

San José State University
Department of Political Science

Pols 170V-01: American Politics in a Global Perspective,
Spring 2022

Course and Contact Information

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| Instructor: | Sabrina Pinnell |
| Office Location: | Clark 404D |
| Telephone: | (408) 924-5343 |
| Email: | Sabrina.Pinnell@sjsu.edu (preferred method of contact) |
| Office Hours: | M 2-3, W 9-10; both hours online via Zoom. Other times by appt. ¹ |
| Class Days/Time: | Fully online until 2/14, then hybrid with an in-person meeting W 10:30-11:45 |
| Classroom: | In person meeting: HGH 116; online for other tasks |
| Prerequisites: | WST; 100W completed or co-registered |
| GE/SJSU Studies Category: | AI (US2 & US3); V |

Course Format

This class is a hybrid version of Pols 170V, with asynchronous lectures on YouTube² and an in-class meeting on Wednesdays this semester. Students will be expected to review the lecture material for the week's section before the Wednesday class meeting and be prepared to participate in discussion as a class or as groups within class on Wednesdays.³ Given that we will

1. Because these office hours apply to multiple courses, you will need this link outside of Canvas to access them: for M 2-3, Join from PC, Mac, Linux, iOS or Android:

<https://sjsu.zoom.us/j/85632857518?pwd=bkRwcHprekdwTDAwZnQwK3kyUC9MZz09>

Password: 802140; for W 9-10, Join from PC, Mac, Linux, iOS or Android:

<https://sjsu.zoom.us/j/82124642736?pwd=b1ZoWDRITIR6V1dpeTBlbURBRzVUUT09>

Password: 370373. Additional appointments may require a separate link supplied by the instructor. All office hours will be online this semester..

2. Lectures will be linked in the Module for each week. Please check the Module for the following week on the Friday before next week's class, when the module will be unlocked. This gives you the weekend before class to view the videos.

3. Please see "In Class Writing" under Course Requirements and Assignments for the procedure if you miss an in-person class day.

be fully online until February 14th, you should plan on attending class sessions on Zoom W 10:30-11:45 for the weeks of January 26th, January 31st and February 7th. See Canvas for the Zoom link. We are currently scheduled to resume in-class meetings on February 14th.

Other tasks in class will require online participation and/or submissions, using Canvas.

As a hybrid class, students are expected to attend Wednesdays in-person unless there is a verifiable emergency. Discussions and activities in class⁴ will not be recorded; if you must miss a session, you should see the instructor in office hours to go over what you missed and discuss making up any in-person work. If you cannot participate in-person this semester, please consider a different class.

Students are expected to have access to the necessary materials to complete in-person class participation and other tasks this semester. This means having access to a computer and experience using Canvas. Other materials such as a camera and/or microphone would be useful for office hours. Please contact me if there are technical or other issues that may inhibit your ability to complete the class requirements.

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. It is designed to fulfill two goals. It gives students knowledge about American political institutions (GE areas US2 and US3), 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 unlike 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. This course therefore covers GE area V as well. 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.

This class has the prerequisites of completing your core GE courses, passing your writing skills test and having upper division standing.

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 and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.

4. With the exception of the two study sessions – see Extra Credit. You should not assume that there will be recordings of the 1/31 and 2/7 Zoom classes.

- 3) 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.
- 4) 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 primarily through the two exams in the first half of the class.

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. Assessment will happen through the two essays in the second half of the course.

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. Discussion preps will be one page each, and you will complete six of these over the course of the class. There will be two essays of 2-3 pages each in the American Institutions exams. There will be two essays of 3-4 pages each in the comparative section. Finally, there will be a 2-3 page exam essay for the final exam. 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 two exams 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. The exams, essays and the final will help to measure your progress on this.

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 exams and 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, 13th Essentials Edition (W.W. Norton, 2021; ISBN: 978-0-393-42702-8 pbk) ⁵, Raymond Smith's The American Anomaly: U.S. Politics and Government in Comparative Perspective, 4th ed. (Routledge, 2019; ISBN: 978-1-138-49067-3 pbk), 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 required and 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. Please note that earlier copies of these texts may not have the exact same information as the current editions, the same chapters or the same pages in terms of readings.

Other Readings

Additional readings are also listed in the Schedule and will be linked to the modules in Canvas. Some of these are reserve readings on the Canvas webpage for the class under "Files." Others are links to electronic resources available through the King Library website. *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 at <http://www.sjsu.edu/senate/docs/S16-9A.pdf>.

