

Rollins

FOUNDATIONS IN THE LIBERAL ARTS

rFLA 100
**Politics in America: The Perils and Promises of
Pluralism**

Social Sciences Division
Identity and Cultural Collision Theme

M-F 9-11:30 (CSS 229)

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Office Hours: By appointment

Course Description:

As American politics has become increasingly polarized, questions about the influence of identity within the electorate have taken center stage. Whether the focus is on white blue-collar voters or undocumented immigrants, women or evangelical Protestants, identity is seen as central to the production of conflicting political ideologies. At the same time, American society and political institutions are valued for being pluralistic and representative of a diverse populace. Pluralism offers both the political promise of resolving difference and the peril of encouraging political divisions. This course asks students to reflect on the relationship of identity to the practice of American politics. Students will survey a range of identity-based and intersectional movements in the American electorate and consider how the principles and practices of pluralism work in contemporary American politics.

This course is part of the Rollins Foundations in the Liberal Arts. This curriculum is intended to:

- Introduce students to the liberal arts
- Expose students to a broad array of disciplines and ways of thinking and understanding
- Provide an academic and extracurricular community for the students
- Teach students how to integrate knowledge and skills across disciplines and courses

This course fulfills the 100 level Foundations Seminar requirement.

This course fulfills the Social Sciences requirement.

Students must receive a C- or higher to fulfill the above requirements.

Foundations Objectives¹:

- Information Literacy: This is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy.

Course Objectives

- Students will learn to read critically to understand the foundations of key political arguments that structure our understanding of pluralist democracy.
- Students will work to identify and distill the key arguments and debates around the place of identity in American politics.

¹ Course learning objectives follow the definitions offered under the American Association of Colleges and Universities' LEAP initiative (Liberal Education and America's Promise).

- Students will evaluate conflicting ideas and positions in relation to each side's use of logic, empirical evidence, political ideology, and implicit and explicit biases.
- Students will refine their writing and critical thinking and hone their information literacy skills through the process of identifying and evaluating sources and opposing arguments.
- Students will develop new skills for engaging in civil dialogue and political discourse.

Note on classroom decorum

This course asks students to engage with many of the most polarizing questions in American politics. A plurality of views are presented in our course readings and will be discussed in class. Students are encouraged to critically engage with the readings in order to formulate and express their own perspectives on these issues. The classroom should be a place where we debate political ideas and policies freely; for everyone to feel empowered to speak, students must be committed to civil and respectful dialogue. Students are expected to refrain from ad hominem attacks and to ground their positions in relation to established political theories and empirical evidence. **Furthermore, electronic use is prohibited in the classroom unless necessary for a documented accommodation.**

Books and Readings

Required course books may be purchased at the campus bookstore or online.

Takaki, Ronald. *Debating Diversity*, Third Edition. (New York and Oxford: Oxford University Press, 2002).

(PDF): Stand-alone academic articles and book chapters that are designated PDF on the schedule will be available on Blackboard.

Hyperlinked (Online): Many sources that are readily accessible online have been hyper-linked in the schedule of readings. To access these readings, navigate to the syllabus posted on Blackboard and click on the hyper-linked reading

Assignments/ Grading

All written assignments must be submitted electronically prior to the start of class and in hard-copy at the start of the class period. A late assignment will lose one full letter grade (10%) for each day (24-hour period) it is submitted after the due date. For example, a written assignment is due at the start of class on Tuesday, January 29th at 9:30 am. If you were to submit this assignment any time after 9:30am on the 29th but before 9:30am on the 30th, you would lose one letter grade.

- Film/Text Close Readings (10% each—30% total)
- Final Project (40 pts)
 - Proposal (10%)
 - Annotated Bibliography Pt. 1 and Pt. 2 (2 @30%)
 - Final Reflection (20%)
 - Final Presentation (10%)
- In-class final (20 pts): There will be an in-class long essay final exam.
- Participation and Attendance (10 pts)

Attendance

Students may have one absence without any grade reduction and two absences without significant penalty. Three absences will result in a significant reduction of the student's grade. (For guidelines, see participation rubric.) Four or more absences may automatically result in a failing grade.

