

College of Charleston

Spring 2017

POLI-101-04-05 - American Government - 22054-23640.201820

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

3 credit hours

RSS, Room 137

Mondays, Wednesdays and Fridays: 10:00 a.m. – 10:50 a.m.

Professor: LaTasha Chaffin, Ph.D.

Office Hours: Mondays & Wednesdays 1 - 2:30 p.m. (*114 Wentworth, Room 204*) 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: 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:

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 [Addlestone library](#), [information technology](#), [the Center for Student Learning](#), [the Career Center](#), and other appropriate academic resources, student support services, and cultural resources.

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

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 your writing assignment which is worth 5% of your course grade.

Required Texts & Additional Resources:

Abernathy, Scott. (2016). *American Government* (1st Edition). ISBN 9781506379425 (Looseleaf Version). CQ Press.

Available at the College of Charleston Bookstore (Textbooks are required).

I have also included a link to SAGE Publications (CQ PRESS) if you choose to purchase your text directly through the book publisher at: <https://us.sagepub.com/en-us/nam/american-government/book239589>

*The Package to Purchase is the Looseleaf and American Government Interactive eBook Student Version Bundle

**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 prohibited 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 devices in class will be revoked.

Etiquette – Please be respectful and courteous of all students and the professor. College of Charleston Honor Code Violations include prohibiting any verbal abuse which could include the use of “derogatory terms, foul or demeaning language, which may be accompanied by a hostile tone or intense volume of delivery.” Threats, intimidation, harassment, bullying coercion, hazing and sexual misconduct are also

prohibited. This is not an exhaustive list. Please link to the student handbook for more detailed information regarding violations:

<http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

<http://studentaffairs.cofc.edu/honor-system/studenthandbook/2017-2018-student-handbook.pdf>

Academic Honesty - You are responsible for making yourself aware of and understanding the College of Charleston Student Handbook policies that detail Honor Code Violations such as Academic Dishonesty found at: <http://studentaffairs.cofc.edu/honor-system/studenthandbook/2017-2018-student-handbook.pdf>

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 XXF 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 XX 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. other students, a consultant or service) for assistance on an assignment or 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. Not attending a class and/or not submitting work may result in a failing grade. 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 Tuesday March 13, 2018. 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—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 will have consequences on your grades for this course (e.g. your attendance & participation grade and/or 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.

Grade policy regarding attendance, participation and completion of work assignments related to FYSS Seminar:

% from the seminar	
90-100%	Bonus of 2.5% on attendance and participation grade
80-89%	Course grade stays the same
70-79%	Grade goes down 2.5% of attendance and participation grade

60-69%	Grade goes down 5% of attendance and participation grade
0-59%	Grade goes down 10% of attendance and participation grade

(**There may also be assignments that are jointly graded on a 100 point scale for this course and your FYSS synthesis seminar)

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 and 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.

See policy above regarding your FYSS Synthesis Seminar

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 – e.g. 24 – 48 hours) could result in a late penalty or 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 an Abernathy chapter 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 Abernathy 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 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 Abernathy chapter readings assigned*). Examples of formats include: a summary, true/false, short answer, multiple choice, word puzzle (or a combination). You may also construct an electronic study aid – e.g. Kahoo or QuizHit **For questions provided, the answers must also be provided in order to receive full credit.** For written study guides (one option) 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 5% of your grade.**

The study guides are **expected to be complete (& submitted to OAKS dropbox) at the beginning of class on Monday 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 Monday – you still must be prepared on Monday.** Another student cannot present/submit your assignment for you. **Please submit**

one copy of your study guide to the instructor on the Monday your study guide is due (or before), via OAKS dropbox. If it is electronic – please share the link with the instructor. Please ensure that you have a copy for yourself, so that you can lead discussion in-class. I will make copies of the study guides (or links...e.g. QuizHit) available on OAKS (at a later date) for all students.

Activism Project - Your project will mandatorily include a group paper (3 – 5 pages) an annotated bibliography 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 20% of your course grade (10% - Paper; 5 % Annotated Bibliography; 5% Presentation). You will receive a separate detailed assignment sheet for these assignments.**

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 5% of your grade. Instructions will be provided at the time of assignment.**

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 are no makeup comprehension quizzes/assignments.** Another student cannot submit a comprehension quiz/assignment for you.

