Spring 2013

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Race, Power, and Privilege

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Every person uses a unique lens to observe the world. Many times we make the mistake of thinking that our lens is **the only** way of looking at phenomena. Moreover, we often say that the lenses used by others are biased and unjustified. We should all know that EVERY lens anyone ever uses carries its own biases. As such, let me take this opportunity to identify the lens that we will use to observe and explain American government. Race will serve as our device thru which we will read, discuss, and critique the American government. To this end, we will seek to understand the role that race has played in American government and its implications. American government and race have been inextricably linked throughout the American experience. This does not mean that this course will only talk about race. You will be **introduced** to the field of American politics. Race, power, and privilege is the lens that we will use to view the field. This course will prepare you to take future courses that cover American politics such as “The Legislative Process” and “The Presidency”, as well as prepare you to take various courses in Black Studies.

The goals of the class are…

1) Teach the basics of American government i.e. Constitution, Institutions, Elections, etc

2) Introduce different perspectives and controversies of American government

3) Help to develop critical thinking and writing skills

4) Help to develop quantitative reasoning skills

You are expected to read the material before coming to class. You are expected to participate in class discussions and complete homework assignments. When relevant, films may be used to illustrate different ideas. You are also expected to read the *New York Times* daily.

1) **Literature Review**: You are required to write two literature reviews. Each literature review must explore the research in a specific area of American politics. Although you may use the topics in this syllabus, you must use more than the sources listed in the syllabus. You must review 2 **additional scholarly** sources. The reference librarian will be able to help you with this. You may use the Internet, but it will not count as one of the 2 additional sources. If you would like to count an internet source as one of your 2 sources, please consult with me. In order to write this paper, you should think about the topic and then find an area of the research that you would like to explore. The review will begin with a research question and end with a thesis.  Each article that you review must at least include the research questions addressed by the scholars, the hypotheses, the variables and how they are defined, the data, and their findings. A successful review must also include how the articles are related to each other. You may include the thesis early in the paper, but make sure that you restate it at the end of the paper.

Be VERY careful not to plagiarize when writing these papers. Please read the student’s handbook for the policy regarding plagiarism. I will report any cases of plagiarism to the appropriate officials at the University. You should also be aware that **papers with grammatical errors are graded harshly**. I would expect you to let others (such as tutors at the DePauw Writing Center) read your papers before turning them in. Although I will not monitor peer evaluation, it usually leads to a better paper. I will be available to answer questions about your paper until one week before the paper is due. After that time, I will only provide you with basic information about the paper. I have developed this policy to encourage you to begin your paper early. A well planned and revised paper will lead to better results than a paper that begins 2 days before it is due. Please place all critical essays on Moodle.

**2. Quizzes, and Miscellaneous projects**: You will be expected to complete a variety of miscellaneous assignments during the semester. Some, or all, of these assignments will be used in the calculation of your grade. You MUST put these assignments on Moodle. I will NOT accept late papers, so do not ask to turn these assignments in late. Because my generosity has been taken advantage of, I will not make accommodations for last minute problems that you encounter.

I may give pop quizzes over the semester. These quizzes are open notes, but not open book. If you type your notes, you will NOT be able to print them out when you get to class. Any type written notes must be reviewed by me before you use the notes in class. If 2 students have the same typed notes (because they are sharing them), neither student will be allowed to use those notes for the quiz. You cannot makeup quizzes when you are absent.

**3. Attendance and participation:** Although I will not take attendance every day, you are expected to be present for all class sessions. Moreover, you are expected to participate in class discussions. This is primarily a discussion class on American politics. I am the professor, but I expect you to participate in discussions with each other about the material. I will facilitate and monitor the discussions and lecture when necessary, but I want you to be active learners so that you can get more out of this course. As a result, I want you to question the statements that are made about politics in America. When you finish this course you should have a new understanding of what it means to study American politics and how politics in America are constantly changing. In addition, you should have an appreciation for opinions and thoughts that are different from your own, but be able to separate what appears to be the truth from the truth that evidence supports. Of course, if you are not in class, you cannot participate. Before you come to class, you should have read the daily assignment and the *New York Times*. Some readings are not listed, but will be included during the semester. Please see the discussion grade criteria attached to this syllabus.

