

Spring 2018 Capstone: The 2016 Election in Hindsight
M/W/F 1pm-1:50pm, Maybank Room 307
Professor: Dr. Karyn Amira
Political Science Building Room 301
Office Hours: 2-4 M/W or by Appointment

To my students,

I've had many of you in class before, which is awesome. For those I haven't had yet- welcome! I'm psyched to get to know you.

You have now taken political science and Gen Ed courses spanning a variety of topics. You certainly won't remember everything from those classes (I certainly didn't as an undergrad), but that's not the point. The point is to teach you how to use different parts of your brain to solve problems and answer questions. In Capstone we will combine these many ways of thinking into a culminating experience based around one theme: the guiding forces of the 2016 presidential election.

This election was chaotic and caught many off guard, political scientists included. Reactions to this election spanned a range of emotions: shocking, anticipated, horrifying, exhilarating, disturbing and gratifying. How can Americans, with their supposed common identity, react so differently to this one event? We're going to dive into the complexities of American lives, social/political movements and institutions in order to explain what happened. This class won't explain *everything*- but it will focus on some critical aspects of the American experience as they relate to this electoral outcome. When we meet we'll have a seminar style class where we discuss the readings and the political landscape. Outside the class, you're going to conduct your own independent research project that relates to this election. The question and research method you use are up to you- I am giving you quite a bit of flexibility here since you're Seniors and have written many papers at this point- but there are standards that each paper must meet (see assignment sheet).

For those who have taken my classes before, you may have noticed that I'm hesitant to take hard lined political positions in the classroom. In this class, I'm going to be a bit more open as a professor than I normally am. I encourage you to do the same if you'd like, but that's obviously not required. Hey- you've graduating soon so just go for it already. I look forward to learning from you and teaching you.

Professor Amira

Required Texts:

1. *Strangers in their Own Land* by Arlie Russell Hochschild
2. *Dreamland* by Sam Quinones
3. *When Everything Changed* by Gail Collins

Learning Objectives:

- Production of a research project:
 - o Be able to identify a research question, generate a hypothesis based on past evidence and theory and utilize a research method to answer that question.
- Verbal Communication:
 - o Be comfortable discussing the readings and the state of American politics in front of your peers (Not everyone wants to do this- we're going to break down that barrier).
 - o Be able to help your peers with suggestions for their projects during our brainstorming sessions
- Written Communication:
 - o Be able to communicate your research project clearly and concisely without resorting to the techniques used by most incoming freshman. Each word is necessary. Each word has weight. Each word has meaning.

Late Policy (NOTE: DIFFERENT FROM MY PREVIOUS COURSES)

Late work will not be accepted. It must be turned in on the date it is due or you won't get the credit. You're about to enter the working world where deadlines must be met. Exceptions will only be made in extreme circumstances and you should not assume that if you present any type of odd circumstance that I will consider it extreme.

****A Warning about Participation, Effort and Procrastination****

This is a seminar course, not a 101 class in a lecture hall where you can be anonymous. You have to show up and participate. The best ways to ensure an F in the course are as follows:

- *Periodically missing class.* This doesn't just mean never showing up. It means missing every 2nd, 3rd or 4th class on average. You *will not pass* this course if your attendance record looks like this.
- *Not participating throughout the semester.* You should be speaking in class every time we meet. This is necessary for a seminar to function. This is also practice for speaking publicly in work and graduate school environments.
- *Doing the major assignments days before they are due and demonstrating a total lack of effort.* This would seem obvious, but you'd be surprised how much this happens. It is always clear when someone turns in a paper that was thrown together 48 hours before it was due. You cannot be this person. You need to be working on this project throughout the entire semester. You do not want to fail Capstone in the days before you graduate and then take it again in the summer.

Grading Breakdown by Percentage:

Political Science Student Reflection Paper 5%

Participation (attendance, discussion and workshop sessions): 20%

1 page Research Proposal: 5%

Literature Review Draft: 10%

Final Paper (all sections): 50%

Presentation: 10%

Grading Scale for Final Semester Grades

100-94 A 79-77 C+ 63-60 D-

93-90 A- 76-74 C 59-0 F

89-87 B+ 73-70 C-

86-84 B 69-67 D+

83-80 B- 67-64 D

Office Hours: Having trouble? Have questions? Come on by. I promise it will be helpful. Email me to schedule a time to meet.

Syllabus Policy: I reserve the right to make changes to the syllabus if necessary.

Course Evaluation Statement: You will have the opportunity to evaluate the course towards the end of the semester through an online evaluation system. I will remind you to bring laptops that day so they can be done during the final class.

Extra Credit: You will have the opportunity to earn extra credit by attending events put on by the Political Science department. Details to come.

