






## Politics of Race, Gender and Class

PSC 313-01 (3 credit hours)  
Fall 2014

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North Central College

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*Prerequisite:* Junior Status

*Class meetings:* Tuesdays, 6:30-10:00 p.m.

*Office Hours:* Wednesdays, 10:30 a.m. - 2:30 p.m. (PSC House), Tuesdays 2:00-4:00 p.m. (STAD 249), or by appointment

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This is an upper-level seminar focusing on race, gender and class, primarily from a political science perspective. While it is impossible to do justice to all three of these concepts (not to mention their interrelationship) in a ten-week course, the goal is to expose you to some of the most prominent political science theories and research that relate to these elements in societies around the world.

Additionally, this course meets the College's general education requirement for Leadership, Ethics and Values. Accordingly, we will be attentive to the learning outcomes that have been adopted for this aspect of NCC's General Education curriculum (see below).

Finally, because this is a seminar your participation is critical to the success of the course. Each student will be responsible for leading class discussion for one session (or part of a session). I do not tend to do much traditional lecturing in a course like this, so a lot depends on you.

### **Required Materials**

*Texts:* Achebe, Chinua. 1959. *Things Fall Apart*. New York: Anchor Books.

Caliendo, Stephen M. 2014. *Inequality in America: Race, Poverty and Fulfilling Democracy's Promise*. Boulder, CO: Westview.

Caliendo, Stephen M. and Charlton McIlwain (eds.). 2010. *The Routledge Companion to Race and Ethnicity*. London: Routledge.

Escobar-Lemmon, Maria C. and Michelle M. Taylor-Robinson. 2014. *Representation: The Case of Women*. New York: Oxford University Press.

Kelly, Caitlin. 2012. *Malled: My Unintentional Career in Retail*. New York: Penguin.

## Teaching Philosophy

My teaching philosophy is borrowed largely from the noted Brazilian writer and educator Paulo Freire. Specifically, I believe students need to be the *subjects*, not merely the *objects* of education. That is, education needs to be interactive in order to be most effective. This is particularly true in an upper-level seminar course. That does not mean that you have to do all the work while I sit back and do nothing, but it means that you will be as involved, if not more so, in this course as you have been in your other college courses.

## Attendance and Late Work Policy

Students are expected to attend all classes, to be on time, and to stay for the duration of the class period. You are responsible for everything that goes on in class. If it is inevitable that you miss a class, it is important for you to call (or email) me in advance.

Written assignments are due at the beginning of the class meeting. Late papers will be penalized one point per minute. If you miss class on the day that a written assignment is due, you must get your paper to me before the start of class. Assignments will be accepted in hard copy format, electronically through the course Blackboard site's email, or from your NCC email account. **No assignments can be accepted from outside email addresses.**

North Central College's policy regarding students participating in College-sponsored activities will be honored. Affected students are responsible for making arrangements to make up missed work prior to the class absence.

## Electronic Devices

All electronic devices must be turned off and put away (out of sight) for the duration of the class meeting. This includes laptop/notebook computers, mobile devices (cell phones and smart phones) and tablets (e.g., iPads). Students may create an audio recording of class meetings with advance permission.

## Classroom Courtesy

It is especially important to me that we all respect one another. Many of the topics we will be covering are controversial in nature, and I fully expect that there will be emotional discussion during many of the class meetings. As long as you remain civil and stay away from personal attacks, these times can be learning experiences for all of us.

It is also important that we respect each other by not being late to (or absent from) class, making sure to turn off all pagers and cellular phones (unless you have a compelling reason to have it on, in which case you must see me before the class period begins), and refraining from being distracting during class by leaving early or engaging in side conversations. Being discourteous will detract from your course grade.

## Sensitive Material

There may be times when we will need to discuss sensitive topics and issues. I will present these topics and issues in a professional manner, making every effort possible to not offend. You need to be aware, however, that avoiding these issues entirely is undesirable and inconsistent with the notion of a higher education experience.

## Grades

Grades for the course will be determined by the following methods of evaluation:

Participation	
Attendance	100 points
Class discussion	200 points
Reading Quizzes	200 points (50 points each; five total quizzes)
Discussion Leader Role	100 points
Take-home Exams (2)	400 points (200 points each)

**Participation** is listed first because it is the most important. If you attend class and participate mentally and verbally, you are likely to be successful in all other areas of evaluation. I understand that it is uncomfortable for some students to speak up in class, but we all come from different cultures and backgrounds and bring with us different social, political and life experiences, so your voice is important. One reason that I am so adamant about you being in class is that your perspective is not represented when you are not here. In a sense, *we all suffer when you are unable to come to class*. We are only capable of experiencing one perspective (our own), but we are capable of learning and understanding opinions and experiences of infinite diversity. Accordingly, we all want to hear what you think about things.