**4. Exams:** One Midterm and one Final Exam will be given in this course. The exams may be written or oral. (Midterm 25%/Final 20%)

Class Policies:

No late papers will be accepted for full credit. If you find that one of your papers will be late, you must let me know as far in advance as possible. If your paper is accepted late due to an emergency, your grade will be penalized a half letter grade for every day that the paper is late.

It is YOUR responsibility to show that your work was done and was done on time. If there is ever any discrepancy pertaining to when your work was turned in, you must provide evidence of the time and date that the work was completed and turned in. This evidence may be an electronic file that includes a time and date stamp. It is not acceptable to resubmit the paper, without the evidence of the date and time that it was first submitted. Since this is the case, I strongly suggest you make sure that your work has been adequately placed on Moodle and that you keep an electronic copy of your work (with the time and date of the last time that it was modified) until your final grade is in.

Unless we are having a computer session, your lap top must be **stored** during the class session. It should not be open or on your desk during class time.

If you have any problems with the course, you should see me as soon as possible. Do not wait until the end of the semester to voice your concerns about the class. Often it is too late in the semester to have an impact on the way the class is developing.

**I reserve the right to modify the schedule from time to time to accommodate the unanticipated things that may come up during the semester.**

The breakdown of the grade is as follows...

Participation 10%

Quizzes and Miscellaneous 10%

Essays 35%

Exams 45%

The following book will be used this semester…

O’Connor, Sabato, and Yanus *Essentials of American Government: Roots and Reform*

***Preliminary Class Schedule***

 ***\*There will be additional readings most weeks.***

August 29 Away at conference

September 3 Reading on Moodle

September 5 O’Connor Chapter 1

September 10 Additional Reading on Moodle

September 12 US Constitution

O’Connor Chapter 2

September 17-19 Federalism

O’Connor Chapter 3

Reading online

\***I will not review any theses after September 26.**

September 24-October 8

Civil Liberties and Civil Rights

O’Connor Chapter 4-5

Additional readings online

**October 3 Paper due**

October 10 Jeopardy

October 15 Jeopardy

October 17 midterm exam

October 29-31

 Congress O’Connor Chapter 6

Additional readings online

November 5-7 Presidency

O’Connor Chapter 7

Additional readings online

November 12 Bureaucracy

O’Connor Chapter 8

Additional readings online

November 14-19 Judiciary

O’Connor Chapter 9

Additional readings online

**I will not review any theses or paper ideas for second paper after November 19!**

November 21 Political Parties

O’Connor Chapter 11

Additional Readings online

**November 26 Paper #2 due**

November 26 Interest Groups

O’Connor Chapter 11 continued

Additional Readings online

November 28-December 3 **Public Opinion**

O’Connor Chapter 10

 Additional readings online

December 5 **Media**

M&T Chapter 10 continued

December 10 **Voting and Elections**

M&T Chapter 14

 Additional readings online

December 12 Jeopardy

**Criteria for Discussion Grade:**

You get an F for discussion if you miss lots of classes, rarely speak when you are there, and show no evidence of having done the reading.

You get a D for discussion if you come irregularly and rarely show signs of having done or thought much about the readings.

You get a C for discussion if you come to class regularly, but rarely speak, or if you are active in discussion but irregular in attendance, or if you participate in discussion in a way that shows little evidence of having done or thought much about the readings.

You get a B for discussion if you are always in class and take a thoughtful part in our discussions: participate actively and well, engaging in texts, themes, and others with some depth: and occasionally take leadership for the direction of the discussion

You get an A for discussion if you are always in class: show evidence of having read and thought about the reading with some depth: listen well to others: help focus our discussions with thoughtful comments and questions about the broader implications and comparative possibilities of the readings: and generally offer creative, imaginative ways of engaging the texts, the themes, and other students.

Adapted from Peter Frederick