This course includes the following methods to evaluate student performance:

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|---|------------------|
| Syllabus Quiz | 10 points |
| Class Preparation Writing (6 x 10 points) | 60 points |
| In-Class Writing (5 points x 14 meetings) | 70 points |
| Exams 1 and 2 (100 points x 2) | 200 points |
| Essays 1 and 2 (80 points x 2) | 160 points |
| Final Exam | <u>60 points</u> |
| | 560 points |

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

Syllabus Quiz: All students must take the Syllabus Quiz on February 4th, which will be available for 24 hours on Canvas under Quizzes. This quiz is open-book and open note and worth 10 points.

Class Preparation Writing: Given the hybrid nature of the course, students are expected to review the asynchronous lectures (on YouTube) and complete the reading before the Wednesday in-person class session. To help you prepare for Wednesday's class, the module on Canvas will present you with a question related to the class material. For six weeks of the semester, you need to take this question and write a one-page answer (~250 words), either single- or double-spaced, giving your answer to the question. Your answer should be in your own words as much as possible; you need to cite any lecture or readings used, but you may earn less points if you lean too much on the class materials to answer for you. Write-ups are due on Canvas under "Assignments" before the Wednesday class; no late papers will be accepted on this assignment, as this is meant to help you prepare. Note that you do not need to answer all of the prep questions this semester – you get to choose which six. You may not complete additional ones for grade substitution or extra credit. These write-ups are worth up to 10 points each for a total of 60.

In-Class Writing: There will be some brief writing in each Wednesday in-person class, as a paragraph you write at the end to note what you have learned. In-class writing will count for an automatic five points if completed and handed in in class.

Students are expected to attend on the in-person class day unless there is an illness, quarantine or other emergency. If you are not able to attend due to this reason, it is your responsibility to do the following:

- a) Contact Dr. Pinnell via email as soon as possible;
- b) Review the discussion questions that were covered in class that day, which will be uploaded after the class session;
- c) See Dr. Pinnell in office hours if you need clarification on the information discussed in the discussion questions on the day you missed (optional, but recommended);
- d) Make up for the lack of the in-class write up by writing your response to the In-Class Writing question (at the end of the discussion questions we consider in class) and submitting it via email to Dr. Pinnell within one week of the class you missed. This will make up the missing five points for the lack of attendance. The one week is firm unless the emergency is a protracted one – and you need to discuss an extension with the instructor if this is the case. Otherwise, your makeup work may not be accepted.

Exams 1 and 2: Because of the large amount of material to cover on American and California politics, there will be two online exams (see Schedule) on Fridays this semester, for a 24-hour period.⁶ The exams will be a combination of 20 multiple-choice questions and an essay (out of a choice of two possible topics). The multiple-choice section will be 2 points x 20 questions and the essay 60 points, for a total of 100 in each exam. While the multiple-choice section will be

6. Exams will begin at 12:00 a.m. on the Friday they are held, ending at 11:59 p.m.

timed (45 minutes) and you will have one attempt to complete this section, you may have the rest of the test period to complete the essay.⁷ The essay should be 2-3 pages, not including bibliography, approximately 500-750 words. Please see the handout at the end of the syllabus for more details on essay format. These exams are open-book and open-note, but you may not collaborate with your fellow students during the test.

No exams will be held early for any reason. If you miss the 24-hour exam period due to a verifiable emergency, a makeup exam will be scheduled within the week, date TBD and at the instructor's discretion.

Essays 1 and 2: There will be two longer essays over the course of the semester, approximately 3- 4 pages each (750-1000 words, exclusive of bibliography) that you will have ~2 weeks to complete and submit online to Canvas by 11:59 p.m. on the day they are due. Please see the Schedule for due dates, and the handout appended to the syllabus for more details on format. Each essay is worth 80 points. These essays are meant to be more comparative in nature, considering broader topics of suffrage, citizenship and immigration in the U.S. at the national and state levels, and possibly bringing in other country examples.

Final Exam: The final exam is on May 19th and will be held online from 9:45 a.m.-12:00 p.m. The exam will be one essay of 2-3 pages (500-750 words), with a choice of one of three topics. This exam is comprehensive for the class, and could cover the American material, the comparative, or both; it is also open-book and open-note. The final is worth 60 points.