Academic Honesty

Plagiarism, or presenting another's works or ideas as one's own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on an assignment, and to give an "incomplete" in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated and students will receive an F on any assignment or exam the instructor determines is in violation of the academic honesty policy.

Academic dishonesty includes 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 (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

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>.

Disability Statement:

If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me during my office hours. 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.

Spring 2017 Capstone Assignment Schedule

*Anything that is highlighted in YELLOW is something we will talk about in class but you are NOT required to read it. I wanted to give you the links to these papers because they are often research related and you should have access to them if you want research ideas and an understanding of how to do certain types of designs

Introduction/Doing Research

Monday Jan 8- Introduction & Expectations

Wednesday Jan 10- Qualitative vs. Quantitative Research & Finding a Research Question

- *Coming up with a Research Question:* https://www.sagepub.com/sites/default/files/upm-binaries/47619_Sullivan.pdf
- *(Begin reading Strangers in the Own Land)*

Friday Jan 12- Finding a Research Question/Generating a Hypothesis

- *(Continue reading Strangers in the Own Land)*
- *Reflection Paper on Life as a Political Science Student Due*

Monday Jan 15- **MLK DAY- NO CLASS**

American Lives

Wednesday Jan 17: The American Right

- *Strangers in Their Own Land Part I due*
- *White Working Class Chapters 1-2 (These are very short chapters)*

Friday Jan 19: The American Right

- *Strangers in Their Own Land Part II due*

Monday Jan 22: Research Mechanics Day: Writing Literature Reviews

- *(Continue reading Strangers in the Own Land Part III)*

Wednesday Jan 24: The American Right

- *Strangers in the Own Land Parts III and IV due*

Friday Jan 26: The American Right- Quantitative Support

- **FOR CLASS DISCUSSION BUT NOT FOR HOMEWORK:**
 - *Cultural Anxiety Predicts Vote for Trump:* <https://www.prii.org/research/white-working-class-attitudes-economy-trade-immigration-election-donald-trump/>
 - *White on White voting:* <https://www.nytimes.com/2017/11/16/opinion/trump-white-voting.html>
 - *Racism, Spatial Geography:* <https://www.vox.com/the-big-idea/2017/11/28/16707438/social-geography-trump-rise-segregation-psychology-racism>
 - *Collective Narcissism predicts vote for Trump:* https://www.washingtonpost.com/news/monkey-cage/wp/2017/03/17/collective-narcissism-explains-at-least-some-of-president-trumps-support/?utm_term=.5c5e464f3e65

Monday Jan 29: **Workshop Day**

- *One page research proposal due in class and on OAKS. This should introduce your topic, how it relates to the election, 2-3 sources you think you should begin reading and what kind of study you think this might turn into (data driven, in depth case study, comparative analysis etc). Most of this is not set in stone; it's meant to ensure you are thinking and on track.*
- *We will get into small groups to help each other formulate routes forward for these proposals. Be prepared to give your group a 2-3 minute "elevator pitch" about why you chose your topic/question how you think you should proceed forward with a research plan. We will help each other strategize ideas.*

Wednesday Jan 31: The American Right: Qualitative Support

- *Rural Consciousness and the Power of Perspective:*
<https://faculty.polisci.wisc.edu/schatzberg/ps919/Walsh2012.pdf>

Friday Feb 2: The Opiate Crisis I

- *Dreamland Preface- Preface- Page 55 (The Preface is Important)*
- **FOR CLASS DISCUSSION BUT NOT FOR HOMEWORK:**
 - *Mortality and morbidity on the rise across the US:*
<http://www.pnas.org/content/112/49/15078.full.pdf>

Monday Feb 5: The Opiate Crisis II

- *Dreamland Page 56-110*

Wednesday Feb 7: The Opiate Crisis III

- *Dreamland 111-140*

Friday- Feb 9: The Opiate Crisis IV

- *Dreamland 140-184*

Monday- Feb 12: Death and Voting: Quantitative Empirics

- *Dreamland 184-219*
- **FOR CLASS DISCUSSION BUT NOT FOR HOMEWORK:**
 - *Death Predicts Support for Trump:*
https://www.washingtonpost.com/news/wonk/wp/2016/03/04/death-predicts-whether-people-vote-for-donald-trump/?utm_term=.f0287b51762d
 - *Relationship between drug/alcohol/suicide and Trump Vote:*
<http://aese.psu.edu/directory/smm67/Election16.pdf>