Participation is worth thirty per cent of your course grade and is broken into two parts: **attendance** and **class discussion**. Just showing up to class is worth ten per cent of your grade (see the rubric below). If you cannot make it to class, you should call or send me an email so that we will not be expecting you. Being prepared for and actively participating in class discussions is worth the other twenty per cent of your participation grade. This means that you should have the reading done ahead of time, and that you should be prepared to answer and ask relevant questions that are informed by the course readings (again, see the rubric below). Since this is a 300-level seminar class, it is essential for you to verbally (and thoughtfully) participate to earn an A-level grade in this area of the course.

To provide some incentive to keep up with the reading, there will be five short-answer **reading quizzes** scattered throughout the term. These quizzes will not be announced, and there is no opportunity to make up a quiz. However, the lowest quiz score will be counted as bonus points. Combined, the quizzes count toward twenty per cent of your course grade. Quizzes must be turned in 15 minutes after class begins, no matter when you arrive.

Each student will serve as **class discussion leader** (or co-leader) for one class meeting. On this day, you will submit to me a (typed) list of four to six discussion questions on the assigned reading or readings. If the questions are good, we will not be able to get through more than two or three of them, but it is best to be more prepared than to have the discussion fall flat. The questions should: 1) demonstrate a comprehensive understanding of the reading, and 2) be designed to instigate discussion from your classmates. You should assume that your classmates have read the material. Beyond the questions, you are responsible to make sure conversation keeps moving during that part of the class meeting. That is, simply submitting the questions does not fulfill your responsibilities. You are not expected to prepare any formal presentation or to “teach” the class, but if there is a lull in discussion, it is your job to get things back on track. Please take this role seriously and plan to help your classmates when they are discussion leaders. It will make our time together go by much more quickly (and we will all learn a lot more). This assignment will count for ten per cent of your course grade.

Two **take-home exams** will be assigned to help you to think critically and more deeply about the subjects we cover. Exams will be assigned the week before they are due and they are due at the beginning of class on the day they are due. **Grammar and spelling count**. You will be graded on the accuracy and the thoughtfulness of your response, as well as the strength of your writing. No sources beyond the course readings or those provided with the assignment are permitted for these short papers. Assignments must be

computer generated and double-spaced with margins no larger than 1 ¼” and a font no larger than 12 points (Times New Roman or Cambria). Each exam will count for twenty per cent of your course grade.

Your **grade** for the course (assessed by the above evaluations) will be as follows:

A	930 or more points	C+	770-799 points
A-	900-929 points	C	730-769 points
B+	870-899 points	C-	700-729 points
B	830-869 points	D	600-699 points
B-	800-829 points	F	599 points or fewer

### **Writing**

*By the time you have reached this part of the syllabus, you should be able to tell that writing is an important component of this class.* It is very important to me that your writing improves over the course of this term. I will be able to tell from your writing in the assignments if you need some work in this area. Often students are upset when required to write well in classes other than English, but I would be doing you a disservice if I looked past grammatical and stylistic shortcomings and graded you solely on substance. The substance, for the most part, is lost if the paper is not well organized and articulated. Therefore, please do not be offended if I suggest that you pay a visit to the Writing Center. There are folks there who can see in your writing what you cannot and work with you to strengthen your skills. Remember, your writing counts in this class, so failure to get help in this area will translate into a lower grade for the course, as well. We can never get enough practice writing. You will need writing skills throughout your life no matter what career you choose.

Some helpful hints about writing in the social sciences appears below, but more detailed discussion (with examples) is available in the *North Central College Guide to Writing* and on the NCC library’s website (<http://noctrl.libguides.com/content.php?pid=41793&sid=307564>).

### **Outcomes and Assessment**

Written work submitted in this course may be used as part of program or institutional assessment. If that is the case, your name will be removed prior to any assessment activity. However, if you wish for your work to be excluded from such activity, please let me know before the end of the first week of classes.

This course meets an all-College general education requirement for Leadership, Ethics and Values. As such, the College faculty has designated certain goals and outcomes.

#### *General Education Learning Goals*

As a result of their participation in the general education program at North Central College, students will be able to:

- think critically and reflectively;
- communicate creatively and effectively;
- engage the defining ideas, skills, and approaches integral to a liberal arts education;
- relate knowledge to a diverse and ever-changing world in an ethical and socially responsible manner;
- draw conclusions between different fields of knowledge.