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:*

	<i>3 –excellent</i>	<i>2- good</i>	<i>1- barely adequate</i>	<i>0-inadequate</i>
<i>Outline event/lecture</i>	<i>Clearly and briefly describes event</i>	<i>Describes event</i>	<i>Little sense of event/lecture</i>	<i>Unclear on nature of event/lecture</i>
<i>Link to class</i>	<i>Uses details and examples to clearly link lecture/event to class reading/discussion</i>	<i>Links lecture/event to class discussion/readings with no example</i>	<i>Brief allusion to class.</i>	<i>No discussion of class readings/discussion</i>
<i>Clarity/writing</i>	<i>Clearly written, well organized, no errors.</i>	<i>One or two errors, clearly written, organized</i>	<i>Multiple errors, lack of clarity.</i>	<i>Multiple errors, disorganized, unclear</i>

**Students will receive up to 2.5% 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 102.5% for this category for attending one event/lecture and completing a written summary & up to 105% 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 your writing assignment which is worth 5% of your course grade.

Late Assignments – Any assignments submitted late (without prior approval), will receive a 10% penalty off of the course grade earned, per day, including weekends (e.g. due date on a Friday, the student submits the paper on Monday. If the student earned an 80% without the late penalty & the assignment is 3 days late: 30% will be taken off of the 80% earned; with the final grade for the student being a 50% F). Assignments that are submitted later than five (5) days after the due date (without the Instructor's permission) will not be accepted. Assignments submitted after the course has ended (without the Instructor's permission) 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% - 1 st Exam and 15% x 3)
Discussion Leader/Study Guide	5%
Writing Assignment	5%
Activism Project	
Paper	10%
Annotated Bibliography	5%
Presentation	5%
Comprehension Quizzes & Assignments	5%
Attendance & Participation	<u>10%</u>
Total Percentage Possible:	100%

Grading Scale:

93 – 100	A
89 – 92	A-
85 – 88	B+
81 – 84	B
77 – 80	B-
74 – 76	C+
71 - 73	C
68 – 70	C-
64 – 67	D+
60 – 63	D
56 – 59	D-
55 & Below	F

Course Assignments:

Part I: Introduction to Politics, Political Culture & Governmental Foundations

Week 1: Intro to the Course (Class Begins Wednesday January 8th)

Overview of Class and Administration

U.S. Government Knowledge Assessment

American Political Stories: Claiming Rights, Demanding to Be Heard

Chapter 1, Abernathy (1st
chapter posted in OAKS)

Constitutional Government... & Second Treatise, Of Civil Government, Locke
Accessible at: www.olschaef.weebly.com/uploads/1/3/2/5/13253937/locke.pdf

Introduction: Race as an Uneven Road

Chapter 1, Shaw, DeSipio,
Pinderhuges & Travis
(OAKS)

Week 2: Political Culture & Socialization (Week of January 15th)

****No Class Monday January 15th – Martin Luther King Jr. Day****

American Political Stories: Claiming Rights, Demanding to Be Heard

Chapter 1, Abernathy

America's Racial Minorities in the Contemporary Political System: Actors

Chapter 3, McClain/Stewart
pgs. 71 – 88. (OAKS)

Watch the Free Online Streaming *Frontline*, PBS Video – “A Class Divided” at:
<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:
<http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02s42cq66&continuous=1>
- 2) “Day Two” at:
<http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02s42dq66&continuous=1>

***After watching the assigned video segments, complete the assignment sheet (located in OAKS dropbox) and submit via OAKS dropbox Monday January 22nd to OAKS dropbox by 11:59 p.m. **Please save a copy of your completed assignment to your personal USB drive or computer prior to submitting it to the dropbox*

Week 3: The Constitution & Continuation of Political Culture if needed (Week of January 22nd)

Constitution of the US: Practical Politics & a New Vision of Rep. Government

Chapter 2, Abernathy (2nd
& final chapter posted in
OAKS: Please obtain the
book after this chapter)