Participation Rubric

10 pts Stellar attendance and <i>daily</i> participation that reflected engagement with assigned readings and course topics. (0-1 absences)	8 pts Strong attendance and consistent participation in course discussions that reflected engagement with assigned readings and course topics. (0-2 absences)	7 pts Strong attendance and some participation; OR average attendance and very strong participation in course discussions that reflected engagement with assigned readings and course topics (0-2 absences)	5 pts Strong attendance and little participation; OR average attendance and strong participation in course discussions that reflected engagement with assigned readings and course topics. (0-3 absences)	4-0 pts Average attendance with no participation; OR poor attendance with some participation; OR participation in course discussions does NOT reflect engagement with assigned readings and course topics. (2-4 absences)
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Schedule*

Note: Readings are due before the scheduled class.

*Readings are subject to change at the professor's discretion.

Week One:

Date	Reading Due for Class	Class Plan	Assignment Due
5/13	Syllabus	Watch: <i>Far from Heaven</i> (2002)	
5/14	Dahl, <i>Democracy and Its Critics</i> , ch. 20-21 (PDF) Deneen, <i>Why Liberalism Failed</i> (PDF)	1) Discuss <i>Far from Heaven</i> and film response assignment	
		2) Discuss Dahl and Deneen	
		3) In class worksheet on systems of government	
5/15	Jeffrey Rose, "America is Living James Madison's Nightmare," <i>The Atlantic</i>. Adam Serwer, "The Battle for Pluralism," <i>The Atlantic</i> Lee Drutman, "Why America's 2-party system is on a collision course with our constitutional democracy," <i>Vox</i>.	1) Discuss Readings	
		2) In class worksheet on how to do a close reading	
5/16	Samuel Huntington, "The Clash of Civilizations" (DD) Achen and Bartels, <i>Democracy for Realists</i> (PDF) Levitsky and Ziblatt, "This is how democracies die," <i>The Guardian</i>.	1) Discuss readings	
		2) In class research on group identities	
5/17	Elizabeth Martinez, "Reinventing 'America': Call for a New National Identity"; Arthur Schlesinger, Jr., "The Return to the Melting Pot"; Ronald Takaki, "A Different Mirror: Multicultural Ties That Bind America." (DD)	1) Discuss readings	Film response due (assignment handed out in class)
		2) In class citation and writing workshop	

Week Two:

Date	Reading Due for Class	Class Plan	Assignment Due
5/20	Oscar and Mary F. Handlin, "Origins of the Southern Labor System"; Ronald Takaki, "Why the Switch to Slavery: Fears of Rebellious White Workers"; W. E. B. DuBois, "The Paradoxical Tragedy of White and Black Laborers in the South." (DD)	1) Lecture on the construction of race 2) In class close reading worksheet 3) Group presentations and discussion of readings	
5/21	[CR] MLK, "Letter from a Birmingham Jail" (PDF); Harvard Sitkoff, "Organized Labor and Civil Rights"; William Julius Wilson, "The Black Community: Race and Class." (DD) Keeanga-Yamahtta Taylor, <i>From #BlackLivesMatter to Black Liberation</i> , (PDF)	1) Watch clip from doc on Civil Rights movement 2) Discussion of readings	Close reading due (assignment handed out in class)
5/22		Watch: <i>Boyz n the Hood</i> (1991)	
5/23	James Q. Wilson, "What To Do About Crime"; Elliott Currie, "What To Do and Not To Do About Crime" (DD); Michelle Alexander, "Introduction," <i>The New Jim Crow</i> (PDF).	1) Discuss <i>Boyz in the Hood</i> 2) Discuss readings 3) Peer review workshop on final project proposals	
5/24	Pete Wilson, "Ending Affirmative Action"; Chang-Lin Tien, "Defending Affirmative Action" (DD); Hua Hsu, "The Rise and Fall of Affirmative Action," <i>The New Yorker</i>; Ta-Nehisi Coates, "The Case for Reparations," <i>The Atlantic</i>	1) Discuss readings 2) TBA	Final project proposal due

Week Three:

Date	Reading Due for Class	Class Plan	Assignment Due
5/27	Memorial Day	NO CLASS	NO CLASS
5/28	<p>bell hooks, "Understanding Patriarchy" (PDF);</p> <p>Bonnie Thornton Dill, "Race, Class, and Gender: Prospects for an All-Inclusive Sisterhood"; Cynthia L. Nakashima, "Voices from the Movement: Approaches to Multiraciality"; Lourdes Miranda King, "Double Discrimination for Puerto Rican Women" (DD);</p> <p>"Kimberle Crenshaw Explains the Power of Intersectional Feminism in One Minute";</p> <p>"Latina Feminisms," Equality Archive;</p> <p>Leslie Maria Aguilar, "Inside the Complex Framework of Latina Feminism in the US"</p>	<p>1) Discussion of readings</p> <p>2) In class research workshop</p>	<p>Reading/film response due</p>
5/29	<p>Cathy Cohen, <i>The Boundaries of Blackness: AIDS and the Breakdown of Black Politics</i>, (PDF)</p> <p>TBD on intersectionality in queer identity</p>	<p>1) Watch excerpt from Stonewall Uprising doc</p> <p>2) Discuss readings</p> <p>3) Research workshop</p>	<p>Annotated bibliography one due</p>
5/30	<p>TBD on LGBT politics and religious freedom</p>	<p>1) Discuss reading</p> <p>2) Research workshop</p>	
5/31		<p>Watch: <i>Bread and Roses</i> (2000)</p>	<p>Annotated bibliography two due</p>

Week Four:

Date	Reading Due for Class	Class Plan	Assignment Due
6/3	Grace Chang, "Immigrants and Workfare Workers"; Robert Samuelson, "The Limits of Immigration"; Gregory Defreitas, "Fear of Foreigners: Immigrants as Scapegoats for Domestic Woes." (DD) Michael Katz, <i>The Undeserving Poor</i> , (PDF)	1) Discuss <i>Bread and Roses</i>	Reading/film response due
		2) Discuss readings	
		3) Free write reflection in class	
6/4	Lindsay Perez Huber, "Make America Great Again!" (PDF) Mimi Yang, "The Trump Wall," <i>Lateral</i> Students' choice media on border wall	1) Discuss readings and media articles	
		2) Peer review of reflection	
6/5	Peggy McIntosh, "White Privilege," (PDF) Cathy Cohen, "Millennials and the Myth of the Post-Racial Society," <i>Daedalus</i> (PDF)	Watch: Frontline documentaries on the Rise of White Nationalism (2018)	Final project reflection due
6/6	Katherine Cramer Walsh, "Putting Inequality in its Place," (PDF) Jane Junn, "The Trump Majority: white womanhood and the making of female voters in the US," <i>Politics, Groups, and Identities</i> (PDF)	1) Discuss Frontline doc and McIntosh and Cohen readings	
		2) Discuss readings	
6/7	Francis Fukuyama, "Against Identity Politics" Suzanna Danuta Walters, "In Defense of Identity Politics"	1) In class final (long essay)	Submit final portfolio to Blackboard and Foliotek
		2) Discuss readings and film	

Syllabus Statements

Accessibility Services

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws that guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/access> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

Academic Honor Code Reaffirmation (updated 7/18/18)

<http://www.rollins.edu/honor-code/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Citation Expectations

As per the Academic Honor Code, plagiarism is defined as “Offering the words, facts, or ideas of another person as your own in any academic exercise.” In order to avoid plagiarism, all students are expected to use proper citation norms. **This includes citing all works you have consulted in your bibliography and providing citations in the body of your written work for all material that is quoted, paraphrased, or summarized. For our course, all assignments will use Chicago Manual of Style citations.**

Absences – religious holidays and/or campus business

The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College’s policy on excused absences (http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student’s class participation grade in the course, though, may still be affected.

Credit Hour Statement for Rollins Courses

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2 ½ hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are that students dedicate sufficient time to carefully read all assigned texts, complete assigned homework, including but not limited to three reading responses, and complete a multi-stage final project.

Evaluation Criteria

Student grade reports are based on the following definitions.

- Grade 'A' is reserved for work that is exceptional in quality and shows keen insight, understanding, and initiative.
- Grade 'B' is given for work that is consistently superior and shows interest, effort, or originality.
- Grade 'C' is a respectable grade. It reflects consistent daily preparation and satisfactory completion of all work required.
- Grade 'D-' is the lowest passing grade. It is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.
- Grade 'F' is failing.

Recording Device Use

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office

of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

Title IX Statement (updated 7/18/18)

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Title IX Coordinator, (TitleIX@rollins.edu or 407.691.1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407.628.6340. They are not required to report any information you share with the Title IX Coordinator.

Misconduct under Title IX includes gender-based discrimination and harassment, sexual harassment, sexual violence including fondling and assault, sexual coercion/force, sexual-based communication, sexual exploitation, interpersonal violence including dating and domestic violence, stalking, complicity and retaliation. Everyone is protected under the following protected statuses: sex (including pregnancy), gender, gender identity (including transgender status), gender expression, and sexual orientation. For information, visit Rollins.edu/titleix.