

**San José State University
Department of Political Science**

**Pols 170V-01: American Politics in a Global Perspective,
Fall 2017**

Course and Contact Information

Instructor:	Sabrina Pinnell
Office Location:	Clark 404D
Telephone:	(408) 924-5343
Email:	SLPinnell@gmail.com (preferred method of contact)
Office Hours:	M 9-10, W 3-4, F 2-3, and by appointment
Class Days/Time:	M W 10:30-11:45
Classroom:	DMH 161
Prerequisites:	WST; 100W recommended
GE/SJSU Studies Category:	AI (US2 & US3); V

Course Format

This class is primarily lecture and in-class discussion, but does use a Canvas webpage for reserve readings, uploading assignments for Turnitin verification and as an archive for class handouts. Students should have access to a computer capable of accessing this page.

Course Description

This course is a survey of U.S. and California political institutions and culture in comparison with political institutions and cultures outside the U.S., and is designed to fulfill two goals. It gives students knowledge about American political institutions, culture and behavior to familiarize them with the politics of the U.S., as well as the roles they do and could play in its political system. But compared to most American Politics courses, this course does so in a comparative fashion, and we will compare American institutions, culture and behavior with those of other countries to provide a broader perspective about concepts of politics and the place of people within it. At the conclusion of this class, you should not only be able to describe how American politics works and how its unique culture and environment affects political behavior, but be able to make comparisons with other countries and cultures.

Department of Political Science Learning Outcomes

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Disciplinary methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.
- 4) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 5) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

GE Learning Outcomes (GELO)

This class fulfills the American Institutions (US2 and US3) General Education requirements, along with the SJSU Studies V General Education Requirement. In order to achieve the objectives of these requirements, upon successful completion of this course, students will:

LO1: study how political decisions are made, their consequences for individuals and society, and how individual groups may affect the decision-making process. As students study the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should recognize:

- the foundations of the political system, including the evolution of the philosophies of the U.S. and California constitutions, political culture, separation of powers, bureaucracy, federalism, and relations among various levels of government. Students should also analyze the evolving institutions of government, including a study of the power of the President, Congress, and the Judiciary;
- the links between the people and government, including participation and voting, political parties, interest groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order, and the efforts to end racial and gender discrimination in both the public and private sectors of society; and
- the operations of California government, including the similarities and differences between the California and U.S. Constitutions, the relationship between state and local government in California, the basic issues of California politics, and a

careful assessment of the impact of demographic changes on the history and politics of the state and the nation.

LO2: in terms of California government, show an understanding of tools of political action and collective decision-making at the local, state, national or global level.

LO3: articulate the values and assumptions that inform their civic engagement.

These three learning objectives will be fulfilled through the midterm exam as well as the first three essays. The midterm focuses on knowledge of American and California institutions (federalism, separation of powers, relations between various levels of government, and their evolution). The essays address issues of political culture, participation and the relationship between citizens and American government, with comparisons between the U.S. and other countries where appropriate.

LO4: compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

LO5: identify the historical context or ideas and cultural traditions outside the U.S. and how they have influenced American culture.

LO6: explain how a culture outside the U.S. has changed in response to internal and external pressures.

These learning objectives will be fulfilled through examination of other countries and cultures (including but not limited to countries such as the Russian Federation, Germany, China and South Africa) throughout the semester in readings and discussion and four essays which require comparisons between American politics and culture with other countries.

When achieving these learning objectives, students will be required to fulfill the following:

Writing: Given the multiple GE requirements for the course, students will write approximately 4500 words in both out-of-class assignments and in-class-exams. The four essays assigned throughout the semester will be a minimum of 4 pages each (1000 words) for a total of at least 4000 words. In addition, there will be essays in both the midterm and final of 2-3 pages each. Your writing in this course will be assessed in terms of both form and content, with grammar and citations graded as well as your ability to convey information. It is expected that your writing will be clear, concise and correct.

