be tracked by the Instructor. Some participation in class discussion is expected. You do not have to say something every time we meet, but please actively speak up as you have a considered opinion or a thoughtful question. Participation and attendance is assessed at 10% of your final course grade.

Attendance will be taken each class period for recordkeeping, and again participation will be tracked. It will be your responsibility to tell me that day of your present attendance, should you arrive late. Please be aware that poor participation (lessened by poor attendance) is a primary reason for students’ receiving poor grades.

Examinations – There will be four exams. The first exam is worth 10% of the final grade. The succeeding 3 exams are worth 15% each. Combined, exams are assessed at a total of 55% of the final grade. The format will consist of multiple choice, true/false, short answer, case scenarios and/or essay questions. The first three exams will be non-cumulative; the final exam will be cumulative. Although we will conduct a brief exam review during the session prior to each exam, it is advisable that you attend class regularly, keep up with your weekly readings, study all vocabulary terms and answer post-chapter questions.

Please notify me in advance if there are extenuating circumstances that prevent you from taking an exam during a scheduled exam period. Examinations cannot be taken early unless it is pre-approved by me. Make up exams cannot be taken unless there is an emergency. Written documentation may be required for both scenarios. Failure to notify me prior to the exam hour about an unexpected absence (or as soon as prudently possible after an emergency) could result in a zero for that grade. Any exams that I may approve for you to take early or make up after the examination period may not be the same as the exam given during a scheduled exam period; the exam may be an all-essay question exam.

Discussion Leader/Study Guides –

1) Students will be required to select a Dye chapter (and McClain/Stewart Chapter if assigned) in which they will lead a 5 – 10 minute discussion with the class on the course content for that chapter(s). Students will also be required to construct a full, one-page (single-spaced) or two-page (double-spaced) minimum study guide (that the instructor will be circulate to the class). The study guide should be submitted to OAKS dropbox on the first day of the week that the Dye/McClain-Stewart chapter(s) is assigned. These study guides will assist in preparing students for each exam and will help facilitate students’ participation in class discussions. Sign-up sheets will be circulated during the first few class sessions.

The format of the study guides (please use Microsoft Word, 11 or 12 pt. font, 1 inch margins) is completely up to the student as they will serve as aids in preparing for the exam, but a minimum amount of effort, work and content from the entire chapter is assumed (i.e. you must cover material from every section in the Dye chapter and the McClain-Stewart readings assigned). Examples of formats include: a summary, true/false, short answer, multiple choice, word puzzle (or a combination). For questions provided, the answers
must also be provided in order to receive full credit. A full, one-page minimum (single-spaced) or two-page (double-spaced) study guide is required, but more than one-page (single-spaced) or two-pages (double-spaced) is completely acceptable.

2) **Your discussion leading will take place during the same class session that you turn in your study guide.** The idea is for each student to use their study guide as a tool for leading discussion. You must be prepared to provide your fellow classmates with hints, or if more assistance is required, with the answers. The study guides (& the discussion leading) will be scored at 100% if they meet the standards outlined, 50% or less if only the questions are provided for the guide or if you only complete a portion of the assignment and zero if the assignment is not completed. Combined, the study guide and discussion leader assignments are worth 7.5% of your grade.

The study guides are expected to be complete (& submitted to OAKS dropbox) at the beginning of class on Tuesday of the week you sign up for and will not be accepted late or via email. This is the expectation even if I do not ask you to lead discussion on Tuesday – you still must be prepared on Tuesday. Another student cannot present/submit your assignment for you. Please submit one copy of your study guide to the instructor on the Tuesday your study guide is due (or before), via OAKS dropbox. Please ensure that you have a copy for yourself, so that you can lead discussion in-class. I will make the study guides available on OAKS for all students.

Activism Project - Your project will mandatorily include a group paper (3 – 5 pages) and a group presentation component. However, within your assigned groups, you have the autonomy to research and develop your activism projects in unique and individualized ways. The Activism Project is detailed in a separate handout. The Activism Project is assessed at 15% of your course grade (10% - Paper; 5% Presentation).