The final will not be held early for any reason. If you miss the exam period due to a verifiable emergency, a makeup exam will be scheduled for the makeup day (May 25th).

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 plus, 93-96% is an A, 90-92% is an A minus, 87-89% is a B plus, 83-86% is a B, 80-82% is a B minus, 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.

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 minus 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.⁸ See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

7. Please note that if you require accommodations for timed tests or quizzes, I will need AEC verification before I provided extended time on the multiple-choice section. If this is the case, the test time will be adjusted on Canvas.

8. A D grade or above is considered passing for Pols 170V – the aggregated C for SJSU studies is for all three studies classes in total.

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.

Extra Credit Policy

Per Academic Senate policy (<http://www.sjsu.edu/senate/docs/S09-7.pdf>), any extra credit opportunities must be extended to all students in the class; this means that individual appeals for extra credit may not be considered apart from the entire class. Students may not request individual extra assignments for additional credit.

There will be two online study sessions to prepare students for Exams 1 and 2; students may attend these for 10 points of extra credit each, or view a recording of the session and turn in a synopsis via email for the points.

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.

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. I strongly suggest taking notes longhand for the class; you will be turning some writing as a hard copy each Wednesday class, so balancing that with a laptop may be cumbersome.

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.

You should be aware that although Canvas is only accessible by registered students, much of it should be considered a public forum: your remarks in discussions and in group Zoom sessions will be recorded. Email also has confidentiality issues. Act accordingly.

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 and time designated in the syllabus, barring an emergency that is verifiable in writing. Situations where a student may not be able to turn in an assignment on time require contacting the instructor before the due date/time to get an extension. Extensions will be granted at the instructor's discretion.
- 2) Online writing should 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.
- 3) If a student must turn in an assignment late due to an emergency, the student should submit the work as soon as possible and provide verification of the emergency to restore any lost grade points as well as have the work graded.
- 4) Late 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.
- 5) Apart from the Final Exam, the last day for submission of any late work due to an emergency or extension is the last actual lecture day of the session (May 11th). 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.
- 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. You may 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.

Internet Failure Policy

While this is a hybrid course, there will still be use of Canvas for modules, access to readings and assignments. Lectures to prepare for class will be on YouTube, with links to Canvas. SJSU

does not have a formal policy on what to do if there is an internet failure on the instructor's end or on yours, so I am creating one here:

- 1) If internet access fails on the instructor's end, she must notify students that she is unavailable for immediate contact regarding class resources or materials, and that email replies will be delayed until the internet resumes. Notification will be through email, either from the instructor herself or the Political Science Office.
- 2) Power failures or shut-offs due to emergencies may also affect internet coverage. The instructor will do her best to notify students if there is such an emergency, and whether or not the class tasks will be adjusted accordingly.
- 3) Students may also lose internet coverage at times in the class, due to failure, power shut-off or other emergency. In such situations, if the lack of internet service will affect completing class tasks, the student needs to notify the instructor as soon as possible in case adjustments are needed. This is particularly important in cases of quizzes, exams or assignments. Note that any adjustments are at the instructor's discretion and will depend on the specific circumstances of the emergency.
- 4) While 3) addresses unforeseen emergency situations, students may not use *anticipated* internet interruptions as a reason for extensions on completing class tasks. Students should make arrangements to complete those tasks if they know ahead of time that their internet coverage will be interrupted. This could involve using internet coverage in another location, for example. If you as a student feel that you may not be able to fulfill class requirements ahead of time due to internet issues, you should contact the instructor to discuss options.

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 between students during exams, even open-book and open-note ones, is prohibited in this class.

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.

Final Exam Policy

Per University Policy S17-1, all classes must have a culminating activity that finishes the class; if a sit-down final, it must be held during the scheduled date and time for the class, which for this class is May 19th from 9:45 a.m.-12:00 p.m. No final will be held before your scheduled time, and you should plan on taking the test when scheduled unless you have a verifiable emergency, or three or more scheduled finals in one day and you contact me no later than three weeks before the last day of class (April 27th).⁹ If you fall into one of these categories, a makeup exam is possible, on the scheduled makeup day of May 25th. Please see the relevant policy at <http://www.sjsu.edu/senate/docs/S17-1.pdf> for more information.

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. The guidelines for accommodations for disabilities are also included under the AEC link.