*General Education Learning Outcomes: ACR-Leadership, Ethics and Values*

The College faculty has identified the following outcomes for students in courses meeting the general education requirement in LEV. The measurement of each outcome is indicated in parentheses.

Each course meeting the leadership, ethics and values requirement for general education must fulfill the following learning outcomes such that students will:

- analyze interdependency among leadership, ethics and values as these relate to [leadership] (discussion leader role, exams, class discussions);
- apply critical thinking to a problem of leadership, ethics or values within a major, minor or area of special interest (discussion leader role, exams, class discussions);
- reflect upon how a major, minor or area of interest can contribute to the study of leadership, ethics and values (exams).

**Academic Honesty**

The policy of North Central College concerning cheating and plagiarism will be strictly followed in this class. It is crucial that you become familiar with this policy (it can be accessed online at <http://www.noctrl.edu/x8303.xml>). I only expect two things from you for you to be successful in this course: keep up with the assignments and be thoughtful in your responses to them. If you do that, I can guarantee that you will not have to cheat to get a good grade and learn a lot. I fully understand the pressure of college classes (I was in your seat not so long ago!), but at no time should you feel that you need to steal someone else's work in order to do well in this course.

Depending on the severity of the infraction, ***punishment can include failing the course and referral for university disciplinary action.*** Please note that according to NCC policy, ***it is not necessary to prove intent*** for a student to be penalized for academic dishonesty.

If you are unclear about what plagiarism is, by all means see me or bring it up in class and we will discuss it. Briefly, plagiarism is the reproduction of someone else's ideas (even if you switch the language around) without proper credit being given. This means that you may not steal an idea from the *American Journal of Political Science*, but it also means that you may not get anyone to do your assignments, exams, or research paper for you. You need to be sure to use quotation marks when relating a direct quote, but most plagiarism is a result of improper credit given to others' ideas, not merely their words. That is, even if you change the words around or paraphrase, if you borrow the idea, you need to properly cite from where it came. Presenting anyone else's ideas as your own (whether the other person is a published author, a classmate, a friend, or a family member) is to be academically dishonest. If your name appears on something that is to be turned in for a grade, the work must be your own, understood to be "common knowledge," or it must be properly cited. Something that you remember from another class or a book you read earlier is not necessarily common knowledge. Please feel free to check with me if you are not sure whether something needs to be cited. Finally, you may not turn in a paper that is similar in content to one that has been turned in for a grade in another course without prior approval from me.

In addition to the discussion of this issue on North Central College's website, and in the *North Central College Guide to Writing* (available on the course Blackboard site and on NCC's website), Princeton University also offers a page of examples and explanations of plagiarism. Please visit this site and review the information: <http://www.princeton.edu/pr/pub/integrity/pages/plagiarism/>

Now that we have taken care of that, we can turn to the real reason we are here: to learn and to have a good time while doing so!

### Fun

Even though this course will not be a “blow-off,” it does not have to hurt. I like to have fun while I learn (it seems less like work then). If you are “up” for class each day, the time will go much faster, and your interest and participation will help the material sink in better. What you learn is likely to stay with you longer and that is one of my personal goals.

So get involved early on and keep up. Come to class prepared each day and this experience will very likely be enjoyable for all of us.

### Course Schedule

A reading assignment for a particular class meeting means that you need to have the material read before class begins that day. If you fall behind with the reading, it will be very difficult to catch up, so please stay on top of it. I reserve the right to modify this schedule as the need arises.