Wednesday- Feb 14: Death and Voting: Quantitative Empirics

- **FOR CLASS DISCUSSION BUT NOT FOR HOMEWORK:**
 - *Trump vote relates to Drug Overdoses* <http://www.businessinsider.com/trump-vote-results-drug-overdose-deaths-2016-11>
 - *Places that Support Cruz and Trump are Suffering:*
https://www.washingtonpost.com/news/wonk/wp/2016/02/08/the-places-that-support-trump-and-cruz-are-suffering-but-thats-not-true-of-rubio/?utm_term=.88b6323c2536

Friday- Feb 16: Political Correctness

- *No reading*

Monday- Feb 19: Political Correctness: Qualitative Support

- *Dialogue with a 22 Year-Old Trump Supporter:*
<https://www.theatlantic.com/politics/archive/2016/05/a-dialogue-with-a-22-year-old-donald-trump-supporter/484232/>

Wednesday- Feb 21: Political Correctness: Quantitative Support

- **FOR CLASS DISCUSSION BUT NOT FOR HOMEWORK:**
 - *Polls on Political Correctness:* <https://www.forbes.com/sites/bowmanmarsico/2017/06/05/polls-on-political-correctness/#1c264ff16093>
 - *Yes, Political Correctness Helped Elect Trump* <http://reason.com/blog/2016/12/19/yes-political-correctness-helped-elect-t>
 - *Frustration with Political Correctness Predicts Vote for Trump*
<http://reason.com/blog/2017/05/10/frustration-with-political-correctness-w>

Friday- Feb 23: The Women's Movement

- *When Everything Changed pages 3-60*

Monday- Feb 26 The Women's Movement

- *When Everything Changed 60-105*

Wednesday Feb 28: **Workshop Day**

- *Literature Review Section Due Today*
- *We will break up into new small groups and help each other with our independent research ideas*

Friday March 2: The Women's Movement

- *When Everything Changed 106-209*

Monday March 5: The Women's Movement

- *When Everything Changed pages 351-393 (we're skipping a large section)*

Wednesday- March 7: The Women's Movement

- *The End of Men:* <https://www.theatlantic.com/magazine/archive/2010/07/the-end-of-men/308135/>
- *White Working Class Chapter 9: Is the WWC Just Sexist?*

Friday- March 9: Women and Voting: Quantitative Support

- **FOR CLASS DISCUSSION BUT NOT FOR HOMEWORK:**
 - *Yglesias:* <https://www.vox.com/2016/6/6/11829852/clinton-woman-effect>
 - *North:* <https://www.vox.com/identities/2017/9/13/16288034/hillary-clinton-what-happened-feminism>

Monday- March 12: Women and Voting: Quantitative Support

- **FOR CLASS DISCUSSION BUT NOT FOR HOMEWORK:**
 - *How implicit sexism could play a role in voting:* <https://fivethirtyeight.com/features/how-unconscious-sexism-could-help-explain-trumps-win/>
 - *How Sexism Drive Support for Trump* https://www.washingtonpost.com/news/monkey-cage/wp/2016/10/23/how-sexism-drives-support-for-donald-trump/?utm_term=.b54e44949095

American Institutions

Wednesday- March 14:

- *FILLER DAYS- TBD*

Friday- March 16:

- *FILLER DAYS- TBD*

****Monday March 19- Friday March 2: SPRING BREAK****

Monday- March 26 The Media

- *CNN Had a Problem. Trump Solved It:* <https://www.nytimes.com/2017/04/04/magazine/cnn-had-a-problem-donald-trump-solved-it.html>

Wednesday- March 28 The Media- Content Analysis Instruction Day

- *No reading*

Friday- March 30 The Media

- *Media and the Primary Election* <https://shorensteincenter.org/pre-primary-news-coverage-2016-trump-clinton-sanders/>
- *Media and the General Election* <https://shorensteincenter.org/news-coverage-2016-general-election/>

Monday- April 2 The Media

- *Reading TBD*

Wednesday- April 4 Social Media and the Democratization of Information

- *Social Media and Fake News in the 2016 Election:* <https://web.stanford.edu/~gentzkow/research/fakenews.pdf>

Friday- April 6 Social Media and the Democratization of Information

- *The Impact of Fake News:* <https://pdfs.semanticscholar.org/56a3/08f4b679f56ea2ad2ae426dc54f02cecee12.pdf>

Tribal Politics

Monday- April 9: Affective Polarization

- *Affect, Not Ideology* by Iyengar, Westwood and Lelkes

Wednesday- April 11: Affective Polarization

- *No reading*

Friday- April 13: Negative Partisanship

- *Negative Partisanship: <https://www.vox.com/mischiefs-of-faction/2017/6/2/15730524/negative-partisanship-toxic-polarization>*

Monday- April 16: Presentations (6 minutes per person)

Wednesday- April 18: Presentations

Friday- April 20: Presentations

Monday- April 23: Presentations

There is no FINAL EXAM in Capstone.