The Declaration of Independence

Accessible at: <http://www.law.indiana.edu/uslawdocs/declaration.html>

The U.S. Constitution

Accessible at: http://www.senate.gov/civics/constitution_item/constitution.htm

The Anti-Federalist Paper No. 17

Accessible at: <http://www.thisnation.com/library/antifederalist/17.html>

Federalist 44, James Madison (access link below & scroll down to select paper no 44):

Accessible at: <http://www.foundingfathers.info/federalistpapers/fedindex.htm>

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

Week 4: Federalism & Continuation of the Constitution if needed & Exam 1 (Week of January 29th)

Federalism: The Changing Boundaries between the Nation and the States	Chapter 3, Abernathy
America's Racial Minorities and the Policymaking Process	Chapter 4, McClain/Stewart pgs. 168– 178 (OAKS)

Exam Review

***Exam 1 – Friday February 2nd**

Part II: Public Opinion & Political Behavior

Week 5: Public Opinion & Political Parties (Week of February 5th)

**Writing Assignment # 1 Assigned (Political Polling) – Handed out on Monday February 5th

Public Opinion: How Are Americans' Voices Measured? Does it Matter?	Chapter 7, Abernathy
Political Parties: The Insurgents versus the Establishment	Chapter 9, Abernathy
Group Identity, Ideology and Activism	pgs. 240 - 256, Chapter 8, Shaw, DeSipio, Pinderhuges & Travis (OAKS)

Week 6: Political Parties continued & Campaigns & Elections (Week of February 12th)

**Writing Assignment #1 due by Monday February 12th (Political Polling) via OAKS dropbox

Political Parties: The Insurgents versus the Establishment Abernathy	Chapter 9,
Toward a More Responsible Two-Party System, Committee on Parties, APSA	(OAKS)
Campaigns & Elections: Candidates & Voters in an Era of Demographic Change	Chapter 10, Abernathy

Week 7: Campaigns & Elections Continued, Exam Review & Exam 2 (Week of February 19th)

Campaigns & Elections: Candidates & Voters in an Era of Demographic Change	Chapter 10, Abernathy
America's Racial Minorities in the Contemporary Political System: Actors	Chapter 3, McClain/Stewart pgs. 89 – 135.
Voting Rights in American Life	pgs. 225 – 232, Chapter 7, Shaw, DeSipio, Pinderhuges & Travis (OAKS)
Voting Behavior... & Democratic Practice & Democratic Theory, Berelson et al.	(OAKS)
Exam Review	

***Exam 2 – Friday February 23, 2017**

Part III: Political Institutions

Week 8: Congress (Week of February 26th)

**Annotated Bibliography Due Friday March 2, 2017

Congress: Representation, Organization and Legislation	Chapter 12, Abernathy
America's Racial Minorities and the Policymaking Process	Chapter 4, McClain/Stewart pgs. 158 - 163
Home Style & Washington Career, Fenno Jr.	(OAKS)

Week 9: Congress Continued & The President (Week of March 5th):

Congress: Representation, Organization and Legislation	Chapter 12, Abernathy
The American Presidency: Individuals, Institutions, and Executive Power	Chapter 13, Abernathy
America's Racial Minorities and the Policymaking Process	Chapter 4, McClain/Stewart pgs. 146– 158
Presidential Power, Neustadt	(OAKS)

****Saturday March 10th – Optional Gullah Tour (Tentatively scheduled for 10:15 a.m. - 12:30 p.m.; Lunch afterward from 12:30 – 1:30 p.m. Both the tour & lunch are sponsored by FYE (no cost to students); Signup sheets & travel waivers will be provided prior to the trip).**

Week 10: Judicial Politics (Week of March 12th)

The Federal Judiciary: Politics, Power, and the "Least Dangerous" Branch	Chapter 15, Abernathy
America's Racial Minorities and the Policymaking Process	Chapter 4, McClain/Stewart pgs. 163– 168
Judicial Decision-Making... & How the S. C. Arrives at Decisions, Brennan Jr.	(OAKS)
Introduction	Alexander, NJC, (OAKS)