Knowledge of Institutions: Students will be expected to show basic knowledge of American and California governmental institutions and be able to compare them to other countries. The midterm will serve as a major measure of your ability to show this knowledge.

Understanding of Civic Engagement: This course is designed to help students understand what it means to be a citizen in a political system, by cultivating knowledge about institutions and behavior in the U.S. but also putting it into perspective with those

of other countries; this should result in a form of “cosmopolitan citizenship,” with students having a sense of their role in political systems, how they can interact with it and their ability to effect change.

Diversity: Students will incorporate issues of diversity in an appropriate manner in discussion, on essays and exams. This course will consider multiple issues relating to diversity. For example, the course will consider civil rights, immigration, and equal opportunity legislation in the United States, and will pose contrasts between the American approach and the approaches taken by other countries. The course will assess student learning in this area through compare-and-contrast essays.

Because this is a V course, students should note that they are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department.

Required Texts/Readings

Textbook

The major texts for this course are Neal Ginsberg, Theodore Lowi and Margaret Weir et al.'s We The People, 10th Essentials Edition (W.W. Norton, 2015; ISBN: 9780393937053) ¹, Raymond Smith's The American Anomaly: U.S. Politics and Government in Comparative Perspective, 3rd ed. (Routledge, 2014; ISBN: 9780415814331), and the League of Women Voters of California's Guide to California Government, 16th ed. (Sacramento, CA: League of Women Voters of California Education Fund, 2015, ISBN: 978-0-9632465-2-3). All of these texts are available through Spartan Bookstore. Some are also available either as electronic copies or to rent; please make sure to get these texts as soon as possible to begin reading.

Other Readings

Additional readings are also listed in the Schedule. While I do not upload class slides or notes to Canvas, I do have some handouts uploaded under “Notes” on the Canvas website to provide you with additional information for some sections. There are some reserve readings on the Canvas webpage for the class under “Files.” We will also be using electronic texts that are available via the King Library website (<http://www.sjlibrary.org>). Finally, there are some texts that are available directly on the Web via links listed in the Schedule. *All readings for this course are required readings, unless labeled “recommended” in the Schedule.*

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

1 . We The People will be listed as WTP in the Schedule for readings.

This course includes the following methods to evaluate student performance:

Participation	60 points
Essays (4 x 80 points)	320 points
Midterm Exam	100 points
Final Exam	<u>60 points</u>
	540 points

Participation: This course is designed to introduce students to the institutions, political culture and policy of countries with the U.S. as a base for comparison to other countries. Many of the issues we will discuss are intended to provoke discussion about the nature of political concepts such as why people vote, do other forms of political behavior, and establish a political identity. Consequently, there will be discussion in class on these topics as well as day-to-day questions and answers about the class material. Ideally, students should attend class as scheduled and with the reading for a section completed to participate in discussions when they occur. Attendance alone will not be used to determine this grade, but you should note that students who do not ask questions in lecture or take part in discussions when they occur will receive a lower grade for participation than students that do, even if the latter students have a perfect attendance record.

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Midterm Exam: The midterm for this course is a set of 20 multiple-choice questions and one essay question regarding topics on the institutions of American national government, Californian government and the other countries we have studied in comparison. A study guide will be given in advance of the exam to help you prepare, including possible essay question choices, but this test is closed-book and closed note. The multiple-choice questions are worth two points each, the essay sixty points for a total of 100 points. You should bring both a Scantron 882-E form and a large greenbook to the test. This exam will not be given in advance for any reason. Make-ups must be done within a week of the test date and times are at the instructor’s discretion; please contact her immediately if an emergency occurs that requires a make-up.