Writing Assignment – Outside of your activism paper, you will be required to complete one additional writing assignment. You will have a choice between two writing assignments (one on Political Polling & one on Civil Liberties/Civil Rights). The page length should be a minimum of one-page (single-spaced) or two double-spaced pages and a maximum of two pages (single-spaced) or four double-spaced pages. These assignments are designed to reinforce your chapter readings and lectures. The assignment will be assessed according to the grading scale, and writing assignment is worth 7.5% of your grade. Instructions will be provided at the time of assignment. Students must use APA style citations. Please refer to [http://www.calstatela.edu/library/styleman.htm](http://www.calstatela.edu/library/styleman.htm) for assistance with the APA citation style.

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Grades will be based on analytical rigor, empirical evidence, and writing skill and will be assessed using the following general guidelines:

A Excellent; Clear, thorough, and well-supported
A– Very good, with few shortcomings; or Clear, but incomplete
B+ Generally clear, but some gaps; or Good, though somewhat unclear
B Gaps in logic and evidence; or Disordered; or Undeveloped
B– Multiple gaps and unclear parts; or Containing contradictions
C+ Unclear throughout; or Wrong question
C Vague and unsupported
C– Very unclear and confusing; or No argument
D+ Unclear and misunderstood; or Incorrect/missing citations throughout
D Very poor
D– Extremely poor
F Insufficient effort; or Dishonesty

Comprehension Quizzes/Assignments – To promote attendance, weekly reading and comprehension of material, and class participation, there will be unannounced comprehension quizzes and/or assignments that will be administered in or outside of the lecture sessions and are worth 5% of your course grade. There
**Extra Credit: Attendance at Political Events/Lectures with a Written Summary or Volunteer at Political Event/Lecture** - You will be presented with several opportunities to attend events or lectures on campus. Many of these opportunities increase your political knowledge of domestic or international political issues.

Students may attend up to two (2) lectures/events outside of class and in order to receive extra credit must submit a one page (single-spaced) or two-page (double-spaced) response to EACH event/lecture linking the topic of the event/lecture to a class reading/discussion that is well-written, organized and has limited to no grammatical errors. The instructor will notify the class of events/lectures that qualify and you must submit your summary within a week of the event/lecture to the OAKS dropbox.

- The lecture/event opportunities (subject to instructor approval) will be announced in class
- Papers will be uploaded to the lecture/event dropbox on OAKS and will be scored with the following rubric:

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<tr>
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<th>3 – excellent</th>
<th>2- good</th>
<th>1- barely adequate</th>
<th>0-inadequate</th>
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<tbody>
<tr>
<td><strong>Outline event/lecture</strong></td>
<td>Clearly and briefly describes event</td>
<td>Describes event</td>
<td>Little sense of event/lecture</td>
<td>Unclear on nature of event/lecture</td>
</tr>
<tr>
<td><strong>Link to class</strong></td>
<td>Uses details and examples to clearly link lecture/event to class reading/discussion</td>
<td>Links lecture/event to class discussion/readings with no example</td>
<td>Brief allusion to class.</td>
<td>No discussion of class readings/discussion</td>
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<tr>
<td><strong>Clarity/writing</strong></td>
<td>Clearly written, well organized, no errors.</td>
<td>One or two errors, clearly written, organized</td>
<td>Multiple errors, lack of clarity.</td>
<td>Multiple errors, disorganized, unclear</td>
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**Students will receive up to 5% towards their participation grade for each event/lecture (up to two) For example, if a student receives 100% for their participation grade, they can receive up to 105% for this category for attending one event/lecture and completing a written summary & up to 110% for this category for attending two events/lectures and completing two summaries. Participation and attendance is worth 10% of a students’ total grade.**

**NOTE:** If students volunteer at designated events/activities there is no written summary requirement; only documentation that the student volunteered must be submitted via OAKS dropbox.

**General Education Social Science Learning Outcome** - Successfully completing POLI 101 earns Social Science General Education credit at the College of Charleston and the College has established a General Education learning outcome for students which specifies that upon completion of the course, **students can apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.** This outcome will be assessed for the purposes of General Education through the Activism Project Paper due Friday December 4th. The Activism paper is worth 10% of your course grade.