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
9/16	Introduction/Syllabus  Introduction to Systemic Inequality	Read: Caliendo, Introduction and chapters 1-3  <u>Film</u> : <i>The Line</i>  Choose discussion leader roles
9/23	Economic and Racial Inequality in America	Read: Caliendo, chapters 4-8 and conclusion
9/30	Racism in a Global Context	Read: Caliendo & McIlwain “Introduction”; Walton & Caliendo “Origins of the Concept of Race”; Ibrahim “Ethnicity”; Jensen “Whiteness”; and Muck “Colonialism/Postcolonialism” (in Caliendo & McIlwain, eds. [C&M])
10/7	Racism in a Global Context	Read: McIlwain & Caliendo “Race, Politics and Public Policy”; McIlwain “Race-based Social Movements”; Kramer “Motivation, Immigration and the Immigrant”; Asher “Race, Gender and Sexuality”; Caliendo “Race, Media and Popular Culture”; and Udayakumar “Race, Ethnicity and Globalization” (in C&M)
10/14	Poverty in America	<u>Film</u> : <i>30 Days: Minimum Wage</i>  <b>Mid-term Exam due at 6:00 p.m.</b>
10/21	Case study: Civil Unrest and Leadership in Ferguson, Missouri (August 2014).	Read: Ahmed, Amel. 2014. “Ferguson Fallout: Black Americans Grapple with Victim-Blaming.” Al Jazeera America. August 21. <a href="http://america.aljazeera.com/articles/2014/8/20/ferguson-and-victimblaminganationalpastime.html">http://america.aljazeera.com/articles/2014/8/20/ferguson-and-victimblaminganationalpastime.html</a> ; Bouie, Janelle. 2014. “Why the Fires in Ferguson Won’t End Soon.” Slate.com. August 19. <a href="http://www.slate.com/articles/news_and_politics/politics/2014/08/ferguson_protests_over_michael_brown_won_t_end_soon_the_black_community.html">http://www.slate.com/articles/news_and_politics/politics/2014/08/ferguson_protests_over_michael_brown_won_t_end_soon_the_black_community.html</a> ; Coates, Ta-Nehisi. 2014. “Reparations for Ferguson: Total Police Control Over Black

Date	Topic	Assignment
		<p>Bodies Has Echoes in American History." <i>The Atlantic</i>. August 18. <a href="http://www.theatlantic.com/national/archive/2014/08/Reparations-For-Ferguson/376098/">http://www.theatlantic.com/national/archive/2014/08/Reparations-For-Ferguson/376098/</a>; Cobb, Jelani. 2014. "Between the World and Ferguson." <i>The New Yorker</i>. August 26. <a href="http://www.newyorker.com/news/news-desk/world-ferguson">http://www.newyorker.com/news/news-desk/world-ferguson</a>; and Tam, Ruth. 2014. "Feminists Take on Race and Police Conduct Post-Ferguson." <i>The Washington Post</i>. September 1. <a href="http://www.washingtonpost.com/blogs/she-the-people/wp/2014/09/01/feminists-take-on-race-and-police-conduct-post-ferguson/">http://www.washingtonpost.com/blogs/she-the-people/wp/2014/09/01/feminists-take-on-race-and-police-conduct-post-ferguson/</a> [all on Blackboard]</p> <p>Could be helpful (not required): "Timeline: Michael Brown Shooting in Ferguson, MO." <i>USA Today</i> <a href="http://www.usatoday.com/story/news/nation/2014/08/14/michael-brown-ferguson-missouri-timeline/14051827/">http://www.usatoday.com/story/news/nation/2014/08/14/michael-brown-ferguson-missouri-timeline/14051827/</a></p>
10/28	Social Class in America	Read: Kelly
11/4	Gender Politics in a Global Context	<p>Read: Escobar-Lemmon and Taylor-Robinson, "Dilemmas in Meaning and Measurement of Representation"; Beckwith, "Plotting the Path from One to the Other: Women's Interests and Political Representation"; Hancock, "Intersectional Representation or Representing Intersectionality? Reshaping Empirical Analysis of Intersectionality"; Dahlerup, "Representing Women: Defining Substantive Representation of Women"; Matland and Lilliefeldt, "The Effect of Preferential Voting on Women's Representation"; Hoekstra, Kittilson and Bond, "Gender, High Courts, and Ideas about Representation in Western Europe"; and Htun, "Political Inclusion and Representation of Afrodescent Women in Latin America" (in Escobar-Lemmon and Taylor-Robinson [E-L &amp; T-R])</p>
11/11	Gender Politics in a Global Context	<p>Read: Kang, "How Civil Society Represents Women: Feminists, Catholics, and Mobilization Strategies in Africa"; Swers, "Unpacking Women's Issues: Gender and Policymaking on Health Care, Education, and Women's Health in the US Senate"; Reingold and Haynie, "Representing Women's Interests and Intersections of Gender, Race, and Ethnicity in US State Legislatures"; Escobar-Lemmon, Schwindt-Bayer and Taylor-Robinson, "Representing Women: Empirical Insights from Legislatures and Cabinets in Latin America"; and Escobar-Lemmon and Taylor-Robinson, "Does Presence Produce Representation of Interests?" (in E-L &amp; T-R)</p>
11/18	Colonialism and (Re)Considering the <i>Heart of Darkness</i>	Read: Achebe
11/24		<p>No class meeting</p> <p><b>Final Exam due at noon</b></p>

## **Grading Rubrics**

### *Attendance*

Students are expected to attend all course meetings. Each student begins the semester with 100 points for attendance. That total is adjusted at the end of the semester accord to the following guidelines:

Five points lower for the first missed class with **an advanced call or email**.