9. If you are taking any online courses this semester, it is **strongly** recommended that you confirm the time for the final with the instructor early in the semester, and then contact Dr. Pinnell if there may be a conflict with Pols 170V.

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 | 1/26-2/9 | <p><u>Course Introduction; American Topic 1: U.S. Constitution and Federal Politics in Comparison</u></p> <p>See Modules on Canvas for lecture links, discussion question for 2/9</p> <p><u>WTP</u>, Chs, 2-3</p> <p>Smith, Chs. 2-4</p> <p>Syllabus Quiz on Canvas: 2/4</p> |
| 3-4 | 2/16 | <p><u>American Topic 2a: Legislative Branch (U.S.)</u></p> <p>See Modules on Canvas for lecture links, discussion question for 2/16</p> <p><u>WTP</u>, Ch. 10</p> <p>Smith, Ch. 6</p> |
| 4 | 2/23 | <p><u>American Topic 2b: Courts and the Judicial Branch (U.S., CA)</u></p> <p>See Modules on Canvas for lecture links, discussion question for 2/23</p> <p><u>WTP</u>, Ch. 13</p> <p>League of Women Voters, Ch. 6</p> |
| 5 | 3/2 | <p><u>American Topic 2c: The Presidency and Bureaucracy (U.S.)</u></p> <p>See Modules on Canvas for lecture links, discussion question for 3/2</p> <p><u>WTP</u>, Chs, 11, 12</p> <p>Smith, Ch. 5</p> |
| 6 | 3/9 | <p><u>American Topic 2d: The California Legislative and Executive Branches</u></p> <p>See Modules on Canvas for lecture links, discussion question for 3/9</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-----------|---|
| | | League of Women Voters, Chs. 4,5 |
| 6 | 3/11 | Exam 1: Online from 12:00 a.m. until 11:59 p.m. |
| 7-8 | 3/16-3/23 | <p><u>American Topic 3: Elections, Voting and Political Parties</u></p> <p>See Modules on Canvas for lecture links, discussion questions for 3/16 and 3/23</p> <p><u>WTP</u>, Chs. 8-9</p> <p>Smith, Chs, 9-10</p> <p>League of Women Voters, Chs. 1-3</p> <p>Wang, Tova. 2012. "The Battle over Motor Voter," in <u>The Politics of Voter Suppression: Defending and Expanding Americans' Right to Vote</u>. NY: Cornell University Press, 2012, 60-74 (on Canvas under "Files.")</p> <p>Gardner, Amy, Rabinowitz, Kate and Stevens, Harry. 2021, "How GOP-backed Voting Measures Could Create Hurdles for Thousands of Voters," <u>Washington Post</u> 11 March 2021 https://www.washingtonpost.com/politics/interactive/2021/voting-restrictions-republicans-states/)</p> |
| | 3/25 | Essay 1 due online by 11:59 p.m. (please note date!) |
| | 3/28-4/1 | Spring Break – NO CLASS or office hours |
| 9-10 | 4/6-4/13 | <p><u>American Topic 4: Civil Liberties and Civil Rights</u></p> <p>See Modules on Canvas for lecture links, discussion questions for 4/6 and 4/13</p> <p><u>WTP</u>, Ch. 4</p> <p>Smith, Ch. 12 (pp. 172-178)</p> <p>Lieberman, Robert C. 2005. "Weak State, Strong Policy," in <u>Shaping Race Policy: The United States in Comparative Perspective</u>. Princeton, NJ: Princeton University Press, 174-201. (ProQuest. Link: https://ebookcentral-proquest-com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=713816)</p> |
| 10 | 4/15 | Exam 2: Online from 12 a.m. to 11:59 p.m. |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------------|-----------|---|
| 12 | 4/20-4/27 | <p data-bbox="493 264 1255 296"><u>Comparative Topic 1: Immigration and Citizenship Politics</u></p> <p data-bbox="493 338 1520 369">See Modules on Canvas for lecture links, discussion questions for 4/20 and 4/27</p> <p data-bbox="493 411 1539 516">Bloemraad, Irene, Anna Korteweg and Gökçe Yurdakul. 2008. “Citizenship and Immigration: Multiculturalism, Assimilation and Challenges to the Nation-State,” in <u>Annual Review of Sociology</u> 34 (2008): 153-179 (On Canvas under “Files.”)</p> <p data-bbox="493 558 1511 699">Johnston, Paul. 2001. “The Emergence of Transnational Citizenship Among Mexican Immigrants in California,” in <u>Citizenship Today: Global Perspectives and Practices</u>, Aleinikoff, T. Alexander and Douglas Klusmeyer, eds. Carnegie Endowment for International Peace. (On Canvas Under “Files.”)</p> <p data-bbox="493 741 1533 882">Kinney, Jenn and Elizabeth F. Cohen. 2013. “Multilevel Citizenship in a Federal State: The Case of Noncitizens’ Rights in the United States,” in <u>Multilevel Citizenship</u>, Willem Maas, ed. University of Pennsylvania Press, 2013, 70-86 (JSTOR. Link: https://www.jstor.org/stable/j.ctt3fhfq2.7)</p> <p data-bbox="493 924 1528 1064">Portes, Alejandro and Ruben G. Rumbaut, 2006. “From Immigrants to Ethnics: Identity, Citizenship, and Political Participation,” in <u>Immigrant America</u>, 3rd ed., 177-165. Berkeley: University of California Press, 2006. (On Canvas under “Files.”)</p> |
| | 5/2 | Essay 2 due online by 11:59 p.m. |
| | 5/4-5/11 | <p data-bbox="493 1199 1507 1230"><u>Comparative Topic 2: Political Culture and Changing Values; Final Discussion</u></p> <p data-bbox="493 1272 1487 1304">See Modules on Canvas for lecture links, discussion question for 5/4 and 5/11</p> <p data-bbox="493 1346 873 1377"><u>WTP</u>, Ch. 1 (pp. 5-12, 17-24)</p> <p data-bbox="493 1419 654 1451">Smith, Ch. 1</p> <p data-bbox="493 1493 1500 1598">Agnew, John and Shin, Michael. 2020. “Mapping Populism,” in <u>Mapping Populism: Taking Politics to the People</u>. Lanham, UK: Rowman & Littlefield, 2020, 19-46. (On Canvas.)</p> |
| Final Exam | 5/19 | Online, 9:45 a.m.-12:00 p.m. |