Essays: Students will write four essays of 4-5 pages (1000-1250 words each) this semester, based on the Global Issues sections listed in the syllabus, but also using information from the preceding topics. Students will get these topics at least 1.5 weeks before papers are due to give them time to review material and write. These essays will require students to compare your knowledge of American politics and behavior with that of other countries we have studied in this course. Extra research is not required for these topics, but is encouraged if students wish to find information to illustrate their points outside class material. All material, whether quoted, paraphrased or summarized, must be cited properly in the essay. All essays must be turned in as a hard copy and uploaded to the class Canvas page (under “Assignments”) for credit; see the Writing Policy below for more information.

Final Exam: The final exam is on December 15, 2017 from 9:45-12:00. There will be a choice of one of two essay questions to be answered in 2-3 pages in a large greenbook.² These question choices could come from the Institutional, Political Culture and Public Policy sections of the course. You will receive a list of prospective topics before the exam to help you prepare, then the two topics will appear on the exam and you will choose one to write on. This exam is closed-book and closed-note. This exam will not be given in advance for any reason; please make travel arrangements accordingly. Make-ups are only permitted for emergencies and will be held after the scheduled exam time.

Grading Policy

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A+, 93-96% is an A, 90-92% is an A-, 87-89% is a B+, 83-86% is a B, 80-82% is a B-, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Because this course includes US2 and US3 requirements, be advised that per General Education requirements, you must pass this course with a grade of C or better to fulfill these requirements.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co--- registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students. See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

This is a course that will consider several controversial issues including diversity and minority rights in American politics, immigration and its effects on American politics and culture, the nature of citizenship and the welfare state in political systems. Students are expected to come prepared to class discussions and conduct themselves in a civil and respectful manner, particularly to their fellow students. With that in mind, students should avoid any colloquial language, characterizations, remarks or outright slurs that pertain to groups in the abstract or to their fellow students in particular. Any remarks made in ways that attack a student's personality or physical characteristics that have nothing to do with his or her actual points in a discussion will not be tolerated. Students may be asked to leave if this occurs.

2. Per SJSU policy, there shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.

Laptops may be used during class for the purpose of taking notes, but students are expected to stop typing and participate in discussions when they occur. Cell phones and pagers must be turned off for the duration of class. No texting is permitted during class for any reason. If a cell phone rings during class, the instructor reserves the right to answer it; if you are texting, the instructor reserves the right to ask you to leave the classroom.

Recordings of lectures for personal use outside of class is permitted, provided the instructor is consulted and approves such recording. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. If you feel you may need to do this, please contact Dr. Pinnell and clear this with her at the start of the course.

Policy on Submitting Written Work in this Course

In order to make sure all students complete their work under equal and fair conditions and to facilitate turnaround on grading, the following policy applies to submitting written work (essays written outside of class) for this course:

- 1) Students must submit their work by the day designated in the syllabus, barring an emergency that is verifiable in writing. Other situations where a student may not be able to turn in an assignment on time require contacting the instructor before or on the date of submission to get an extension. Extensions will be granted at the instructor's discretion.
- 2) All written assignments must be submitted as hard copies on the day they are due to qualify for full credit. No assignments may be submitted via e-mail for any reason. Late hard copies of papers will lose the equivalent of one letter grade per day (if 80 points, then 8 points a day) late, barring an excused emergency or an extension granted by the instructor.
- 3) The four essays must also be uploaded via the Canvas page under "Assignments" in order to qualify for credit, as this will check the paper for source use via Turnitin. If the paper is not submitted to the Canvas page, it is not considered "turned in." Uploads are due by 11:59 p.m. on the due date for the paper. Late uploads are possible, but papers will not be graded until the upload occurs.³
- 4) If a student must turn in a hard copy late due to an emergency, the student should submit the work as soon as possible and provide the written verification of the emergency with the hard copy, to restore any lost grade points as well as have the work graded.
- 5) The last day for submission of any late work due to an emergency or extension is the last actual lecture day of the session (December 11th).⁴ It is also the last day that points can be corrected on late work if an emergency is verified. After this point, the only work that will be accepted for grading from students is the final exam.