Week 11: (Week of March 19th)

****Spring Break – No Classes** (unless the college deems necessary for storm makeup)***

Week 12: Exam 3 & Judicial Politics continued (Week of March 26th)

The Federal Judiciary: Politics, Power, and the "Least Dangerous" Branch	Chapter 15, Abernathy
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Policy and Social Issues

pgs. 315 - 327, Chapter
10, Shaw, DeSipio,
Pinderhuges & Travis
(OAKS)

Exam Review

***Exam 3: Friday March 30, 2017**

Week 13: Civil Liberties/Civil Rights (Week of April 2nd)

****Writing Assignment # 2 Assigned (Civil Liberties) Handed Out Monday April 2nd**

Civil Liberties: Building and Defending Fences

Chapter 4, Abernathy

Civil Rights: How Equal is Equal?

Chapter 5, Abernathy

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

Part IV: Civil Rights & Civil Liberties

Week 14: Civil Rights (Week of April 9th)

****Writing Assignment # 2 Due Monday April 9th (Civil Liberties) via OAKS dropbox**

Civil Rights: How Equal is Equal?

Chapter 5, Abernathy

Resources and Status of America's Racial Minorities

Chapter 2, McClain/Stewart
& Chap. 4 pgs. 179 – 198

Week 15: Activism Project Presentations (Week of April 16th)

Will We All Get Along

Chapter 6, McClain/Stewart

Week 16: Activism Project Presentations and Final Exam Review (Week of April 23rd)

Will We All Get Along

Chapter 6, McClain/Stewart

Final Exam Instructions

****Activism Project Paper Due Monday April 23rd via OAKS dropbox****

****Last Physical Day of Class (In Classroom) – Monday April 23rd****

****Final Exam (Cumulative – Online). The Exam will be posted in OAKS (under Grades – Quizzes) by Monday April 23rd and is due no later than Monday April 30th at 11:59 p.m.:**

The Official Final Exam Period is Monday April 30, 2018, 8 a.m. – 11 a.m. You may devote this time to completing your exam online.

*****You have one full week to take the exam online. This is a generous amount of time. Please ensure that you plan the appropriate time to take the exam in advance of the deadline. Last minute technical issues will not be an excuse for an unfinished exam; (The time and date stamp on the exam initiation and/or OAKS submission can be verified)****

*** (Although your final exam will be online, I will be available during our official final exam period time on April 30th if you want to schedule a meeting with me or email me with questions pertaining to the class)***

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

LC: A Post-Racial and Post-Gendered Society? The Politics of Race and Gender in the U.S.

Activism Project Guidelines (AAST 200 & POLI 101) Spring 2018

Project Guidelines: You will be assigned a two (or three) person group. Your group and topic will be assigned. Your project will mandatorily include a group paper 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. For example, you may want to construct a video, interview a community activist, visit a historical museum or participate in a voter registration drive and document your experiences for your presentation and paper. Your group papers will be submitted to your assigned project faculty advisor (Dr. Chaffin or Dr. Greene). Your projects will also be presented in your assigned faculty advisor's course (POLI 101 or AAST 200).

Paper Guidelines

The expectation is that in groups of two (or three) you will jointly complete a 3 -5 page research paper that outlines your research project. The paper and presentation grade will be a joint grade (which will count for both courses – AAST 200 & POLI 101) however each group member will be required to submit a written evaluation of their group member's contributions to their assigned faculty advisor in order to control for team members' shirking their responsibilities to the group. This assessment may however have some impact on individual team members' grades if there is sufficient feedback (and observations by the faculty advisor) that indicates substantial shirking of responsibilities on individual team members' parts.

There are a couple of things about group projects that students often don't like. One difficulty is finding time to get members of the group together. We will overcome this by using some class time for groups to meet. Follow-up communication outside of class will be needed, but this can be done with phones, email and Google docs if in-class preparation time is used appropriately. Please communicate with Dr. Chaffin or Dr. Greene in advance of the presentation or paper being due (on an individual or group level) if there are group issues so that we can work with your group to help resolve them.