**Late Assignments** – Any assignments submitted late (without prior approval), will receive a 10% penalty per day, including weekends. Assignments that are later than five (5) days will not be accepted.
**Methods of Evaluation:**

**Assessment**                          **Weight**

Exams (4)

Exam One 10%

Exam Two 15%

Exam Three 15%

Final Exam 15%

Total Exams 55% (10% - 1st Exam and 15% x 3)

Discussion Leader/Study Guide 7.5%

Writing Assignment 7.5%

Activism Project

Paper 10%

Presentation 5%

Comprehension Quizzes & Assignments 5%

Attendance & Participation 10%

**Total Percentage Possible:** 100%

**Grading Scale:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
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<tr>
<td>89 – 92</td>
<td>A-</td>
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<tr>
<td>85 – 88</td>
<td>B+</td>
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<td>81 – 84</td>
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<td>60 – 63</td>
<td>D</td>
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<tr>
<td>56 – 59</td>
<td>D-</td>
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<td>55 &amp; Below</td>
<td>F</td>
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**Course Assignments:**

*Part I: Introduction to Politics, Political Culture & Governmental Foundations*
**Week 1: Intro to the Course & Politics including Race & Gender Politics (Monday August 24th – New Student Convocation; Class Begins Tuesday August 25th and Thursday August 27th)**

Overview of Class and Administration

U.S. Government Knowledge Assessment

Politics: Who Gets What, When and How?  
Chapter 1, Dye

Constitutional Government... & Second Treatise, Of Civil Government, Locke  
Accessible at:  [http://www.csus.edu/indiv/s/simpson/Hist162/Locke.pdf](http://www.csus.edu/indiv/s/simpson/Hist162/Locke.pdf)

America’s Dilemmas  
Chapter 1, McClain/Stewart

Week 2: Political Culture & Socialization (September 1 & 3)

***No in-class activities the week of September 1st (Please watch the online lecture in OAKS, Complete Assigned Reading and Out of OAKS Discussion Board Activities Assigned; Please also watch Frontline PBS Video – noted below & upload the completed assignment sheet by Thursday September 3rd at 11:59 p.m.)***

Political Culture: Ideas & Conflict  
Chapter 2, Dye

America’s Racial Minorities in the Contemporary Political System: Actors  
Chapter 3, McClain/Stewart

Watch the Free Online Streaming *Frontline*, PBS Video – “A Class Divided” at:  
[http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html](http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html)

You will need to watch two segments of the video:

1) "A Daring Lesson” at:  

2) "Day Two” at:  

**After watching the assigned video segments, complete the assignment sheet (located in OAKS dropbox) and submit via OAKS dropbox by Thursday September 3rd to OAKS dropbox by 11:59 p.m.**

Week 3: The Constitution (September 8 & 10)

The Constitution: Limiting Governmental Power  
Chapter 3, Dye

The Declaration of Independence  
Accessible at:  [http://www.law.indiana.edu/uslawdocs/declaration.html](http://www.law.indiana.edu/uslawdocs/declaration.html)

The U.S. Constitution  
Accessible at:  [http://www.senate.gov/civics/constitution_item/constitution.htm](http://www.senate.gov/civics/constitution_item/constitution.htm)

The Anti-Federalist Papers No. 17  
Federalist 44, James Madison (access link below & scroll down to select paper no 44): Accessible at: [http://www.foundingfathers.info/federalistpapers/fedindex.htm](http://www.foundingfathers.info/federalistpapers/fedindex.htm)

**Week 4: The Constitution Continued & Federalism (September 15 & 17)**

The Constitution: Limiting Governmental Power  
Chapter 3, Dye

Video – The Revolution: Declaring Independence (if the schedule allows)

Federalism: Dividing Governmental Power  
Chapter 4, Dye

Exam Review

**Week 5: Federalism continued & Exam 1 (September 22 & 24)**

Federalism: Dividing Governmental Power  
Chapter 4, Dye

America’s Racial Minorities and the Policymaking Process  
Chapter 4, McClain/Stewart  
pgs. 168–178

*Exam 1 – Thursday September 24th*

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**Part II: Public Opinion & Political Behavior**