Ten points lower for the first missed class with **no advance call or email**.

Twenty points lower for second and third absence (irrespective of notice).

Five points lower for each late (or early leave). A student arriving more than 60 minutes late or leaving more than 60 minutes early will be considered to have been absent.

Students missing more than three classes (irrespective of notice) will receive a zero for the attendance portion of the course.

**Official absences for college-sponsored activities are excused provided they are appropriately documented.**

### *Class discussions*

Each student begins with 120 points for class discussion. Points are added and/or subtracted according to which of the following statements in each category (positive and negative) most accurately describes the student's activity.

#### Positive Contributions

- Add 60-80 points: Student *regularly* participates in class discussions and demonstrates that he or she is prepared for class each meeting by raising insightful questions, offering informed comments about the material, and demonstrating an overall appreciation for the complexity and importance of the topics discussed while being respectful of others.
- Add 40-59 points: Student *frequently* participates in class discussions, as described above.
- Add 20-39 points: Student *occasionally* participates in class discussions, as described above.
- Add 1-19 points: Student *rarely* participates in class discussions, as described above.

#### Negative Contributions

- Subtract 60-120 points: Student *routinely* engages in distracted behavior (e.g., attending to electronic devices for purposes other than taking notes, sleeping or not being focused during class meetings) and/or distracting behavior, such as having side conversations, moving about the classroom, leaving early or arriving late, or offering tangential information during class discussions.
- Subtract 10-50 points: Student *occasionally* engages in distracted or distracting behavior, as described above.
- Subtract 0 points: Student *never* engages in distracted or distracting behavior, as described above.

### *Discussion Leader Role*

100-90 – An appropriate number of discussion questions are submitted. Questions are clear, prompt discussion,

and demonstrate a comprehensive understanding of the reading. The student is effective in keeping discussion moving for the entire allotted time period (usually one hour).

89-80 – An appropriate number of discussion questions are submitted, but the questions fall short of demonstrating a comprehensive understanding of the reading. Student struggled to keep discussion moving, but posed questions that encouraged meaningful discussion of the reading.

79-70 – Student did not put forth an appropriate number of discussion questions or put forward questions that do not demonstrate a comprehensive understanding of the reading. Student made minimal attempt to keep discussion moving.

69-60 – While the student made an attempt at the providing some questions, there is no evidence that he or she has any meaningful understanding of the reading. There are an insufficient number of questions and/or the class discussion never “takes off.” A mark in this range generally indicates that the student did not take the assignment seriously.

59 or below – The student made no serious attempt to understand the reading or to generate discussion questions for the class. He or she put forward little to no effort to keep class discussion moving. A mark in this range generally indicates a blatant disregard for the assignment or a hostile attitude toward the reading, the class or the instructor.

0 – Student engaged in academic dishonesty or refused to perform the role at all.

### *Exams*

100% - 90% – The exam is thoughtful, concise (but thorough), well articulated and well developed. Student demonstrates advanced understanding of the topic and raises interesting questions and/or observations about the material. There are few, if any, stylistic or grammatical writing errors. All borrowed material is appropriate documented them according to an accepted style manual (APA, MLA or Chicago).

89% - 80% – Good points are made about the material, but the discussion or analysis falls short of the thoughtfulness and insight described above. The exam is well articulated and concise, but not particularly insightful. There are a number of stylistic or grammatical writing errors. All borrowed material is appropriate documented them according to an accepted style manual (APA, MLA or Chicago).

79% - 70% – An attempt is made at the material, but the student does not demonstrate a solid grasp of the main points of the material, nor does he or she raise any particularly interesting questions. There are several stylistic or grammatical writing errors. Insufficient or inappropriate documentation, even if all other criteria are met, may also result in a mark in this grade area.

69% - 60% – This is a poor exam on the whole. While the student attempted to address the assignment, the essay is choppy and disorganized, and largely irrelevant to advancing understanding of the topic. Stylistic and grammatical writing errors occur throughout the exam.

59% or lower – There is virtually no connection made to the assigned topic, and the structure of the essay is so poor that it is difficult to discern the student’s intent. Stylistic and grammatical writing errors occur throughout the exam.

0 – Student engaged in academic dishonesty, turned in the assignment late or not at all, or made no serious attempt to address the assignment whatsoever.