Writing Assignments for Pols 170V

Over the course of the semester, there will be several different types of writing assignments for this class. Most of these will be submitted online and there will be rubrics at the prompts on Canvas, but I am including format and requirements details for these assignments here as well. Please peruse these as these assignments occur in the class.

Class Prep Writing

These are one-page (approximately 250 words) responses to the week’s topic question, which will be on the introduction page of each module. These written responses can be single- or double-spaced, but should be 12-point font. The question is meant to help you focus your thoughts as you go through the lectures and readings before the Wednesday class. While you do not need to write one of these each week, you must complete six total to be eligible to receive their share of the class grade. Each write-up must be uploaded as a .pdf to the prompt on Canvas under Assignments by the beginning of the class time on Wednesday when the specific question will be considered in class. So, if a question is put out on February 2nd to be prepared for the class on February 7th, the answer is due before the start of class on February 7th. Late submissions will not be accepted; you must plan to complete these as scheduled. There are thirteen possible questions to answer over the course of the semester, so you should be able to fulfill this requirement if you miss a particular week.¹⁰

Answers to these questions require you to address the question completely, but how you do so is largely up to you. If you need to look over a specific reading or lecture to answer the question, you should be sure to mention that material. My one restriction on writing has to do with source use – you cannot copy large sections of the class material to replace your writing, as that is not really “your” answer. Keep quotes to a minimum and cite when you use them. The uploads to Canvas will be checked by Turnitin for source use. If you lean too much on sources, that will mean less points. A largely copied answer may not count for points, especially if copied without citation.

In-Class Writing

As part of the Wednesday classes, you may be required to take notes during a group discussion or write a paragraph on what you discussed; these will be turned in at the end for credit. You should be prepared to write these types of assignments by having paper and writing instruments with you, even if you have a laptop. If you take notes on a computer, be advised that you will still have to hand in writing in class; you should be prepared to write longhand if necessary. These assignments are largely graded with full points if you completed the assignment – I am more interested in what you learned than in how you present it.

If you miss a class due to a verifiable emergency, you must make up for the lack of the in-class write up by writing your response to the In-Class Writing question (at the end of the discussion questions) and submitting it via email to Dr. Pinnell within one week of the class you missed. This will make up the missing five points for the lack of attendance. The one week is

10. Additional write-ups may not be submitted for credit beyond the original six.

firm unless the emergency is a protracted one – and you need to discuss an extension with the instructor if this is the case. Otherwise, your makeup work may not be accepted.