**Week 6: Public Opinion & Political Parties (September 29 & October 1)**

**Writing Assignment # 1 Assigned (Political Polling) – Handed out on Tuesday September 29th**

Opinion and Participation: Thinking and Acting in Politics  
Chapter 5, Dye

**Week 7: Political Parties continued & Campaigns & Elections (October 6 & 8)**

**Speaker Dr. Catherine Malloy (Charleston League of Women Voters)- October 6th or 8th**

Political Parties: Organizing Politics  
Chapter 7, Dye

Toward a More Responsible Two-Party System, Committee on Parties, APSA  
(OAKS)

Campaigns and Elections: Deciding Who Governs  
Chapter 8, Dye

In-class Political Polling

**Writing Assignment #1 due Thursday October 8th (Political Polling) via OAKS dropbox**

**Week 8: Campaigns & Elections Continued, Exam Review & Exam 2 (October 13 & 15)**

Campaigns and Elections: Deciding Who Governs  
Chapter 8, Dye

America’s Racial Minorities in the Contemporary Political System: Actors  
Chapter 3, McClain/Stewart  
pgs. 89 – 135.

"Freedom Summer" (*College Reads* Book)  
Watson, provided by CoFC to all Freshman students
Freedom Summer Video (if time allows)

Voting Behavior... & Democratic Practice & Democratic Theory, Berelson et al.   (OAKS)

Exam Review

*Exam 2 – Thursday October 15th

Part III: Political Institutions

Week 9 Congress (October 20 & 22):

*No Classes Fall Break, Sun. October 18th – Tuesday October 20th (unless the college deems necessary for storm makeup)*

Congress: Politics on Capitol Hill

America’s Racial Minorities and the Policymaking Process

Home Style & Washington Career, Fenno Jr.

(OAKS)

Week 10: Congress Continued & The President (October 27 & 29)

Congress: Politics on Capitol Hill

The President: White House Politics

America’s Racial Minorities and the Policymaking Process

Presidential Power, Neustadt

(OAKS)

Week 11: The Judicial Branch (November 3 & 5)

Courts: Judicial Politics

America’s Racial Minorities and the Policymaking Process

Judicial Decision-Making... & How the S. C. Arrives at Decisions, Brennan Jr.

Introduction

(OAKS)

**Guest Speaker, Lecia Brooks – Dir. of Outreach Southern Poverty Law Center – Tues. Nov. 3
**Week 12: Exam 3 & Judicial Politics continued (November 10 & 12)**

Courts: Judicial Politics Chapter 13, Dye

The Lockdown Chapter 2, Alexander NJC, (OAKS)

Exam Review

**Exam 3: Thursday November 12th**

**Writing Assignment # 2 Assigned (Civil Liberties) Handed Out Thursday November 12th**

*Part IV: Civil Rights & Civil Liberties*

**Week 13: Civil Liberties/Civil Rights (November 17 & 19)**

Politics and Personal Liberty Chapter 14, Dye

Politics and Civil Rights Chapter 15, Dye

The Rebirth of Caste Chapter 1, Alexander NJC, (OAKS)

"The New Jim Crow" Video (if time allows)

**Writing Assignment # 2 Due Sunday November 22nd (Civil Liberties) via OAKS dropbox

**Week 14: Civil Rights (November 24 & 26)**

**No class Wed. Nov. 25 - & Sun. Nov. 29 (Thanksgiving Break)**

Politics and Civil Rights Chapter 15, Dye

Resources and Status of America’s Racial Minorities Chapter 2, McClain/Stewart & Chap. 4 pgs. 179 – 198

**Week 15: Activism Project Presentations and Final Exam Review (December 1 & 3)**

Will We All Get Along Chapter 6, McClain/Stewart

Final Exam Review

**Activism Project Paper Due Friday December 4th via OAKS dropbox**

*Last Official Day of the Semester – Monday December 7th*

**Final Exam (Cumulative – Online) The Exam will be posted in OAKS by Tuesday December 8th and is due no later than Thursday December 10th at 11:59 p.m.:**

The Official Final Exam Period is Thursday December 10, 2015; 8 a.m. – 12 p.m. You may devote this time to completing your exam online. **(Although your final exam will be online, I will be available in my office during our official final exam period time for questions)**

The course schedule is subject to change. Changes will be communicated a minimum of one week prior to any changes**