3 . I strongly suggest that you verify your uploads to Canvas when you do them, as Turnitin on Canvas does not always accept files, or evaluate them after accepting them. .pdf files appear to work best.

4 . While I make a commitment to grade and hand back all work by the final exam date, that commitment may be relaxed if you turn in late papers on the 15th, given that this leaves a two-day window for grading.

6) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final.

Students at the college level are expected to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this. The instructor is willing to preview rough drafts of work in office hours before assignments are due to provide feedback. You may also want to see the instructor after assignments are handed back if comments indicate that there are specific errors in argument or writing.

Due to the accelerated schedule of this course, there are no opportunities for re-writes in this course. At this level of academic work, you should be prepared to submit work that is ready for scrutiny in your first effort.

Collaboration and Source Use Policy

The University has a clear policy on Academic Integrity, but I feel that some issues need to be made more explicit within the body of this syllabus.

The following actions on papers could be considered plagiarism:

- 1) Copying words or passages of text from an in-class (lecture, discussion, slides, text or assigned reading) source without proper quotation and citation;
- 2) Using ideas, definitions or arguments from in-class sources, even if paraphrased or summarized, without proper citation;
- 3) Copying words or passages of text from sources outside of class (including electronic sources) without proper quotation and citation;
- 4) Using ideas, definitions or arguments sources outside of class, even if paraphrased or summarized, without proper citation.

Per the SJSU Academic Integrity Policy, you may not submit work done in another course, in whole or in part, for evaluation in this course without prior instructor approval. This includes your own writing for another course – that is actually a form of plagiarism as well as cheating.

You are not permitted to collaborate with other students on written work in this class unless expressly permitted by the instructor. If collaboration is permitted, it will be made clear in the requirements for the assignment; you should not assume you can do this.

Collaboration in preparing for exams such as sharing notes before exams and group study is encouraged, but keep in mind that there may be more than one answer to an exam question.

If there are issues with source use or possible cheating, it is the policy of SJSU for the instructor to have a face-to-face meeting with a student to clarify the issue and particulars before any decisions are made about possible sanctions. Serious infractions must be reported to the University per the Academic Integrity Policy for recording purposes, and possible administrative action.

To sum up – the University is serious about cheating and plagiarism, and so is your instructor. If you are concerned about how to cite and use sources, come to office hours, consult the Library sources on how to deal with these issues (<http://library.sjsu.edu/research-support/research>), or one of the writing centers for assistance.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Please peruse these policies at the link, which cover academic integrity, religious holidays and recording information in class.

Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

Pols 170 V: Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1-2	8/23-8/30	<p><u>Course Introduction; Institutional Topic 1: U.S. Constitution and Federal Politics in Comparison</u></p> <p><u>WTP</u>, Chs, 2-3</p> <p>Smith, Chs. 2-4</p> <p>Additional reading: <u>Constitution of South Africa</u> (1996), Articles 1 and 2 (use link to access: http://www.gov.za/documents/constitution-republic-south-africa-1996)</p>
2-4	8/30-9/20	<p><u>Institutional Topic 2: Legislative, Executive and Judicial Structures</u></p> <p><u>WTP</u>, Chs. 9-10, 12</p> <p>Smith, Chs. 5-7</p> <p>League of Women Voters, Ch. 6</p> <p>Linz, Juan. "The Perils of Presidentialism," in Dahl, Robert, Ian Shapiro and Jose Antonio Cheibub, eds. <u>The Democracy Sourcebook</u>. Cambridge, MA: MIT Press, 2003, 258-265 (electronic book: use King Library catalog to access).</p> <p>See Canvas under Notes for "Bureaucracy" notes.</p>
4	9/20	<p><u>Global Issues Topic 1: What Does it Mean When We Say Government is "Legitimate?"</u></p> <p>Fisher, Louis. "Presidential Unilateral Actions: Constitutional and Political Checks," <u>Congress and the Presidency</u> 42 (2015): 293-316 (reserve on Canvas).</p> <p>Soffen, Kim and Darla Cameron. "How Trump's Travel Ban Broke From The Normal Executive Order Process," <u>The Washington Post</u>, 9 February 2017 (https://www.washingtonpost.com/graphics/politics/trump-travel-ban-process/) (online: use link to access.)</p> <p>Weber, Max. "Politics as a Vocation" (excerpt), <u>From Max Weber: Essays in Sociology</u>, Gerth, H.H. and C. Wright Mills, eds., New York: Oxford University Press, 1946, 77-79 (on Canvas).</p> <p>See Canvas under Handouts for questions for this discussion.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Essay 1 due (Topic goes out on 9/20; due 10/4.)
5	9/25-9/27	<u>Institutional Topic 3: California Institutions</u> League of Women Voters, Chs, 4-5
6-7	10/2-10/11	<u>Institutional Topic 4: Electoral Structures and Party Politics</u> <u>Global Issues Topic 2: Why Do People Vote?</u> <u>WTP</u> , Ch. 7 Smith, Chs, 9-10 League of Women Voters, Chs. 1-3 Birch, Sarah. "Normative Arguments For and Against Compulsory Voting," <u>Full Participation: A Comparative Study of Compulsory Voting</u> , UK: Manchester University Press, 2009, 40-58 (electronic book: use King Library catalog to access). "How the Electoral College System Works: Constitutional Origins and Current Function," <u>Congressional Digest</u> , January 2017, 2-32 (reserve on Canvas). See Canvas under Notes for "Electoral Systems" notes. See Canvas under Handouts for discussion questions. Essay 2 due (topics goes out 10/11; due 10/25)
8-9	10/16-10/23	<u>Institutional Topic 5: Civil Liberties and Civil Rights</u> <u>WTP</u> , Ch. 4 Smith, Ch. 12 Lieberman, Robert C. "Weak State, Strong Policy," <u>Shaping Race Policy: The United States in Comparative Perspective</u> , Princeton, NJ: Princeton University Press, 174-201 (electronic book: use King Library catalog to access). Recommended: Hajnal, Zoltan, Nazita Lajevardi and Lindsay Nielson. "Voter Identification Laws and the Suppression of Minority Votes" (Working Paper, University of California, San Diego, 2016, http://pages.ucsd.edu/~zhajnal/page5/documents/voterIDhajnaletal.pdf) (on-line; click or paste to access).

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/30	Midterm (in class – please note the date!)
10-12	10/25-11/8	<p data-bbox="493 317 1422 352"><u>Public Policy Topic: Social Insurance and the Concept of a “Safety Net”</u></p> <p data-bbox="493 390 1354 426"><u>Global Issues Topic 3: Do We Need To Rethink the Welfare State?</u></p> <p data-bbox="493 464 862 499"><u>WTP, Ch. 13 (pgs. 411-430)</u></p> <p data-bbox="493 537 1487 680">Hayward, Jack. “From Citizen Solidarity to Self-Serving Inequality: Social Solidarity, Market Economy and Welfare Statecraft,” in <u>The Withering of the Welfare State</u>, James Connelly and Jack Hayward, eds., Palgrave Macmillan, 2012, 1-18 (electronic book: use King Library catalog to access).</p> <p data-bbox="493 718 1523 861">Sherman, Jennifer. “Workers and Welfare: Poverty, Coping Strategies, and Substance Abuse,” in <u>Those Who Work, Those Who Won’t: Poverty, Morality, and Family in Rural America</u>, Minneapolis, MN: University of Minnesota Press, 2009, 55-100 (reserve on Canvas).</p> <p data-bbox="493 898 1175 934">See Canvas under Handouts for discussion questions.</p> <p data-bbox="493 972 1110 1008">Essay 3 due (topics go out on 11/8; due 11/20)</p>
12-13	11/13-11/15	<p data-bbox="493 1016 1479 1052"><u>Political Culture and Behavior Topic 1: Socialization and Sources of Identity</u></p> <p data-bbox="493 1089 699 1125"><u>WTP, Chs. 1, 5</u></p> <p data-bbox="493 1163 716 1199"><u>Smith, Chs. 1, 11</u></p>
13-15	11/15-11/27	<p data-bbox="493 1236 1500 1272"><u>Political Culture and Behavior 2: The Role of Immigration in Political Identity</u></p> <p data-bbox="493 1310 1544 1415">Portes, Alejandro and Ruben G. Rumbaut, “From Immigrants to Ethnics: Identity, Citizenship, and Political Participation,” in <u>Immigrant America</u>, 3rd ed., Berkeley: University of California Press, 2006, 117-165 (reserve on Canvas).</p> <p data-bbox="493 1453 1492 1488"><u>Political Culture and Behavior 3: Immigration Politics in a Globalizing World</u></p> <p data-bbox="493 1526 1516 1598">Chacon, Jennifer M. “Immigration and the Bully Pulpit,” <u>Harvard Law Review Forum</u> 130 (No. 7, May 2017): 243-268 (reserve on Canvas).</p> <p data-bbox="493 1635 1544 1778">Lockhart, Charles. “Immigration and Citizenship in the United States and Japan,” in <u>The Roots of American Exceptionalism: Institutions, Culture and Policies</u>, New York: Palgrave Macmillan, 2003, 125-158 (electronic book: use SJSU Library catalog to access).</p>