Exams 1 and 2 Essays – and the Final Exam Essay

Exams 1 and 2 will include an essay component, to be completed within 24 hours and uploaded to Canvas as a .pdf under Assignments during the test time period. You will have a choice of one of two topics. Essays should be 2-3 pages – 500 words minimum, with the upper limit at ~750 without the bibliography. This essay must be double-spaced and with 1" margins for grading purposes; there may be deductions in the writing portion if this is not the case. Late essay submissions may be accepted with instructor approval – but if you miss a test due to a verifiable emergency, be advised that this will be treated as a makeup situation and you will have to arrange for a different test on a later date, and therefore a different essay question to complete.

Essays drafted within 24 hours will be largely treated as “exam essays,” meaning that writing rules will be somewhat relaxed compared to essays where you have more time. 40 of the 60 points of the essay grade will be based on content. Higher scores will be given for covering all of the essay question in terms of information required, using class materials to answer when required, and giving your informed opinion when requested. Deductions from the 40 content points could occur if:

- You do not cover the question. If you must give a specific number of examples or use a specific reading, these must be present. “C” grades or below usually result from not covering the question.
- You do cover the question, but without much analysis or digestion of the information. “B” grades (35-32 points) may result if you covered everything, but leaned too much on sources, did not organize your thoughts at the beginning, or just answered the question one part at a time.
- There are major errors in the information. How this affects your grade depends on the number and type of errors.

An additional 10 points depends on organization and writing. Exam essays should have an introduction, a body of points and a conclusion – and these should be in separate paragraphs. Ideally, you would have a thesis and a roadmap of where you are going in your essay in the introduction. Each point in the body may need a paragraph. Your conclusion should also be a separate paragraph to finish. An essay that is merely bullet points will not earn all 10 points. An essay that is only one paragraph will receive deductions from both the writing points and from content, because this effort shows a lack of organizing content as well as writing issues. Grammatical issues such as spelling, verb tense, subject-verb agreement, punctuation and the like may cause deductions if they are recurring, but not major deductions given the time limit. Please see the comments/notations when the essays are graded for these issues.

Finally, the remaining 10 points of the essay depend on source use. Both exam essays will require citation for sources within the text and at the end as a bibliography. You may use notes or in-text for the citations within the body of the essay. Given that this is a GE course, I am not requiring a specific writing style – but MLA and APA are recommended. Whatever style you use, it must be applied correctly and consistently for all 10 points. Lack of proper use such as not properly quoting others’ material or providing cites could mean deductions from the 10 points. Outright copying of material, without citation, will be treated as plagiarism and could mean a loss of all 10 points as well as deductions from the content portion of the grade. Essays

on exams will be checked by Turnitin. If you cannot upload a .pdf that can be checked, this may mean the instructor will have to check it herself – and that could mean a deduction due to additional labor required. Please make sure your essay opens in Canvas.

Essays 1 and 2

The second half of the class will include two essays that you draft over the course of a week. Consequently, the rules will be different than for exam essays. Each of these essays will be approximately 3-4 pages each (750-1000 words, excluding the bibliography). Essays should be typewritten, double-spaced and in 12 point font with 1" margins and page numbers. Topics will go out on the Wednesday before they are due via Canvas. 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. 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.

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:

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. As noted above, I do not require a specific writing style for the class. But quoted material must be presented as such; citations are needed within the body of the text and as a bibliography; use of quoted material to replace your writing may mean a lower writing and content grade because of lack of originality; and if you copy without citation, that could be plagiarism and will be treated as such. Turnitin will be used to check your essay.

Essays 1 and 2 are due as uploads to Canvas by 11:59 p.m. on the due date. If you cannot complete the assignment due to emergency, it is your responsibility to contact the instructor with verification of the situation to arrange a late turn-in. Otherwise, you will lose eight points a day for late submission. All submissions should be via Canvas for grading purposes.

The Final Exam

The Final Exam for this course will be on May 19th, 2022 from 9:45 a.m.-12:00 p.m. The exam is online and will be only one essay with the format the same as for the essays on Exams 1 and 2 with one exception: you will have a choice of one of three topics. The exam will be 60 points.

If you cannot take the final as scheduled due to an emergency, you will need to contact the instructor with verification to take a makeup on the Makeup Day (May 25th). No final will be given before the final date for any reason.