To assist you in completing your paper, you will have a library session in which you will begin searching for sources (with an Addlestone Librarian and your Peer Facilitator) and you will have a library assignment to complete). After which you will have annotated bibliography that is due to either Dr. Chaffin or Dr. Greene, depending on who your group project is assigned to.

Overall, the paper should include:

- Introduction/History/Overview of the Problem or Issue at Hand
- Describe what "actors" (e.g. the police, politicians, minorities, women, educators, prisoners) have a stake or an interest (stand to gain or lose something) in this issue area.
- You must *define* **Identify or justify relevant theories/models/concepts** and *describe* **Describe relevant theories/models/concepts**: a theory that you learned about *either* in Dr. Chaffin or Dr. Greene's class and *explain how it applies* **Application** to your research

area (e.g. pluralism vs. elitism and how it relates to the “winners” and “losers” of Trump’s politics of protection or dis-inclusion immigration debate)

- A description of how your group researched your “project” and what you found e.g. (description of an electoral debate you attended, what you learned from an interview or attending a community activist meeting)
- What is the current social, political and economic context of the issue area (e.g. what are contemporary social movements or activist efforts)
- Conclusion/your policy recommendations and/or recommendations for action, *as informed by your research.*

Paper Format 3 – 5 pages. Use page numbers, top or bottom is fine, as you prefer. Double-spaced. One-inch margins all around, except that you may drop the bottom margin to .5” if you wish. 12-point type. No cover page required (in the interest of saving paper); please put your name and a title for the paper on the first page. Points will be deducted for ignoring format requirements.

Documentation: Please use APA style. Resources are easily accessible on the web, on OAKs, at <http://www.calstatela.edu/library/styleman.htm> and in books (e.g. at Addlestone Library).

Annotated Bibliography/Paper Sources: 3 – 5 sources. These sources may be from books, articles or reports from government agencies or research institutes. You may also use articles from major newspapers or other good specialized periodicals. Useful popular periodicals include national newspapers like the Washington Post, Wall Street Journal and the New York Times as well as specialized weekly news magazines like the CQ Weekly and National Journal. Additional good magazines will vary depending upon your issue area, but might include Scientific American or other popular science magazines; prominent general business periodicals Business Week or more specialized business or industry periodicals.

You may also want to interview a local politician, nonprofit administrator, a community activist or other expert in your issue area. These are also sources. You may use one (1) documentary video source as well for your project.

Wikipedia or any encyclopedia, whether print or on-line, may not be included in your paper sources. You might use an encyclopedia to help you get started – but then track back to research that the writer of the entry relied on. Do not cite an encyclopedia or a dictionary in your papers or your bibliography.

Presentation: Groups can decide for themselves just how to present the material: feel free to be creative within the constraint that required components must be clearly covered. Each group will be allotted 15 – 20 minutes to present (including questions).

Be sure to include some visuals – at a minimum, a graphic or list/handout. Other helpful aids might include a Powerpoint, Prezi or Google Presentation. You may want to incorporate a video as well. Please save any presentations to a USB (flash) drive and let’s test out your presentation file in the classroom in advance of the presentation. If you want to run part of a DVD, a video or audio file from the computer in the classroom, or stream video off the web, let’s cue it up and test it ahead of time in the classroom.

Projects:

- A Voteless People is A Hopeless People: Voter Disenfranchisement in the 21st Century
- Why Do All the Black Kids Sit Together? Student Segregation at CofC
- Affirmative Action: Equal Opportunity or Unfair Advantages
- Prison Industrial Complex: Black Male Incarceration Crisis
- Trump's Immigration Politics of Preservation or Dis-inclusion? DACA/DAPA or Temporary Protection Programs for Nicaraguans, Haitians & El Salvadorians
- Significance of Race (ism): Declining, Continuing or Changing
- #MeToo: Gender, Race, and the Culture of Sexual Misconduct
- Killing Us Softly: The Politics of Beauty and Sexuality
- Born with A Wooden Spoon: The Fight for a Livable Wage
- Dismantling the Confederacy: Monuments, Flags, and the Tradition vs. Racism Debate