Week	Date	Topics, Readings, Assignments, Deadlines
14	11/22	Thanksgiving Holiday – NO CLASS
15	11/27	<p data-bbox="493 317 1252 352"><u>Global Issues Topic 4: What Does it Mean to Be a Citizen?</u></p> <p data-bbox="493 390 1507 495">Gubernskaya, Zoya and Joanna Dreby. “U.S. Immigration Policy and the Case for Family Unity,” <u>Journal on Migration and Human Security</u> 5, No. 2 (2017): 417-430 (reserve on Canvas).</p> <p data-bbox="493 533 1507 680">Hill, Laura E. and Joseph M. Hayes, “How Would Selecting for Skill Change Flows of Immigrants to the United States? A Simulation of Three Merit-Based Point Systems,” <u>Review of Economics of the Household</u> 9, No. 1 (2011): 1-23 (reserve on Canvas).</p> <p data-bbox="493 718 1175 753">See Canvas under Handouts for discussion questions.</p> <p data-bbox="493 791 1110 827">Essay 4 due (topics go out on 11/27; due 12/6)</p>
16-17	11/29-12/11	<p data-bbox="493 833 1029 869"><u>Institutional Topic 6: The Budget Process</u></p> <p data-bbox="493 907 1442 974"><u>Political Culture and Behavior Topic 4: Interest Groups, Mobilization and Campaigns</u></p> <p data-bbox="493 1012 651 1047"><u>WTP</u>, Ch. 8</p> <p data-bbox="493 1085 659 1121">Smith, Ch. 8</p> <p data-bbox="493 1159 1507 1226">Domhoff, William G. “Parties and Elections,” in <u>Who Rules America?</u> 4th ed., Boston, MA: McGraw-Hill, 2002, 123-146 (reserve on Canvas).</p> <p data-bbox="493 1264 1149 1299">Final Exam Question Possibilities go out on 12/6</p>
17	12/11	<p data-bbox="493 1310 792 1346">Final Exam Discussion</p> <p data-bbox="493 1362 1370 1398">Last day to submit late or excused work, apart from Final Exam</p>
Final Exam	12/15	Final Exam, 9:45-12:00

Pols 170V – Pinnell

Essays – Format and Details

Format and Content for Essays

During the semester, you will write four essays concerning the Global Issues topics for this class. Each of these essays will be approximately 4-5 pages each (1000-1250 words, excluding the bibliography). Essays should be typewritten, double-spaced and in 12 point font with 1" margins and page numbers. See the syllabus for a list of due dates for essays; topics for essays will be given out a week before the due date. All essays must be submitted in hard copy form at the start of class and to the Canvas page online by 11:59 p.m. on the due date.⁵ No essays may be e-mailed to the instructor for credit. If you are not in class when topics are distributed, it is your responsibility to contact Dr. Pinnell via e-mail to get a copy of the question. Each essay is worth 80 points.

Each essay will require you to make an argument that answers the question, using what you have learned in the class via lecture and the readings. You will be writing these essays after the class discussion for this section, so this should help prepare you in terms of coming up with an argument. Part of the essay grade depends upon use of class materials in your answers; you are not required to do outside research for these essays, although you may do so for additional information. An essay that does not use class materials at all may face a grade deduction. However, mere “information dumping,” where you give information from a source but do not use it in a way that shows understanding, will receive a lower grade than an essay that has less information but clearly shows that the writer can understand and apply knowledge.

All materials used in your essay, including lecture or discussion notes, are considered sources of material, and must be cited when used as quotes or sources of information.

All essays will receive grades based upon a point system, with 80 points total possible. 60 of these points will be for content:

- Answering all parts of a question;
- Making an argument;
- Showing an understanding of the concepts needed to answer the question;
- Use of class materials to inform your answers.

Twenty points of the essay will be for grammar and citations, as outlined below.

Grammar and Citations in Essays

To fulfill the writing requirements of this course, students are expected to perform written work and be evaluated on their ability to write. This means that part of your essay grade will depend upon grammar and citations as well as content. You will have multiple essays this semester, which gives you a chance to improve your writing over time and become comfortable with habits such as citation that will help you in later courses.

Essays that show a minimum of grammatical errors and good use of citations when class materials are used will receive twenty points. Common grammar errors that could receive deductions include:

5. Uploads are for source checking purposes only. They are not substitutes for hard copies of the paper, nor do they “stop the clock” on paper deadlines. Please turn in the paper in class.

- Spelling (do not just rely on spell check, as an incorrect word can still be correctly spelled);
- Verb tense and agreement;
- Word choice;
- Run-on or fragment sentences;
- Run-on paragraphs (multiple topics in a paragraph).

Citations must also be given for any ideas or information that is not your own. I recommend either the APA or Chicago/Turabian styles for citation in this class. Citations can either be as footnotes or as endnotes, although you may prefer in-text. Examples:

- For information from lecture: In-text would be (Pinnell, Lecture, Date).
- For the textbook: In-text would be (Ginsberg, Lowi and Weir et al 2015, Page #).
- For other class sources: In-text would be (Author(s), Date, Page #).

There are writing manuals online that can help with citation formats; see the King Library website (http://www.sjlibrary.org/services/literacy/info_comp/citing.htm).

Direct quotes as well as paraphrased information must be cited in your work. Quotes that are more than one sentence should be indented as a block, single-spaced and cited. Failure to properly cite will result in a grade deduction. If you are confused over whether to cite or not, the safest course is to do so. If you are concerned about when and where to cite, I suggest either seeing me in office hours or taking the Plagiarism tutorial through the King Library site (<http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>).

One last point on citations: a common error students make, which would be reflected in the content portion of an essay, is to fill an essay with quoted information. This is a problem for two reasons. First, it shows that a student is good at locating information, but that she may not understand it. Second, a good writer should be able to rephrase or paraphrase information and present it in an essay. Unless the exact language of the quote is important, you should not just quote. Essays that show this problem will receive a lower grade.

Turnitin (on Canvas) will be used in this course primarily to evaluate your ability to utilize sources well and cite properly. However, if there are clear similarities between your essay and that of other students that indicates collaboration and/or lack of original writing, the instructor will grade accordingly and may consider possible academic penalties. There is a clear difference between blatant and inadvertent plagiarism, but ignorance of the rules of citation is ultimately no excuse. Please familiarize yourself with proper source use.